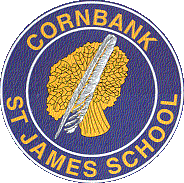


Cornbank Primary School





Cornbank

Primary School

Improvement Plan

Session 2015-16

**Cornbank Primary School**

**School Improvement Plan for 2015-16 Overview**

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| **Priority 1:**  **Confident**  **Staff**  **Confident**  **Individuals** | **Priority 2:**  **To improve how well children learn and achieve in Literacy-**  **Main focus Reading** | **Priority 3:**  **To improve how well children learn and**  **achieve in**  **Numeracy/Maths** | **Priority 4:**  **Learning for Sustainability by developing Global Citizenship**  **across the whole school.** |
| **Priority 5**  **1+2**  **Modern Languages across the whole school-French** | | **Priority 6**  **Better Eating**  **Better Learning**  **Food for Thought** |
| **Priority 7**  **To continue to develop and improve the nursery Outdoor area** | | | |

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| **Cornbank School Improvement Plan. Priority 1.: Confident staff and Confident individuals** | | | | | |
| **Priority 1** | **Agreed steps towards desired outcome** | **Who will lead and be involved?** | | **Indicators of success or impact on learners.** | **Monitoring & Evaluating** |
| **Confident staff and Confident individuals**  **6 Sessions**  **Q.I.s** | **1**.  **10.09.15 – 3.15-4.45pm**  Introduction - The Brain  **2.- 4.**  **09.10.15 – 9.00 -12.00**  Attachment, Resilience and Empathy  **5.**  **12.11.15 – 3.15-4,45pm**  Mindset  **6.**  **03.12.15 – 3.15-4.45pm**  **Summing up /next steps** | **Educational Psychologist**  **Claire Finlay**  **Whole staff** | | * Staff will be more knowledgeable about Attachment, Resilience and Empathy etc * Informs HWB/ and the Well Being indicators of SHANNARI * Supports GIRFEC and Nurturing * Transition information across all stages more robust * Development of Positive Mindsets * Partnership working with parents and outside agencies | Discussions  Staff Evaluations  Pupil Parent Evaluations  Outside agency partners evaluations  Impact on Ethos of school  Impact on the general well –being of the whole school |
| **Cornbank School Improvement Plan. Priority 2 : To improve how well children learn and achieve in Literacy :Year 2**  **Spelling/Grammar/Reading/Listening and Talking** | | | | | |
| **Priority 2** | **Agreed steps towards desired outcome** | | **Who will lead and be involved?** | **Indicators of success or impact on learners.** | **Monitoring & Evaluating** |
| **To improve how well children learn and achieve in Literacy :**  **Q.I.s**  **Writing**  **Spelling/ Grammar**  **Reading** | **Writing Moderation** ASG ASG Moderation CAT Writing **(26.02.15, PHS, 1.15pm - 3.15pm)**  Review and update Programme of Progression  Review resources  Re visit Midlothian/ Cornbank child friendly rubrics  Coordinators to meet on **20.04.15 and 21.04.15** | | **Louise McGlade**  **Enquiry Group** | * Moderation will be an integral part of the Planning Cycle * A bank of evidence will be collected showing examples of each Writing genre / Level * Programmes of study updated and available across the school * Children will have an increased understanding of how to be successful in reading * Working across the school /ASG/LA teachers will develop a shared understanding of achievement at CfE levels and will be more confident in their assessments decisions | Discussions /Sharing  Enquiry Group evaluations  CT /Peer Evaluations  Pupil Evaluation  Parent Evaluations  Tracking progress  Raised achievement |

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| **S.I.P Priority 3 : To improve how well children learn and achieve in Maths/Numeracy Year 2** | | | | |
| **Priority 3** | **Agreed steps towards desired outcome** | **Who will lead and be involved?** | **Indicators of success or impact on learners.** | **Monitoring & Evaluating** |
| **To improve how well children learn and achieve in Maths and Numeracy** | Develop consistent approach to the structure of daily numeracy lessons  Merge MUNMP /HAM  SEAL Training  ASG Moderation CATs Maths (**26.02.15, PHS, 1.15pm - 3.15pm)**  Maths Master class PHS (Request) | **Abby Chattam**  **Enquiry Group** | * Protected time for numeracy /maths * Consistency of good practice across the school * Pupils’ experience enhanced by using more practical activities, using IT, working through real life context * All teachers trained * Working across the school ,ASG and LA teachers will develop a shared understanding of achievement at CfE levels and be more confident in their assessment decisions | Discussions/sharing  Enquiry Group evaluations  CT /Peer Evaluations  Pupil Evaluations  Parent Evaluation  Raised Attainment  Tracking progress |

