Argyll
Bute
COUNCIL

Education

Establishment Improvement Plan

2020 - 2021

Bun-sgoil Bhogha Mòr – Bowmore Primary School

Contents:

Overview of Establishment 3 Year Cycle of Improvement Plan Priorities - Optional	Session: 2020/21 & 2021/22

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives
- School leadership - Teacher professionalism - Parental engagement - Assessment of children's progress - School improvement - Performance information	1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum √ 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	- Raise educational attainment and achievement for all - Use performance information to secure improvement for children and young people - Ensure children have the best start in life and are ready to succeed - Equip young people to secure and sustain positive destinations and achieve success in life - Ensure high quality partnership working and community engagement - Strengthen leadership at all levels

Overarching Prioritiy 1   2 Year Cycle

The following Priorities will link to the 3 Strategic Priorities within the Blue Sections.

2020/21 Digital Technologies	2021/22 Digital Technologies
Training and development in the use of Seesaw as the main online platform for blended learning: Training for parents, support staff and pupils	**Year 2 highlighted in yellow**

- Update use of new tools for staff and pupils.
- Sharing of good practice in learning activity design
- Moderation of learning across stages and between schools
- Use as tool to track progression through skills and Es and Os
- Increasing learner engagement
- Ensuring progression in learning
- Development of protocol for use
- Monitor and evaluate consistency of feedback
- Use as a transition tool
- Develop technology "how to" help sections for teachers, parents and students

All pupils have equity of access to digital tools in and out of school:

- Find funding for purchase of enough Ipads for 1:1 device deployment so all children can access learning at home with suite of school provided Apps.
  - Dec 2020 – P1-4
- Broadband situation in homes surveyed and seek funding for ensuring equity Broadband / 4G Dongles
- Consult authority policy on providing devices from school in the home and develop AUP for all Ipads to be agreed and signed by parents and pupils before use.

Training staff in use of Microsoft suite of tools including Teams for collegiate work:

- Using Teams for use in class with upper school children to facilitate greater collaboration and prepare for transition to High School.
- Use of Microsoft Forms for: surveys of parents, partners, pupils and staff and resulting data collection and analysis; as an assessment tool in class.
- Use of One-note in upper school for learning projects.

All pupils have equity of access to digital tools in and out of school: P5-7

- Find funding for purchase of enough Ipads for 1:1 device deployment so all children can access learning at home with suite of school provided Apps.
  - Dec 2021 – P5-7

Training staff in use of Microsoft suite of tools including Teams for collegiate work:

- Using Teams for all staff meetings, collaboration and sharing of resources.
- Developing a Digitally Literate Curriculum through Project Based Learning.
- Microsoft tools for ASN staff and classroom assistants.

- Use of assistive technologies to support children with ASN and to close the attainment gap.

Increasing Digital Skills in Upper school- Apps for Good.

P5-7 children will take part in the Apps for Good project to develop their creative Digital Skills in a new form- Second level teachers trained and work on joint project

Implementation of Interactive Touch Screens in Class:

- Teachers will receive training in use of new interactive touch screens to support active learning, develop skills of collaboration, communication and demonstration, boost engagement and enable blended learning.
- Sharing good practice , moderating

Staff trained in use of and data analysis of Digital assessment tools:

- Staff training in analysing and using SNSA data.
- Staff hold joint discussions of tracking data at handover points and throughout the year with a focus on improvement and progression.
- Joint school meetings to look at GL data and make whole school teaching decisions based on data.
- Data from Boxall, York and other ASN assessments collated and discussed and bank of assessments made on Teams for identification of needs in class.
- Mini staff training in use of excel and forms for data

Develop a whole school approach to CRIS:

- Look at resources to be used for a teaching progression of internet safety that is future proof.
- Ensure teaching is embedded in curriculum rather than one off lessons.
- Include cyber resilience in teaching progression.
- Create a list of possible resources to use for each stage.
- Hold parents afternoon/evening on CRIS run by senior pupils-digital leaders group

Develop a whole school approach to CRIS:

- **Ongoing**

- ==Ensure digital literacy in terms of understanding and evaluating information a key embedded part of the curriculum.==

Effective use of Ipads in the Classroom and at home:
- Staff receive training in effective use of Ipads from Ipad trainer online.
- Look at SAMR model and in particular use of apps for creativity and as assessment tools.
- Focus on Ipad apps for Early Level as one of the training sessions.
- GME – all practitioners to make better use of APPS to facilitate better talking and listening.
- ELC to use ipads for more than recording / banking evidence

