

Improvement Plan 2021/2022

Alva Primary School and ELCC



**Clackmannanshire
Council**

www.clacks.gov.uk

Comhairle Siorrachd
Chlach Mhanann

Overview

Headteacher:

Allison Littlejohns

Total PEF Allocation:

£92658.56 - £20,000 allocated to ASD plan

Priority	Long Term Improvement Outcome	Accountable Person	Cost (for PEF priorities only)
1	By May 2022, most (75-90%) of learners will be back on track to achieve expected outcomes in all areas of literacy.	Principal Teachers (Early, First and Second)	A Kenny – 0.2 FTE - £5735.81 G Allan – 1.0FTE - £22,849.35 Education City - £1282.50
2	By May 2022, most (75-90%) of learners will be back on track to achieve expected outcomes in numeracy, with maths embedded within STEM contexts	Principal Teachers (Early, First and Second)	A Kenny – 0.2 FTE - £5735.81 G Allan – 1.0FTE - £22,849.35 Education City - £1282.50 Advantis VR - £360
3	By May 2022, Alva PS will have an inclusive culture which prioritises health and wellbeing of all, embedding EmotionWorks into the curriculum in all classes, and working towards Rights Respecting Schools Accreditation.	A Littlejohns HT	Wellbeing Scotland – 2 days - £12,239.20
4	By May 2022, Alva PS will have a consistent language for learning across the school, with all learners actively participating as partners in their learning.	V Hamilton DHT	

Priority 1

Long Term Improvement Outcome

(Aspirational, Transformational; relates to improved outcomes for learners)

By May 2022, **most** (75-90%) of learners will be back on track to achieve expected outcomes in all areas of literacy.

NIF Priority	NIF Driver(s)	HGIOS4/HIGIOELC QIs
<p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p>

Rationale

Teacher Professional judgement over the last 3 sessions has consistently highlighted that attainment in writing requires improvement. There is inconsistency in the strategies adopted to teach writing across the school. Staff have recently begun engaging in CLPL to address this to give more consistency in delivery, but that the moderation strategies used when assessing our judgement of levels also requires to be strengthened. The purpose of our level planning meetings in Session 21/22 will be redefined to support the moderation of levels in literacy as a whole, but with a focus on writing.

Priority 2

Long Term Improvement Outcome

(Aspirational, Transformational; relates to improved outcomes for learners)

By May 2022, **most** (75-90%) of learners will be back on track to achieve expected outcomes in numeracy, with maths embedded within STEM contexts

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<p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p>

Rationale

Feedback from teaching staff suggests that the pace of aspects of numeracy needs addressed to ensure that there is sufficient coverage of the numeracy and maths curriculum. To facilitate this, we need to incorporate greater aspects of a STEM curriculum to allow a more contextual delivery of maths and allow more time to develop key numerical skills across the school. Attainment data shows improvement over the last years, but recent tracking highlights that this progress could be at risk without a more consistent and progressive approach to numeracy.

Priority 3

Long Term Improvement Outcome

(Aspirational, Transformational; relates to improved outcomes for learners)

By May 2022, Alva PS will have an inclusive culture which prioritises health and wellbeing of all, embedding EmotionWorks into the curriculum in all classes, and working towards Rights Respecting Schools Accreditation.

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<p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p>

Rationale

After the 2 lockdown periods in session 20/21, there have been some concerns about the health and wellbeing of some learners, particularly in P3 and P4. This has had an impact on how inclusive we have been able to be and this requires some intervention planning for session 21/22, if we are to ensure that learners are on track to achieve their expected milestones. With an increased national focus on UNCRC and the need for a consistent approach to managing relationships in school between learners, and all staff and learners, a review of our class charters, respectful relationships strategy and nurturing practices is required to take place, with the desired outcome being that all children have their needs addressed within a nurturing and respectful environment.

Priority 4

Long Term Improvement Outcome

(Aspirational, Transformational; relates to improved outcomes for learners)

By May 2022, Alva PS will have a consistent language for learning across the school, with all learners actively participating as partners in their learning.

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<p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p>

Rationale

Feedback from learners across second level during the lockdown period in January and February 2021, highlighted that, through that period, they enjoyed taking more responsibility for planning their learning and that this helped them to engage better and gave them more flexibility in their day. Further surveys with families and learners on the return to school, indicated that there is some inconsistency across the school in how learners are actively engaged in planning for their learning and that they have varying experiences in choosing how they learn. Reporting processes were evaluated with families in October 2019, and reviewed again in May 2021, and from this families have highlighted that timing of reporting, and the methods adopted need to be adapted to allow families to engage in the learning process more effectively.