



Hillhead Primary School
Session 2017 - 2018
School Improvement Plan



Hillhead Primary School - Vision, Values and Aims

What is our vision for the children in Hillhead? *Reduce the impact of deprivation and raise attainment for all.*

Within Hillhead Primary School *nurturing relationships, equity for all and excellent learning and teaching* ensures *enriching experiences* to raise attainment for all

We aim to produce young people with good well being who are...

high attainers
emotionally resilient

wide achievers
informed decision makers

with....

high aspirations, expectations and driven to succeed

and who have ...

personal responsibility

community responsibility

global responsibility

...and skills for learning, life and work



Whole School Priorities & Targets

	Improvement Priority	PEF Organiser	Target
1	Literacy	PEF team 1 Led by Acting Principal Teacher Learning and teaching Leadership - Staff	To raise attainment in literacy and close the gap between the least and most disadvantaged.
2	Numeracy	PEF team 2 Led by Depute Head Teacher Learning and teaching Leadership - Staff	To raise attainment in numeracy and close the gap between the least and most disadvantaged
3	Health and Well Being	PEF team 3 Led by Principal Teacher Leadership - Children Leadership - Staff Families and Communities	To improve children's health and wellbeing and close the gap between the least and most disadvantaged.

<p>PEF Organiser</p>	<p>Learning and teaching Leadership- Staff</p>
<p>Improvement Priority</p>	<p>Literacy</p> <ul style="list-style-type: none"> • There will be improved attainment in literacy across P1-7 through implementation of new planning and new approaches to improve literacy learning and teaching. • The poverty related attainment gap in literacy will be reduced through a range of interventions. (PEF) • Staff have a shared understanding of standards and expectations through moderation activities and can confidently report on CfE levels.
<p>Link to NIF Priorities & Drivers</p>	<p>Priority- Improvement in attainment particularly in literacy and numeracy.</p> <p>Drivers-</p> <ul style="list-style-type: none"> • Assessment of children's progress • School Leadership • Teacher Professionalism
<p>EDC NIF Implementation Plan</p>	<p>NIF Strategic Priority: improvement in attainment in literacy</p> <ul style="list-style-type: none"> • Raise attainment in reading and writing particularly in upper primary

Target and Outcome

To raise attainment in literacy and close the gap between the least and most disadvantaged

Targets for Learners

- Learners make very good progress in their learning and attainment is raised in literacy.
- Learners and their parents/ carers enjoy literacy related games and activities.
- The poverty related gap is reduced- targeted and universal support (PEF)
- Learners can select and explain evidence to demonstrate their learning in literacy.
- Learners are clear about targets and how to improve.

These targets will be achieved through:

- Consistency in planning for literacy across the school.
- Common approaches to learning and teaching in literacy across the school.
- Development of assessment evidence to show achievement of a level (benchmarks)
- Sharing of standards through exemplification of literacy work from early level

Measures of Success

- A common planning format is used across the school.
- All class teachers use agreed approaches to support learning in literacy.
- Staff are clear about achievement of a level, using benchmarks to support judgements.
- NIF levels and standardised test levels improve
- The poverty related attainment gap is reduced.
- Targeted pupils attend supported study sessions.
- Staff share examples of good practice and identify work which shows achievement of a level.
- From family learning sessions, parents report that they are better able to support children at home with literacy learning.