Overarching Priority 2	2 Year Cycle

2020/21 Using A Guided Approach to Pedagogical Enquiry	**2021/22 Using A Guided Approach to Pedagogical Enquiry**
Module 1: The NAR Process Revision Joint School - Self Evaluation on consistent use of the NAR process - Refer to diagram - Shared Practice Meeting to ideb=ntify gaps and next steps for each practitioner **Module 2: Learning Intentions and Success Criteria** - To develop a shared understanding of from where we derive learning intentions and success criteria - To develop a shared understanding of how we consistently share LI's and SC's with pupils **Module 3: Differentiation and Challenge** - To explore the ways in which we use differentiation in our settings to ensure engagement and challenge.	**Module 6: Plenaries** - To explore the purposes and means of using effective plenaries - To consider how plenaries are used to take learning forward **Module 7: Student Self and Peer Assessment** - To explore the purposes and means of using effective self and peer assessment - To consider how self and peer assessment will take learning forward and empower pupils **Review Previous Modules for Next Steps** - Evaluate progress and identify next steps - Update the Teaching, Learning and Assessment Strategy in line with progress

- To plan personal targets for using differentiation more effectively to increase engagement and ensure appropriate challenge.

Module 4: Sharing the Standard
- To explore the ways in which we develop success criteria with pupils and use these to inform assessment
- To plan one personal change to the way you use success criteria

Module 5: Effective questioning and answering
- To explore the purposes and means of asking young people questions
- To consider how answers may be gathered and used to enhance next steps for learning

Strategic Improvement Planning for Establishment: Overview of Links to Key Policies

Session: 2020-2021

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

Collaboration and Consultation

Who?	When?	How?
Class Teachers	August	Boxall
CCEWs	August	Dev Milestones
Management	August	ASN Spreadsheet
Class Teachers/PST/HT	September/ June	GL Ass
Teachers	Sep/Feb/June	XBRA DATA
Teachers	Sep/Feb/June	XBRA DATA
Pupils	November/June	Survey
Parents / partners	November/June	Survey
Parents / Pupils	See Timeline	Survey
Partners	See Timeline	Information
Partners	See Timeline	Information

Learning Resources to support the following 5 Priorities are found at ;

https://blogs.glowscotland.org.uk/ab/sali/2020/03/19/learning-resources/

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives
• School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information	1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning	• Raise educational attainment and achievement for all • Use performance information to secure improvement for children and young people • Ensure children have the best start in life and are ready to succeed • Equip young people to secure and sustain positive destinations and achieve success in life • Ensure high quality partnership working and community engagement • Strengthen leadership at all levels

Priorities	Proposed Impact	Measures	Linked to PEF (Y/N)
1. Health and Wellbeing – A Comprehensive Approach to Recovery	To improve outcomes for all learners and to ensure that all stakeholders have ownership of our Vision, Values and Aims to strengthen our school community.	Boxall Data – Sep/ June Dev Milestone Data Sep / June (see ELCC priority) Complete ASN Spreadsheet Aug – to identify changes in children/ family circumstances. Parent Questionnaire / Survey November / June Pupil Survey/ questionnaire – November/ June	Yes

2. A Whole / Joint School Approach to Raising Attainment in Numeracy	A Whole / Joint School Approach to Raising Attainment in Numeracy	Use of in- house assessment data for handover in August and updates to be in line with XBRA XBRA Data November, Feb, June – to be analysed by ; HT/ CT P1,4,7 and PT/CT P2,3,5,6 Feedback / Professional Discussion from Webinars – linked to Curriculum Development within the WTA Calendar	No
3. Raising Attainment in Literacy by Creating a Reading Culture	Raising Attainment in Literacy by Creating a Reading Culture	GL Assessment Data – September/ June Attendance figures at Reading Events In House Reading Tracking e.g. YARC, ASN Tracker, Reading Age Participating in FMRC	Yes
4. Implement Stay, Play and Learn Sessions for children 0-4-	To provide inclusive GME sessions for all children 0-4 and increase awareness among parents of the benefits of; Playing together, Bilingualism and of the GME curriculum.	Parent Survey in November/ December Weekly Attendance Figures Survey June	Yes
5. A Refreshed Approach to delivering ELC using Realising The Ambition	Create a year-long plan of how and when to implement the Guidance in terms of ; • Health and Wellbeing – link to Priority 1 • Play • Literacy , Numeracy and Mathematical thinking • Reflective Practice and self-evaluation • Transitions	Dev Milestones Data – Sep / June In House Tracking and observations – ongoing Leuven Scale of Engagement – Sep / June	No

Operational Improvement Planning (Action Plan) for Establishment:	Session: 2020-21
Strategic Priority 1:	Title: Health and Wellbeing – A Comprehensive Approach to Recovery

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives
• School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information	1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	• Raise educational attainment and achievement for all • Use performance information to secure improvement for children and young people • Ensure children have the best start in life and are ready to succeed • Equip young people to secure and sustain positive destinations and achieve success in life • Ensure high quality partnership working and community engagement • Strengthen leadership at all levels

Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
All Staff to login to Emotion Works Recovery, identify key actions and take ideas to IDL Planning Meeting. Outdoor	Maureen Macdonald Amy Hannett	August 20	Staff will collegiately develop a comprehensive plan for our H&W curriculum for 20/21 including check points for professional reading, collating data,

