



Campsie View School
Boghead Road, Lenzie

School Improvement Plan

Head Teacher:
Anna Lewis

2017/2018



No	Improvement Priority	Targets
1	National Improvement Agenda	<ul style="list-style-type: none"> • Staff to continue to develop a working knowledge of How Good is Our School? 4 (HGIOS? 4), How Good is our Early Learning and Childcare Centre? (HGIOELC) and key priorities and drivers from the updated National Improvement Framework (NIF) 2017 • Staff to engage with visiting arts specialists and implement whole school Pupil Equity Fund (PEF) expressive arts project • Staff will continue to work with a range of partners to deliver a personalised curriculum which equips pupils for learning, life and work in all settings.
2	School Learning Community	<ul style="list-style-type: none"> • To build on and develop staff awareness of team management skills • To continue to review and improve learning and teaching through sharing good practice • To continue to work in partnership with parents and other professionals to improve the outcomes for children and young people • To develop staff knowledge and skills in order to provide a range of high quality outdoor learning opportunities
3	Nursery	<ul style="list-style-type: none"> • To continue to review learning, teaching and care in the nursery to build on current good practice and develop the next steps with reference to How Good is Our Early Learning and Childcare Centre? (HGIOELC?), Building the Ambition and the new National Care Standards • To develop staff knowledge and skills in order to provide a range of high quality outdoor learning opportunities • To continue to develop good communication links with parents and maintain a total communication environment

Improvement Priority	Link to Curriculum for Excellence and NIF	Overall Responsibility
1. National Improvement Agenda and Pupil Equity Fund (PEF)		
HGIOS? 4 Q.1 1.3, 1.4, 1.5, 2.3, 2.4, 2.5, 3.1, 3.2 DYW Career Education Standard 3-18 BTC 4	School Improvement / Teacher professionalism / Assessment of children's progress / Parental Engagement	Head Teacher

Target	Impact on Learners	Timescale
<ul style="list-style-type: none"> Staff to continue to develop a working knowledge of How Good is Our School? 4 (HGIOS? 4), How Good is our Early Learning and Childcare Centre? (HGIOELC) and key priorities/drivers from the updated National Improvement Framework (NIF) 2017. Staff to engage with visiting arts specialists and implement whole school Pupil Equity Fund (PEF) expressive arts project. Staff will continue to work with a range of partners to deliver a personalised curriculum which equips pupils for learning, life and work in all settings. 	<ul style="list-style-type: none"> Learners' needs are met by informed and skilled staff Learners make very good progress in their learning and engage with visiting specialist staff as part of the (PEF) expressive arts project Learners develop skills for learning, life and work Learners' attainment and achievements are enhanced and developed 	2017-2018 onwards

Measures of Success	
<ol style="list-style-type: none"> Staff are familiar with and have a shared understanding of the quality indicators and criteria in HGIOS? 4 and HGIOELC and are confident in using them to evaluate and improve practice. Staff are familiar with and have a shared understanding of the updated NIF 2017; staff identify 'the gap' in the context of Campsie View Learners have access to high quality experiences delivered by skilled staff who promote equality and equity across the curriculum Through the PEF project, learners engage in experiences which promote success in literacy, numeracy and health and wellbeing Sustainable skills in the Expressive Arts are developed by staff Parents attend workshops and engage actively with e-journals 	
Resource Requirements Pupil Equity Fund Specialist staff Staff training	Professional Learning Whole staff/ group/ individual sessions Professional Learning Community Professional enquiry & reading Quality assurance process

