School Name:

Lismore Primary School

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| **Overview of Establishment 3 Year Cycle of Improvement Plan Priorities - 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 |
| **Strategic Priorities 3 Year Cycle** | | | | |
| 2020-2021: | | 2021-2022: | 2022-2023: | |
| Develop positive relationships (children, parents, staff)  Embed digital technology across the curriculum  Raise attainment in writing | | Develop curricular transition from P7-S1  Raise attainment in writing  Revisit Learning, Teaching and Assessment Policy | STEM development  Raise attainment in Numeracy  Audit interventions for personalised support | |

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| **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?** |
| Staff | Weekly | | Discussions |
| Pupils | Monthly | | Focus Groups |
| Parents | Termly | | Meetings |
| **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) | |
| Raise attainment in writing  Embed digital technology across the curriculum  Develop positive relationships (children, parents, staff) | Higher writing engagement and enjoyment  Improved writing attainment  Increased pupil confidence in using digital platforms  Enhanced access to other areas of the curriculum  Streamlined communication with parents and wider partners (new website/quadblogging)  Re-write positive relationships policy as a school community- input from staff, children and parents  Re-visit school values and embed across school ethos | Writing targets set and reviewed  Ongoing tracking and monitoring conversations  ACEL data  Learning visits (review T and L)  Writing support increased  Star writer introduced  Big writing data  Monitor pupil engagement with ICT  Monitor transference of ICT skills to other areas of the curriculum  Track opportunities provided to allow pupils use of ICT for access to wider curriculum (e.g. voice recorded storytelling)  Engagement with new school website/quadblogging project    Use of intrinsic/extrinsic motivation tools (e.g. filling the bucket)  CPD trauma/attachment- trauma informed approach  HWB lessons on values- re-establishing school values  HWB meetings with parents- Term 1  HWB individual meetings with staff (choice)- Term 2 | | | No  No  No | |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 2020/2021 |
| **Strategic Priority 1:** | Title: Develop positive relationships (children, parents, staff) | | |
| **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** |
| Re-write behaviour/positive relationships policy with input from children, staff and parents  CPD for staff on attachment/nurture/trauma informed practice/inclusive pedagogy.  Implement consistent and equitable approach to behaviour.  Use wellbeing wheel to track and monitor children’s relationships.  Keeping parents involved and up to date during COVID- Newsletter/new website/wellbeing meetings/learning journeys in Pre-5  Create school website for streamlined communication with parents.  Create relationships with other island communities through quadblogging programme. | HT- Debbie Harris | Term 1- Consult with staff  Term 2- Consult with children and parents  Term 2- CPD  Term 2 onwards- trauma informed approach  Term 1 onwards  Term 1 onwards  Term 1 onwards  Term 2- Website Launch  Term 3 and 4 | I can contribute to creating a new behaviour/positive relationships policy by providing my ideas and opinions on what this should look like in practice.  I can be fully included in all lessons and have a protocol in place if I am feeling overwhelmed/unable to participate.  I can demonstrate positive behaviour and follow our class contract.  I can use the GIRFEC wellbeing wheel to tell others how I am doing/what I am feeling.  **(This will be demonstrated by improving relationships in school and decreasing relationship incidents/interventions in school.)**  I can keep my parents up to date with what is going on using digital technology.  I can find information about the school on our school website and can take responsibility for updating it.  I can chat with children from other island communities and share our experiences.  **(This will be monitored through parental/community response to utilising new methods of communication.)** |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 2020/2021 |
| **Strategic Priority 2:** | Title: Embed digital technology across the curriculum | | |
| **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 Indicator** | | **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** |
| Plan for the use of ICT across the curriculum.  Plan for using ICT to help pupils access Literacy and Numeracy. Continue use of Matheletics and Reading eggs in school and at home.  Establish new school website on Glow- pupils to be responsible for updating website throughout the year.  Begin glow blogs. Reach out to Island communities to suggest quadblogging project.  Look to expand quadblogging project globally.  Promote use of photographing/videoing good practice- pupils responsibility for taking photos/videos and sharing practice with others/reviewing the lessons learned.  STEM Project | HT- Debbie Harris | Plan for the use of ICT at the beginning of each new term.  Term 1 onwards  Term 1 onwards  Term 3 onwards  Term 3  Term 1 onwards  Term 2 | I can use ICT across the curriculum.  I can use ICT to help me access literacy and numeracy tasks at school and at home.  I have responsibility for updating our school website. I can use this platform to share news and important updates with our school partners.  I can write a school blog.  I can share my school blog with others.  I can read and respond to the blogs of others.  I can keep up to date with what the children on the surrounding islands are doing.  I can use my blogging skills to communicate with people in other countries.  I can use my blogging skills to learn about other ways of life.  I can share my experiences of living on a remote island with others.  I can take photographs and videos of our classroom life.  I can focus on aspects of good practice and use photographs and videos to evidence this.  I can use skills learnt during STEM lessons in other areas of the curriculum and beyond.  **(The pupils will demonstrate this through increased skills in IT; this will be monitored through its application in their school activities.)** |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 2020/2021 |
| **Strategic Priority 3:** | Title: Raise attainment in writing | | |
| **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 learnin | | * 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** |
| Targeted support for writing to be implemented  Big writing teaching and assessment materials to be utilised  Star writers to be introduced to celebrate writing achievement  Writing targets set and reviewed  Use of popular culture stimulus to engage learners and motivate writing | HT- Debbie Harris | Term 1 onwards  Term 1 onwards  Term 1 onwards  Term 2 onwards  Term 1 onwards | I can work with adults and other children at my level to take part in writing lessons.  I can use the environment around me to support my writing.  I can celebrate my achievements and the achievements of others.  I can set my own writing targets with support from my teacher. I can review these targets to track my writing progress.  I can watch video shorts to help inspire my writing ideas. I can choose the shorts that inspire me most and discuss why.  **(This will be demonstrated in the children’s writing results. Improvement will be monitored using ‘big writing’ assessments throughout the year.)** |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session: |
| **Strategic Priority GME:** | Title: | | | |
| **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. | | | **Argyll and Bute Gaelic Language Plan Targets**  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** |
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| **Key Actions (How)** | **Lead Person** | **Timescale** | | **Success Criteria to facilitate evaluation of learners’ progress** |
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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: |
| **Developing in Faith** (Denominational Schools only) | | Title: | |
| **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. | | **Developing in Faith Themes**  DiF 1 Honouring Jesus Christ as the way, the truth and the life  DiF 2 Developing as a community of faith and learning  DiF 3 Promoting gospel values  DiF 4 Celebrating and worshipping  DiF 5 Serving the common good | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | **Argyll and Bute Education Key Objectives** |
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| **Key Actions (How)** | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
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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** |
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| **Key Actions (from previous plans):** | | |
| Raise attainment at Early Level.  Ensure that all learners are given as many opportunities as possible to achieve and to be prepared for the world of work. | | |

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| **Pupil Equity Funding | Planning and Reporting** | School Name: |
| **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 | |
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| **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** | | | |
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| **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** | | | | |
| Staffing  Supported Study  Resources  Purchased/Commissioned Services  Other | | | | | | | £ | | | | | | £ | | | | |
| **Mid-Year Spend checkpoint**  Identify any significant changes in expenditure. | | | | | | **Final spend**  Identify any significant changes in expenditure. | | | | |
| £ | | | | | | £ | | | | |

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| **Pupil Equity Funding | Planning and Reporting** | | | |  |
| **What are you planning to do with your PEF Allocation?**   * 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 progress be measured (what, when and how)?**   * 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. | | **Identify organiser for proposed intervention/ project**   * 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. |
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