

Annual Improvement Establishment Plan

Establishment	Cardross Primary
Area	Helensburgh and Lomond
Session	2019-20



SIGNATURES			
Head of Establishment	Kelly Girling	Date	17/06/19
			Updated 30/9/19
Education Officer	Pauline Inglis	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	4
3.1	Ensuring wellbeing, equity and inclusion	5	5
3.2	Raising attainment and achievement	5	5
1.1	Self-evaluation	5	5

Gradings

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

OCTF – KEY OBJECTIVE 1 - Raise Educational Attainment and Achievement for all

NIF Priority: Improvement in Attainment, particularly in literacy and numeracy.

Quality Indicator:
2.2 Curriculum
2.3 Learning, Teaching and Assessment
3.2 Raising Attainment and Achievement

What do you want to be better? How do you know this is an improvement priority?

SCHOOL PRIORITY

Improve the overall quality of learning and teaching in all aspects of writing across the school.

- Evidence gathered through in-school moderation activities and teacher self-evaluation have highlighted the need for clear progression of how all aspects of writing is taught across the school.
- HT monitoring and evaluation has highlighted that the quality of learning and teaching in writing is not consistent across the school.

Outline your improvement activity/intervention

Stretch Aim:

- 95% of pupils will achieve First and Second level in writing by June 2020
- Children with Additional Support Needs will make progress within their individual targets

Specific Action and Intervention	Measurement	Impact	Who
Collect Baseline evidence of writing across the levels and moderate with cluster partner school Aug '19. Moderation and Evaluation activities will be carried out with Rosneath Primary School Oct 19, Apr 20 using Google Classroom to support staff discussion.	Qualitative data collected through moderation exercise with Rosneath Primary School. Education Scotland Self Evaluation Forms	Staff will have a shared understanding of what progression in writing looks like within a level. This will be evidenced through Teacher and Learner Feedback, observations, tracking and monitoring of progress and attainment.	All
Provide high quality staff development: Talk4Writing funded by PEF Oct 19.	Practitioner feedback, observation, and tracking/monitoring of attainment data.	Stronger collegiate understanding of strengths and areas for improvement in pedagogy.	HT
Support staff in planning and developing high quality learning and teaching in all aspects of writing.	Consistent practice across the school.	This will be evidenced through Teacher and Learner Feedback, observations, tracking and monitoring of progress and attainment.	HT / PT / CT

Teaching staff will have increased confidence in describing and understanding of progression within and between levels in writing.	Colleagues confidence will have increased – this will be measured via practitioner feedback, professional discussion, observation, and attainment.	Quality of learning and teaching in all aspects of writing will be improved. Learners receive high-quality feedback and have an accurate understanding of their progress in writing and what they need to do to improve. NIF data at P1, P4, and P7 will show an increase in attainment.	
Pupils will have opportunities to take part in local and national writing competitions. Regularly share pupils writing on class blog and SeeSaw.	Measurable through learner and parental voice/feedback. Writing attainment data	Increased confidence and taking pride in their work by sharing their writing with a wider audience Families will be actively engaged in their child's learning and progress in writing.	ALL
Teacher's will work collegiately with Outdoor learning specialist to plan and implement a series of lessons that uses our outdoor environment to focus on writing poetry.	All pupils engage in writing process in positive manner and this will be evidenced by S/E triangle (Feedback/ observation/ tracking/monitoring, attainment)	Pupils that struggle within the classroom setting will have many opportunities to develop their writing in a different setting.(Outdoors) Evidenced by learner/teacher feedback	CT / ONE Time Teacher

How will this achieve excellence and equity?

Staff will be more confident in planning for and providing high quality writing lessons and through this pupil achievement and attainment in writing will increase.

How will this close the attainment gap?

Earlier identification of gaps in pupils writing will be identified sooner and lead to improved targeted interventions.

