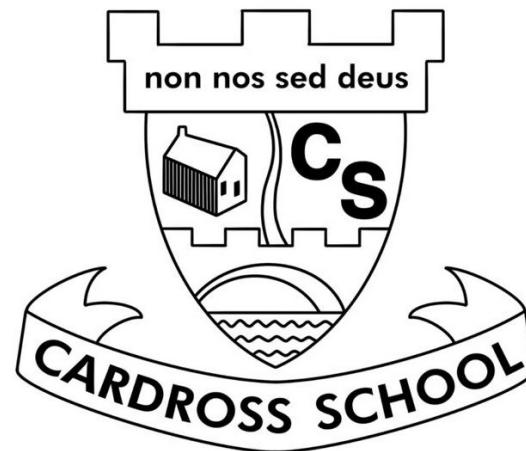




Education

Establishment Improvement Plan 2020 - 2021



Cardross Primary School

Contents:

1. Strategic Improvement Planning for Establishment
2. Operational Improvement Planning (Action Plan) for Establishment
3. Establishment Maintenance Improvement Planning
4. Pupil Equity Funding | Planning and Reporting

Strategic Improvement Planning for Establishment: Overview of Links to Key Policies		Session: 2020-2021		
National Improvement Framework Key Priorities <ul style="list-style-type: none"> 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?
		Staff	Termly Meetings	Professional Dialogue, Staff Surveys
		Pupils	Termly Pupil Voice events	Surveys, HGIOurS discussions
		Parents	Termly	Questionnaires/Parent focus groups
		Argyll and Bute Education Key Objectives		
National Improvement Framework Key Drivers <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 		HGIOS 4 and Early Learning and Childcare Indicators <ul style="list-style-type: none"> 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 		
Priorities	Proposed Impact	Measures		Linked to PEF (Y/N)

Priority One Recovery and raising of numeracy attainment and achievement post school closures and beyond.	Gaps within specific areas of numeracy identified and appropriate interventions put in place. Attainment in numeracy and maths raised across the school.	Quantitative data collected across the school through baseline assessments. Appropriate intervention strategies identified and implemented. Tracking and Monitoring of assessment data across the school. Pupil Engagement / Family Learning engagement	Yes
Priority Two Recovery and raising of literacy attainment and achievement post school closures and beyond.	Gaps within specific areas of literacy identified and appropriate interventions put in place. Attainment in all areas of literacy raised across the school. Improved attainment at Early Level in the five key areas of Emerging Literacy.	Quantitative data collected across the school through baseline assessments. Appropriate intervention strategies identified and implemented. Tracking and Monitoring of assessment data across the school Tracking and monitoring across the Early Level with early interventions put in place. Pupil Engagement / Family Learning Engagement	Yes
Priority Three Recovery for School Community, building resilience post school closures and beyond.	Improved mental health and wellbeing of all in school community and awareness of where help can be accessed. Implementation of appropriate mental health and wellbeing programme across the school. A Trauma Informed community	Termly Well-Being Wheel and SHANARRI indicators completed and analysed by class teachers and SMT. Leuven scale used in Early years to measure well-being and involvement. Parental and pupil surveys on wellbeing Pupil Engagement / Family Learning engagement in Health and Wellbeing activities.	Yes

Operational Improvement Planning (Action Plan) for Establishment:		Session: 2020-2021	
Strategic Priority 1: Title: Recovery and raising of numeracy attainment and achievement post school closures and beyond			
National Improvement Framework Key Priorities			
<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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
Collect Baseline Evidence (S/E quantitative data) GL Assessment Progress in Maths P2-7	Class Teachers to administer assessments	Term 1	Gaps within specific areas of numeracy identified and appropriate interventions put in place.