Task/Action Required	Timescale (by)	Resources Requirements	Person Responsible	Monitoring and Evaluation Arrangements		Progress
National Improvement Agenda and Pupil Equity Fund (PEF)						
1. Continue to evaluate practice relating to HGIOS? 4 with a specific focus on QI 1.3, 2.3, 3.1 and 3.2.	Ongoing	Professional dialogue, development time and collegiate time Team Meetings	Whole Staff HT	Professional dialogue Feedback to HT	Review of SIP: weekly at staff meetings and periodically at SMT meetings	
2. Familiarisation with HGIOS? 4 with specific focus on 1.4 Leadership and Management of Staff, 1.5 The Management of Resources to Promote Equity, 2.5 Family Learning	May 2018	Professional dialogue, development time and collegiate time Team Meetings	Whole Staff HT	Professional dialogue Feedback to HT		
3. Evaluation of practice /addressing the challenge questions in the identified indicators ; identification and resolution of issues raised through this process	May 2018	Professional dialogue, development time and collegiate time Team Meetings	Whole Staff HT	Professional dialogue Feedback to HT		
4. Continue to develop a working knowledge of HGIOELC?	May 2018	Professional dialogue, development time and collegiate time Team Meetings	Whole Staff HT	Professional dialogue Feedback to HT		
5. Familiarisation with the key priorities and drivers from the updated National Improvement Framework (NIF) 2017	Dec 2016	Professional dialogue, Staff Meetings Team Meetings	Whole Staff HT	Professional dialogue Feedback to HT		
6. Provide workshops for staff relating to early literacy programme.	Aug 2017	Professional dialogue, development time	Identified staff HT	Professional dialogue Feedback to HT		
7. Continued partnership with other professionals to further develop and promote positive leaver destinations	May 2018	Professional dialogue, development time Stage Meetings	Senior school teaching staff HT & DHT	Professional dialogue Feedback to HT & DHT		
8. Continue to develop the senior phase work experience programme in line with NIF priority 'Developing Scotland's Young Workforce'	May 2018	Professional dialogue, development time Stage Meetings	Senior school teaching staff HT & DHT	Professional dialogue Feedback to HT & DHT		

9. Continue to support learners to develop skills for learning , life and work across the curriculum, from early years through to senior phase	Ongoing	Professional dialogue, Development team Staff Meetings	Whole Staff DHTs HT	Professional dialogue Feedback to HT and DHTs	Review of SIP: weekly at staff meetings and periodically at SMT meetings	
10. Continue to deliver and extend Communication through Music sessions in conjunction with PEF expressive arts project.	May 2018	Professional dialogue, development time Stage Meetings	Whole Staff HT	Professional dialogue Feedback to HT		
11. Work in partnership with visiting arts specialists to deliver a music, movement and art project with each class (PEF project)	May 2018	Professional dialogue, development time Team Meetings	HT Visiting arts specialist staff Whole staff	Professional dialogue Feedback to HT		
12. Arts specialists to liaise with SMT and plan parental engagement opportunities (linked to PEF project)	May 2018	Professional dialogue, development time, SMT meetings	Arts specialist staff SMT	Professional dialogue Feedback to HT		
13. Revisit engagement profiling (linked to PEF project) in order to assess and evaluate impact on learners	August 2017	Professional dialogue, Staff Meetings	Teaching Staff HT School Link Educational Psychologists	Professional dialogue Feedback to HT		
14. Introduce e-journals within PEF project	Ongoing	Professional dialogue, development time Staff Meetings	Whole Staff HT & DHTs	Professional dialogue Feedback to HT		
15. Arts specialists assess and evaluate the sessions they have delivered and impact on learners	Ongoing	Professional dialogue, Assessment tools e.g. video, engagement profiles, CfE outcomes, IEPs	Arts specialist staff HT	Professional dialogue Feedback to HT		
16. Continued partnership with families and local businesses to encourage healthy choices and promote healthy lifestyles	Ongoing	Professional dialogue, Staff Meetings	Whole Staff PT HT	Professional dialogue Feedback to HT		

Improvement Priority	Link to Curriculum for Excellence and MIF	Overall Responsibility
2. School Learning Community		
HGIOS? 4 Q.I 1.3, 1.4, 2.3, 2.5, 3.1, 3.2	School Improvement / Parental Involvement	Head Teacher

Target	Impact on Learners	Timescale
<ul style="list-style-type: none"> To build on and develop staff awareness of team management/building skills To continue to review and improve learning and teaching through sharing good practice. To continue to work in partnership with parents and other professionals to improve outcomes for children and young people. To develop staff knowledge and skills in order to provide a range of high quality outdoor learning opportunities. 	<ul style="list-style-type: none"> Learners will continue to have access to high quality learning and teaching experiences facilitated by highly effective team work Learners will have access to new learning activities which are matched to their individual needs. Learners will continue to benefit from liaison and shared knowledge between staff, parents and other professionals Learners will experience personal achievement, build confidence, explore, make choices and develop skills through outdoor learning opportunities. 	2017-2018 onwards

