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| **Strathblane Primary School** **and Nursery Class Recovery /Improvement Plan 21-22**  **M:\PHOTOGRAPHS\2014-2015 photos\Photos of School\SPS building 2010-2011\DSCF0041.jpg**    **Vision**  ‘It takes a whole village to raise a child.’  Positive and effective partnership working is at the heart of what we do.  **Motto**  ‘Be all you can be!’  Our children are encouraged to be aspirational through an ethos of achievement and high expectations.  **Values**  Our shared values underpin all that we do in school, and beyond.  Honesty  Respect  Responsibility  Co-operation  Fairness    **Aims**  Our aims are linked to Stirling Council aims, the National Priorities and Legislation for Education. The work we do reflects Stirling Council’s Mission Statement,  “*Improving Life through Learning”.*  To foster in our children a lifelong love of learning, the ambition to achieve personal best and build their capacity as-   * Responsible citizens * Effective contributors * Successful learners * Confident individuals   To achieve this we aim:   * To work in partnership will all who support our children in their learning and life. * To provide a safe, nurturing environment where children can grow in confidence, take risks, make informed decisions, learn from mistakes and develop a ‘can do attitude’. * To help our children develop the skills necessary for learning for life and work by providing them with high quality, motivating and purposeful learning experiences and a broad range of opportunities in school and beyond. * To encourage our children to make healthy life choices, build resilience and demonstrate perseverance. * To provide appropriate support and challenge to our children to foster ambition, creativity, curiosity and the capacity to achieve their full potential. * To foster a lifelong love of learning and recognise the positive contribution they can make to society now and in future. * To encourage children to have high expectations and aspirations for themselves through by fostering an ethos of achievement. * To provide opportunities to celebrate and recognise achievement in its widest sense. * To provide digital learning and support children appropriately throughout any periods of home learning or blended learning. * To focus on recovery with particular focus on health and wellbeing of children and staff.   Context of our School and Nursery-  Strathblane Primary School and Nursery Class serves the community of Strathblane and Blanefield. The school has seven classes and a Nursery Class that can accommodate 24 children am and 24 children pm. The nursery now provides 11.40 hours of early years education all year round. This provision commenced August 2020 in a newly temporary mobile unit as works to refurbish and extend the nursery has been delayed due to COVID 19. This work is now planned for September 2021 with a completion date of Spring 2022.  Normally the school and Nursey Class are together in one two-story building, which is set in beautiful grounds at the foot of the Campsie Hills. The grounds continue to be enhanced and maintained by a hard working Parent and Teacher Grounds Group.  Strathblane Primary School and Nursery Class is a thriving Learning Community where children have every opportunity to develop the four capacities of Curriculum for Excellence, confident individuals, effective contributors, successful learners and respectful citizens in an ethos that is supportive and nurturing. We provide children with a broad and varied curriculum, which reflects the principles and practices of Curriculum for Excellence.  An ethos of achievement is evident and this is fostered through celebration of achievement in its broadest sense. The school embraces outdoor learning and provides a range of extra-curricular opportunities provided by highly committed staff, volunteer parents and Active Stirling.  Parents are supportive of the work of the school and nursery, the active parent Council supports the school though fundraising to support improvement priorities, and almost all families are actively involved in their children’s learning, enjoying involvement in school activities, open afternoons and family events. Our children are engaged and enthusiastic learners. The motto of our school is ‘Be All You Can Be’ reflects our children’s desire to be successful and to achieve personal best. Our nurturing, inclusive approach ensures that all children are valued and have equal opportunities.  The work of our school is enhanced by wider partnerships such as Balfron Learning Community Partnership, Early Years Network, and the School Improvement Partnership as well as community partnerships with the local library, local sports venues and local businesses. These all contribute to and enhance the work that we do on behalf of our children.  