School Name:

Lismore Primary School

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2. Strategic Improvement Planning for Establishment
3. Operational Improvement Planning (Action Plan) for Establishment
4. Establishment Maintenance Improvement Planning

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| **Overview of Establishment 3 Year Cycle of Improvement Plan Priorities - Optional** | | | | Session: |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | | | | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | | **Argyll and Bute Education Key Objectives** |
| * School and ELC leadership * Teacher and practitioner professionalism * Parent/carer involvement and engagement * Curriculum and assessment * School and ELC 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** | | | | |
| 2022 – 2023: | | 2023 – 2024: | 2024 – 2025: | |
| Develop opportunities for outdoor learning  Develop 1 +2 Languages  Embed digital learning across curriculum | |  |  | |

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| **Strategic Improvement Planning for Establishment: Overview of Links to Key Policies** | | | Session: 2022-2023 | | | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | | | **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** | | | |
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| **Priorities** | **Proposed Outcome and Impact** | **Measures** | | | **Linked to PEF** (Y/N) | |
| Develop opportunities for outdoor learning | * **Outcome 1:** Take learning outside daily * **Impact 1:** Increased physical and mental health and wellbeing and enhanced personal and social communication skills   **Outcome 2:** Develop our understanding of our emotions and develop thinking skills   * **Impact 2:** Enhanced sensory and aesthetic awareness- engaging hearts, heads and hands * **Outcome 3:** Develop an outdoor learning programme * **Impact 3:** Increased motivation, engagement and enthusiasm for learning | **1 and 2.** Skill progression RAGS (communication, negotiation, resilience, measured risk-taking, problem solving, creating). We expect children to move from red and amber with these skills to green by the end of June 2023.  **1 and 2.** Use of GIRFEC wheel and other HWB resources to monitor feelings, emotions and general mental health and wellbeing (happiness, contentment, satisfaction, enjoyment, readiness to learn)  **1.** Physical gains measured using pre-post test (physical skills to be determined by children). We aim for all children to be able to track, record and share their own physical gains by the end of June 2023.  **2 and 3.** Monthly outdoor expedition reviews (based on create, design, explore and celebrate 4 week cycle) By December 2022, all pupils will have planned outdoor experiences at least 4 a week. This will increase to 5 times a week by June 2023.  **3.** Pupil feedback (weekly floor book and monthly blog (p7)).  **3.** Outdoor Planner (ensuring range of higher order activities and suitable challenge and support for different ages/stages). This will evidence an improvement in not only how many outdoor experiences the children have but the quality of their experiences too. | | | No | |
| Develop 1 +2 Languages | **Outcome 1:** Understand and use basic French (speak, write and read)- mainly around the topic ‘all about me’  **Impact 1:** Increased and deeper understanding of communication. Increased employability skills.  **Outcome 2:** Understand and use basic Gaelic (speak)- mainly around conversational language.  **Impact 2:** Increased and deeper understanding of communication. Increased employability skills. Develop ability to speak communities language. | 1. French Language Progression Framework (Argyll and Bute). This will be captured termly as we use the trackers to determine if children are meeting benchmarks for their age/stage.  1. French Rich Assessment (presentation e.g. talking heads or puppet pals/video/drama etc.). This will take place at the end of each term. By the end of the year we will have 4 rich assessments evidencing children’s progress across the year.  2. Gaelic Language Progression Framework (Argyll and Bute). This will be captured termly as we use the trackers to determine if children are meeting benchmarks for their age/stage.  2. Gaelic Rich Assessment (presentation e.g. talking heads or puppet pals/video/drama etc.). This will take place at the end of each term. By the end of the year we will have 4 rich assessments evidencing children’s progress across the year.  1 and 2. Make, Write, Say, Do weekly Assessments. These will be completed with children weekly and will evidence improvements as they move through the progression frameworks.  By the end of June 2023, we expect all learners at first level to be on track to meeting first level benchmarks (appropriate to their age and stage) for French as an L2 and we expect second level leaners to be beginning second level (working at the equivalent of P5).  By the end of June 2023, we expect all learners at first level to be on track to meeting first level benchmarks (appropriate to their age and stage) for Gaelic as an L3 and we expect second level learners to be beginning second level (working at the equivalent of P5). | | | No | |
| Embed digital learning across the curriculum | **Outcome 1:** Begin Digital Schools Award  **Impact 1:** Enhanced teaching and Learning experiences  **Outcome 2:** Learners to meet expected level on Argyll and Bute’s digital Progression Level  **Impact 2:** Children’s digital skills in line with their age and stage  **Outcome 3:** Use of digital learning daily  **Impact 3:** Children equipped with necessary skills and familiar with everyday tools utilised now and in the future  **Outcome 4:** Use of digital technology to support assessment  **Impact 4:** Children’s assessment results more robust and accurate | 1. Track and Monitor digital learning progress on Digital Schools Award Website. This will begin in the third term.  2. Individual tracking using Argyll and Bute’s Digital Skills Progression Framework. This will be captured termly.  3. Daily/Weekly/Termly planning should demonstrate where, why and how digital learning is being used.  4. Evidence from termly rich assessments (videos/digital presentations etc.). This will be captured termly. | | |  | |