HGIOS4 QIs

1.5 - Management of resources to promote equity

2.3 - Learning, teaching and assessment

2.4 - Personalised Support

3.2 - Raising attainment and achievement

Action	Timescale	Responsibility	Progress Update
<p><u>Word Aware-</u></p> <p>Key staff to be trained in Word Aware programme –school and nursery.</p> <p>Plan for implementation of programme across the school and nursery and purchase resources.</p> <p>Implementation of teaching, learning and assessment activities in nursery and infant classes P1-3.</p> <p>Plan for implementation in all classes.</p> <p>Awareness raising for all class teachers of teaching, learning and assessment activities.</p> <p>Implementation of teaching, learning and assessment activities in all classes.</p> <p>Implement family learning sessions to enhance parent role improving vocabulary.</p> <p>Self-evaluation activities including HGIOS 4 audits- class visits, learners’ work, feedback from parents, etc.</p>	<p>By June 17</p> <p>August 17</p> <p>From Sept. 17</p> <p>20th Sept. 17</p> <p>October in-service</p> <p>From October 17</p> <p>From Jan. 18</p> <p>On-going</p>	<p>EDC</p> <p>HT/Early level support teacher</p> <p>Infant class teachers</p> <p>HT/ Early level support teacher</p> <p>Early level support teacher</p> <p>All class teachers</p> <p>SMT</p> <p>SMT</p>	<p><i>All tasks the responsibility of the Pupil Equity Team 1 -Literacy led by Acting Principal Teacher.</i></p> <p><i>PEF team 1 will meet at staff meetings and every in-service day AM.</i></p> <p><i>Following these professional learning sessions the SMT will meet to review progress of each team’s tasks.</i></p>

<p>Implement any changes as a result of moderation.</p> <p><u>Delivery of literacy programmes-</u></p> <p>Improved planning format for literacy will be agreed to be used across the school- to include benchmarks</p> <p>Nursery profiles will be improved to include benchmarks.</p> <p>All class groups to be matched onto new planners for Aug. 17</p> <p>Purchase North Lan. Literacy programme and Pie Corbett writing resources.</p> <p>Teachers to use new planners to plan for learning, teaching and assessment.</p> <p>Acting PT to support literacy teaching and learning through a range of activities working with class teachers</p> <p>Draft written literacy strategy to be created from acting PT ongoing class work .</p>	<p>June 18</p> <p>June 17</p> <p>On-going from Aug. 17</p> <p>Aug. 17</p> <p>Aug.17</p> <p>From Aug. 17 -ongoing</p> <p>From Aug. 17- ongoing</p> <p>Draft to be available from Aug. 17</p>	<p>SMT/ Early level support teachers</p> <p>Acting PT</p> <p>Early level support teacher /nursery staff</p> <p>Acting PT</p> <p>HT</p> <p>Class teachers</p> <p>Acting PT</p> <p>HT/ Acting PT</p>	
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<p>Staff team to create moderated assessments for reading for first and second level.</p> <p>Teachers to use new strategies/ techniques and related assessment to improve learning.</p> <p>Staff meet to discuss assessment/ pedagogy/new strategies/techniques-professional dialogue/moderation/sharing practice.</p> <p>Peer visits to take place at early, first and second level to support moderation of achievement of a level.</p> <p>Self-evaluation activities including HGIOS 4 audits- class visits, learners' work, feedback from parents, etc.</p> <p>Implement any changes as a result of moderation.</p> <p>Personalised literacy support programme to be planned for targeted children from nursery –P7</p>	<p>On-going from Aug, 17</p> <p>On-going from Aug, 17</p> <p>On-going from Aug, 17 -staff meetings and in-service</p> <p>On-going from Aug, 17</p> <p>On-going from Aug, 17</p> <p>June 18</p> <p>From August 17</p>	<p>Acting PT</p> <p>Class teachers</p> <p>Acting PT</p> <p>Class teachers</p> <p>SMT</p> <p>SMT</p> <p>DHT and SFL team</p>	
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Engage as appropriate with national Read, Write and Count Campaign P4-7 and Book Trust Shared Reading.	<i>On-going</i>	DHT	
Engage as appropriate with national Book Trust Shared Reading Project	<i>On-going</i>	Acting PT	