Measures of Success	
<ol style="list-style-type: none"> Staff work efficiently and effectively as part of a team (at class/stage/whole school/ SMT levels) Staff and partners develop and improve skills and knowledge through the sharing of learning and teaching activities /strategies Pupils have access to outdoor learning / sensory experiences within the school and local environment; their achievement, confidence and physical skills are developed 	
Resource Requirements Staff Time Professional liaison time	Professional Learning Whole staff/ group/ individual sessions Professional Learning Community Professional enquiry Professional reading Quality assurance processes

Task/Action Required	Timescale (by)	Resources Requirements	Person Responsible	Monitoring and Evaluation Arrangements	Progress
School Learning Community					
1. Team management / building in-service training	August 2017	Staff Time August 2017 In Service Day	Whole Staff HT Psychological Service	Professional dialogue; Feedback to HT	Review of SIP: Weekly at staff meetings and periodically at SMT meetings
2. Share professional practice through show 'n' tell sessions focussing on ICT, number, sensory stories, play, science and TEACCH.	May 2018	Staff Time Staff Meetings Teachers Meetings	Staff HT / DHTs	Professional dialogue; Feedback to HT and DHTs	
3. Consult parents on potential workshop topics.	October 2017	SMT time	HT DHTs	Professional dialogue	
4. Continue to deliver parent workshops and evaluate their impact.	May 2018	Staff Time	HT DHTs Identified staff	Professional dialogue; Feedback to HT and DHTs Evaluation forms and feedback	
5. Delivery of in-house training by Speech and Language Therapy, focussing on Makaton signing to support whole school PEF project.	Throughout 2017/18 session	Staff Time SLT PEF specialist staff	Whole Staff HT SLT PEF specialist staff	Professional dialogue; Feedback to HT and DHTs	
6. Familiarisation with the principles of effective outdoor learning.	October 2017	Staff Time Staff Meetings Teachers Meetings Professional Development Time	Whole Staff HT DHTs	Professional dialogue; Feedback to HT and DHTs	
7. Participation by identified pupils in a high quality school residential trip in order to develop confidence, resilience and independence skills.	October 2017	Staff development time Team meetings Family and professional liaison time	DHT School Staff	Professional dialogue; Feedback to HT Pupil and parent evaluations	

8. Provide learners with opportunities to explore the natural and local environment.	May 2018	Staff Time Outdoor resources	Whole Staff HT DHTs	Professional dialogue; Feedback to HT and DHTs		
9. Provide learners with opportunities to take part in decision making activities which impact on them through the Eco School Committee, Campsie View in Bloom, Wonderful Wednesday and whole school fund raising events.	Ongoing	Professional dialogue, development time Staff Meetings	Whole Staff HT	Professional dialogue Feedback to HT		

Improvement Priority	Link to Curriculum for Excellence and NIF	Overall Responsibility
3. Nursery		
HGIOELC? Q.I 1.3, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3 My World Outdoors and Building the Ambition	School Improvement/Leadership/ Assessment of children's progress/Parental involvement	Head Teacher

Target	Impact on Learners	Timescale
<ul style="list-style-type: none"> To continue to review learning, teaching and care in the nursery to build on current good practice and develop next steps with reference to How Good is Our Early Learning and Childcare Centre? (HGIOELC?), Building the Ambition and new National Care Standards To develop staff knowledge and skills in order to provide a range of high quality outdoor learning opportunities To continue to develop good communication links with parents and maintain a total communication environment 	<ul style="list-style-type: none"> Children feel safe and nurtured and continue to make very good progress in their learning Children have access to a range of high quality experiences and activities, matched to individual need Children will experience personal achievement, build confidence, explore, make choices and develop skills through movement and energetic play Children develop early skills for learning and life 	2017-2018 onwards

