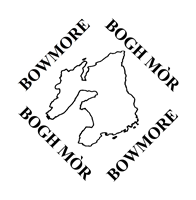
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| **Establishment** | **Bun-sgoil Bhogha Mòr** |
| **Area** | **MAKI** |
| **Session** | **2019-20** |

**Annual Improvement Establishment Plan**

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| **SIGNATURES** | | | |
| **Head of Establishment** |  | **Date** | **18/6/19** |
| **Education Officer** |  | **Date** |  |

| **Our overall evaluation of our establishment’s capacity for continuous improvement:** | | | |
| --- | --- | --- | --- |
| **Quality Indicator** | | **School** | **Inspection** |
| **1.3** | **Leadership of change** | 5 | 5 |
| **2.3** | **Learning, teaching and assessment** | 4 | 5 |
| **3.1** | **Ensuring wellbeing, equity and inclusion** | 5 | 4 |
| **3.2** | **Raising attainment and achievement** | 4 | 4 |
| **1.1** | **Self-evaluation** | 4 | 4 |

**Gradings**

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| **Excellent** | **6** |
| **Very Good** | **5** |
| **Good** | **4** |
| **Satisfactory** | **3** |
| **Weak** | **2** |
| **Unsatisfactory** | **1** |

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| **OCTF – KEY OBJECTIVE 1 - Raise Educational Attainment and Achievement for all** | |
| **NIF Priority:** Closing the attainment gap between the most and least disadvantaged children. | **Quality Indicator: HGIOS 3.2** |
| **Achieve STEM Quality Mark – Continue the collegiate approach to STEM across the Islay and Jura Cluster, within individual schools and continue partnerships with businesses and parents.** | |
| Maggie Harrison (PEPS) and Rachel MacCaskill (BPS) worked together to develop a series of STEM Homelink bags for all the cluster schools. A total of 71 bags were put together from Early to Second Level, trying to cover all curriculum organisers. (See Phase 1 Bags in both S&Q Reports)  Presented Homelink bags at CPD event for staff. Feedback from staff was all positive.  Successful application for Kickstart Funding for British Science Week to supplement the Homelink Bags in Port Ellen. Awarded £300, resulted in a further 20 bags being made, with enough materials for a few more. We have a baseline and will measure impact over next year.- See Baseline data in S&Q  Science Day organised and held for parents during National Science and Engineering Week. Launch of STEM Homelink bags. Positive response to the Open afternoon and the STEM Homelink Bags. (See screenshot of feedback in S&Q)  Port Ellen achieved Rolls-Royce – Eden Award in November 2018  Both Schools Participated in the Primary Science Education Conference, Edinburgh in June 2019. Presenting learning on marine plastics. This project incorporated topical science, maths and technologies (STEM) and was used to moderate learning in these subject areas in PEPS and BPS.  The STEM team at Education Scotland are currently seeking expressions of interest from establishments that would be interested in participating in the Scottish STEM Quality Mark pilot. We have been asked for our support to take part in the pilot – this will include early learning and childcare (ELC) in all 3 settings PE, BPS, BPSGM.  **There are 5 Elements** to achieving validation and through evaluation we feel secure in both schools that we can evidence this as we have already started our journey. The 5 elements are;    **This would be a year-long process, although matching what we have already being doing with the criteria suggests that we are very close.** | |
| **Outline your improvement activity/intervention** | |
| **Here are our Aims:**   1. To increase ELC staff’s confidence in teaching science as part of a novel study.   **Outline:** SSERC funding will be used to create a ‘Science through Stories’ box for each school within the cluster. Each box will contain one book with all the associated science activities. Resources for the science activities will also be included.  **Next Steps:**   * To purchase the resources required. * To hold a CPD session for all Early years practitioners to introduce the science through stories boxes. We will use this as an opportunity to demonstrate some of the science activities.   **To measure impact:**  All staff will complete a questionnaire through Google Forms to record their confidence levels of teaching science through a novel study prior to and following the cpd session   1. To increase parental involvement and confidence with numeracy.   Outline: Numeracy funding will be used to create numeracy homelink bags, these will be handed out to all ELC parents over the year.  **Next Steps:**   * To secure funding * To Create maths bags * To organise a maths open afternoon for parents and young children * SEAL will continue to be used from P1-P4 and will be used as a support tool for children who have support needs in numeracy from P5-P7.   **Measure Impact**  Parents would fill out an electronic form to record their confidence within numeracy and participating in the numeracy activities at home. Following their participation with the maths bags, parents will fill in a second electronic form. We will therefore be able to see the impact that the open afternoon and the maths bags have had on parent’s confidence.   1. Incorporate more STEM into ELCC.   **Next Steps:**   * To link STEM to Outdoor Learning, – See priority 3 * Teacher input to mentor and train staff to create a STEM environment * To support practitioners with planning progressive pathways that align with the benchmarks * To involve parents and create family learning opportunities * To augment resources to support STEM in ELCC   **Measure Impact**  Use of surveys, baselines and questionnaires to gather data and measure impact.   * We aim to deliver **excellent** STEM learning so that our young people are ready to be part of Scotland’s workforce * We aim to close **equity** gaps in participation and attainment in STEM so that everyone has the opportunity to fulfil their potential and contribute to Scotland’s economic prosperity; * We aim to **inspire our** children and young people to study STEM and to continue their studies to obtain more specialist skills – **this links to Priority 6** , Digital CLPL * We aim to **connect** STEM education with links across the curriculum and with employability. | |
| **Who is/are responsible for leading this?** | **Timescale(s)** |
| **Maggie Harrison – Port Ellen**  **Rachael MacAskill - Bowmore** | **One Year – from June 2019- June 2020** |
| **What actually happened? What improvement(s) were achieved?**  **How do you know? What evidence do you have?** | |
| **This will be completed within the parameters of the timescale(s)** | |
| **Next Steps** | |
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| **OCTF – KO2 – Use Performance Information to secure improvement for children and young people** | |
| **NIF Priority:** Improvement in attainment, particularly in literacy and numeracy. | **Quality Indicator: 3.2**   * Attainment in literacy and numeracy * Attainment over time * Overall quality of learners’ achievement * Equity for all learners |