Resource Requirements	
Amount allocated from PEF	£25,166 - acting PT post £28,242 - SFL teacher £720 - staff costs- supported study £720 - staff costs- homework Club
Staffing	<ul style="list-style-type: none"> • Acting Principal Teacher - lead on raising attainment in literacy • Additional class teacher as part of the SFL team
Resources	<ul style="list-style-type: none"> • Additional resources to enhance the programmes in place and support assessment • Relevant resources to develop Word Aware classroom strategies
Others	<ul style="list-style-type: none"> • Cover - peer collaborative learning within school and wider establishments and for acting PT to develop literacy assessments • Time from collegiate calendar
Professional Learning <ul style="list-style-type: none"> • Peer collaborative learning - within school • Reciprocal peer collaborative learning - wider establishments • EDC professional learning • Participation in PEF teams - leadership role for all staff and membership of Professional learning community • Collegiate sessions monthly -professional dialogue -collegiate calendar • All in-service morning sessions -professional dialogue -collegiate calendar • Professional learning - in house and external courses • Professional reading • Relevant evidence based research and Ed. Scotland material • Participation in quality assurance processes and self-evaluation • Personal professional development time 	

PEF Organiser	Learning and teaching Leadership- Staff
Improvement Priority	<p style="text-align: center;">Numeracy - Cluster priority</p> <ul style="list-style-type: none"> • There will be improved attainment in Numeracy and Maths across P1-7 through implementation of new planning and new approaches (SEAL) to improve learning and teaching. • The poverty related attainment gap in Numeracy and Maths will be reduced (P1-7) through maths recovery intervention. (PEF) • Staff have a shared understanding of standards and expectations through moderation activities and can confidently report on CfE levels.
Link to NIF Priorities & Drivers	<p>NIF priorities: Improvement in Attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children.</p> <p>NIF drivers: Teacher Professionalism/ School Improvement/ Parental Engagement/ Assessment of Children's Progress</p>
EDC NIF Implementation Plan	<p>EDC NIF Imp Plan links - Improvement in attainment in literacy/ Closing the attainment gap between the most and least disadvantaged</p>

Target and Outcome

To raise attainment in numeracy and close the gap between the least and most disadvantaged.

Targets for Learners

- Learners make very good progress in their learning and attainment is raised in numeracy and maths.
- Learners can identify and use a range of strategies when applying skills in maths
- Learners and their parents/ carers enjoy numeracy and maths related games and activities.
- The poverty related gap is reduced- targeted and universal support (PEF)
- Learners can select and explain evidence to demonstrate their learning in numeracy and maths.
- Learners are clear about targets and how to improve.

These targets will be achieved through:

- Consistency in planning for numeracy and maths across the cluster
- Common approaches to learning and teaching in numeracy and maths across the cluster
- Development of assessment evidence to show achievement of a level (benchmarks)
- Sharing of standards through exemplification of samples of numeracy and maths work from early level

Measures of Success

- A common planning format is used in all Cluster Primary schools/ KHS for Early > Third level
- Teachers in all schools use SEAL approaches to support learning in numeracy.
- Maths Recovery is used to raise attainment/ close the poverty related gap.
- Staff are clear about achievement of a level, using benchmarks to support this.
- NIF levels and standardised test levels improve
- The poverty related attainment gap is reduced in numeracy and maths attainment
- Targeted pupils attend supported study sessions
- Staff share examples of good practice and identify work which shows achievement of a level.
- From family learning sessions, parents report that they are better able to support children at home with learning in numeracy and maths.