Learning and play based /loose parts learning must be in place .			professional dialogue, stage partner evaluation and reflection, engaging parents, partners, community and consultation.
Boxall Assessments carried out. Data Analysed and overview shared	Class teachers Maureen	Oct 20	Data Analysed and information used to inform the whole school focus for social / emotional well being & behaviour
Staff to plan to teach SHANARRI terminology discretely and link to UNCRC . HGIOURS to be used in class Each cog within Emotion Works to be revisited in line with COVID.	Maureen Macdonald Class Teachers	Aug - December 20	All staff will contribute to a whole school Health and Wellbeing display to be located in an area of the school accessible to parents . The learning will also be evident on Personal Learning Journals on Seesaw and within classrooms. Pupils will be familiar with HGIOURS
SHANARRI evaluations done for each pupil and the ASN school overview completed	CTs Gillian Morris	August 20	Teachers will have comprehensive data for each of the indicators for each pupil
Staff to use data from SWGFL visit to plan internet safety activities and focus with parents and pupils – this will become embedded in the curriculum LINKED TO OP1	Jo Clark	September – June 20/21	CRIS teaching progression from early to second level in place on Teams. Parents surveyed on internet safety. Hold a parents digital skills event in school. Apply for and get the CRIS badge from digital schools award. Training in CRIS and digital literacy.
Developmental Milestones – individual information recorded	CCEWs MMD –information on to Seemis Gillian Morris	Sep 20	CCEWs will be able to identify gaps in development and plan accordingly . Effective deployment of staff

Update the Anti Bullying Policy in consultation with parents and pupils.	Maureen Macdonald Class Teachers	October 20	There will be an updated policy in place and all stakeholders are familiar with the contents. The policy is clear and easy to understand.
Review the School Vision, Values and Aims in consultation with all stakeholders and with the local community. Consultation will be carried out through the use of forms (questionnaire)	Maureen Macdonald All staff Pupils	November 20	Successful consultation and gathering of information to make necessary amendments.
New VVA in place and update new display Ensure that all stakeholders have access to merchandise / material which displays our Values.	Maureen Macdonald Staff Pupils	Jan- Feb 21	There is clarity among all stakeholders and within the community of what the schools VVA are. Pupils will know the values, they will be displayed within each classroom , Used at assemblies and as a measure for behaviour, engagement and attitude.
Develop a Rationale - on 1 page	Maureen Macdonald	March 21	All staff, pupils , partners and community members will have access to the rationale .
Create a sketchnote for the school to be disseminated among all stakeholders	Jo Clark	May 21	The sketchnote will galvanise our identity and be a strong visual to share with the community
Transition Activities / update pupil profiles / data for transition Inc Boxall, Dev Milestones, SHANARRI information	Jo Clark Rachael MacCaskill Kirsty Alexander Linsay MacArthur Morvern McPhee	May 21	Transition activities will be ongoing throughout the year and will be carried out in consultation with ELCCs and Islay High. Pupil Learning Journals will be updated, tracking updated and data discussed at handover.
Redo Pupil and Parent Questionnaire – see point 5	Maureen Macdonald	June 21	Data analysed and shared. This will inform next steps

Re- evaluation of HGIOS 3.1	Maureen Macdonald & staff	June 21	Evaluation will go from Good (this session) to Very Good

Operational Improvement Planning (Action Plan) for Establishment:	Session: 2020-21

Strategic Priority 2:	Title: A Whole / Joint School Approach to Raising Attainment in Numeracy

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives
- School leadership - Teacher professionalism - Parental engagement - Assessment of children's progress - School improvement - Performance information	1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	- Raise educational attainment and achievement for all - Use performance information to secure improvement for children and young people - Ensure children have the best start in life and are ready to succeed - Equip young people to secure and sustain positive destinations and achieve success in life - Ensure high quality partnership working and community engagement - Strengthen leadership at all levels
Key Actions (How)	**Lead Person**	**Timescale**	**Success Criteria to facilitate evaluation of learners' progress**
Staff agree aims and plan a joint approach to raising attainment in numeracy . Staff discuss the benchmarks – Moderation Activity	Maureen Macdonald	August 12th	Aim of approach and plan is to see pupils achieve - Fluency in procedures - Conceptual development - Mathematical Behaviours

Note: the last two rows share the Key Actions / Lead Person / Timescale / Success Criteria column structure.

