School Name: Lismore Primary School



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| **Overview of Establishment 3 Year Cycle of Improvement Plan Priorities** | | | | Session: 2024-2025 |
| **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 achievement, 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 engagement and family learning * 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** | | | | |
| 2024 – 2025: | | 2025 – 2026: | 2026 – 2027: | |
| 1.Develop whole school nurture approach and achieve bronze accreditation.  2.Research and develop play methodology and pedagogy.  3. Raise attainment in numeracy.  4. ELC: Develop planning and assessment procedures. | | 1. Continue to develop play methodology and pedagogy and begin to embed as an approach to teaching and learning.  2. Achieve Silver accreditation for OCTNE.  3. Achieve silver RRS award and embed across setting.  4. Increase community engagement. | 1. Fully embed play pedagogy approach across whole setting.  2. Achieve Gold accreditation for OCTNE.  3. Achieve Gold RRS award. | |

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| **Strategic Improvement Planning for Establishment: Overview of Links to Key Policies** | | | Session: 2024-2025 | | | |
| **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 achievement, particularly in literacy and numeracy. | | | **Collaboration and Consultation** | | | |
| **Who?** | **When?** | | **How?** |
| Staff | Termly | | Whole School Meetings using HGIOUS 4 materials |
| Authority NT | Termly | | Online collaboration  In person leadership event |
| Pupils | Termly | | Floor books  Seesaw  SWAY |
| **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 engagement and family learning * 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 & 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 Outcome and Impact** | **Measures** | | | **Linked to PEF** (Y/N) | |
| 1.Develop whole school nurture approach and achieve bronze accreditation  2.Research and develop play methodology and pedagogy  3. Raise attainment in numeracy  4. Develop planning and assessment procedures | Whole school and ELC following nurture approach. Impact on positive relationships, school ethos and pupils wellbeing.  Whole school and ELC engaged in purposeful play, based on children’s interests and stage of development. Impact on children’s learning, engagement and wellbeing.  More rigorous approach to numeracy delivery. Impact on children’s attainment across the whole school and ELC.  ELC planning cycle ensures experiences are tailored to children’s needs. Impact on children’s enjoyment and attainment. | Bronze accreditation should be achieved by end of 2024-2025 session. Use of OCTNE readiness checklist, implantation framework and action plan to track and measure progress and success.  Framework to be established by end of 2024-2025, ready to embed the following year. Use of Leuven scale and wellbeing webs to measure impact on participation, engagement and wellbeing.  SEAL framework utilised for P1 and P4. Use of SEAL assessments to measure progress alongside teacher observations and standardised assessment. CGI methodology implemented for all. Teacher observation and progress through ‘solutions’ trackers used to measure progress.  HGIOELC framework to support discussions, actions and next steps. Measure our improvement using evaluative grading guide. | | | N | |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session: 2024-2025 |
| **Strategic Priority 1:** | Title: Develop whole school nurture approach and achieve bronze accreditation | | | |
| **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 achievement, 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 engagement and family learning * 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** |
| OCTNE discussion with link EP as part of initial planning discussion  Readiness Discussion Meeting with link Nurture Teacher  Bronze accreditation action plan aims and outcomes identified  HT to attend OCTNE leadership training  Collaboration with EP and NT on Need Analysis  Bronze Application submitted  Silver Action plan aims and outcomes identified | | Debbie Harris  Debbie Harris  Debbie Harris and NT  Debbie Harris  Debbie Harris, NT and EP  Debbie Harris  Debbie Harris and NT | May 2024  June 2024  September 2024  January 2025  February 2025  May 2025  June 2025 | All- I feel safe and secure in my learning environment and the adults that take care of me make changes that support my ever changing needs. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session: 2024-2025 |
| **Strategic Priority 2:** | Title: Research and develop play methodology and pedagogy | | | |
| **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 achievement, 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 engagement and family learning * 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** |
| HT discussion with EO to establish links with other settings offering play based learning and create link with authority lead  HT and CT to engage with the ‘How Good is our Play’ framework to establish first steps  HT and CT to engage with literature/toolkits on play (e.g. Play Scotland’s toolkit)  HT and CT to visit other multi-composite settings delivering play pedagogy effectively  Discovery, Imagination and Creation zones implemented and observed to gather data for creating tailored framework based on children’s responses  HT to work with authority lead on play to begin developing framework for play for ELC-Multi composite Primary | | Debbie Harris  Debbie Harris  Jane Oxnard  Debbie Harris  Jane Oxnard  Debbie Harris  Jane Oxnard  Jane Oxnard  Debbie Harris | May 2024  August 2024  August 2024  November 2024  November 2024  February 2025 | All- I am engaged in purposeful play which expands and extends my learning opportunities in a way that is just right for me. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session: 2024-2025 |
| **Strategic Priority 3:** | Title: Raise attainment in Numeracy | | | |
| **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 achievement, 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 engagement and family learning * 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** |
| Refresh SEAL training for HT and CT and implement for P1 and P4  Liaise with Clare Bryden to establish link school to share and develop practice in CGI for P1-P7  Use SEAL framework and assessment to track and monitor progress for P1-4  Use CGI ‘solutions’ tracker and teacher observations to track and monitor progress for P1-P7  CT to engage with all moderation sessions for numeracy  Tracking and monitoring framework developed to streamline data and plan robust next steps- incorporate data from XBRA, SNSA, GL assessments, Class assessments etc. | | Debbie Harris  Jane Oxnard  Debbie Harris  Debbie Harris  Jane Oxnard  Debbie Harris  Jane Oxnard  Jane Oxnard  Debbie Harris | August 2024  June 2024  August 2024  September 2024  Dates tbc  August 2024 | I experience numeracy instruction that engages and motivates me.  I experience numeracy instruction that takes account of my intuitive response to number and number sense.  I can help track my own progress in numeracy and identify my next steps (p1-4).  I can help track my own progress in numeracy and identify how my own approaches develop (P1-7).  I experience numeracy instruction that is just right for me.  I can track and share my own development in numeracy.  I have made progress on the EXBRA scale. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 2024/25 |
| **Strategic Priority 1:** | Title: Improve curricular transition for P7/S1 | | |
| **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 achievement, 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 engagement and family learning * 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** |
| * Create a working party of OHS teachers and second level teachers from primary schools in OLI area with a focus on numeracy and maths. * HTs will incorporate 5 x 1.5 meetings into the WTA to enable teachers to meet between September ‘24 and June ‘25.      * Create a draft transition policy.      * Use the draft transition policy to ascertain what information is required for transition from P7 to S1. * Sharing good practice visits – OHS and OLI Primary Schools. (Resources, scaffolding) * Investigate the possibility of using a summative assessment to support curricular transition. * Create short surveys, before and after, for CT (Pri and Sec) and P7 pupils. | * Donald Feist and Lynsey O’Neill * OLI HTs * L O’Neill      * Working group – PT CTs/OHS CT/DF/LON * HTs/Working Party      * Working Group      * Working Group * Working Group | 1st September 2024  14th June 2024  1st September 2024  20th December 2024  Dates set by 20th December 2024  28th February 2025  20th December 2024 | * Most P7 primary teachers across the OLI area and OHS Maths Teachers will have a shared understanding of standards and expectations of children who have achieved second level. (All P7 teachers, Maths teachers and P7 children ‘before and after’ survey about attitudes to numeracy and maths progression between P7 and S1) * Most P7 teachers across the OLI area and OHS maths teachers will engage with support materials that will be produced to ensure a shared understanding of standards and expectations of children working across second and third level and what each of the progress markers mean. (Survey) * Most P7 teachers across the OLI area and OHS Maths Teachers will introduce a Maths ‘toolbox’ in to their classrooms to support teaching and learning and to ensure consistency of experiences for the children and young people. (Survey) * Most children will have a more positive mind set towards Maths (Survey) * Increase collegiate working for OLI Cluster Schools – most HTs will engage with OLI HT meetings. (Attendance at meetings) * OHS will have a better understanding of the experiences the children have had and what the progress marker means to ensure a smoother transition from P7. (Survey) |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session: 2024-2025 |
| **Strategic Priority ELC:** | Title: Develop planning and assessment procedures | | | |
| **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 achievement, 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** |
| Implement our new planning format consistently (created in 2023-2024) with aid of Leuven scale for observations  Use floor books to plan, reflect and assess with children  Use talking tub to help children share ideas/views/opinions  Use curriculum overview consistently  Utilise tracking and monitoring information for forward planning  Assess, track and report using seesaw platform consistently and encourage child contribution  Develop PLPs and encourage child ownership  Use HGIOELC for robust self-evaluation of planning cycle | | Eilidh Willis/Kara Willis  Eilidh Willis/Kara Willis  Eilidh Willis/Kara Willis  Eilidh Willis/Kara Willis  Debbie Harris  Eilidh Willis  Kara Willis  Debbie Harris | August 2024 onwards  September 2024 onwards  September 2024 onwards  August 2024 onwards  August 2024 onwards  August 2024 onwards  September 2024-staff  October 2024- Children  Throughout the year at weekly meetings | I experience learning and play activities that are based on my interests and stage of development.  I can help plan for and reflect on my own learning.  I can share my own ideas/views/opinions about what I want to learn and how I want to learn it.  I experience a breadth of experiences across the early level curriculum.  I experience activities that help me learn about literacy and numeracy.  I can share what my play and learning with my family.  I can track my own play and learning, selecting work ad experiences I want to save and share.  I experience high quality learning and play experiences that are just right for me. |