| **Action : Manage Data and tracking of progress for each pupil (inc ELC) in literacy and numeracy.** | |
| **We have a suite of methods and formats for tracking data across all stages in literacy and numeracy and managing this more systematically and analytically would inform interventions much quicker.**   * Currently both schools use several methods for tracking literacy and numeracy . These are; * In-House Tracking – on shared drive. For All cohorts inc ELC * GL Reading – P2,3,5,6 * SNSA P1,4,7 * ACEL on SEEMiS P1,4,7 * Emergent Literacy Screen Tests P1 * SEAL Diagnostic * YARC – for children who require literacy intervention * Boxall Information –children in Nurture Groups   **Refer to S&Q Priority 4.**  Staff are more aware of the importance of data because it;   * provide diagnostic reports detailing areas where children and young people have shown particular success or where they require further development * helps to make decisions about the next steps in learning, both for individual children and in terms of the particular approaches used in the classroom * provides teachers with additional information to consider when making a professional judgement on a child’s progress in achieving the relevant Curriculum for Excellence level. * Informs parents of their children’s progress, particularly if the child has a UCP . * empowers staff to inform parents of interventions * enables parents are able to see the validity of these interventions and why they are in place to support learning needs/difficulties. | |
| **Outline your improvement activity/intervention** | |
| **Across Bowmore and Port Ellen Primaries for this action we aim to do the following ;**   1. **Ensure Skilled Staff are in place to manage data effectively**   Reconfigured staffing in both schools so that there is now a shared PT in place to start from August 2019. The new PT (Jo Clark) will manage data from various sources.  These are ;  SNSA  GL Reading  In-house tracking for all cohorts inc ELC  For managing data from **SNSA**, the PT will train in the following ;   * **'An Introduction to Analysing Data'** (or who have viewed the 'Interpreting Reports' videos online) and are comfortable with interpreting SNSA data. * **'Using SNSA Data to Support Improvement'** is a training course which focusses on understanding the use of SNSA data in practice and how this fits within the wider NIF assessment strategy. It is suitable for those who have participated in * **Course 5: 'A Closer Look at Using SNSA in an ASN and EAL Context'** is a training course which incorporates discussion of using SNSA in practice with children and young people with additional support needs and/or English as an additional language, including accessibility guidelines and practical advice. It is suitable for those who are responsible for conducting SNSA with children and young people with additional support needs and/or English as an additional language.   For managing **GL Assessments;**   * purchased **using PEF** – see both plans * Set up of GL Assessments online * Webinar training for data analysis   For Managing **In-house** Tracking   * Move from Shared Drive to GLOW * Train staff (Twilight ) on how to populate and edit  1. **Accessibility of data for class teachers and for relevant staff**     **See above**   1. **A strategy that will include various standardised assessments and means of gathering data, data gathering timetable, time for manager/CT to analyse data, resources to support intervention.**  * PT time to create a comprehensive strategy * Resources include phonics based reading – **see PEF** * Small Group tutorials – **See PEF**  1. **A moderation plan**  * QAMSO training and attendance at events * Feedback to staff * Gathering data from holistic assessments in numeracy and literacy * QAMSO to work closely with Rachael MacAskill - AMF to focus on P1 Transition * Promote cluster moderation and ensure staff have a means of sharing materials – using Microsoft Teams as a place for making connections **( see KO6 – Digital strategy)** * Moderation incorporated into WTA   **Measure Impact**   * **Baselines at given times of the year and at the end of the year to show impact of interventions** * **Quality of discussion between SLT and CTs about data** * **Comprehensive data suite in place showing national comparatives for reading , writing , numeracy** * **Comprehensive profile of individual, class and whole school and ELC tracking/ progress in place** * **Interventions are put in place timeously and data shows progress** * **Children are meeting expected targets** * **Questionnaires for staff about the new strategy issued at the beginning and end of year.**   **Achieve Equity and Excellence**  Through our new approach to gathering and analysing data , **no child** who is experiencing a difficulty in literacy or numeracy **will slip through the net**. Using the data , Class teachers will be able to see problems very quickly and will be able to put in support in order to **close the attainment gap. All children will therefore be expected to achieve their expected targets.**  **Reduce the Attainment Gap**  Having a systematic approach ensures that all staff are using the same methods for gathering data and this will provide the school with trends, overviews, individual progress and class progress. The SLT and CTs will be able to see where there are gaps and will **respond and implement appropriate interventions**. This also provides staff with powerful information when reporting progress to parents. | |
| **Who is/are responsible for leading this?** | **Timescale(s)** |
| **Jo Clark**  **Maureen Macdonald** | **August 2019- June 2019** |
| **What actually happened?**  **How do you know? What evidence do you have?** | |
| **This will be completed within the parameters of the timescale(s)** | |
| **Next Steps** | |
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| **OCTF – KO3 – Ensure children have the best start in life and are ready to succeed** | |
| **NIF Priority:** Improvement in children and young people’s health and wellbeing. | **Quality Indicator: 3.1**   * Wellbeing * Fulfilment of statutory duties * Inclusion and equality |
| **Action 1 ; Implement more outdoor activity through use of the Wild Things Outdoors Framework**  **Action 2 ; Implement One Stay and Play session in Sgoil-àraich per week** | |