Measures of Success	
<ol style="list-style-type: none"> High quality learning, teaching and assessment is delivered There is an effective system in place to ensure coherent delivery of children's entitlements in line with Building the Ambition document. Positive outcomes for children and families continue to be delivered through multi agency collaboration (Nursery Support for All) There are positive outcomes for children in Campsie View and partner nurseries Parents are supported through formal and informal activities eg workshops, coffee events, e-journals. Children's confidence, engagement and achievement are developed and enhanced 	
Resource Requirements	Professional Learning
Staff time Professional liaison time	Whole staff/ group/ individual sessions Professional Learning Community Professional enquiry & reading Quality assurance processes

Task/Action Required Nursery	Timescale (by)	Resources Requirements	Person Responsible	Monitoring and Evaluation Arrangements		Progress
1. Continue to develop a working knowledge of HGIOELC? with specific focus on 1.1 Self Evaluation for Self-Improvement, 1.3 Leadership of Change, 2.6 Transitions, 2.3 Learning, Teaching and Assessment, 2.5 Family Learning and 3.3 Developing Creativity and Skills for Life and Learning	May 2018	Personal professional development time, collegiate time , team meeting time	DHT Nursery Staff	Professional dialogue; Minutes of meetings; Feedback to HT	Review of SIP: Weekly at staff meetings and periodically at SMT meetings	
2. Familiarisation with the new National Care Standards	May 2018	Personal professional development time, collegiate time , team meeting time	DHT Nursery Staff	Professional dialogue; Minutes of meetings; Feedback to HT		
3. Reflection on and improvement of practice using the identified HGIOELC? indicators to ensure that Campsie View Nursery reflects most of the features of 'highly effective practice' and 'challenge questions'.	May 2018	Personal professional development time, collegiate time , team meeting time	DHT Nursery Staff	Professional dialogue; Minutes of meetings; Feedback to HT		
4. Familiarisation with the principles contained within 'My World Outdoors' and reflect on /evaluate current practice.	October 2017	Personal professional development time, collegiate time , team meeting time	DHT Nursery Staff	Professional dialogue; Minutes of meetings; Feedback to HT		
5. Planned visits to nurseries where children have shared placements in order to share good practice and ensure children's needs are being met.	On going	Personal professional development time, cover	DHT Nursery Staff	Professional dialogue Minutes of meetings Feedback to HT		
6. Establish partnership with visiting arts specialists to create a whole school music, movement and art project (PEF)	May 2018	Professional development time, collegiate time, team meeting time	DHT Nursery staff	Professional dialogue; Feedback to HT		

7. Revisit engagement profiling (linked to PEF project) and evaluate children's progress in line with early years Tests of Change strategy.	May 2018	Professional development time, collegiate time, team meeting time	DHT Nursery Staff	Professional dialogue Feedback to HT		
8. Establish partnership with Speech & Language Therapy to further develop expertise in supporting children's communication in line with guidelines from the Royal College of Speech & Language Therapists (April 2016)	May 2018	Professional development time, collegiate time, team meeting time	DHT SLT Nursery Staff	Professional dialogue Feedback to HT		
9. Continue roll out of e-journals and sharing of children's progress and learning experiences with families.	On going	Team meeting, collegiate time, personal professional development time	DHT Nursery Staff	Professional dialogue Feedback to HT		
10. Provide parent workshops / social events / fact sheets to support children and families	May 2018	Staff time	DHT Nursery Staff	Professional dialogue Feedback to HT		
11. Continuation by DHT of Support For All Group multi-agency meetings to improve outcomes for children.	Ongoing	Support For All Group Meetings, professional liaison	DHT Partner Agencies	Professional dialogue, feedback to HT and nursery team		

No	Maintenance Priority	Targets
1	National Autistic Society (NAS) / Customer Service Excellence (CSE)	<ul style="list-style-type: none"> • To continue to maintain and further develop good practice, taking account of recommendations from NAS advisor • To achieve NAS reaccreditation • To maintain CSE accreditation
2	Resources	<ul style="list-style-type: none"> • To continue to develop management and best use of resources and equipment in order to ensure positive outcomes for all learners
3	Staff Care and Welfare	<ul style="list-style-type: none"> • To continue to monitor and work proactively towards the care and welfare of all staff • To continue to support new staff through the school induction process • To develop and embed skills of new Senior Management Team (SMT)