<p>Complex Milestones Document</p> <p>In School Assessments</p> <p>Share the NPLR (Numeracy Professional Learning Resource) professional document with staff. Staff familiarise themselves with the NPLR.</p> <p>Internal sharing of information, identifying and prioritising target areas within numeracy.</p> <p>From assessment information this will allow staff to identify gaps and emerging patterns. (S/E quantitative data)</p> <p>Using the patterns that have emerged from assessments using the NPLR as a scaffold Cluster moderation will now take place with Head Teacher and Staff identifying partner schools.</p> <p>Teaching staff, collegiately, will research teaching and learning strategies for improvement and development.</p>	<p>Management team to gather and evaluate data</p> <p>Staff use information to identify gaps and patterns</p> <p>All Staff</p> <p>All Staff</p> <p>All Staff</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Term 2</p> <p>Term 2</p>	<p>Emerging patterns analysed</p> <p>Staff all familiar with document and use it to improve teaching and learning and implement strategies.</p> <p>Attainment raised in Numeracy</p> <p>Body of evident shows progress and attainment in numeracy, informs improvement.</p>
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<p>Moderation schools and groups will facilitate google meets periodically linking with tracking times to measure progress. The teachers through gathering a body of evidence will be the driver for the tracking and moderation meetings.</p>	<p>Teaching Staff</p> <p>Teaching Staff</p>	<p>Term 2 - Two Meetings</p> <p>Friday 27th November 2pm Stage Introductions Google Meet for Reflection and Professional Dialogue</p> <p>Monday 30th November 2020 Inset Afternoon 1-3pm HALCO Numeracy Moderation</p> <p>Ongoing throughout the year</p>	<p>90% of pupils can voice what they have been learning and discuss their numeracy strategies.</p>
<p>Starting with reflective questions, staff will be empowered to implement improvements and interrogate implemented strategies, the directions taken by staff will support learning and teaching, with staff driving the change agenda.</p>	<p>All Staff</p>	<p>Ongoing throughout the year</p>	<p>Management Team sample pupil voice for quality assurance and triangulation of evidence.</p>
<p>Identifying a specific strategy i.e Number Talks, Bar Modelling.</p>	<p>All Staff</p>	<p>Ongoing throughout the year</p>	<p>Pupil voice will be evident by discussing the impact of strategies and articulate their learning journey, in the areas of numeracy.</p>
<p>Class teachers to make appropriate use of Sumdog and Education City for personalisation and choice and pupil confidence,</p>	<p>All Staff</p>	<p>Ongoing throughout the year</p>	<p>Collation of pupil voice across the cluster.</p>
<p>Share with parents the strategies being used through Seesaw.</p>	<p>All Staff</p>	<p>Term 4</p>	

Reflect and evaluate the strategies used in lessons through stage meetings in cluster. Administer GL assessment (s/e quantitative data) Management team will sample pupils, from each class and give feedback to the teacher on how well they voiced their learning. (s/e direct observation)	All Staff All Staff		Data and dialogue showing recovery and raising of numeracy attainment and achievement.
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Operational Improvement Planning (Action Plan) for Establishment:		Session: 2020-2021	
Strategic Priority 2:		Title: Recovery and raising of literacy attainment and achievement post school closures and beyond	
National Improvement Framework Key Priorities			
<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Baseline assessments in all areas of literacy.	Management team to gather data	Term 1	Evaluate assessment information