We are proud of our school and strive for continuous improvement to ensure best outcomes for all of our children. In March 2020 a global pandemic caused by COVID 19 virus resulted in all schools in Scotland being closed. In August 2020 schools and nurseries re-opened with strict protocols in place to reduce risk. In December 20, it was announced that schools would close again, except for the children of key workers who would be provided for in a hub in school. Children returned to school in a phased approach with all back prior to Easter break 2021. Opportunities and wider curriculum experiences were severely impacted by COVID 19 restrictions.  During the months of closure, staff quickly adapted their approaches to provide learning at home. Their efforts in such challenging times, using unfamiliar approaches while managing their own personal circumstances, is testament to their commitment to our children and families. Our children worked extremely hard and almost all engaged with home learning throughout, encouraged and supported by their parents. This has been a very challenging time but the school community have pulled together to support each other throughout. At the time of writing this, June 2021, despite community restrictions easing, restrictions remain in place in the nursery and school setting and these limit opportunities for children to mix and access wider opportunities. |

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| Improvement Planning Overview |  |

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| **National Improvement Framework Priorities** | **HGIOS 4 & HGIOELC Quality Indicators** | **Integrated Children’s Services Plan Outcomes** |
| * Improvement in attainment, particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged children. * Improvement in children and young people’s health and wellbeing. * Improvement in employability skills and sustained, positive destinations.   Key drivers of improvement   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information | 1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  *Specific to HGIOS 4*  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  *Specific to HGIOELC*  3.2 Securing children’s progress  3.3 Developing creativity and skills for life and learning | •Improving mental health & emotional wellbeing.  •Tackling child poverty.  •Improving outcomes for children with care experience.  •Improving outcomes for children with disabilities.  •Improving outcomes for children in need of protection. |
| **Schools Learning and Education Achievement** |
| •Implement strategies to raise attainment of children affected by poverty (PEF; Scottish Attainment Challenge).  •Continue to develop creative pedagogies, which are engaging, effective and appropriate for C21 learning (early level pedagogy; financial literacy; 1+2 languages).  •Refresh approaches to the assessment of children’s progress and achievements (moderation; ACEL; SNSA).  •Extend skilled use of rich data (monitoring & tracking, FOCUS Toolkit, BGE Benchmarking Tool, School Profiles; Data Coaches).  Embed effective approaches to school improvement (self-evaluation; partnerships; VSE; School Improvement Meetings).  •Promote collaborative & empowered leadership & teacher professionalism (teacher, middle, school & system leadership & CLPL). |

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| **Improvement Priority** | **Outcomes for Learners** | **Impact Measurement** |
| To improve Health and wellbeing during Recovery Period and improve our Health and Wellbeing Programme through  Implementation of Emotion Works  Raising the profile of safeguarding and personal safety  Review of RSHP approach and resource | Children from N-P7 will be supported using Emotion Works Programme and nurture principles to guide the work of staff in supporting children’s wellbeing  Classroom management – staff will provide a safe and secure base where children feel supported, happy and confident in the prevailing circumstances  Staff and child relationships take account of atunement and nurture principles to ensure children feel supported, validated and confident in their interactions with staff and peers    Children will benefit from to an improved approach to RSHP and resources that are more modern will improve engagement. | .   * Children will demonstrate the confidence and ability to discuss their experiences and feelings in a safe classroom environment * Children will recognise and celebrate their wider achievements, and those of others, and explore the skills developed as a result of lockdown and COVID 19 * Children will demonstrate an understanding of safeguarding, and how they can keep themselves safe * Children will show a returning confidence and be supported to manage the changes in school and community that impact them, as they present themselves. * Relationships, lost or impacted by school closure will recover over time. * Children will demonstrate an age appropriate knowledge of RSH |