Class Teachers analyse data (to date) at handover and discuss deployment of support staff	CTs	August 20	Support Staff timetables agreed between CTs to support individuals/ small groups and target needs in numeracy.
Twilight Session to discuss feedback from first set of webinars . • Why Maths is Hard • IPSATIVE Ideas WTA Timeline for numeracy developments / moderation put in place Stage Partners decide the focus for the 1st Class visit	Jo Clark Kirsty Alexander Maureen Macdonald	Sep 20	Main points discussed and how pedagogy can be used in classes. Each teacher decides on a focus for the term and planning is put in place . This will be the focus for the 1st shared practice visit
CTs carry out SNSAs and discuss data	Maureen Macdonald Jo Clark Maggie Harrison Gillian Morris		CTs discuss children's performance in SNSA, share difficulties , pupil ability, low attainers, potential coasting high attainers Teachers regroup children if necessary and amend support
Cross Stage and School Visits carried out . Feedback shared with HT Moderation Activity XBRA 1 carried out Data to be discussed with HT and PT and next steps for individuals to be decided	CTs Maureen Macdonald Maureen Macdonald Jo Clark	Oct 20	Teachers identify areas of good practice to use in their own class and provide their partner with an area for development. HT to discuss data for P1,4,7 PT to discuss data for P2,3,5,6 Teachers to update Seemis and in house tracker
Have an Open Maths Morning . (COVID permitting) . Could be shown on Seesaw	Maureen Macdonald Class Teachers Pupils – Captains/ Vice Captains	Nov 20	Pupils to share their learning with parents (whether live or recorded on Seesaw) Feedback to inform next steps

Each Class teacher to decide their focus (should relate to stage work carried out). Parents invited to participate Gain Feedback from Parents, Pupils , Teachers through a survey			Pupils celebrate achievements and promote in local media and on Twitter.
Twilight to discuss webinars and pedagogy around ; Teaching the What before the why Take one idea for incorporating into teaching during Jan / Feb Discuss and amend Planning formats Moderation Activity	Maureen Macdonald Jo Clark	Jan 21	Teaching methodology should be in line with the principles of The what before the why .Impact evaluated in Feb and taken to March Twilight Planning format amended to ensure clarity of progression of learners. Learners to be clear of their own progress and next steps within planning .
XBRA data updated – as above Plan activities for World Maths Day	Class Teachers / Pupils	Feb 21	A plan will be in place to celebrate World Maths Day in March . Children will take ownership of the plan
Twilight – discuss what before why and impact in classes – Moderation Activity Discuss Focus for next stage partner class visit in April from; - Play in Maths - Solving Mathematical Word Problems Celebrate World Maths Day	Class Teachers Whole School staff and Pupils	March 21	Stage partners to implement methodologies from the webinars and use as focus for the next stage visit Feedback from WMD from all stake holders . Data analysed between all teachers
Cross Stage and School Visits carried out . Feedback shared with HT Moderation Activity	CTs Maureen Macdonald	April 21	Teachers identify areas of good practice to use in their own class and provide their partner with an area for development.

Review and Evaluate progress in line with QI 2.3 and 3.2 Moderation Activity Decide focus in numeracy for session 21/22	Maureen Macdonald Teaching Staff	May Inservice	Use Evaluation wheel to determine progress made in numeracy. Identify What worked / keep and what needs to go Decide on the focus for next session
XBRA – Update tracking Handover of information for pupils Transition activities	Maureen Macdonald	June	Data discussed as previous Information shared about pupils will prepare new class teachers to build on progress already made – IPSATIVE approach

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2020/21

Strategic Priority 3:	Title: Raising Attainment in Literacy by Creating a Reading Culture – Timeline 20/21

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives
- School leadership - Teacher professionalism - Parental engagement - Assessment of children's progress - School improvement - Performance information	1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	- Raise educational attainment and achievement for all - Use performance information to secure improvement for children and young people - Ensure children have the best start in life and are ready to succeed - Equip young people to secure and sustain positive destinations and achieve success in life - Ensure high quality partnership working and community engagement - Strengthen leadership at all levels

Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
Use First Minister's Reading Challenge(FMRC) Evaluation Toolkit to identify where we are with our Reading Culture	Maureen Macdonald Arlene McKerrell Kate Brown	August 20	Staff will have a clear starting point for creating a reading culture.

Twilight – look at Reading Benchmarks and evaluate where we are in terms of explicitly teaching reading skills . Moderation Activity Display??	As above		CTs will discuss the most effective way to make reading skills explicit for pupils . Teachers discuss this with the Pupil Leadership Grp – ideas from pupils to be discussed with staff.
Discussion about Resources and the potential of using Digital technologies to promote reading – Link to OP 1	Jo Clark Rachael MacCaskill		CTs decide which reading APPs are effective and download on to ipads / devices
Consultation with parents, staff and pupils. Survey about attitudes to reading	Arlene McKerrell Kate Brown		There will be a baseline of information to plan events / parental and community engagement/ involvement events. Staff will have access to resources / tips/ case studies
Reading Ages of all children recorded on to in house tracker . YARC used to gain information.	Maureen Macdonald		Effective Deployment of support staff and timetables.
Formation of pupil reading ambassador groups Register for FMRC	Arlene McKerrell Kate Brown		Pupil Leadership established – Pupil consultation. Ownership of this target by pupils . House Reading Challenge Implemented Book Totaliser in place in the Hall
Class Novels started linked to mental wellbeing and emotions- link to recovery priority	Class Teachers Amy Hannett	Sep 20	Increased emotional literacy and intelligence as a result of the study. Links to focus priority 1
P1-3 staff attend CLPL webinars about Bookbug/ Read, Write Count gifting bags	Maggie Harrison		Staff are clear about how to use the Gifting Bags and how to promote them