| **ACTION 1**  **The literature and empirical evidence supporting the need for outdoor learning often comes in a two-pronged approach;**   1. The need to learn about the environment so that we can care for it, reduce environmental issues such as biodiversity loss and human neglect and misuse causing climate change. 2. The need to spend time outdoors as a response to growing concerns over human health issues such as obesity , depression and diabetes.   **Research shows that ;**   * The estimated current rate of species extinction is between 1000 and 10,000 times higher than it would naturally be. * Children spend an average of 6 hrs a day in front of a computer, and TV * Children spend LESS than 4 mins a day in unstructured play outside * The above information has been correlated with negative psychological and physical effects including obesity, loneliness, depression, attention problems ad greater social isolation. * 97% of primary schools, 70% nurseries have hard surface playgrounds * 19 mins on average per week of primary children’s time is spent learning outside * Contact with nature is shown to improve mental and physical wellbeing   **These are just some of the points found through research, there are many more and there is the recognition that learning outdoors must be made available to every child.**  **Statutory Support for Outdoor Learning has been incorporated into the following governmental bodies’ manifestos and policies.**   1. The Scottish Government 2. Education Scotland 3. Curriculum For Excellence 4. UK Faculty of Public Health Report – Great Outdoors Action Report 5. UK Government Dept. for Education   **Recent data shows that children in Bowmore ELC are outdoors more than 50% on the cusp of the LA’s target of 50% and in Sgoil-àraich they are outdoors more than 60% in any given week which surpasses the Local Authority’s target of 50%.**  **Outdoor play is mainly done on site however the amount of time spent in the woods or at the beach has significantly increased.**  **There is now one fully trained CCEW in the Wild Things Philosophy, thus the need for change to ;**   * Planning * Learning and teaching * Practice   **This Approach to our provision will include changing the ethos of the setting, through creating and planning programmes to stimulate and inspire all children and practitioners.** | |
| **Outline your improvement activity/intervention** | |
| **The Wild Things Framework will be used to drive learning in the nursery . This will require several actions ;**   1. **Trained Staff will meet with all Islay and Jura CCEWs and Early Years teachers to share their learning – 13th August 2019** 2. **They will help practitioners understand the key roles and responsibilities that relate to legal requirements for outdoor environmental activities such as;**  * Risk assessments * Risk management plans * Child protection * Child to adult ratios * First Aid Training * Parental permission * Emergency Procedures  1. **Identify the essential Kit needed and purchase**  * **Bowmore now has a full kit**  1. **Create a Year long Outdoor Learning Plan that will continue to**  * raise attainment and achievement * reduce the attainment and equity gap  1. **Plans will include;**  * Mini beasts * Trees * Plants * Animal Tracks and signs * Ethnobotany * Fire * Tools * Conservation (inc. access and legislation)   **Leading Practitioners will show progress and improvement by ;**   * Issuing a baseline questionnaire to CCEWs to gauge confidence, needs of a setting . This will be issued at the inservice day on 13th Aug. The same questionnaire will be used at the second inservice day in May 2020 * Observing children and tracking skills using the I&J skills pack- based on 4 capacities * Observing and tracking children using the Leuvens scale of engagement – baseline and final assessment . * Tracking literacy and numeracy using the benchmarks and the new LAD framework * Track Developmental Milestones * Social and emotional needs will be tracked using the Boxall Assessments – **see PEF funding** * Practitioners will share good practice and participate in shared visits.   **Impact on Learners**  **As a result of information from the above methods of gathering data we would expect children to show ;**   * Better listening skills * Ability to follow instructions and rules * Reduced challenging behaviour * Increased independence skills and self-care * Increased use of vocabulary and reduced need for SLT input * Increased awareness of environment and use of senses * Increased physical activity and improved gross and fine motor skills * Increased use of imagination and ability to share stories * More children on track in literacy and numeracy * Increased resilience and ability to persevere * Understanding of and respect for the environment * Ability to resolve conflict and make decisions * Reflect on their learning and evaluate their play * Increased empathy – reduction in need for children to be part of a Nurture Group   **Parents will be involved in the process as their opinions and ideas will be encouraged and valued.**  **Parents will be informed and kept abreast of practice through leaflets**  **Parental participation will at times be direct and also through reading and making a contribution to the children’s folios (SEESAW)**  **Nursery provides all outdoor wear and full kit. Parents will only have to provide wellies**  **This approach is inclusive and sessions will be planned to include children with learning, behavioural and physical difficulties.**  **ACTION 2**  **PEF Funding – see PEF Plan**  Based on extensive evidence, Early Years Interventions have a moderate impact on raising attainment for children.  Early years or early childhood interventions aim to ensure that young children have educational pre-school or nursery experiences which prepare them for school and academic success. We will use PEF funding to create a bespoke package to support children 0-3 across Islay. Our package will focus on all parents and families across the island and through our sessions we will offer parents support.  Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around **five additional months' progress**. The approach appears to be particularly beneficial for children from low income families. Research shows that where an impact on attitudes to school has been positive and found early it is long lasting .  Once our sessions are in place we aim to;   * Engage children and families in structured and freeflow play sessions * Model good interactions between children and adults (Trained staff will be role models) * increase the quantity of provision and availability for play sessions for children 0-3 on Islay by providing the extra 2 hrs per week. * Enable parents and families to network * Enable parents to be exposed to various practice and methodologies to help them play purposefully with their children in a non-threatening environment * Expose children and parents to the Gaelic Language and see the benefits of bilingualism as a model for education   **Our Stay and Play Sessions will be through the medium of Gaelic**  Research shows that there are **many benefits** to a bilingual education  Children are born with the ability to become bilingual and multilingual. There is more than enough room in the brain for two or more languages.  ***The advantages of being bilingual***  *Some of the potential advantages of bilingualism and bilingual education currently publicized are:*   * ***Communication Advantages***   *Wider communication (extended family, community, international links, employment).