| **School / Nursery**  To improve attainment in literacy and numeracy for all children through   * Early intervention * Staged intervention * Play and Learning/Play Pedagogy in p1 ,P2 and nursery in a way that is possible in the prevailing circumstances * Appropriate use of digital platforms to enhance learning, engage with families and external agencies and maintain relationships * Outdoor learning approaches that are engaging, motivating and build resilience and confidence-continuation | * Gaps identified through tracking and monitoring discussions with staff and feedback from staged intervention meetings ensuring those with the greatest need are appropriately supported. * learning approaches will be targeted to meet the needs of children, especially those who have lost confidence or not made sufficient progress due to COVID 19 circumstances * Learning support will be focussed on literacy and numeracy * SLA support will be targeted to classes, individual learners and small groups with the greatest level of need * Digital resources, which proved invaluable during lockdown, will be used to enhance children’s learning opportunities and remove barriers where possible. * A programme of outdoor learning opportunities will be developed for N-P7 providing children with opportunities to build confidence and resilience * Outdoor nurture space will be developed to create a safe space for children to discuss and explore feelings. Ed psych fund £500 | * Re engagement with direct teaching and relational experiences leads to improved confidence and motivation being demonstrated in school * Children are clear about where they are in their learning and can articulate what they need to do to make progress * Progress is tracked and reviewed regularly to ensure the needs of children are being appropriately met * Early year’s staff have a good understanding of the ‘Play and Learning Toolkit’. Play pedagogy informs their approaches and leads to high quality learning through play-as appropriate to the circumstances * Barriers to learning are removed using digital approaches * Opportunities for different learning approaches highlights the importance of wider achievement. |
| **School/Nursery/Learning Community**   * To implement across N-p7 the new Promoting Positive Relationship Policy developed in consultation with parents, children, staff and community 20-21 | Promoting Positive Relationships Policy leads to greater sense of personal responsibility and reflection in children with a focus on ‘relationships’  Parent’s children and staff contribute to the new approach and policy direction ensuring consistency of approach across N-P7 in an age and stage appropriate way. | * Children can see how pupil voice influenced change when the new policy is implemented * Children feel confident in an ethos of mutual respect where all have a clear understanding of expectations, and approaches are fair, measured and consistent. * Children engage in restorative approaches to heal fractured relationships and address the impact of poor choices, thus demonstrating the capacity to consider cause and consequence, personal responsibility and positive citizenship. |
| To improve our approaches to Assessment through  A review of maths Sign Post assessments and others currently used  A review of our school and nursery tracking system  Re focus on moderation through PT involvement as Moderation Lead  Involvement of PT as Data Champion | Assessments will be age and stage appropriate and provide diagnostic information for teachers to ensure children have targeted support as required  Assessment approaches will be enhanced by digital resources to remove barriers to learning for individual children  Tracking and monitoring, and data will inform discussion about children’s progress and lead to appropriately targeted early intervention for support or challenge as required, ensuring children make progress in the learning. | Children will understand the role of assessment in demonstrating their progress, strengths and areas for improvement  Children will use self and peer assessment to develop evaluative language and make suggestions for next steps, over time  Staff will use moderation to ensure consistency of approach across N-P7 in assessing achievement of CfE level to ensure children are appropriately assessed. |

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| Early YearsRecovery, Renewal andImprovement Plan 2021/2022 | |  | |
| National Improvement Framework | Early Years and Early Intervention Priorities: | | Regional Improvement Collaborative Priorities |