Information shared with parents on Seesaw Bookbug (English and Gaelic) timetable for the year established. Start Reciprocal Reading Planning	Kirsty Alexander Rachael McCaskill Arlene McKerrell Gillian Morris Amy Hannett CTs		with parents. Increased Parental engagement- feedback from parents Bookbug trained staff have a clear timetable for Bookbug visits and events throughout the year. Attendance of parents –record figures Staff incorporate the Reading Rubric into class planners
Start new Novels – Scottish Themed / Folklore	Arlene McKerrell Kate Brown Pupil Leadership Group	Oct 20	Introduce some children to a different genre . Explore Scottish language
Participate in Scottish Book Week XBRA Data recorded on seemis and on in house tracker. Data analysed with CTs and HT or PT	Arlene McKerrell Kate Brown Pupil Leadership Group (PLG) Maureen Macdonald Jo Clark	Nov 20 Oct 20	Pupils, staff, parents will experience a variety of activities to challenge their reading skills, increase their interest. Evaluation carried out between staff and PLG Data will provide next steps for individuals, identify progress made and inform next steps for support staff.

New class novel started – selected from FMRC website	CTs	Jan 21	Pupils are able to experience a varied genre
Recruit Scotland Reads Volunteers (COVID permitting)	Arlene McKerrell Kate Brown		Pupils of lower reading attainment and those high reading ability but coasting will have the opportunity for 1:1 time with an adult
Twilight – Focus Reading for Information – to tie in with Endeavour and Project Based Learning – Moderation Activity	Maureen Macdonald		Class teachers incorporate the skills into planning and have a high pocus on this for January until Feb break . CTs to gain an idea of children's progress in this area .
PLG and staff plan for World Book Day Activities	PLG Arlene McKerrell Kate Brown	Feb 21 March 21	There will be a timetable with inclusive activities for WBD. PLG / Staff continue to raise the profile of reading with parents, in the community
Twilight Focus – creating blurbs, reviews . Moderation Activity	CTs		CTs will have a shared understanding of skills and expectations.
XBRA Data recorded on seemis and on in house tracker. Data analysed with CTs and HT or PT	Maureen Macdonald Jo Clark	Feb 21	Data will provide next steps for individuals, identify progress made and inform next steps for support staff.
Twilight focus – Inference / Understanding Analysing Text . Focus also of Reciprocal Reading – Moderation Activity	Maureen Macdonald	April 21	CTs develop a shared understanding and plan reciprocal reading focus. CTs will be able to identify necessary support for pupils .
PLG organise Camera Obscura Readers – community photograph competition	PLG Arlene McKerrell Kate Brown		Community Involvement to raise the profile of reading Partnership working with community groups e.g. SID, Gaelic College , Ileach

Possible Author Visit / Use of digital technologies to meet an author	PLG Arlene McKerrell Kate Brown	May 21	Children will have the opportunity to hold a Q&A session with an author
Baselines updated and information used to Create a draft Reading Strategy once finalised to be shared with parents	CTs Maureen Macdonald		Each school will have a clear rationale , Aims, planning and evaluating tools, progression, resources ,strategies for ASN support.
GL Assessments	CTs	May 21	Data to be analysed and used to inform next session groupings and planning for support
XBRA – as previous Handover for transition Book Swap Reading Prizegiving – House Challenge / Totaliser	MMD/JC PLG Arlene McKerrell Kate Brown	June 21	XBRA – as previous YARCs updated for UCPs Evaluation will inform focus for session 21/22

Operational Improvement Planning (Action Plan) for Establishment: Session: 2020/21

Strategic Priority GME:	Title: Implement Stay, Play and Learn Sessions for children 0-4-(also linked to ELCC Priority below)

National Improvement Framework Key Priorities	Argyll and Bute Gaelic Language Plan Targets
• Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children and young people's health and wellbeing; and • Improvement in employability skills and sustained positive school leaver destinations for all young people.	GLP 1 Promoting a positive image of Gaelic GLP 2 Increasing the learning of Gaelic GLP 3 Increasing the use of Gaelic

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators		Argyll and Bute Education Key Objectives
• School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information	1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning		• Raise educational attainment and achievement for all • Use performance information to secure improvement for children and young people • Ensure children have the best start in life and are ready to succeed • Equip young people to secure and sustain positive destinations and achieve success in life • Ensure high quality partnership working and community engagement • Strengthen leadership at all levels

Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
June 2020 Allocate PEF Funding to provide CCEW extra 1 hour CEW time weekly (for planning and preparation) £550	Maureen Macdonald Sophie Ferguson	June 20	Effective deployment of staff to facilitate the Stay and Play sessions. Extra time funded for planning and preparation

		September 20	We will better fulfil the aims and strengthen our Gaelic provision. Extend staff skills and knowledge of child development to further strengthen our Total Immersion provision. Promote Leadership To raise the profile of Gaelic within the community particularly among families with children 0-3
Engage with partners in health , Gaelic and with the local Community to promote the sessions to start in October – after break	Gillian Morris Maureen Macdonald Sophie Ferguson	September 20	Health visitor to work closely with sgoil-àraich to identify families who will benefit from the sessions. Gaelic Centre to promote through Bogha Froise group
Questionnaire for parents to gauge confidence and Knowledge of GME – use of Google Forms.	Gillian Morris Sophie Ferguson Jo Clark	Oct 20	Feedback from the survey will inform planning and targets for the sessions.
Launch weekly afternoon sessions every Thursday from 10- 11.30 (initially) Sessions will include children and parents experiencing; - Bookbug - Outdoors	Gillian Morris Sophie Ferguson Lily Johnston	Oct 20- June 21	Increased Awareness for parents about resources for learning and of the GME Curriculum pathway Increased exposure to the Gaelic Language Increased participation in cultural activities

• Interacting with appropriate Gaelic resources Attendance Recorded Weekly			Increased language development , Gaelic vocabulary See an increase in numbers
Hold a Gaelic Learning Festival – Present all work in Gaelic Medium and Gaelic Learning in Bowmore Primary. Include; Stay, Play and Learn parents and children Bookbug. Gaelic Influencers CnP Naiseanta and Local Gaelic Staff Gaelic Partners – ICCI, CnaG Local Mòd Committee and Gaelfest Organisers Fèis Tutors	Maureen Macdonald GME staff Comunn Nam Pàrant	May 21	Increased participation and involvement in cultural activities Feedback from all involved to inform next steps Possible securing future sessions from funding from the Local Authority. Increase in numbers registering for GME

Operational Improvement Planning (Action Plan) for Establishment:	Session: 2020/21

Early Learning and Childcare	Title; A Refreshed Approach to delivering ELC using Realising The Ambition

National Improvement Framework Key Priorities	Realising The Ambition Aims;
• Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children and young people's health and wellbeing; and • Improvement in employability skills and sustained positive school leaver destinations for all young people.	Build Confidence and Capability of those working with children and families from 3 to starting school and beyond Make links between practice , theory, and policy guidance to reinforce aspects of high quality provision and the critical role practitioners play. Clarify some aspects of current practice and provide a reference which practitioners can easily use. Support Improvement and quality by encouraging discussion. Self-reflection and questioning about relevant practice in each setting Provide advice on achieving the highest quality of ELC and early primary provision that will enable young children to experience and to play their own part in Scotland being the best place in the world to grow up.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives
• School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information	1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	• Raise educational attainment and achievement for all • Use performance information to secure improvement for children and young people • Ensure children have the best start in life and are ready to succeed • Equip young people to secure and sustain positive destinations and achieve success in life • Ensure high quality partnership working and community engagement • Strengthen leadership at all levels

Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
The following Plan will be populated after PTs/ CCEWs/P1 staff meet and discuss the Key Actions and Success Criteria			
Start Book Group of CCEWs , P1 CTs and PTs to read Realising the Ambition	Maggie Harrison Gillian Morris	Aug 20	All practitioners will be familiar with the contents and will have a starting point from which to plan from
PTs meet with CCEWs and create a year-long plan of how and when to implement the Guidance in terms of ; - Health and Wellbeing – link to Priority 1 - Play - Literacy , Numeracy and Mathematical thinking - Reflective Practice and self-evaluation - Transitions	Maggie Harrison Gillian Morris	Sep 20	CCEWs will; - identify 5 Aims of their Plan - identify 5 professional Learning Targets for CPD/ to be discussed at PRD - Implement tracking tools to measure children's progress Data ? - Identify and implement checkpoints - Implement Evaluation points – HGIOELC See Maintenance Agenda

Establishment Maintenance Improvement Planning – Optional	Session: 2020-2021

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives
• School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information	1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	• Raise educational attainment and achievement for all • Use performance information to secure improvement for children and young people • Ensure children have the best start in life and are ready to succeed • Equip young people to secure and sustain positive destinations and achieve success in life • Ensure high quality partnership working and community engagement • Strengthen leadership at all levels

Key Actions (from previous plans):

STEM

1. STEM NATION have requested that teachers from Port Ellen and Bowmore Primaries train to become STEM Quality Mark Assessors