HGIOS4 QIs

1.5 - Management of resources to promote equity

2.3 - Learning, teaching and assessment

2.4 - Personalised Support

3.2 - Raising attainment and achievement

Action	Timescale	Responsibility	Progress Update
Cluster group leads- Early- Marion MacIssac, First- Jackie Gillespie, Second – Susan Yeoman and Third- Paul Manley			
Maths champions to be trained in Maths Recovery programme.	May 17	QIO	Completed
Planning format will be agreed to be used across the cluster.	May 17	Cluster group	Clackmananshire planners and SEAL early -first
Maths champions to work with QIO to plan in-service day for all staff. Each school to match groups onto new planners for Aug. 17	June 8 th	QIO	<i>All tasks the responsibility of the Pupil Equity Team 2 -Numeracy led by DHT</i>
HT to purchase resources for Maths Recovery.	June 17	HT/ DHT	
Maths champions to launch Maths Recovery cluster improvement work (nursery)	June 17	HT/DHT	
Teachers to use new planners to plan for learning, teaching and assessment.	Aug 15 th 17	QIO/Maths Champions	<i>PEF team 2 will meet at cluster staff meetings and every in-service day AM.</i>
Teachers to use new strategies/ techniques and related assessment to improve learning.	From Aug, 17	HT/ DHT	
Cluster groups to meet to discuss assessment/ pedagogy/new	From Aug. 17	HT/DHT	
	20 th September 17	Cluster HT	<i>Following these professional learning sessions the SMT will meet to review progress of each team's tasks.</i>

<p>strategies/techniques-professional dialogue/moderation/sharing practice.</p> <p>All teaching staff to complete reflection on given pro-forma to focus discussions and identify training needs- this will inform Oct. in-service.</p> <p>Maths champions to meet to plan Oct. in-service supported by QIO.</p> <p>Paul Manley to lead training on A Good Maths Lesson.</p> <p>Further training identified through staff pro-formas- led by maths champions.</p> <p>Cluster groups to meet to discuss assessment/ pedagogy/new strategies/techniques-professional dialogue/moderation/sharing practice.</p> <p>All teaching staff to complete reflection on given pro-forma to focus discussions and identify training needs- this will inform Feb. in-service.</p>	<p>20th September 17</p> <p>Sept. 17</p> <p>13th Oct-In-service</p> <p>13th Oct- In-service</p> <p>29th Nov. 17</p> <p>29th Nov. 17</p>	<p>Cluster HT</p> <p>QIO/ cluster HT</p> <p>Paul Manley</p> <p>Cluster HT/Maths Champions</p> <p>Cluster HT</p> <p>Cluster HT</p>	
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<p>Maths champions to meet to plan Feb. in-service supported by QIO.</p> <p>Training on Number Talks to be delivered – Gartconner Maths Champion.</p> <p>Further training identified through staff pro-formas- led by maths champions.</p> <p>Cluster groups to meet to discuss assessment/ pedagogy/new strategies/techniques-professional dialogue/moderation/sharing practice.</p> <p>All teaching staff to complete reflection on given pro-forma to focus discussions and identify training needs- this will inform May in-service.</p> <p>Maths champions to meet to plan May in-service supported by QIO.</p> <p>Further training identified through staff pro-formas- led by maths champions.</p>	<p>Jan. 18</p> <p>In-set Feb. 14th 18</p> <p>In-set Feb. 14th 18</p> <p>7th March 18</p> <p>7th March 18</p> <p>April 18</p> <p>In-service- May 24th</p>	<p>Cluster HT/QIO</p> <p>Cluster HT/Maths Champions</p> <p>Cluster HT</p> <p>Cluster HT</p> <p>QIO/Cluster HT</p> <p>Cluster HT/Maths Champions</p>	
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<p>Overall evaluation of work to date/next steps –informed by HGIOS 4.</p> <p>Maths champions to create assessments for phase 1-10 Katie, Glen, Amanda, Graham.</p> <p>Peer visits to take place at early, first, second and third level to support moderation of achievement of a level.</p> <p>Cluster policy on numeracy and maths to be drafted.</p> <p>Planning to be completed for session 18-19 to embed learning in numeracy and maths.</p>	<p>May 24th - In-service</p> <p>On-going Aug. 17-May 18</p> <p>On-going Aug. 17-May 18</p> <p>May/ June 18</p> <p>June 18</p>	<p>Cluster HT</p> <p>Maths Champions/ QIO</p> <p>Cluster HT</p> <p>Cluster HT</p> <p>Cluster HT</p>	
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Resource Requirements	
Amount allocated from PEF	£28,242 - SFL teacher £720 - staff costs- supported study £720 - staff costs- homework Club
Staffing	<ul style="list-style-type: none"> • Additional class teacher as part of the SFL team
Resources	<ul style="list-style-type: none"> • Additional resources to enhance the programmes in place and support assessment • Relevant resources to develop Maths Recovery classroom strategies -books and classroom resources • Resources to allow supported study and homework club to operate
Others	<ul style="list-style-type: none"> • Cluster budget- Cover - peer collaborative learning within school and wider establishments and cover for maths champions -£1500 • Time from collegiate calendar
Professional Learning <ul style="list-style-type: none"> • Whole staff/ cluster training • Peer collaborative learning - within school • Reciprocal peer collaborative learning - wider establishments • Participation in PEF teams - leadership role for all staff and membership of Professional learning community • Collegiate sessions monthly -professional dialogue -collegiate calendar • All in-service morning sessions -professional dialogue -collegiate calendar • Professional learning - in house and external courses • Professional reading • Relevant evidence based research and Ed. Scotland material • Participation in quality assurance processes and self-evaluation • Personal professional development time 	