*  *Literacy in two languages*   * ***Cultural Advantages***   *Broader enculturation, a deeper multiculturalism, and two ‘language worlds’ of experience*  *Greater tolerance and less racism*   * ***Cognitive Advantages***   *Thinking benefits (creativity, sensitivity to communication).*   * ***Character Advantages***   *Raised self-esteem*  *Security in identity*   * ***Curriculum Advantages***   *Increased curriculum achievement*  *Easier to learn a third language*   * ***Cash Advantages***   *Economic and employment benefits*  **Outline of Action**   1. The Gaelic Stay and Play Sessions will be implemented from October 2019 2. They will be advertised across the island and open to all children 0-3 3. CCEW will plan the sessions to be held in the self – contained Total Immersion Class (P1-3 will go to spare classroom) 4. The sessions will be staffed by 1x CCEW and 1x Gaelic Classroom Asst. 5. The afternoon sessions will be held on a day where there is no provision for 0-3 on Islay 6. Parents will be supported in use of basic gaelic words when playing and exposed to online help and forums 7. There will be clear guidelines in our leaflet about expectations of parents to interact and play with their child , No mobile phones or handheld devices whilst playing . 8. Sessions will be inclusive to all families regardless of needs 9. We will involve our health partners to visit sessions and provide information , advise , support parents , answer questions e.g. the health visitor, SALT , OT, Physio 10. We will have a visit from Comunn nam Pàrant – Maggie Wentworth and Bookbug   **Showing Progress / Improvement**   * We will be able to do this by taking a weekly attendance and numbers will gauge interest * At the beginning of the sessions parents will be given a questionnaire which will be aimed at gauging confidence of parents (in both play and gaelic) , parents opinions and ideas, the same questionnaire will be issued at the end of June when the sessions finish. * Evidence of children involved, engaged in play, language and vocabulary acquisition, * Making parents aware of developmental milestones (sensitively) and informally tracking children   **Impact**  It is our aim to have as many families involved as possible . We will communicate with other 0-3 provision across Islay e.g. mothers and toddlers (PE), Messy Play (PE), Bogha Friose (ICCI) and hopefully see an increase in attendance.  We will encourage parents to engage positively with our partners  Children will be happy and confident in the setting  Parents will be engaged with their children in play and this will have a positive impact on attitudes to learning , an increased awareness of the importance of good communication and an understanding of the benefits to child development.  Parents will have increased confidence in Gaelic Medium Education**.**  The results of the questionnaires and evaluations will enable us to see what impact of the sessions is having.  **Reducing the Gap**  The sessions will be inclusive to all families regardless of children’s needs.  We will aim for our The sessions to be High quality provision with well-qualified and well-trained staff.  Staff will aim to develop positive relationships with parents, partners and children and by engagement of the  children in activities which support pre-reading, the development of early number concepts and non-verbal reasoning.  Extended attendance (one year) and an earlier starting age (zero - three years old) are more likely to have an impact than shorter periods starting later, which deliver lower benefits on average.  Disadvantaged children benefit from high quality programmes, especially where these include a mixture of children from different social backgrounds and a strong educational component.  Early Intervention can **reduce the attainment gap up to 5 months** | |
| **Who is/are responsible for leading this?** | **Timescale(s)** |
| **Action 1**  **Sophie Ferguson – Bowmore Sgoil-àraich**  **Katie Bonar – Port Ellen**  **Action 2**  **Maureen Macdonald**  **Gillian Morris**  **Sophie Ferguson** | **Action 1**  **August 2019 – June 2020**  **Action 2**  **October 2019 – June 2020** |
| **What actually happened?**  **How do you know? What evidence do you have?** | |
| **This will be completed within the parameters of the timescale(s)** | |
| **Next Steps** | |
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| **OCTF – KO4 – Equip young people to secure and sustain positive destinations and achieve success in life** | |
| **NIF Priority:**  Closing the attainment gap between the most and least disadvantaged children.  Improvement in children and young people’s health and wellbeing. | **Quality Indicator: 3.1**   * Wellbeing * Fulfilment of statutory duties * Inclusion and equality |
| **Action ; Apply Nurture as a whole school approach with the aim to achieving a Nurturing School Award** | |
| Analysis of Boxall data (see S&Q Priority 3 and below ) indicates that a number of children require behaviour intervention to reduce aggression, challenging behaviour and to increase emotional literacy.  Bowmore children who attended Nurture during session 2018/19, showed improvement in most developmental and diagnostic strands (Boxall )  Percentage of children showing an improvement in targets  For the Developmental strands an increase indicates improvement and for the diagnostic strands a decrease indicates improvement. Most children improved in all strands after Nurture input .  The quality of input is a big focus for both schools next session . Staff will share resources and practice across both schools.  Nurture groups have started but further training and resources and a whole school approach Would be of benefit to all pupils and staff . One Our targeted approach for Nurture **see PEF Plan** is to have a coherent, well informed 3 year H&W plan informed by data over time .  Since the implementation of our Nurture sessions this year, children who are part of a group have increased in confidence to talk about their feelings, respond appropriately towards peers and adults. In general, behaviour has improved in class and this has had an impact on their learning.  Children with particularly challenging behaviour have come back on track with their learning Particularly in literacy and numeracy.  The quality of input from a trained class teacher has had a positive impact on these children.  Last Year’s PEF funding was used to Buy Lego Therapy Kits  Our Aim is to become a **Nurturing School** and over the next 3 years work towards this award. This type of intervention with target groups can **increase attainment by 4 months** | |
| **Outline your improvement activity/intervention** | |