Who is/are responsible for leading this?	Timescale(s)
HT PT First Level / Second Level	August 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

OCTF – KO2 – Use Performance Information to secure improvement for children and young people

NIF Priority:
Assessment of Children's Progress
Performance Information

Quality Indicator:
1.3 Leadership of Change
2.2 Curriculum
2.3 Learning, Teaching and Assessment
2.6 Transition
3.2 Raising Attainment and Achievement

What do you want to be better? How do you know this is an improvement priority?

HALCO CLUSTER PRIORITY

- Professional dialogue with staff regularly highlights variation in interpretation of assessment data at transition points
- Currently have no systems in place to facilitate planning and moderation opportunities for all HALCO cluster schools
- Appropriate pace and challenge for all learners and consideration of prior learning/progression highlighted in Hermitage Academy inspection report

Outline your improvement activity/intervention

Stretch Aim:

85% of P5-S2 staff have an improved shared understanding of progression of skills in numeracy and maths across 2nd and 3rd level to ensure pace and challenge continues through transition points

Within Cardross Primary 88% of P7 will achieve 2nd Level Numeracy in May 2020.

Specific Action	When?	What is being Measured?	Impact/Indicators of Success	Who?
Survey Monkey questionnaire sent to staff to measure confidence in their understanding of progression across numeracy and maths.	Aug 19	Confidence in understanding of progression across numeracy/maths	Clear data benchmark to facilitate target setting and against which to evaluate in future.	M McArthur, A Smith
Assessment of Learners and analysis of GL data. S/E triangle – quantitative data)	By the 17th September	Current performance levels of learners	Stronger collegiate understanding of strengths and areas for improvement in each establishment A clear data benchmark to facilitate target setting and against which to evaluate in the future.	P5, P6, P7 CT

Cross Cluster groups formed by development needs. Groups create a series of lessons which includes holistic assessment. Identify and plan for CPL to meet training needs developing planned series of twilights	October 2019	Planned series of lessons and holistic assessment. Increase in pedagogical approaches resulting in approved mental agility	Skills development and progression of learning evident through planning and pupil dialogue. Training evaluations and class visits provide evidence of an increase in pedagogical approaches and increased teacher confidence in using these approaches.	P5, P6, P7 CT
Planned opportunities for peer observations with identified children in each class. This should be 2 children on track, two borderline and 2 needing support (S/E Triangle – direct observation)	Oct19 – Feb20	Provision to children, engagement and progression of children,	Qualitative data gathered on provision to children. Development in understanding, skill and capability through collegiate/peer discussion.	P5, P6, P7 CT
Survey Monkey questionnaire. S/E Triangle – people’s views)	Feb/Mar 2020	Confidence in understanding of progression across numeracy/maths	Evidence generated of increase in practitioner understanding and confidence. Clear data benchmark to facilitate further target setting and against which to evaluate in future.	M McArthur A Smith P5, P6, P7 CT
Survey Monkey questionnaire (S/E Triangle – people’s views)	May 2020	Confidence in understanding of progression across numeracy/maths.	Further evidence generated of increase in practitioner understanding and confidence. Clear data benchmark to facilitate further target setting and against which to evaluate in future.	P5, P6, P7 CT
Who is/are responsible for leading this?		Timescale(s)		
HT / PT Second Level QAMSO /AMF (input)		Throughout session 2019 - 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

OCTF – KO3 – Ensure children have the best start in life and are ready to achieve

NIF Priority: Improvement in Attainment, particularly in literacy and numeracy.

Quality Indicator: HGIOS / HGIOELC
1.1 Self-evaluation for self-improvement
1.2 Leadership of Learning
1.3 Leadership of Change
2.2 Curriculum
2.3 Learning, Teaching and Assessment
2.6 Transitions
3.2 Raising Attainment and Achievement

What do you want to be better? How do you know this is an improvement priority?

HALCO CLUSTER PRIORITY

- Recent moderation exercises has highlighted that information about children's learning and achievements could be better tracked, shared and used to effectively ensure continuity in learning across the early level. Discussion amongst staff and head teachers has highlighted that information and data shared between pre-school establishments and primary one teachers is not always fully understood by practitioners across Early Level.