2. Actions from the STEM QUALITY MARK AESSESSMENT suggest that we have More focus on ;

a) Parent and Community Learning

b) Create a cluster level strategy to include Islay High School with a focus on the BGE

c) Develop Pedagogy linked to the 21st Century skills for World of Work and Developing the Young Workforce using Engineering as the focus . This will encourage creativity through craft and design and develop attributes like resilience through testing and retesting .

d) Equity and Equality - more focus on STEM among females

3. Through the new blended learning model, devleop good Project Based Learning from ELC - P7

4. Use of e-sgoil as a platform for delivering science lessons remotely in Gaelic Medium Education and English

Attainment Data

Assessment / Tracking will go on the maintenance agenda

Through robust evaluation of KO2 and HGIOS 3.2 , the following was identified as actions to take forward into session 2020-2021

1. Standardised Assessments to be done
2. Use of PEF to purchase GL Assessments
3. Review the NAR process to establish a clear understanding among ALL staff. More focus on Play-based Learning- See pedagogy LTO 1 SIP
4. Consistent Approach to assessment using ;
    - Timetable as set out in the schools' strategy and HT monitoring calendar
    - Moderation process
    - High Quality Assessments
5. More evidence of Children's Voice in assessment
6. Renew Cross Cluster and school / cross school Moderation Plan 2020/21 in line with workload and WTA
7. Strong and clear evidence to support Attainment over time to be consistent among all practitioners

8. Use of 21st Century Skills to track attainment in all curricular areas and to show progression over time
9. Data Analysis to take place between PT/HT twice a year – to be included in HT monitoring calendar.
10. Use of Seesaw for individual feedback and for tracking across the curriculum. Online PLPs. Gather data from parent questionnaires
11. Practitioners and CTs to become more secure using digital skills to effectively manage data .See LT Objective 2
12. Review maths planning format / progression in both schools

Self – Evaluation (WTA TBC)

Focus Qis;

- 1.1 Self –Evaluation for Self Improvement – June 21
- 1.2 Leadership of Learning – Develop an Empowerment Strategy - Sep 20
- 2.1 Safe guarding and Child Protection – Update Policy- November
- 2.4 Personalised Support - January
- 2.5 Family Learning – March
- 3.3. Increasing Creativity and Employment – May
- Review the Evaluation Wheels done this Year – 1.3, 2.2, 2.3, 3.1, 3.2

L1&2 Continue with 2019/20 Agenda

Change of Leader – Linsay MacArthur

Port Ellen Gaelic Learner Teacher – Kate Brown

Port Ellen French Teacher – Jo Clark (P5-7)

Bowmore Gaelic Learner Teacher – Gillian Morris

Bowmore French Teachers P5-7 – Alice Stewart , Morvern McPhee and Linsay MacArthur

Focus will be to use digital tools to learn Gaelic and French

Pupil Equity Funding | Planning and Reporting	School Name: Bun-sgoil Bhogha Mòr

School Report on PEF Expenditure and Impact 2020-21

Identify:

- Who is the target group? What is the gap? SIMD data? FSME? Community context?
- Think about your equalities groups that may be disproportionately affected by deprivation.
- What data did you use to identify this? ACEL achievement, SNSA data, Standardised assessment information, School tracking information, Wellbeing app

Primary school roll: 65
Pre5 roll – 19

SiMD data –
- lowest decile = 8, highest 12
- 37% decile 12
- 7% decile 11
- 56% decile 8

ASN
- 17 UCPs
- 20% of roll
- 23% require support in literacy
- 21 % require support in numeracy

FSM
- 11 Entitled = 13%

<mark>Target for PEF Spend 2020-2021</mark>

1. **Health and Wellbeing,Emotion Works, Recovery** see Boxall data
2. **Support for Reading**
3. **Numeracy and Maths –** focus on Pedagogy And the teaching of numeracy/maths
4. **Increase and improve our digital infrastructure / equitable access to resources to support blended learning and increase pupil / teacher skills.**
5. **To promote Employability and 21st Century Skills**

Bowmore Primary and GME February 2020								
Class	UCPs/ IEP	L&T	L&T G	Reading	RG	Writing	WG	Numeracy
P1 EM	3	50%	NA	50%	NA	50%	NA	83%
P4 EM	3	50%	NA	50%	NA	33%	NA	50%
P7 EM	7	100%	NA	69%	NA	46%	NA	54%
P1-GME	0	NA	100%	NA	100%	NA	100%	100%
P4 GME	0	100%	100%	100%	100%	100%	100%	100%
P7 GME	1	100%	100%	75%	75%	75%	75%	75%

Description	Number of Children	Percentage of School
Disengaged	15	21%
Self-negating	14	20%
Makes undifferentiated attachments	11	16%
Shows inconsequential behaviour	23	33%
Craves attachment, reassurance	15	21%
Avoids/rejects attachments	14	20%
Has undeveloped/insecure sense of self	15	21%
Shows negativism towards self	17	24%
Shows negativism towards others	21	30%
Wants, grabs, disregarding others	17	24%