| * Improvement in attainment, particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged children. * Improvement in children and young people’s health and wellbeing. * Improvement in employability skills and sustained, positive destinations.   Stirling Children’s Services Plan  Improving **mental health** and **emotional wellbeing.** Tackling **child poverty.** Improving outcomes for **children with care experience.** Improving outcomes for **children with disabilities.** Improving outcomes for **children in need of protection.**  Health and Social Care Standards | * Develop an ELC Self-Evaluation/ Quality Assurance. Framework to support all settings to meet the requirements of the National Standard. * Finalise the Play and Learning Framework to include the development of an early learning and childcare ‘Pledge to Play’ linking to the Stirling Pledge. * Provide support to ensure parents and local communities play a role in the day to day life of the school/nursery. * Continue to develop and implement parenting programmes. * Support the delivery of locally based after-school and holiday childcare for nursery to P7 children. * Continue to support positive health and wellbeing through access to resources and data.   National Standards for ELC  **2.2:** The setting must have a framework to support children’s learning that is informed by national guidance and is appropriate to support individual children’s development and learning focused on active learning through play.  **4.2**: Sub-criteria 4.2 - The setting has a clear plan, developed in line with self-evaluation evidence, evidence from Education Scotland and Care Inspectorate scrutiny activities, research and national practice guidance, to continuously improve the quality of provision and outcomes for children and families.  **5.2:** Parents and carers are supported to engage in their child's learning and development. | | * Improve attainment in literacy and numeracy for children and young people. * Close the attainment gap between the most and least disadvantaged children and young people for numeracy and literacy. * Improve the health and wellbeing of children and young people. * Improve curriculum developments, learning and teaching to support employability skills and sustained positive destinations. |
| **HGIOELC** & Draft C.I.Quality Framework Priorities  1.2 :Leadership of Learning  1.3: Play and learning  3.2: Securing children’s progress  KQ5: Care and Support During the Covid 19 Pandemic |
| Improvement Priority | Outcomes for Learner Statements | | Impact Measurement |
| |  | | --- | | 1.2 :Leadership of Learning   * Professional engagement and collegiate working * Impact of career-long professional learning (CLPL) * Children leading learning |   **1.3: Play and learning**   * The extent to which children experience high quality play, learning and development opportunities based on relevant theory and practice. * The interactions of skilled staff enable children to learn through play. * Effective assessment is used to plan, track, monitor and evaluate children’s progress and achievement. * High quality, inclusive approaches effectively promote early language, literacy and numeracy. | Each settings shared pedagogy is underpinned by theory and practice, informs their unique curriculum delivery; and ensures their children and families flourish.  Professional commitment to system leadership CLPL will improve confidence, and pedagogy for all practitioners, and outcomes for children and families.  Responsive, skilled and sensitive interventions and effective questioning promote; children’s creativity, extend their thinking, widen their skills and consolidate their learning.  Practitioners understand child development and skilfully scaffold this through a deep understanding of children’s right to play.  Children lead play & learning and are becoming increasingly confident in interacting with others, discussing possibilities and reasoning out answers to a self-satisfying conclusion. | | * Practitioners articulate and evidence shared pedagogy in daily practice. * Impact of Leadership Academy for PECE’s, and induction training for SECE’s will be measured through individual projects improvement data. * Self-evaluation processes will evidence an increase in adults playing alongside children, and warm adult child interactions. * Stirling pledge to Play and the Stirling Pledge will ensure article 31: Children’s Right to Play includes careful listening to the child’s view of play. |
| |  | | --- | | 3.2: Securing children’s Progress   * Progress in communication, early language, mathematics and health and wellbeing * Children’s progress over time * Overall quality of children’s achievement * Ensuring equity for all children |   KQ5:   * Refer to scrutiny/ top tips guidance sent previously. | Children are securing progress through universal, targeted and enhanced interventions, regardless of socio and economic background.  We have evidence that our professional learning during lockdown has increased our knowledge and understanding and as a result has secured progress for children and families.  We work collaboratively with colleagues, children, parents/carers and partners to improve our setting and secure improved outcomes for individual children and families; particularly during transitions.  Practitioner engagement within Improvement Partnership trios and Learning Community moderation, ensures practice is being continuously refreshed and improved for the benefit of children and families. | | * Children and families will flourish. * Each settings data story evidences children’s progression journey and improvement in communication, early language, mathematics and health & wellbeing. * Data will inform a baseline in which to identify future improvement priorities for Stirling ELC, individual settings and measure future success. * Stirling ELC Data will ensure we can compare to national picture and Universal Pathways data |

