School Name: Lismore Primary School

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| **Overview of Establishment 3 Year Cycle of Improvement Plan Priorities - Optional** | | | | Session: 2021-2022 |
| **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** | | | | |
| 2021-2022: | | 2022-2023: | 2023-2024: | |
| Raise attainment in Literacy  Embed Digital Technology Across the Curriculum  Build on Positive Relationships (children, parents, staff, wider community) | | Raise attainment in Numeracy  Develop opportunities for wider-achievement  STEM development | Develop opportunities for creativity  Embed Learning for Sustainability  Develop 1 + 2 Languages | |

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| **Strategic Improvement Planning for Establishment: Overview of Links to Key Policies** | | | Session: 2021-2022 | | | |
| **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 | Bi-Monthly | | Discussions |
| Pupils | Monthly | | Focus Groups |
| Parents/Community | Termly | | Surveys/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 Literacy  Embed Digital Technology Across the Curriculum  Build on Positive Relationships (children, parents, staff, wider community) | Higher writing engagement and enjoyment  Higher reading engagement and enjoyment  Improved writing and reading attainment  All pupils able to access computers independently  Increased pupil confidence in using different programmes and digital platforms  Digital learning used to promote learning across the curriculum  Pupils have opportunities to contribute to/lead school website  Quad blogging project- enhanced communication with other rural schools  Embed school values  Re-visit school vision and aims  Community outreach projects  Re-visit opportunities for parental engagement  Community audit (volunteers?) | Writing focus groups- teacher/CA support for Early Level, First Level and Second Level- Observations for each group written at end of each term (mini- progress report)  Writing targets set and reviewed (each term- progress noted as children change targets after 3 greens) All children expected to change at least 2 targets each term.  Big Writing Data- All children to move up at least one level on the OWL criterion Scale  SNSA Data – P1 and P7 achieving a level for literacy  GL Assessment Data- All children to show improvement in Maths assessments from November to May  Reading Records- Teachers monitoring reading progress alongside children and families  Pupil digital Skills assessment at beginning and end of each term  Pupil Survey at beginning and end of school year  Use of digital learning across the curriculum- specifically to support and enhance learning in literacy and numeracy. All children able to use stop motion application to develop story-telling and sum dog to consolidate/assess numeracy.  Children’s ownership of school website- P 5, 6 and 7 to write 4 blogs each over the course of the year  Engagement with quad blogging project- Who have we engaged? Which schools? How? How often? This will be measured using a survey.  Children know and ‘live’ school values- measured through ethos and behaviour  Children, staff and parents involved in re-writing vision and aims- floorbook group for children, staff and parents written contributions.  Community outreach (such as crafting for the community/read with me afternoon etc.) Monitor engagement- surveys/numbers of people who attend. Aim for 3 events throughout year.  Parental engagement through open afternoons/lunch with me etc. Monitor engagement -survey/meetings/numbers of people who attend. Aim for 3 events throughout year.  Source volunteer for Active Schools- aim for 1 volunteer in 2021-2022 | | | No  No  No | |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 2021-2022 |
| **Strategic Priority 1:** | Title: Raise attainment in Literacy | | |
| **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** |
| Targeted support for writing to be continued | **All-HT- Debbie Harris** | Term 1, Term 2, Term 3, Term 4 | I can work with adults and other children at my level to participate in writing lessons |
| Utilise self and peer assessment |  | Term 1, Term 2, Term 3, Terms 4 | I can evaluate my own and my peers work. |
| Big writing teaching and assessment materials to be utilised |  | Big Writing Assessment Term 1 and 3  Formative assessment tools used after every Big Writing Lesson | I can use the environment around me to support my writing. |
| Writing targets set and reviewed |  | Writing Targets set at beginning of each term- Reviewed after 3 greens achieved. | I can work with an adult to set my own targets. I can review these targets to track my writing progress. |
| Reading Records kept- linked to blooms questioning |  | Term 1- Reading records established and sent home.  Term 2- Addition of blooms questioning for second level pupils. | I can answer questions associated with different levels of skill/knowledge and keep a record of my progress. |
| Use of robust assessment for monitoring and tracking |  | RAG assessments utilised at the end of each literacy unit (termly at least)  Suffolk/WRAPS reading assessment- August and February  Big Writing assessment- September and March  Parallel spelling assessment- September and March  GL assessment- May  SNSA- June | I can identify where I am with my literacy work and can help set next steps based on where I am. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 2021-2022 |
| **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 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** |