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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 achievement, 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 achievement, 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 | | |
| **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: 2024-2025 |
| **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 achievement, 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 (from previous plans):** | | | | | |
| Continue to develop PLPS and consider the best format for engagement- share with parents.  Create EXBRA attainment tracker.  CT to become lead for Forest Schools and Eco Schools.  CCEW to become Bookbug lead. | | | | | |

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| **Pupil Equity Funding | Planning and Reporting** | School Name: |
| **Pupil Equity Funding must be used to deliver activities, approaches or resources which are clearly additional to universal local improvement plans.**  **Identify:**   * Who is the target group? Consider the six family priority types (lone parent, minority ethnic, families with disabled adult or child, young mothers (under 25), families with child under one, larger families (3+ children). 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  - % ASN - is there a link with those affected by poverty?  **A consideration for longer term planning of approaches, with funding confirmed until 2026, should be considered in the targets below.** | |

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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** | **Key Actions** | **Outcome and Measure** | **Mid-Year Progress**  (Completed December-January) | **Impact**  (Completed End of Session)  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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| **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 | | | |
|  | | |  | | |  | | | |  | | | | 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 |  | 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 2023 - 2024** | | | | | | **PEF Allocation 2024 - 2025** | | | | |
| Staffing  Supported Study  Resources  Purchased/Commissioned Services  Other | | | | | | | £ | | | | | | £ | | | | |
| **Mid-Year Spend checkpoint (Dec-Jan)**  Identify any significant changes in expenditure. | | | | | | **Final spend (End of Session)**  Identify any significant changes in expenditure. | | | | |
| £ | | | | | | £ | | | | |