PEF Organiser	Leadership- Children Leadership- Staff Families and Communities
Improvement Priority	<p style="text-align: center; color: red;">Health and Wellbeing</p> <ul style="list-style-type: none"> • There will be improved attainment health and wellbeing across P1-7 through implementation of a range of interventions to improve children's well being - universal and targeted. • The poverty related attainment gap in health and well being will be reduced through a range of interventions. (PEF)
Link to NIF Priorities & Drivers	<p>Priority- Improvement in children and young people's health and wellbeing.</p> <p>Drivers-</p> <ul style="list-style-type: none"> • Assessment of children's progress • Parental engagement • School Leadership • Teacher Professionalism
EDC NIF Implementation Plan	<p>NIF Strategic Priority : Closing the attainment gap between the most and least disadvantaged</p> <ul style="list-style-type: none"> • Raise attainment in literacy and numeracy in schools with high levels of deprivation • Reduction in exclusions in primary and number of referrals to the primary wellbeing support service • All schools and centres have a family learning programme in order that parents can support their child's learning and development

Target and Outcome

To improve children's health and wellbeing and close the gap between the least and most disadvantaged

Targets for Learners /Measures of Success

- Outcomes for children are improved as a result of improved wellbeing
- Children, staff and parents report an improvement in children's well being
- Learners can identify and use a range of strategies to manage challenges appropriately
- Learners can detail evidence to demonstrate improving resilience
- Learners are clear about wellbeing targets and how to improve.
- Targeted support is provided appropriately to improve children's resilience
- Learners make very good progress in dealing appropriately with challenges in school life
- Targeted support is provided to improve children's skills for learning, life and work
- Targeted support is provided to ensure children are developing a range of skills through participation in a wider range of activities
- Targeted support is provided to ensure parents actively engage in children's learning at school
- Learners and their parents/ carers participate in family learning sessions.

These targets will be achieved through:

- Implementation of PAThs programme across the school
- Development of a wider achievement programme for targeted children
- Implementation of family learning programme
- Development of outdoor learning programme