**Note: This section of the Improvement Plan can be made available to all relevant stakeholders to provide an overview of the session’s priorities.**

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 2022-2023 |
| **Strategic Priority 1:** | Title: Develop opportunities for outdoor learning | | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | | | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | **Argyll and Bute Education Key Objectives** |
| * School and ELC leadership * Teacher and practitioner professionalism * Parent/carer involvement and engagement * Curriculum and assessment * School and ELC 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** |
| Begin Outdoor Expeditions using explore, create, design and celebrate/share cycle | Debbie Harris | Term 1 onwards | I can participate in an outdoor learning expedition, develop skills needed for working successfully with others, track my skill development and share my success. |
| Outdoor Expedition Review | Debbie Harris | Term 1 onwards | I can review our outdoor expeditions, discussing what went well, what I learned and what I would like to learn next. |
| Develop ECO School Practice | Jennifer Gilchrist | Term 2 onwards | I can look after the environment around me using the knowledge and skills learned in Eco Schools. |
| Gardening Groups established | Kara Willis | Term 1 and Term 4 | I can look after our school garden and use what we grow at school and at home. |
| Community Link established- with local shop | Debbie Harris | Term 4 | I can sell what I grow at the local shop. |
| RAGS Skill progression | Debbie Harris | Term 1 onwards | I can reflect on and track my own skill development using a red, amber, green assessment. |
| Weekly Floor book | Janette Jack | Term 1 onwards | As part of my weekly floor book reflection, I can discuss my progress and next steps for outdoor learning. |
| Termly Blog (P7) | Jennifer Gilchrist | Term 2 onwards | I can write and share a school blog on our school website, telling others about our outdoor learning successes and challenges. |
| GIRFEC Wheel and/or other HWB materials | Debbie Harris | Term 1 onwards | I can monitor, track, reflect and discuss my emotions, feelings and general mental health. |
| Pre/Post Physical Test | Debbie Harris | Beginning and End of each term | I can monitor, track, reflect and discuss my physical wellbeing. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 2022-2023 |
| **Strategic Priority 2:** | Title: Develop 1 + 2 Languages | | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | | | |
| **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** |
| Use French Language Progression Framework (Argyll and Bute) | Jennifer Gilchrist | Term 1 onwards | I can help track and monitor my progress in French. |
| Use presentation e.g. talking heads or puppet pals/video/drama etc. to continually assess French progression | Jennifer Gilchrist | Term 2 onwards | I can use a range of methods to enhance and assess my learning in French in a way to suits me. |
| French Progressive forward Planner ensuring mix of writing, reading, talking and listening | Jennifer Gilchrist | Term 1 onwards | I can write, read, talk and listen in French. |
| Utilise digital programmes to enhance French Learning and allow learners to learn at their own pace e.g. duolingo | Jennifer Gilchrist | Term 1 onwards | I can use digital technology to enhance and personalise my learning in French. |
| Use Gaelic Language Progression Framework (Argyll and Bute) | Debbie Harris | Term 1 onwards | I can help track and monitor my progress in Gaelic. |
| Use presentation e.g. talking heads or puppet pals/video/drama etc. to continually assess Gaelic progression | Debbie Harris | Term 2 onwards | I can use a range of methods to enhance and assess my learning in Gaelic in a way that suits me. |
| Create ‘every day uses’ document to enhance conversational Gaelic in school | Debbie Harris | Term 1 | I can speak ‘everyday’ Gaelic such as name, age, weather, feelings. |
