



 **Muckhart Primary School**



**“Home of Natural Learning”**

**#smallbutmighty**



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| **Headteacher: Lesley McGlinchie** |  |

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| **Priority** | **Long Term Improvement Outcome** | **Accountable Person** |
| 1 | By May 2023, **most** targetedlearners identified as achieving just below the expected level in literacy (mainly reading and writing) will be back “on track.” | Lesley McGlinchie |
| 2 | By May 2023, **most** targeted learners identified as achieving just below the expected level in Numeracy and Mathematics, will be back “on track.” | Lesley McGlinchie |

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| **Long Term Improvement Outcome**(Aspirational, Transformational; relates to improved outcomes for learners) |
|  By May 2023, most targeted learners identified as achieving just below the expected level in literacy (mainly reading and writing) will be back “on track” |
| **NIF Priority** | **NIF Driver(s)** | **HGIOS4/HIGIOELC QIs** |
| Improvement in children and young people's health and wellbeingClosing the attainment gap between the most and least disadvantaged childrenImprovement in attainment, particularly in literacy and numeracyImprovement in employability skills and sustained, positive school-leaver destinations for all young people | School LeadershipTeacher ProfessionalismParental EngagementAssessment of Children’s ProgressSchool ImprovementPerformance Information | 1.3 Leadership of change2.3 Learning, teaching and assessment3.1 Ensuring wellbeing, equity and inclusion3.2 Raising attainment and achievement / securing children’s progress |
| **Contextual Analysis/Rationale**  |
| Our current reading and writing attainment shows that reading and writing at First and Second Level is in clear need of improvement. Raising attainment in literacy is a NIF priority.Most learners identified as achieving just below the expected level in literacy will be back “on track”

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| Class/Stage | Reading: On track to meet national expectations | Writing: On track to meet national expectations |
| P1  | 83% | 83% |
| P2  | 75% | 75% |
| P3  | 43% | 43% |
| P4  | 83% | 50% |
| P5  | 83% | 67% |
| P6  | 67% | 12% |
| P7  | 71% | 43% |

-It is known from past experience that high quality targeted support can ensure that gaps are quickly identified and progress made effectively to closing the attainment gaps-It is evidenced that small group support is most effective when adults have been trained to deliver the learning and the intervention is evidence based and evaluated regularly. Therefore we will be using “Write On” a small group writing intervention developed and trialled by Clacks Council Education team-Planned actions are detailed below (Evidence detailed is taken from educationendowmentfoundation.org.uk) |

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| **Improvement Outcomes**(Short, Medium and Long term) | **Measures** | **Key Actions** | **Who?** | **By when** | **Milestone Updates/Comments** |
| **Short Term**: By December 2022, all writing lessons will be well-planned, motivating and linked to learners’ experiencesAll staff will have increased knowledge of P1 learners baseline vocabulary. - linked to BPVSAll staff will have an increased understanding of the strengths and development needs, in reading, of targeted groups of learners. - linked to PM Benchmarking | -Equitable Literacy Fundamentals audit-Survey children’s engagement in reading and writing in August, January and May-”Write On” tracking data-PM Benchmark to assess progress in reading-BPVS to assess baseline vocab of new P1s-Attainment and moderation dialogue | -August In Service: create collegiately annual overview of how we will implement key actions- Link SIP Key Actions to PEF actions-Build in time to collegiate sessions for professional reading to improve practice ie CLPE resources-Ensure opportunities to peer observe are maintained in collegiate Quality Improvement calendar-Consider how “team teaching” of P4-7 until October can best support and speed up attainment -Ensure all CTs/LAs clear on the transition data received-Collegiately create 3 Domain model for writing based on Sue Ellis “Equitable Literacy” CLPL-Ensure moderation cycle for writing agreed into collegiate calendar-Develop opportunities for children to write for enjoyment-Embed training of “Write On” for LAs-Use “Write On” for CLPL for CTs at August In-Service-Invite authors and storytellers to school to inspire and motivate children to read and write-Begin working with The Japanese Garden and Illuminate UK re storytelling -Ensure CTs/HT/LAs sign up to CLPL offered on CPD Manager-Renew “Hot Chocolate” reading to promote engagement and enjoyment-Continue to celebrate events such as Book Week Scotland and Book Bug bags etc-Visit Alloa Library-Continue “Paired Reading”-Attend cluster moderation sessions  | -HT and teaching team (including LAs) | -By October 2022 |  |
| **Medium Term**-By March 2023, attainment in writing for most targeted learners will begin to improve – learners’ confidence and motivation will increase | -TPJ prediction data-mid-session Fundamental audit re-visit-Attainment meetings-Class Teachers’ self-reflection of the professional learning ongoing and reflected in PRD-“Write On” tracking data | -Review last session’s new writing planning format and alter as necessary-“Write On” groups underway throughout the school -Review spelling and phonics framework agreed last session-Link SIP Key Actions to PEF actions  | -HT and teaching team (including LAs) | -By January 2023 |  |
| **Long Term**By May 2023, almost all targeted learners identified as achieving 'just below' the expected level of achievement in Numeracy in Mathematics will be 'back on track'. | -Final TPJ data-SNSA data for P1, 4 and 7 and SNSA trends over time-“Write On” tracking data-Final Fundamental audit-BPVS for P1 | -Audit of current resources-“Write On” groups continuing throughout the school-Revisit Library Volunteer role to ensure it is linked to CfE and attainment and to maximise the benefits to children | -HT and teaching team (including LAs) | -By June 2023 |  |