Accelerated Reader Training for staff, with specialist, for Accelerated Reader. Star Test Administered (s/e quantitative data) Highland Literacy progression pathways used across the school to assess progress from Early level Early Years Highland Literacy. Phonological awareness. Audit of P1 literacy in school, Highland Literacy (S/E quantitative data) Identified literacy areas, reading, writing, spelling, talking and listening that will be worked on by classes and by level where applicable (s/e) Tracking and assessment periods will be outlined within the collegiate calendar Head Teachers/school leadership team through quality assurance activities, scheduled within quality assurance calendar, writing	Teachers to administer assessments All Staff/PT Lead Teaching staff All staff P1 Teachers School Management Team Head Teachers	Ongoing Ongoing Term 1 Term 1 Term 1 Ongoing	Gaps in literacy learning identified Gaps within specific areas of literacy identified Emerging patterns analysed Pupil zone of proximal development accelerated reader scores show gains for 90% of pupils in reading. Star Tests administered termly. 100% P1 staff trained in literacy framework and interventions from Highland Literacy Highland Literacy Progression Framework activities and interventions used in lessons.
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<p>moderation, tracking meetings, pupil voice and jotter sampling will support teachers in raising attainment in literacy (s/e quantitative data, child's voice, direct observation)</p> <p>Emerging Literacy in the ELC – use Seesaw and Google Meets to have workshops for parents around the five key skill areas</p> <p>Concepts of print</p> <p>Oral language</p> <p>Phonological awareness</p> <p>Pre-writing</p> <p>Working Memory</p>	<p>All staff</p> <p>ELC staff/ / ELC parents / P1 Parents</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Practitioners and parents aware of the five key skill areas of Emerging Literacy and how to support young children in the ELC and P1 class.</p>
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Operational Improvement Planning (Action Plan) for Establishment:		Session: 2020-2021	
Strategic Priority 3: Title: Recovery for School Community, building resilience post school closures and beyond.			
National Improvement Framework Key Priorities			
<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Baseline assessment using SHANARRI wellbeing wheel/wellbeing indicators	All staff	Once a term	Completed analysis of pupil wellbeing and understanding of wellbeing indicators.

<p>/Leuven Scale (s/e quantitative data, pupil voice)</p> <p>Pupil teacher wellbeing conversations and discussions following analysis of SHANARRI indicators.</p> <p>In house interventions, seasons for growth, nurture. MOD teacher etc.</p> <p>Intervention by partners as required e.g mental health nurse (Janice Methven) Ed Psych, social work (Multi-agency) as required</p> <p>Develop a trauma informed school event for parents</p> <p>Curriculum design to respond to pupil needs, outdoor learning, mindfulness.</p> <p>Early Level staff to make links between theory and practice and implement RTA across the Early Level</p> <p>Implementation of PATHS program through school. Resilience, circle</p>	<p>All staff</p> <p>MOD Teacher, staff with specific training in interventions.</p> <p>HT/ SMT</p> <p>All staff/Authority Educational Psychologists</p> <p>All Staff</p> <p>ELC Staff/P1/SMT</p> <p>EP/SMT/ Class teachers</p>	<p>Term 1</p> <p>Term 3</p> <p>Ongoing</p>	<p>School aware of all pupils Health and Wellbeing needs</p> <p>Parents/ carers understand what is meant by developing a Trauma informed school and how it impacts on mental health and well-being.</p> <p>Play based pedagogical approach which has high quality interactions and experiences for all Early Level children.</p>
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<p>time, worry box. Shared with parents through online event/Seesaw</p> <p>HT wellbeing chats with staff, if appropriate identify a mental health first aider for staff.</p> <p>Wellbeing survey of parent/carers</p> <p>Online coffee meetings arranged for parent focus groups.</p> <p>(s/e parental views)</p> <p>Ongoing opportunities to develop existing pupil voice groups: eg ECO, Pupil Council, Sports Council, House groups, linked to principles of RRSA.</p> <p>Learning opportunities to teach children their rights linked to principles of RRSA</p> <p>Promoting positive attitudes to diversity through RRSA.</p>	<p>SMT</p> <p>HT/Office staff</p> <p>All staff</p>	<p>Termly</p> <p>Ongoing</p>	<p>Parents aware of Health and Wellbeing support in the school community.</p> <p>Staff, Pupils and parents become familiar with the UNCRC and school policies are in line with UNCRC and RRS principles.</p> <p>UNCRC and RRSA become regular teaching focus.</p> <p>Successful in achieving Silver RRSA</p>
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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
<ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • 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):

Continue to support staff in the planning and developing of high quality learning and teaching in all aspects of writing. This will be measured by observations and SMT monitoring. The impact will be raised attainment in writing across the school.

Increased levels of active and meaningful engagement from parents and carers in child's learning and life at school.