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| HGIOELCC: 1.2 Leadership of Learning. Quality Framework: 1.3: Play and Learning.  National Standard for ELCC: 2.2: The setting must have a framework to support children’s learning that is informed by national guidance and is appropriate to support individual children’s development and learning focused on active learning through play.  Early Years & Intervention: Finalise the Play and Learning Framework to include the development of an early learning and childcare ‘Pledge to Play’ linking to the Stirling Pledge.  Children’s Service Plan: Improving children and young people’s mental health and emotional wellbeing. | | | |
| Outcomes of Learners:   * Children are creative, confident and motivated to lead play & learning. * Children’s views of play are listened to and acted on by skilled leaders at all levels. | | | |
| Key Actions | Priority Leader | Milestone Dates | Evaluation/Analysis of Progress and impact |
| * Updated Play and Learning Framework and Pathways will be shared with practitioners and implemented at August in-service. * Stirling collective pedagogy will be linked to the setting’s shared pedagogy and articulated by all stakeholders. * Leadership opportunities will be created for staff and children as a result of the following system leadership CLPL opportunities; Leadership Academy and SECE induction project of innovation, Trio opportunities, Nurture ambassador, LIFT and ECE networks. * Excellence and Equity Leads will further develop, and share impact of role at EEL network, Improvement Partnerships and work with other interested settings in improving outcomes for all. * Play Champions will collectively agree and promote; Stirling Collective Pedagogy, Stirling’s Pledge to Play, evaluate the impact of Adventures with Alice, and uphold UNCRC Article 31: children’s right to play within settings. * Improved adult/child interactions during play are measured as a result of either the; *Play:3 Words Conference*, *Practitioner’s lockdown CLPL, Realising the Ambition* *Networks*, *LIFT* or *Stirling Pledge to Play.* * Plan, implement and sustain PEEP groups to meet families targeted needs. | SMT  SMT  ALL  EEL/SMT  SMT/ Play Champions  ALL | August 2021  May 2022.  May 2022  December 2021  May 2022  May 2022 |  |

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| HGIOELCC: 3.2 Securing Children’s Progress.  HGIOELCC: 3.2: Securing children’s progress.  N.I.F: Improvement in children and young people’s health and wellbeing.  National Standard for ELCC  4.2 - The setting has a clear plan, developed in line with self-evaluation evidence, evidence from Education Scotland and Care Inspectorate scrutiny activities, research and national practice guidance, to continuously improve the quality of provision and outcomes for children and families.  R.I.C: Improve the health and wellbeing of children and young people. | | | |
| Outcomes of Learners:   * Data stories show children and families securing progress. * Robust self-evaluation for self-improvement contributes to identifying and closing gaps in children’s play and learning. | | | |
| Key Actions | Priority Leader | Milestone Dates | Evaluation/Analysis of Progress and impact |
| * As a result of the Stirling *I am 2 Conference* and the use of *Play & Learning under 3’s tiles.* Practitioners will identify and mitigate gaps in baby, toddler & young children’s learning and development. * Impact meetings and the Play & Learning Tracking & Monitoring database measure progress in communication, early language, mathematics and health & wellbeing. * Data stories show the impact of universal, targeted and enhanced interventions on outcomes for children; particularly those susceptible to socio and economic impact. * Data submitted to Local Authority will be used to measure each settings improvement over time. * Share/Measure impact of LIFT roll out at LIFT network. * Stirling Quality Assurance/Self Evaluation Framework will be implemented to streamline and target improvement priorities. * Collaborate with colleagues, children, families and partners to improve learning opportunities surrounding Stirling Pledge to Play. * Capture and measure impact of transition support into P.1. | Practitioners/SMT  Practitioners/SMT  Practitioners/SMT  SMT  C. Champions  SMT  SMT/ Play Champions  EY Teachers | June 2022  Tri annually  May 2022  May 2022  May 2022  January 2022  June 2022  June 2022 |  |