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| **Long Term Improvement Outcome**(Aspirational, Transformational; relates to improved outcomes for learners) |
| By May 2023, **most** targeted learners identified as achieving just below the expected level in Numeracy and Mathematics will be back “on track” |
| **NIF Priority** | **NIF Driver(s)** | **HGIOS4/HIGIOELC QIs** |
| Improvement in children and young people's health and wellbeingClosing the attainment gap between the most and least disadvantaged childrenImprovement in attainment, particularly in literacy and numeracyImprovement in employability skills and sustained, positive school-leaver destinations for all young people | School LeadershipTeacher ProfessionalismParental EngagementAssessment of Children’s ProgressSchool ImprovementPerformance Information | 1.3 Leadership of change2.3 Learning, teaching and assessment3.1 Ensuring wellbeing, equity and inclusion3.2 Raising attainment and achievement / securing children’s progress |
| **Contextual Analysis/Rationale**  |
| -Attainment in numeracy shows significant areas of improvement needed especially at P3 and P6: Focused small group teaching could ensure achievement of First or Second Level for these learners. -The impact of 2 sessions of interrupted learning due to Covid cannot be ignored

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| Class/Stage | Attainment on track to meet national expectations |
| P1  | 83% |
| P2  | 75% |
| P3  | 43% |
| P4 | 83% |
| P5  | 100% |
| P6  | 50% |
| P7  | 71% |

-Most learners identified as achieving just below the expected level in Numeracy and Mathematics will be back “on track”-It is known from past experience that high quality targeted support can ensure that gaps are quickly identified and progress made effectively to closing the attainment gaps-It is evidenced that small group support is most effective when adults have been trained to deliver the learning and the intervention is evidence based and evaluated regularly. Therefore we will be using “Write On” a small group writing intervention developed and trialled by Clacks Council Education team-Planned actions are detailed below (Evidence detailed is taken from educationendowmentfoundation.org.uk) |

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| **Improvement Outcomes**(Short, Medium and Long term) | **Measures** | **Key Actions** | **Who?** | **By when** | **Milestone Updates/Comments** |
| **Short**-Most targeted children will confidently use tactile resources in classrooms.  | -Baseline “Building Blocks” data-Initial Phased assessments identify clear gaps | -“Building Blocks” groups identified and underway-Ensure Assessment Policy is clear and adhered to-Audit of tactile resources across classrooms-Reintroduce maths boxes to reduce stigma of needing tactile resources in the upper school-Investigate Numicon training-Sign-up for relevant numeracy training on CPD manager-Build in time to collegiate sessions to ensure feedback and impact from CLPL sessions attended: “what” “so what” and “what now” approach-Improve problem solving approach and resources: linked to development needs in SNSA trend analysis | -HT and teaching team (including LAs) | -By October 2022 |  |
| **Medium**-For most targeted children, attainment in numeracy will show clear evidence of gaps beginning to close-Clear progress will be evidenced through assessment | -TPJ predictions-Attainment tracking meetings-Tracker-Ongoing phased assessments-Updated “Building Blocks” data tracked | -Develop holistic numeracy/maths assessment as learned from RIC moderation CLPL-Improve outdoor practical resources-improve apps for i-pads especially at Early Level-develop play-based approach across the school-attend cluster moderation CLPL events and reflect on impact | -HT and teaching team (including LAs) | -By January 2023 |  |
| **Long Term****-Most** targeted learners identified n August 22 as achieving just below the expected level will be back “on track” | -Final TPJ-Phased Assessments ongoing-Final “Building Blocks” data |  | -HT and teaching team (including LAs) | -By June 2023 |  |