Outline your improvement activity/intervention

Specific Action	When?	What is being Measured?	Impact / Indicators of Success	Who?
Cluster Emerging Literacy Initiative – Overall Profile and Aims				
Implementation of Five Emerging Literacy Skill Areas to improve provision to children and raise attainment in Literacy. S/E Triangle – quantitative data, views of staff and children, direct observation	Session 2019 - 2020	Children's progress/attainment in Literacy. Staff capability and confidence in provision related to Emerging Literacy Skill Areas	Data gathered indicates required increase staff capability/confidence in context of target. Data gathered indicates increase in children's Literacy skills and attainment. (100% attaining EL in all Literacy areas in P1)	All Early Years/P1 staff

Individually Planned Steps				
Early Level Practitioners will have knowledge of the five key skill areas of Emerging Literacy: Concepts of Print Oral Language Phonological Awareness Pre-Writing Working Memory (S/E Triangle – Observation, Survey, peer discussions)	Inset 7 th October	Staff Knowledge of/confidence around the five key areas of Emerging Literacy	85% of HALCO Early Level practitioners indicate increased knowledge and confidence relating to the Five Key Skill Areas of Emerging Literacy.	Kirsty Robertson
All Establishments will implement the above strategies. Choose a group of learners or individuals. ELC Practitioners use the progression framework to identify strengths and gaps. (S/E Triangle - quantitative data) P1 Teacher screen learners using Phonological Awareness Assessment	OCT 19 – Feb 2020	Learner Progress Attainment	Benchmarks of Learner understanding/attainment produced against which future attainment can be evaluated. Data gathered facilitates curriculum development/bespoke interventions	All Early Years Staff
Implement Interventions Quality Assurance activities – Classroom visits, sampling of	Oct 19 – Feb 2020	Quality of Literacy Provision Learner progress/attainment/confidence /child engagement	High quality provision relating to 5 key areas of Emerging Literacy observed.	

children’s work and children’s learning conversations (S/E Triangle – direct observation/learners’ views)			Development areas in provision identified with a view to being addressed	
P1 Teachers assess learners by using the phonological awareness assessment early May 2020 Evaluation of use of NA Literacy progression and framework and associated resources (including results from P1 phonological awareness assessment and ELC tracking data) to track impact on attainment for learners May 12 th 2020 S/E Triangle – Quantitative Data)	May 20	Learner Progress / Attainment	Attainment data gathered to compare with previous benchmarks, allowing evaluation of increased attainment. Further benchmarks of learner understanding /attainment produced against which future attainment can be evaluated. Data gathered facilitates curriculum development/bespoke interventions.	All Early Years Staff
Who is/are responsible for leading this?		Timescale(s)		
HT / Primary One Teacher / ELC Practitioners		Inservice day 7 Oct 19 – Inservice Day Oct 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				

OCTF – KO5 – Ensure high quality partnership working and community engagement

NIF Priority:
Closing the attainment gap between the most and least disadvantaged children and young people

Quality Indicator:
1.1 Self-evaluation for self-improvement
2.5 Family Learning
2.7 Partnerships

What do you want to be better? How do you know this is an improvement priority?

After carrying out the Argyll and Bute Parental Engagement Strategy School Audit we aim to:

- Encourage more parents to engage with us on school improvement and school policies
- Increase parental awareness of us developing a trauma informed school
- Increase opportunities for family learning events and parents/carers to engage in learning
- Identify one member of staff to promote and support parental engagement across the school