| **Nurture – A whole School Approach**  The aim this year will be to ;   * Adopt Nurturing Principles – these are;   + Children's learning is understood developmentally   + The classroom offers a safe base   + The importance of nurture for the development of wellbeing   + Language is a vital means of communication   + All behaviour is communication   + The importance of transition in children's lives * Implement Interventions which target social and emotional learning (SEL) * seek to improve pupils’ interaction with others and self-management of emotions, * Focus on the ways in which students work with (and alongside) their peers, teachers, family or community. * Support a whole school approach * work with Partner and cluster schools , sharing access to resources and allowing time   for professional Dialogue and planning.   * The Boxall online resource will be purchased to be used for those schools who wish, across the cluster. * Emotion Works resource will be purchased and used during Nurture time.   **Term 1**   * Introduce ‘Now you See Us’ Report from Nurture UK. * Look at the principals of a nurturing school. Where do we sit currently - what is achievable? * Discussion on Boxall Profiling - online contingent and the pros/cons of testing all children. * Begin testing all children against Boxall indicators (to be completed be the end of term 2) * Work with ASN staff to complete Boxall testing to reduce workload of class teachers. * PEPS to become a member of Nurture UK £96   **Term 2**   * Collate information from Boxall profiling over holidays - to come back in term 2 with focused plan (whole school approach). * Emotion Works training * Twilight session on Emotion Works and planning of how this could be implemented as a whole school approach.   **Term 3**   * Nurture group to lead a number of sessions for whole school on each cog - to then be added to displays in classrooms and revisited once during the week by the class teacher. * Development of Emotion Works displays in classes.   **Term 4**   * All classes have one literacy focus using the Emotion Works Cogs to deliver deep understanding of character in the book /build new characters. * Re-Boxall all children - at a minimum children is Nurture group to assess impact. * Revisit year - what worked/didn’t work/how do we move forward. * Nurture UK annual conference.   **Showing Progress and Improvement and Impact**   * Feedback from class teachers about focus and engagement from children attending Nurture * Nurture reports * School Attainment Data - % increase of pupils ‘on track’ * ASN Data - % of pupils receiving intervention * Case Studies * Reduction of UCPs * Boxall Profile data   This type of intervention with target groups can **reduce the attainment gap by 4 months** | |
| **Who is/are responsible for leading this?** | **Timescale(s)** |
| **Amy Hannett – Port Ellen**  **Gillian Morris – Bowmore** | **June 2019- June 2020** |
| **What actually happened?**  **How do you know? What evidence do you have?** | |
| **This will be completed within the parameters of the timescale(s)** | |
| **Next Steps** | |
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| **OCTF – KO5 – Ensure high quality partnership working and community engagement** | |
| **NIF Priority:**   * Improvement in attainment, particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged children. | **Quality Indicator: 2.3 and 3.1**   * Learning and engagement * **equity and inclusion** |
| **What do you want to be better? How do you know this is an improvement priority?** | |
| **Action 1 ; To Implement Gaelfest Ile as a way of engaging all schools across Islay and Jura in their heritage and culture.**  Islay has always participated in the National Mòd both in Junior and adult competitions . In preparation for the National Mòd , we have always had a local Mòd. This year however a decision was made to not have a local Mòd and the committee disbanded.  Around 25% of children from Port Ellen and Bowmore Primaries participate in the local and National Mòds , which is a drop in numbers from previous years where 33% participated.  Staff have decided to adopt a more inclusive approach at local level and have rebranded the local Mòd to Gaelfest Ile .  Our holistic approach to the festival of Gaelic involves all schools and the whole Islay Community.  Gaelfest Ile will focus on Expressive Arts, Literacy and the use of digital technologies to interpret an Islay Gaelic song.  The rebranding of the local Mòd has involved discussion between HTs of all schools, staff from ICCI (Gaelic Centre), Gaelic Organisations – CnaG, An Comunn (VC – Inverness), local businesses, and artistes from the local and wider community.  **Our Collaborative Approach to this event aims;**   * to increase children’s awareness of their identity, culture and heritage * to enable our children to learn from their past and how this affects their community today * to enable all children to participate this big community event through music, art, song, poetry and drama * to strengthen community partnerships * To reach 80% participation of Primary Children and 15% of High School children * To gain positive feedback from all participants * To future proof this event and run it annually as an IDL   **Funding for this event will come from a range of sources ;**  The Local Mòd Committee  An Comunn  Coisir Gaidhlig Ile  Port Ellen Primary Gaelic Choir  Coisir òg Ile | |
| **Outline your improvement activity/intervention** | |
| **Targets**  **Term 1**  Whole School IDL, including nursery, based on Folklore or Gaelic Song from the Islay Song Book - Literacy, Expressive arts, Languages, Social Subjects.   * Art competition linked the story/song * Showcase of artwork at Mod event * Drama linked to the story/song * Organise art experts to come in for Gaelfest * teach art skills, looking at progression * Possibly a focus on textiles * Outdoor – displaying your culture in your school grounds? * Whole island hanging with the quilters * Adobe Spark – look at, create video   IDL should run for the term  Art work to be ready for 6th September.  **Competitions on the 6th September**   * Competitions in each school in the morning – one Gaelic and one Music Adjudicator in each school. * Group competitions together, for example P1-3 solo, P4-7 solo. * Art competition – KB to organise * All children who take part will receive a medal/badge (see details below)   Children who are going to the National Mod are being encouraged to perform their Mod songs/poems.  **Piping/Chanter Competition –**  **Traditional instrument competition** – for any children who play fiddle, accordion, whistle, clarsach – any song.  **Highland Dancing** –  **Logo Design**   * Run a competition to design a logo for Gaelfest Ìle. * Brian Palmer could be asked to make logo jpeg. * T-shirts/water bottles/coffee cups to be made in chosen design to be sold for/at the event * Leather medals produced locally * P6/7 make advertising posters/promotion using logo.   **Celebration on the 6th September**   * Children from all schools who have participated to come along to celebration in Islay High School in the afternoon. * Invite parent/community – donation at the door. * 2:00 – 4:00pm ish Celebration Ceilidh with local band * All children presented with medal/badge * Refreshments –from Gaelic College * Senior choir to sing   **Moderation**  BPS/PEPS to create an holistic assessment focusing on literacy and expressive arts .  