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| **S.I.P Priority 4. Developing Global Citizenship across the school** | | | | | |
| **Priority 4** | **Agreed steps towards desired outcome** | | **Who will lead and be involved?** | **Indicators of success or impact on learners.** | **Monitoring & Evaluating** |
| **Developing Global Citizenship across the whole school**  **Learning for Sustainability** | Visit Newtongrange P. S. to find out how they developed Global Citizenship across their school  Enquiry Group Staff/pupils/parents  Plan | | **Susan Bowen**  **Enquiry Group** | * Makes the curriculum motivating, stimulating, relevant and improves ethos around the school * Enhances skills that are relevant to life * Promotes knowledge of other countries and raises awareness and understanding of different cultures and religions * Builds Professional capacity * Develops confidence and leadership skills across the school * Builds and improves engagement with the local community * Develops partnership with local businesses * Develops sustainability | Discussions/sharing  Enquiry Group Evaluations  CT /Peer Evaluations  Pupil Evaluations  Parent Evaluations  Outside agency partners evaluations  Tracking wider experiences |
| **S.I.P Priority 5. 1+ 2 Modern Languages across the whole school-French** | | | | | |
| **Priority 5** | **Agreed steps towards desired outcome** | **Who will lead and be involved?** | | **Indicators of success or impact on learners.** | **Monitoring & Evaluating** |
| **Developing 1+2**  **Language 2- French** | **Class Folders** progression and all resources required  **Teaching**  Identify who needs support to implement in class  **Training**  teachers as required  **Suppor**t  Margaret Ballantyne suppport as requested  French Learning Assistant to support | **Sandra Dorren** | | * Small steps taken towards pupil learning French from Nursery * Pupils enjoying learning French * Promotes knowledge of other countries and raises * Builds Professional capacity * Develops confidence to learn another language | CT /Peer Evaluations  Pupil Evaluations  Parent Evaluations  Outside agency partners evaluations |

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| S.I.P Priority 6. Better eating Better Learning Food for Thought | | | | | | | |
| **Priority 6** | **Agreed steps towards desired outcome** | | | **Who will lead and be involved?** | **Indicators of success or impact on learners.** | | **Monitoring & Evaluating** |
| ***Better Eating Better Learning*** | Each PS to have a Food Champion  Each PS and PHS to carry out self-evaluation  Continue to develop key areas from 'Food for Thought'  Food Technology lessons at PHS  Further embed community links  Work with Catering Services to improve 'dining experience'  Utilise school kitchen | | | **P.S**  **ASG** | * Learners make the right food choices to support a healthy diet. * The school dining experience supports positive social interaction and enjoyment of food. * Learners develop their understanding of where food comes from and how it is produced. Learners understand their role in conserving resources through managing food waste and recycling. * Involve key partners to support food waste and recycling | | CT /Peer Evaluations  Pupil Evaluations  Parent Evaluations  Outside agency partners evaluations |
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| S.I.P Priority 7. To continue to develop and improve the nursery Outdoor area | | | | | | | |
| **Agreed steps towards desired outcome** | | **Who will lead and be involved?** | **Indicators of success or impact on learners.** | | |
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| **S.I.P. PRIORITY 7. To continue to develop and improve the nursery Outdoor area** | | | |
| Agreed steps towards  Desired outcome | Who will lead and be involved? | Indicators of succe3ss or impact on learners. | Monitoring and Evaluating |
| To increase numeracy outdoors | Ros and  Children | * Develop Numeracy Garden and introduce number, welly boots etc. * Bike Parking, Numbers | Discussion and sharing  Tracking progress |
| Make dens outdoors, using wood and tarpaulins | Jill and  Children | * Introduce wooden frames and tarpaulins | Photographic evidence  Discussion and sharing |
| Make a sensory wall | Emma and  Children | * Children involved in planning. * Therapeutic values | Impact on emotional wellbeing  Science e’s and o’s |
| Waterwall  (still under construction) | Graeme and Children | * Children will show a keen interest in movement of water and experimentation | Discussion and sharing photographic evidence |