Maintenance Priority 1. National Autistic Society (NAS) / Customer Service Excellence (CSE)	Link to Curriculum for Excellence and NIF	Overall Responsibility
HGIOS? 4 Q.I 1.3, 2.3, 2.4, 3.1, 3.2, NAS Themes 1 – 4; CSE Rolling Programme Yr 2	School Improvement / Leadership	Head Teacher

Target	Impact on Learners	Timescale
<ul style="list-style-type: none"> • To continue to maintain and further develop good practice taking account of recommendations from NAS advisor. • To achieve NAS re-accreditation status • To maintain CSE accreditation 	<ul style="list-style-type: none"> • Learners will continue to benefit from staff expertise in meeting the needs of pupils with a diagnosis of ASD. • Learners' experiences will continue to be enhanced by appropriate tasks, activities and environment. • Learners continue to thrive and are supported in an inclusive and accessible environment 	2017-2018 onwards

Measures of Success <ol style="list-style-type: none"> 1. Suggestions from the NAS advisor are incorporated into practice, policy and procedures. 2. Staff understanding of key strategies for supporting learning and teaching for ASD pupils is maintained and developed 3. Staff continue to be confident in the delivery of experiences and activities matched to needs of ASD learners. 4. Children and pupils continue to learn and develop within an autism friendly environment which promotes achievement, builds resilience and develops confidence 5. Reaccreditation with the NAS and CSE is achieved 	
Resource Requirements Staff time Specialist sensory resources Ongoing staff training Professional liaison time NAS / CSE assessor time	Professional Learning Whole staff/ group/ individual sessions Professional Learning Community Professional enquiry Professional reading Quality assurance processes

Task/Action Required	Timescale (by)	Resources Requirements	Person Responsible	Monitoring and Evaluation Arrangements		Progress
NAS / CSE						
1. Implement recommendations made by NAS advisor as part of ongoing school support visits.	Ongoing	Staff time Collegiate time	Staff HT DHTs	Professional dialogue; Feedback to HT/DHTs	Review of SIP: Weekly at staff meetings and periodically at SMT meetings	
2. Maintain current good practice through discussion, reading and professional development.	Ongoing	Staff time Collegiate time	Staff HT DHTs	Professional dialogue; Feedback to HT/DHTs		
3. Evaluate current practice (identify strengths/development needs) and complete new NAS standards.	March 2018	Staff time Collegiate time Working party time	Staff HT DHTs	Professional dialogue; Feedback to HT/DHTs		
4. School environment to be reviewed and evaluated to ensure it continues to meet the needs of all pupils in Campsie View.	March 2018	Staff time Collegiate time Whole Staff meetings	Staff HT DHTs	Professional dialogue; Feedback to HT/DHTs		
5. Complete preparations and training for NAS reaccreditation	March 2018	Staff time Collegiate time Whole staff meetings	Staff HT DHTs	Professional dialogue; Feedback to HT/DHTs		
6. Update CSE submission (rolling programme yr 2)	May 2018	SMT time	HT, DHTs, PT	Professional dialogue		

Maintenance Priority	Link to Curriculum for Excellence and NIF	Overall Responsibility
2. Resources		
HGIOS? 4 QI 1.3, 1.4, 1.5, 2.3, 3.2	School Improvement	Head Teacher

Target	Impact on Learners	Timescale
<ul style="list-style-type: none"> To continue to develop management and best use of resources and equipment in order to ensure positive outcomes for all learners. 	<ol style="list-style-type: none"> Learners' opportunities and experiences will continue to be enhanced through better management and use of existing resources. Learners' opportunities and experiences will continue to be enhanced through the introduction of new resources linked to identified needs. 	2017-2018 onwards

Measures of Success	
<ol style="list-style-type: none"> Children and young people have access to resources which enhance learning. Learners' needs are met through effective and efficient use of resources There is equality of access to resources for children and pupils in order to promote engagement and achievement. Staff are able to readily access all new and existing resources. 	
Resource Requirements Staff time Funds from school budget / Pupil Equity Fund (PEF)	Professional Learning Whole staff/ group/ individual sessions Professional Learning Community Professional enquiry Professional reading Quality assurance processes