Outline your improvement activity/intervention

Specific Action	When?	What is being Measured?	Impact / Indicators of Success	Who?
Develop Cardross Primary Parental Engagement and Home Learning Strategy	Dec 19		Increased School/parents/carers work together to support children's learning	HT
Results from authority questionnaire to be analysed – How does this reflect our school? (S/E Triangle – parental views)	Oct 19	Parental Engagement Uptake	Will identify strengths/areas for development and opportunities to increase parental engagement	All staff
Identify member of staff to promote and support parental engagement across the school and work with parental working group for school improvement	Aug 19		Will increase the voice of parents in leading improvements within the school. Will ensure parents are able to help shape the ethos, activity and priorities of the school.	Staff member identified
Developing a Trauma informed school, information event for parents (S/E Triangle – Survey of parents)	Oct – Dec 2019	Parents understanding of what a trauma informed school is and what is meant by the word	Parents/carers understand what is meant by developing a trauma informed school and how it impacts on our Positive Behaviour Policy	HT

		'trauma' in this context.		
<p>New Homework policy – SLT will analyse results from HW survey carried out June 19 to inform new policy.</p> <p>Staff will complete Home Learning booklets with advice, suggestions, websites etc and launch at parent information evening. New HL policy will be rolled out across the school following info night.</p> <p>(S/E Triangle – Quantitative Survey)</p>	Aug 19 – May 2020	Engagement in Home Learning and impact on attainment	<p>Encourage parents/carers to engage in their child's learning and promote positive attitudes to home learning.</p> <p>After May 2020 feedback from parents make decision on pilot.</p>	SLT
At parent information night promote school website, twitter, class blogs and SeeSaw. Encourage parents to engage more with pupil planners, making comments on learning and replying to termly reports.		<p>Parent's use of pupil planners,</p> <p>Uptake of parents using Seesaw</p>	<p>Increased number of parents will engage in communication about pupils learning across the school.</p> <p>100% of parents will use Seesaw to engage in their child's learning.</p>	All staff
<p>Increase opportunities for curriculum open events across the school – One a term at different times to allow all parents/carers to attend at least once.</p> <p>(S/E Triangle – Quantative Data)</p>	Throughout 2019 – 2020 session	The number of parents attending events and surveying parents.	<p>Increased number of parents and families participating in school events.</p> <p>All pupils to have family attend at least one event.</p>	HT / Member of staff identified
<p>Promote Shared Start / Soft Finish in P1 – P2 to encourage more parents to attend</p> <p>Introduce Stay and Learn sessions in P3. Vary days and times to allow more parents/carers to attend.</p> <p>9S/E Triangle – observations/data collection)</p>	OCT 19 – June 2020	The number of parents attending.	Encourage family members to learn together and foster positive attitudes to learning, which in turn will lead to increased attainment.	P1 –P3 teachers

How will this achieve excellence and equity?

Parental engagement is a key factor in helping pupils achieve the highest standards and helping to close the attainment gap.

How will it close the gap?

Encouraging parents/carers to be involved in pupil learning and supporting parents/carers to be able to help their child.

Who is/are responsible for leading this?	Timescale(s)
SLT / Member of staff identified to lead Parental Engagement	Throughout session 2019 - 2020
<p align="center">What actually happened? How do you know? What evidence do you have?</p>	
<p>This will be completed within the parameters of the timescale(s)</p>	
<p align="center">Next Steps</p>	

Action Plan Summary for Stakeholders eg Parent Council, Pupils, Community Partners

Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
OCTF Key Objective 1 Raise Educational Attainment and Achievement for all	Learners will know and be able to talk about their next steps in writing and will be involved in planning how they will achieve these. Observations of learning and teaching will reflect on-going improvements in writing.	HT / PT/ CT	August 2019 – June 2020
OCTF Key Objective 2 Use Performance Information to secure improvement for children and young people	Enhanced skills development and a greater progression in learning in Numeracy for all learners, leading to raised attainment in P7.	P5/P6/P7 CT	August 2019 – June 2020
OCTF Key Objective 3 Ensure children have the best start in life and are ready to succeed	Improved Attainment at Early level in the five key skill areas of Emerging Literacy.	HT/P1/ELC Practitioners	Oct 2019 – Oct 2020
OCTF Key Objective 5 Ensure high quality partnership working and community engagement	Increased levels of active and meaningful engagement from parents and carers in their child's learning and life at school.	HT / PT / CT	August 2019 – June 2020