Pupil Equity Funding | Planning and Reporting

Staff Spend Details
* Note: - Please see information from HR regarding PEF posts

Name	Post	Start Date	Proposed End Date	Cumulative Time in Post
Sophie Ferguson	CCEW	January 14th 2021	July 2nd 2021	0 years 6 months
				years months

Highlight the Intervention for Equity addressed by your PEF interventions/projects
https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity

Early intervention and prevention	√	Social and Emotional Wellbeing	√	Promoting Healthy Lifestyles	☐	Targeted approaches to Literacy and Numeracy	√	Promoting a High Quality Learning Experience	√	Differentiated Support	√
Employability and Skills Development	√	Engaging Beyond the School	√	Partnership Working	☐	Professional Learning and Leadership	☐	Research and Evaluation to Monitor Impact	√	Using Evidence and Data	√

Spend Details	Carry Forward 2019/20	PEF Allocation 2020-21
	£ 2390	£ 7049
	Mid-Year Spend checkpoint Identify any significant changes in expenditure.	**Final spend** Identify any significant changes in expenditure.

Staffing 1 x 14 x 30 CCEW GME for **Stay and Play Gaelic**	Seesaw subscription	£574	£
	SSUK Screens	£1942	
Supported Study – training of staff for Digital, Numeracy, Emotion Works	Emotion Works Subs	£82	
	Emotion Works Resources	£746	
Resources- Subscriptions- Boxall, Sumdog, Seesaw, GL Assessments, Emotion Works , Jolly Phonics, Screens, Emotion Works resources	Sumdog English	£150	
	Jolly phonics	£254	
	Low reading Age Bks	£ 300	
Other Supporting Blended Learning , Increasing digital infrastructure focus on numeracy / literacy , pedagogy	Boxall Subs	£110	
	GL Assessment	£200	
	Staffing	£420	

Pupil Equity Funding | Planning and Reporting

What are you planning to do with your PEF Allocation?	How will progress be measured (what, when and how)?	Identify organiser for proposed intervention/ project
• Proposals to address identified issues within Literacy, Numeracy and/or Health and Wellbeing. • How have you consulted with and involved parents/carers and pupils in the process? • Aim and expected impact of proposals. • Plans to work in partnership with other schools/local partners/providers, if applicable • Link to Our Children, Their Future • Link to HGIOS 4 Quality indicators / NIF	• How will you know your interventions are having an impact/improving outcomes? • Proposals for measuring impact (including specific reference to targeting young people most affected by poverty). • Data, new and existing, which will be required. • Plans for how data will be collected and reported.	• Teaching and Learning • Leadership • Family and Community

Area	Outcome	Measure	Mid-Year Progress	Actual Impact How did you meet the aims set out in your proposed interventions? What data do you have that evidences impact? Identify any significant changes in expenditure.
Literacy	Identifying where support is needed in reading using data from GL Assessments. Increasing attainment in reading Providing Early intervention in literacy using Emergent Literacy Planning and strategies	GL Data XBRA	Update Reading assessment data. December 2020 Data analysis conversations with class teachers December 2020	
Recovery – Health and Wellbeing	Whole school focus on Nurture. Increasing Emotional Literacy using Emotion Works Resources , Promoting Good mental wellbeing	Boxall Data	Identify Gaps (as illustrated) from Boxall data- September 2020 Focus on these areas within H&W programme Aug-December 2020	

			Increase Pupil Choice and Voice Sep – December 2020	
Digital Strategy	All pupils have equity of access to digital tools in and out of school Training and development in the use of Seesaw as the main online platform for blended learning and PLP. Implementation of Interactive Touch Screens in 1 Gaelic 1 English Classes	Surveys and Questionnaires pupils, staff and parents Data from Seesaw. Surveys and Questionnaires pupils, staff	January 2021- Staff and Pupil Evaluation	
Numeracy and maths	A pedagogical approach to increasing attainment in numeracy and maths Staff to attend Iona Coutts , Northern Alliance Webinars , engage in professional dialogue and create a numeracy/ maths teaching strategy. Focus on Differentiation, Retrieval practices Review Maths/ Numeracy planning formats and amend as necessary	XBRA Data High Quality Assessment outcomes	January 2021 – Strategy developed	
Gaelic	**Objective 5 of Gaelic Language Plan Continue to strengthen Gaelic activities for families with children aged 0-3** To inform parents from across the island about the benefits of bilingual education To provide the opportunity for them to have a taste of nursery provision. To introduce parents and children to GME, resources and support available	Attendance Record Survey – Patents, staff and pupils .	April 2021 – look at data , organise a whole school Gaelic Event (possible joint school with Islay High School) Gauge numbers going into GME August 2021	

	Increase parent confidence to consider GME as a learning pathway Increase numbers to separate the nursery unit from the Total Immersion Class			