Task/Action Required	Timescale (by)	Resources Requirements	Person Responsible	Monitoring and Evaluation Arrangements		Progress
Resources						
1. Complete map of location of resources and distribute to all staff.	October 17	Working party time	Working party HT	Professional dialogue; Minutes of meeting; Feedback to HT	Review of SIP: weekly at staff meetings and periodically at SMT meetings	
2. Audit of book bags and topic book boxes.	December 17	Working party time Staff time	Working party HT	Professional dialogue ; Feedback to HT		
3. Allocate areas of responsibility for resources to each class HE Room, Music resources, PE cupboard.	September 17	Working party time Whole staff time	Working party HT	Professional dialogue ; Feedback to HT		
4. Audit subject resources; purchase additional materials as required	Ongoing	Working party time Whole staff time	Working party HT	Professional dialogue ; Feedback to HT		
5. Complete purchase of objects of reference and distribute set to each class.	August 2017	Working party time	Working party HT	Professional dialogue ; Feedback to HT		
6. Provide in-service training on objects of reference	August 2017	Whole staff time SLT time	Working Party Leader SLT HT	Professional dialogue ; Feedback to HT		
7. Purchase and install Boardmaker online (staff training as required)	October 2017	Whole staff time	Staff Member HT	Professional dialogue ; Feedback to HT		
8. Demonstrate, trial and evaluate new resources to ensure successful implementation in line with the principles of outdoor learning.	June 2018	Working party time Whole staff time	Working party HT	Professional dialogue ; Feedback to HT		

Maintenance Priority 3. Staff Care and Welfare	Link to Curriculum for Excellence and NIF	Overall Responsibility
HGIOS? 4 QIs 1.3, 1.4, 2.3, 3.1, 3.2	School Improvement / Teacher professionalism	Head Teacher

Target	Impact on Learners	Timescale
<ul style="list-style-type: none"> To continue to monitor and work pro-actively towards the care and welfare of all staff. To continue to support new staff through the school induction process. To develop and embed new Senior Management Team (SMT) skills 	<ul style="list-style-type: none"> Learners will benefit from an increasingly resilient and contented staff team who continue to their work effectively towards improving outcomes for all pupils. 	2017-2018 onwards

Measures of Success	
<ol style="list-style-type: none"> Staff feel supported, valued and respected in the workplace New staff feel confident and well supported to deliver high quality learning and teaching and implement school policies and procedures Staff feel empowered and motivated to assist in decision making and lead aspects of school improvement The school is very well led and managed by the new SMT 	
Resource Requirements Whole staff time Professional liaison time SMT meeting time	Professional Learning Whole staff/ group/ individual sessions Quality assurance processes

Task/Action Required Staff Care and Welfare (SC&W)	Timescale (by)	Resources Requirements	Person Responsible	Monitoring and Evaluation Arrangements		Progress
1. Re- establish SC&W working party and identify role and remit	August 2017	Whole Staff Time	Whole Staff HT/DHTs	Professional dialogue Feedback to HT	Review of SIP: weekly at staff meetings and periodically at SMT meetings	
2. Identify and organise appropriate team building events e.g. staff yoga, nights out, weekend breaks.	Ongoing	Working Party Time Whole staff time	Working Party HT/DHTs	Professional dialogue Feedback to HT		
3. Consult with whole staff on the use and lay out of staff room	Ongoing	Working Party Time Whole staff time	Working Party HT/DHTs	Professional dialogue Feedback to HT		
4. Continue to allocate mentors and to support new staff through the school induction process	Ongoing	Whole staff time	HT/DHTs	Professional dialogue Feedback to HT		
5. Consult on and formulate new guidelines on the fair and equitable use of staff fund	October 2017	Working Party time	Working Party HT/DHTs	Professional dialogue Feedback to HT		
6. Discuss and develop new SMT modus operandi	ongoing	SMT meeting time	HT/DHTs/PT	Professional dialogue		