Children will create their own 21st century poem or song based on their knowledge and understanding of traditional Gaelic poetry and song.  This will be done through art, video, animation , creating a movie with a voice over.  **Progress and Improvement**   * Fully Planned IDL * Register attendees and participants to gauge numbers * Questionnaires to participants, parents, businesses to gain feedback and ideas to move forward   **Impact**  Whole community **collaborative approach to working together to achieve one goal** which aims to Strengthen partnerships.  Children will gain a deeper understanding of Islay’s culture and heritage which in turn will strengthen their awareness of their place within the community.  All children will have a cultural experience  **Excellence and Equity**  The impact of collaborative approaches on learning is consistently positive.  We aim to have Effective collaborative by having ;   * A structured approach * well-designed tasks * an element of competition between groups * promote talk and interaction between learners.   Research shows that the above lead to the greatest learning gains.  **Collaborative Learning** can reduce the attainment gap by up **to 5 months** | |
| **Who is/are responsible for leading this?** | **Timescale(s)** |
| **Action 1**  **Maureen Macdonald**  **Arlene McKerrell**  **Kate Brown**  **Gillian Morris**  **Lynn Mitchell** | **Event is on the 6th September 2019**  **Moderation will take place at a point up to October 4th 2019** |
| **What actually happened?**  **How do you know? What evidence do you have?** | |
| **This will be completed within the parameters of the timescale(s)** | |
| **Next Steps** | |
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| **OCTF – KO5 – Ensure high quality partnership working and community engagement** | |
| **NIF Priority:**   * Closing the attainment gap between the most and least disadvantaged children. * Improvement in children and young people’s health and wellbeing. | **Quality Indicator: 3.1**   * Wellbeing * Inclusion and equality |
| **Action 2**  **Creating an autism/dementia aware area – Islay** | |
| **Autism in the Community.**  Recent Research published in the Scottish Autism Strategy revealed that 34% of carers said they felt that the person in their care was included in the local community.  **Carers provided a number of examples of how people felt included in their local community including:**  • being recognised and greeted by neighbours  and local shopkeepers;  • attending local clubs and activities, for example, Church clubs, Boys Brigade, Guides and Scouts;  • getting support to attend clubs and activities, for example, through a befriender;  • playing with local children at home and atschool; and  • getting access to a variety of clubs and activities  ***Nine in ten individuals indicated that they used local facilities. Most popular facilities were shops, post offices, parks, libraries, restaurants and cinemas. These facilities gave people the chance to meet people and friends, and feel part of the community. But some did experience barriers such as anxiety and sensory issues when using public spaces.***  **Carers were also asked what could be done to help people with autism to be more included in their local community**.  There was strong agreement amongst those who responded that there should be better awareness of ASD and that  there should be more information available to help improve knowledge and understanding of the condition.  “Awareness and knowledge needs to continue to be improved to help the public to understand theneeds and difficulties faced by those with autism.”  The Scottish Strategy for Autism’s target for the next two years is;  We want people to have access to services that meet needs and which understand autism.  • We want short term barriers to be removed.  • We want families and individuals to have access to support.  • We want services providers, councils and the NHS to follow guidelines.  In comparison with the National Picture There is a high level of children and young people on the Autistic Spectrum on Islay. Last session staff from all schools engaged in workshops run by **Autism Network Scotland**. From feedback from staff and parents it was recognised that more can be done to support children and young people with Autism in the local Community.  Our aim is to engage with partners and businesses to create an autism and dementia area **over the next two years.** | |
| **Outline your improvement activity/intervention** | |
| **The Plan**  Competition to design autism/dementia aware logo for businesses to display   * Competition in schools * School children to research autism and dementia to help them design an appropriate logo * Judging panel to be established – including local autistic people * Shortlisting process * Judging panel picks winner * Winning logo launched and used in businesses who have been on training and used to advertise the project.   Establish key stakeholders to be on steering group:   * Representatives from local council, preferably regeneration type dept * Autistic representatives * Third sector and/or local business representative * Autism organisations   Business buy in session:   * Invite a range of local businesses to hear about the project * Overview of Project * Experience of local autistic people and their families – why this is important * Overview of what is needed from businesses * Option to sign up to charter of involvement   Local engagement to hear from autistic people and their families about what would make the area more accessible to them:   * Drop in events for people to come along to and share ideas * Online survey   Develop a list of action points based on the feedback from local events. Ideas may include   * Training/general awareness * Sensory bags * Change in signage * Quiet spaces * Quiet times * Maps of autism aware spaces   Businesses nominate autism champions, 1 or 2 per business  Autism champions receive a full day’s training on autism awareness with a focus on what they can implement in their own businesses.  Launch event  Examples of businesses   * Airport * Ferry terminal * Local shops/restaurants * Hotels * Local attractions * Leisure   **Surveys** will be carried out with carers prior to implementation and after to gauge opinion and feedback and **show progress and improvement.**  **Our holistic and inclusive approach involving all stakeholders and partners will;**     * Raise awareness of the barriers people with ASD/ Dementia have to accessing the community * Provide safe places for people with ASD to go. * Make the local community more accessible to children and families where ASD is a barrier. * Remove current barriers in the local community. * Involve families with ASD | |
| **Who is/are responsible for leading this?** | **Timescale(s)** |