HGIOS4 QIs

1.5 - Management of resources to promote equity

2.4 - Personalised Support

2.5 Family Learning

3.2 Raising Attainment and Achievement

3.1 Ensuring wellbeing, equality and inclusion

Action	Timescale	Responsibility	Progress Update
<p><u>PATHs-</u></p> <p>Liaise with EDCPS to plan programme for PATHs implementation.</p> <p>Purchase appropriate resources to support implementation.</p> <p>Identify classes to begin roll out of the programme.</p> <p>Identify PATHs champion to lead programme.</p> <p>Staff to become familiar with materials</p> <p>Staff complete readiness toolkit from EDC</p> <p>Data from each class gathered to inform programme implementation</p> <p>A range of school staff participate in EDC training sessions from Sept.- May as appropriate.</p> <p>Programme implemented in classes from October- February 18</p>	<p>June 17</p> <p>August 17</p> <p>August 17</p> <p>August 17</p> <p>Sept. 17</p> <p>Sept. 17</p> <p>Sept. 17</p> <p>On going from Aug. 17</p> <p>On-going from October 17</p>	<p>HT</p> <p>PT</p> <p>HT/PT</p> <p>HT</p> <p>PEF team</p> <p>PT/ PEF team</p> <p>PT/PEF team</p> <p>SLA/ PT/ PEF team class teachers</p> <p>PEF team class teachers</p>	<p><i>All tasks the responsibility of the Pupil Equity Team 3 -Health and wellbeing led by Principal Teacher.</i></p> <p><i>PEF team will meet monthly at staff meetings and every in-service day AM.</i></p> <p><i>Following these professional learning sessions the SMT will meet to review progress of each team's tasks.</i></p>

Post data gathered to inform evaluation.	Feb. 18	PT/PEF team	
Evaluate data to identify improvement and plan next steps.	From Feb. 18	PT/ PEF team	
<u>Outdoor Learning -</u>			
Liaise with outdoor education officer to plan programme.	June 17	HT	
Plan for implementation of programme with key staff.	June 17	HT	
Purchase resources to support programme.	August 17	PT	
Data from each class gathered to inform programme implementation	August 17	PT /Class teachers	
Implement 6 week programme.	From August - October 17	Range of staff	
Post data gathered to inform evaluation.	October 17	PT/ Class teachers	
Evaluate data to identify improvement and plan next steps.	October 17	SMT	
<u>Wider Achievement-</u>			
Liaise with active schools to plan opportunities for wider achievement	September 17	HT	

(clubs)			
Plan targeted programme for wider achievement.	September 17	PT	
Identify targeted children wider achievement opportunities.	September 17	SMT	
Data gathered to inform targeted programme implementation.	September 17	PT/Class teacher	
Implement wider achievement programme.	From October- December 17	Range of staff	
Post programme data gathered to inform evaluation.	December 17	PT/ Class teachers	
Evaluate data to identify improvement and plan next steps.	December 17	SMT	
<u>Family Learning-</u>			
Appoint family learning assistant 0.2 weekly.	October 17	Cluster	
Devise universal programme for family learning.	October 17	HT	
Identify targeted families for family learning.	October 17	SMT	
Data gathered to inform targeted	November 17	PT/Class teachers	

<p>programme implementation.</p> <p>Devise appropriate targeted family learning opportunities.</p> <p>Implement family learning programmes.</p> <p>Post programme data gathered to inform evaluation.</p> <p>Evaluate data to identify improvement and plan next steps.</p>	<p>November 17</p> <p>From November 17</p> <p>February 18</p> <p>From Feb. 18</p>	<p>SMT</p> <p>Range of staff</p> <p>SMT</p> <p>SMT</p>	
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Resource Requirements	
Amount allocated from PEF	£3750 - Family Learning Assistant £2600 - Outdoor Education programme £13, 000- 0.5 PEF teacher -targeted support (PEF) £ 500 -Wider Achievement
Staffing	<ul style="list-style-type: none"> • Family Learning Assistant will be appointed 0.2 weekly • Active Schools staff - wider achievement opportunities • Outdoor Education Staff will lead weekly programme • 0.5 Well Being teacher
Resources	<ul style="list-style-type: none"> • Clothing for outdoor education learning experiences • PE kits to be purchased • Resources to support PATHs implementation
Others	<ul style="list-style-type: none"> • Cover - peer collaborative learning within school and wider establishments • Time from collegiate calendar
Professional Learning <ul style="list-style-type: none"> • Peer collaborative learning - within school • Reciprocal peer collaborative learning - wider establishments • Participation in PEF teams - leadership role for all staff and membership of Professional learning community • Collegiate sessions monthly -professional dialogue -collegiate calendar • All in-service morning sessions -professional dialogue -collegiate calendar • Professional learning - in house and external courses • Professional reading • Relevant evidence based research and Ed. Scotland material • Participation in quality assurance processes • Personal professional development time 	