Pupil Equity Funding | Planning and Reporting

School Name: Cardross Primary School

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

Baseline Data

Primary School Roll 162

ELC Roll 24

SIMD Data (Vigintile 1-20)

Lowest Vigintile 1 Highest Vigintile 20

<5% of children Band 1-4, 30 % of children Band 9 – 15, 67% of children Band 16-20

<5% of children FSM

< 5% of children EAL

ASN

Number of UCPs 7

Reading < 5% of children receiving intervention

Writing < 5% of children receiving intervention

Numeracy 6% of children receiving intervention

SEBD < 5% of children receiving intervention

PEF expenditure for 2020 – 2021 will be used to support recovery for literacy and numeracy attainment and Health and Wellbeing interventions post school closure and beyond.

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			
								years	months		
								years	months		
u								years	months		
								years	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	<input checked="" type="checkbox"/>	Social and Emotional Wellbeing	<input checked="" type="checkbox"/>	Promoting Healthy Lifestyles	<input type="checkbox"/>	Targeted approaches to Literacy and Numeracy	<input checked="" type="checkbox"/>	Promoting a High Quality Learning Experience	<input checked="" type="checkbox"/>	Differentiated Support	<input checked="" type="checkbox"/>
Employability and Skills Development	<input type="checkbox"/>	Engaging Beyond the School	<input type="checkbox"/>	Partnership Working	<input type="checkbox"/>	Professional Learning and Leadership	<input type="checkbox"/>	Research and Evaluation to Monitor Impact	<input type="checkbox"/>	Using Evidence and Data	<input type="checkbox"/>
Spend Details					Carry Forward 2019/20				PEF Allocation 2020-21		
Resources	Accelerated Reader Seesaw Sum Dog	£5,623.11 £818.40 £294.00	£ 1155				£ 10573				
			Mid-Year Spend checkpoint Identify any significant changes in expenditure.				Final spend Identify any significant changes in expenditure.				

	Education City (still to be authorised) PM Benchmark assessment kit Numicon Maths Recovery	£1520 £262.50 £336.75	£	£
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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
Area	Outcome	Measure	Mid-Year Progress
Literacy	<p><u>A whole School Approach – AR</u></p> <p>Accelerated Reader is to continue to promote reading for pleasure across the whole school. Allows us to track pupil progress and is another assessment tool to support teacher professional judgement.</p> <p><u>PM Benchmark</u></p> <p>Target pupils with specific reading needs and provide appropriate assessment and support.</p>	<p>School Attainment Data</p> <p>Pupil zone of proximal development accelerated reader scores show gains for 90% of pupils in reading.</p> <p>90% of pupils on track in reading across the school</p> <p>ASN Data</p> <p>Reduction in number of pupils receiving intervention in reading.</p>	<p>Actual Impact</p> <p>How did you meet the aims set out in your proposed interventions?</p> <p>What data do you have that evidences impact?</p> <p>Identify any significant changes in expenditure.</p>

Numeracy	<p><u>Sumdog</u></p> <p>Allows personalisation and choice and is an excellent home learning curricular link. It is an excellent tool for showing parents where their child is in their learning. Fun and engaging and promotes a love of maths.</p> <p><u>Numicon</u></p> <p>Provide a concrete pictorial abstract approach that allows staff to assess a child's understanding and progress by watching and listening to what they do.</p> <p>Will raise confidence and have a positive impact on attainment and enjoyment in numeracy and maths across the school.</p>	<p>School attainment data</p> <p>90% of pupils on track in numeracy and maths across the school</p> <p>ASN Data</p> <p>Reduction in number of pupils receiving intervention in numeracy and maths</p>		
Family Engagement	<p><u>Seesaw</u></p> <p>Allows us to share learning with families and fits with our parental engagement agenda. Provides a very important link for Home learning.</p>	<p>Family engagement data</p> <p>100% of families use Seesaw and all pupils engage in home learning through Seesaw.</p>		
Numeracy/Literacy	<p><u>Education City</u></p> <p>Allows teachers to set appropriate level tasks for in class learning and home learning. Promotes personalisation and choice and allows parents to see where their child is in their learning.</p>	<p>Pupil Engagement Data</p> <p>Pre/post pupil surveys</p> <p>100% engagement of all pupils in home learning and family learning.</p>		