| **Lesley Stewart – Autism Network Scotland**  **Maureen Macdonald** | **October 2019 – June 2021** |
| **What actually happened?**  **How do you know? What evidence do you have?** | |
| **This will be completed within the parameters of the timescale(s)** | |
| **Next Steps** | |
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| **OCTF – KO6 – Strengthen Leadership at all levels** | |
| **NIF Priority:** Improvement in employability skills and sustained positive school leaver destinations for all young people. | **Quality Indicator: 1.3**  Implementing improvement and change |
| **Action 1 – Develop the Islay and Jura Digital Strategy** | |
| Primary schools surveys have identified that there are deficiencies in staff digital skills across the cluster. Most staff indicated they were between 1 and 3 on a 5-point confidence scale in the following areas;   * integrating digital technology into the curriculum (84%), * teaching digital literacy (77%), * teaching computer science outcomes (84%) and * internet safety (55%).   After identification of this need Jo Clark had delivered a series of digital CPD twilights this session for primary staff, who are now more confident in several areas.  All said they would like to continue with the training, but that modelling and team teaching would be a more effective methodology.  There has currently been no training aimed at early years staff.  Across the five primaries there are totally different levels of skills among practitioners and professional support really needs to be tailored; these differences in levels of capability and confidence among practitioners are reflected in the levels of confidence and expertise seen in students going to High School from the different primaries at transition.  Specific Focused Targets are;   * TIME WITH P7 TEACHERS TO TEACH TEAMS * APPLICATION FOR DIGITAL XTRA FUNDING * RUN AFTER SCHOOL CLUB * ORGANISE TRIP * ORGANISE DIGITAL TRANSITION DAY (TO INCLUDE INTERNET SAFETY?) * P7 PUPILS RECORD OVER YEAR IN THEIR PROFILE ON TEAMS * CREATE DIGITAL PASSPORT * TO IMPLEMENT THE USE OF SEESAW FOR PUPIL PROFILING ACROSS BPS/PEPS * SUCCESSFUL **APPLICATION FOR THE LEADERSHIP AND COLLEGIATE PROFESSIONAL LEARNING FUND – INNOVATION ISLAY** | |
| **Outline your improvement activity/intervention** | |
| **Outline of Plan**   * Apply for Digital Xtra funding, a joint primary and High School bid. Use to purchase materials to run after school club and transition workshops for P67 and High School pupils following on from Robotics and using computer skills to design and make products. Run in conjunction with Guides, Scouts, Cyber café. * Apply for funding to run a trip for interested students to see product design/computer science in industry on mainland. * Hold a P7 transition day working with design and manufacture students where use digital skills/ robotics to design build products that are useful to society- may include CAD and 3D printing. * Organise a digital transition profile for all P7 children through Microsoft teams, ensuring children have built digital skills before High School and have provided information than can be shared with teachers/tutors before going up. Children can also use the group as a basis for joint work and communication using chat/ meet facility. Will include digital passport, personal sway, examples of work from curricular areas such as English essays, maths work, science videos, art work. Can include a collaboration section that lists worries about High School. Can arrange meets with S1 pupils from school to discuss worries. * Staff to be trained in digital profile in term 1, also need to produce digital skills passport for children to fill in. * Concerned about internet safety and cyber resilience. Would like to organise experts to come over to island and deliver workshops for parents and pupils on how to stay safe/ report issues/ deal with bullying etc. Have a day session looking at different aspects possible, morning for students, afternoon for parents. * Update digital strategy at end of year. * Port Ellen and Bowmore trialling use of Seesaw for digital profiles in the primary school. * **Bowmore Primary Aim to achieve the Digital Schools Award** regardless of the success of the CLPL application – see below   ***If the application for the Leadership and collegiate professional Learning Fund is successful the plan is as follows ;***   * The main cost of the project will be funding to release teachers: Russell Pollack 0.5 and Jo Clark 0.2. Jo will be responsible for working with early years staff and first level teachers on developing their digital teaching. Russell will work with second level and high School staff. Both will be responsible for joint planning of events for students, but Russell will take on more of the organisational role as many will be held at High School. * August 2019: Russell and Jo meet to plan the project in detail; create impact start and end surveys, identify STEM alumni, contact STEM industry partners, order resources, prepare presentation, identify key digital events and competitions over year. * August 2019: Inservice day agree dates and times with cluster heads as part of the Islay and Jura digital strategy for the year. Present project to teachers and carry out survey of current skills level and individual areas for improvement. * August 2019: Work with Talc, Argyll Digital Arts initiative on creative installation for Island wide Gaelfest project. Schools work together to record Gaelic songs from Islay Songbook and create art that will play the recordings when touched; shared with community as part of Gaelfest art exhibition. Highlight opportunity for High School Students to work on placement with Talc. * August/September 2019: Meet with each school interested in Digital Schools Award and work through auditing process. Use this to identify key areas and key staff to take on areas to develop. Meet with individual teachers to plan modelled lessons and team teaching. * September: Hold training for running after school Robotics clubs for teachers and community groups. * September: Apply for Digital Xtra funding for more robotics and other key digital resources to carry out project. Attend SLF/ Edtech convention * September 2019: 2 moderation meetings- Jo with early first level teachers and Russell with second third level. Meet and joint plan progression of learning for first digital skills based IDL to with links to world of work, sustainability and a global focus. * September 2019: Begin visiting classes to model use of digital technology and suggest ways to integrate- round 1 teachers get two visits: 1. Identifying areas to develop and agreeing actions 2. Modelling and team teaching of skills in a class with Experts. Final evaluation takes place on an inservice day in groups when share experineces. Carry on with different practitioners throughout the year. Measure impact with before and after survey. * September 2019: Plan students digital experiences:   + Digital Innovations Fair: To be held in January for P67-High school. Invite local businesses, universities, wider industries. Record for future use mini interview clips with those taking part.   + Plan internet safety and cyber resilience workshops for parents/ children. Have children run digital skills workshops for parents and local community on same day.   + Early level transition Challenge:- Design and make a robot to help the local community-farmers, fishermen etc. Children get to explore robotics in joint sessions with P1 then come up with their own idea and build a robot. Visits from people in community who use digital technology in world around them and female High School STEM ambassadors.   + Second Level Transition Challenge: P67 & S1 work in mixed teams to create actual digital solution and product to help local community- distilleries, farms, fishermen, NHS etc Use product design/engineering plans and micro;bits and App design to create a business that produces a working prototype. Takes place over 2 days.   + Plan P67 visit to Celebration of Science in June and High School visits to Digital Industries and courses on mainland * September/October 2019: Meet with Headteachers to train in use of Digital tools to improve workflow. * October 2019: Organise Alumni Girls group to work with teachers to run after school clubs in primaries and secondary. Find best times for them to manage with university/apprentiships/ work. * October 2019: Work on creating a TEAMS group on GLOW that houses bank of teaching resources for cluster digital technology and has a space for practitioners to share their successes and how have used in class. Include existing examples of work from own practice. * November 2019: Review modelling and team teaching of integration of digital skills in curriculum. Create resources for discrete progression of digital experiences and outcomes programs, trial in classes. * November 2019- Internet safety and digital skills event High School for all parents on Island. * November 2019- Twilight on skills to reduce workload/ assistive technologies in class * January 2020- Digital careers fair * January- March 2020- Run after school Resilient Robotics Club. * January- March 2020- transition events * May inservice 2020- Final moderation of teaching and learning, post project evaluation, view on future.   **Progress and Improvement** will be shown through feedback from staff, children and parents – the most effective way to do this is by providing online surveys and questionnaires at key stages throughout the year.   * Baseline – August * December – midpoint * May 2020   **Impact**   * By upskilling practitioners, we will create a cluster where all children receive an equity of digital experiences as they progress through school. * Using local digital leaders rather than outside trainers we will have a sustainable solution to the problem of equipping practitioners to keep up with everchanging digital demand; * we will be able to maintain digital capacity by reacting to local changes as and when they happen as we will have digital leaders in all cluster schools. * Learners will be engaged in a wider and more robust range of learning opportunities with skills integrated across the curriculum, but also ensuring skills are developed progressively. * We will use digital surveys to measure impact with teachers, students, parents and partners, using a before and after comparison where appropriate.- see above   **Achieving excellence and equity**   * We will address a gender imbalance in uptake of STEM subjects by engaging former female students who now study/work in STEM to come into school and talk about their experiences and help run digital and STEM related clubs. * We will ask for representatives at the career fair to include women where possible. * We will include examples for women in STEM in our teaching and projects where resources will allow. * This renewed focus on Digital skills will improve the Island as a whole, potentially making it a more attractive location for companies to have high skilled employment. * There is clear evidence that digital technology approaches are more beneficial for writing and mathematics practice than spelling and problem solving, and there is some evidence that they are more effective with young learners.   **How will it close the attainment gap?**  Research has shown that the Attainment Gap can be reduced up to **4 months** | |
| **Who is/are responsible for leading this?** | **Timescale(s)** |
| **Jo Clark – Shared PT BPS/PEP**  **Russell Pollock - IHS** | **August 2019- June 2020** |
| **What actually happened?**  **How do you know? What evidence do you have?** | |
| **This will be completed within the parameters of the timescale(s)** | |
| **Next Steps** | |
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**Action Plan Summary for Stakeholders eg Parent Council, Pupils, Community Partners**

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| **Priority** | **Expected outcomes for learners which are measurable or observable** | **Lead responsibility** | **Timescales** |
| **OCTF**  **Key Objective 1**  **Raise Educational Attainment and Achievement for all** | **Achieve STEM Quality Mark**  **(Science, technology, Engineering, maths)**  **Implement Science, Maths homelike Bags** | **Rachael MacCaskill** | **1 Year** |
| **OCTF**  **Key Objective 2**  **Use Performance Information to secure improvement for children and young people** | **Raise Attainment in literacy and numeracy.**  **Develop a Systematic Approach to managing assessment and data in literacy and numeracy** | **Jo Clark** | **August 2019-06-24 June 2020** |
| **OCTF**  **Key Objective 3**  **Ensure children have the best start in life and are ready to succeed** | **Action 1 ; Implement more outdoor activity through use of the Wild Things Outdoors Framework**  **Action 2 ; Implement One Stay and Play session in Sgoil-àraich per week** | **Sophie Ferguson**  **Sophie Ferguson**  **Maureen Macdonald** | **August 19-June 20** |
| **OCTF**  **Key Objective 4**  **Equip young people to secure and sustain positive destinations and achieve success in life** | **Apply Nurture as a whole school approach in Health and Wellbeing with the aim to achieving a Nurturing School Award** | **Gillian Morris** | **August 19-June 20** |
| **OCTF**  **Key Objective 5**  **Ensure high quality partnership working and community engagement** | **1. A collaborative approach To Implementing Gaelfest Ile (community event) as a way of engaging all schools across Islay and Jura, parents and partners in Islay heritage and culture.**  **2. Creating an autism/dementia aware area – Islay** | **Maureen Macdonald**  **Arlene McKerrell**  **Gillian Morris**  **Maureen Macdonald** | **June 2019- September 19**  **October 2019-June 2021** |
| **OCTF**  **Key Objective 6**  **Strengthen Leadership at all levels** | **Action 1 – Develop the Islay and Jura Digital Strategy** | **Jo Clark**  **Linsay MacArthur** | **August 19-June 20** |