| Re-visit basic digital skills- logging in, typing, accessing basic programmes and using common digital platforms (such as GLOW) | **HT- Debbie Harris- ALL** | Term 1 | I can log in to a computer  I can access commonly used programmes such as word, power point and sumdog independently  I can use digital platforms (such as GLOW) independently |
| Pupil contribution and leadership of school website (p5-7) |  | Term 1, Term 2, Term 3, Term 4 | I can update our school website with relevant information |
| Use digital skills across the curriculum (specifically to enhance and support literacy and numeracy) |  | Term 1 use stop motion app and sumdog to enhance work in literacy and numeracy- assessed using RAG  Term 2 using photography to support literacy and numeracy | I can use ICT when learning in other areas such as literacy, numeracy, art etc. |
| Participate and lead school quad blogging project |  | Term 3- Expand School blog to quad blogging | I can contribute to our quad blogging project by writing my own blog (p3-4)  I can lead our quad blogging project by engaging other rural schools and posing questions/tasks for them to respond to |
| Digital Skills Assessment throughout the year |  | RAG assessment at the end of every digital skills unit  Rich assessment task incorporating all learnt skills (at end of each term) | I can self-assess my own ICT skills and monitor my progress. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 2021-2022 |
| **Strategic Priority 3:** | Title: Build on positive relationships (pupils, staff, parents) | | |
| **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** |
| Embed school Values | **HT-Debbie Harris- ALL** | Term 1 | I can share my school values  I show our school values in my behaviour |
| Re-write school vision and aims |  | Term 1- Consult parents, staff, pupils  Term 2- Re-Write final version and share with stakeholders. | I can contribute to writing our school vision and aims. |
| Community outreach projects |  | Term 1- One Planet Picnic Contributions  Term 2- Crafting for the community (Christmas)  Christmas Cake  Term 3- ECO projects (Clean up the community)  Term 4- Social groups in school | I can participate in community outreach projects- inviting members of my family and community to join me at school for different activities. |
| Create opportunities for parental engagement |  | Term 2- Open afternoon- ‘Come learn with us’  Christmas lunch  Term 3- Open afternoon- ‘Come read with me’  Term 4- Children’s Choice | I can work with my parents in school to share and enhance my learning. |
| Community Audit (Volunteers) |  | Term 2- Reach out to the community for active school volunteers  Term 2- Community audit to inform curriculum design | I can work with people in my community to enhance my learning experiences. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session: 2021-2022 |
| **Strategic Priority GME:** | Title: N/A | | | |
| **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: 2021-2022 |
| **Developing in Faith** (Denominational Schools only) | | Title: N/A | |
| **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: |
| **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):** | | |
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| **Pupil Equity Funding | Planning and Reporting** | | | | | | | | | | | | | School Name: | | | | | | | | | |
| **School Report on PEF Expenditure and Impact 2021-22**  **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 * **To be included:**   - School locality (rural, urban, remote rural, etc. <https://www.gov.scot/binaries/content/documents/govscot/publications/transparency-data/2017/05/rural-schools/documents/rural-schools-list-2017-xlsx/rural-schools-list-2017-xlsx/govscot%3Adocument/Rural%2Bschools%2Blist%2BMay%2B2017.xlsx>  -% FSME  - % SIMD 1/2 and other bands as appropriate | | | | | | | | | | | | | | | | | | | | | | |
| No Pupil Equity Funding | | | | | | | | | | | | | | | | | | | | | | |
| **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**  \* Please note that your PEF spend plan should be shared with your AFA who will profile this budget line and monitor it monthly. | | | | | | | | | **Carry Forward 2020/21** | | | | | | | | | **PEF Allocation 2021-22** | | | | |
| 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. | | | | |
| £ | | | | | | | | | £ | | | | |
| **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 * Which organiser does the planned key actions fall within – Teaching and Learning, Leadership, Family and Community | | | | | | **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. | | | | | | | | | | | **What was the impact of your planned interventions?**   * Do you have quantitative and qualitative data that tells the story of attainment and achievement for the target group(s)? * What was the impact for pupils based on the outcome(s)/measures(s) you identified? | | | | | |
| **Area, Lead Person, Organiser and Key Document Links** | **Key Actions**  ***This is what we are planning to improve attainment in the areas we have identified for the target groups experiencing disadvantage.*** | | | | | **Outcome and Measure**  (Success Criteria to facilitate evaluation of learners’ progress)  ***This is what we want to happen for the pupils by when and by how much and includes how we will measure this.*** | | | | | | **Mid-Year Progress**  (To be completed mid school year Dec/Jan.)  ***What is progress is looking like based on your planned action/outcome/measure – on track, complete, not on track? Do you need to adapt or abandon plans?*** | | | | | **Impact**  (To be completed at the end of the school year with data to be used in reporting in the SQR.)  ***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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