| Utilise digital programmes to enhance French Learning and allow learners to learn at their own pace e.g. duolingo | Debbie Harris | Term 1 onwards | I can use digital technology to enhance and personalise my learning in Gaelic. |
| HT to explore Sabhal Mòr Ostaig | Debbie Harris | Term 2 | I can learn from a competent basic Gaelic language speaker. |
| Contact Treòir | Voar | Virr or other Gaelic organisation for support | Debbie Harris | Term 2 | I can extend my range of experiences in Gaelic with the help of outside agencies. |
| Pair up with Gaelic unit in Appin for Immersive day | Debbie Harris | Term 4 | I can extend my range of experiences in Gaelic with the help of outside agencies. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 2022-2023 |
| **Strategic Priority 3:** | Title: Embed Digital learning across the curriculum | | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | | | |
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| **Key Actions (How)** | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| Apply for digital School’s Award and Track and Monitor digital learning progress | Debbie Harris | Term 3 and 4 | I can track and record my digital learning progress and celebrate this with the digital schools award. |
| Individual tracking using Argyll and Bute’s Digital Skills Progression Framework | Debbie Harris | Term 1 | I can track and monitor my digital skills progress. |
| Daily/Weekly/Termly planning should demonstrate where, why and how digital learning is being used | Jennifer Gilchrist | Term 1 onwards | I have daily opportunities to learn digitally. |
| Use digital learning for termly Rich Assessments | Jennifer Gilchrist | Term 1 onwards | I have digital options available for assessment. |
| Workshops with Argyll and Bute’s digital leads | Debbie Harris | Term 2 | I can participate in workshops to help me develop my digital skills such as coding workshops. |
| P6 Blogs | Debbie Harris | Term 1 onwards | I can write a blog and post it on our school website, adding images and interesting relevant information. |
| P7 Weekly Assessment write up (4 contexts of a CFE with photos etc.) | Jennifer Gilchrist and Debbie Harris | Term 1 onwards | I can use digital technology to reflect and assess our class’s progress within the 4 contexts of a CFE. |
| Weekly Digital Group | Debbie Harris | Term 1 onwards | I can take part in a weekly digital group and later use these new digital skills in a new context. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session: |
| **Strategic Priority GME:** | Title: | | | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | | | **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**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | | **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 | |
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| **Key Actions (How)** | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
|  |  |  |  |
| **Establishment Maintenance Improvement Planning – Optional** | | | Session: 2022-2023 |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | | | |
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| **Key Actions (from previous plans):** | | | |
| **Raise Attainment in Literacy:** T4W training for teachers in term 1. Framework implemented in term 1- term 4. Progress tracked through termly cold/hot tasks to determine improvements. Highland literacy Wraparound approach continued- expanded to every day of the week. Progress tracked through weekly spelling assessments. RWI approach to spelling/phonics for P2 continued- expanded to every day of the week. Progress tracked using RWI termly assessments and weekly observations (when involved in active phonic stations).  **Continue to build positive relationships with parents, pupils and wider community:** Begin parent and toddler group- Once per week. Begin pensioners tea- Once per term. Continue parent open afternoons- Once per term. Newsletters, blogs, floor books and seesaw will be continued to share our practice and encourage engagement. | | | |