Littlemill Primary School and Early Childhood Centre

Establishment Improvement Plan

2023/24

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| School Improvement Plan | Littlemill Primary School and Early Childhood Centre |
| Head Teacher | Heather Sabatini |
| Date Submitted | Submitted to Head of Education on: |
| Session  (Date when each year is written) | 2023/2024 |

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| School’s/Centre’s Vision and Values | **Our Values:**   * Positivity * Friendship * Aspiration   **Our Aims:**   |  |  | | --- | --- | | **Working Together**   * Learning from each other * Sharing resources * Investing in others   **Providing Excellence**   * Pushing the boundaries of achievement * World Class | **Raising Capability**   * Helping people learn * Laying foundations for later success   **Focusing on the Value Added**   * Holding hope for every child * Every gain a victory   **A Hunger for Improvement**   * High hopes and expectations |   The improvement plan priorities will address the strategic priorities of the EAC *Community Plan 2015 - 2030*:  **Economy & Skills**   * Develop a confident, successful, appropriately qualified and skilled workforce * Embed ambition, aspiration and entrepreneurship   **Safer Communities**   * Improve community safety in neighbourhoods and homes, and protect and support our most vulnerable individuals and families * Promote our vibrant communities by encouraging active and responsible citizenship   **Wellbeing**   * Children and young people, including those in early years and their carers, are supported to be active, healthy and to reach their potential at all stages. * All residents are given the opportunity to improve their wellbeing to lead an active, healthy life and to make positive lifestyle choices.   The priorities for this session’s School Improvement Plan have been decided as a result of ongoing self-evaluation with all stakeholders throughout the last session. This takes account of the 2022 National Improvement Framework and Improvement Plan  **Our vision for education in Scotland**  **• Excellence through raising attainment and improving outcomes**: ensuring that every child and young person achieves the highest standards in literacy and numeracy, as well as the knowledge and skills necessary to shape their future as successful learners, confident individuals, responsible citizens, and effective contributors;  • **Achieving equity:** ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty related attainment gap.  We need Scottish education to deliver both excellence in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering equity so that every child and young person should thrive and have the best opportunity to succeed, regardless of their social circumstances or additional needs. We will respect, protect, and fulfil the rights of every child and young person in order to ensure they are incorporated fully across the Scottish education system.  In order to achieve this, we are working with our partners to develop an empowered and collaborative system, where young people have an equal voice and everyone’s contribution is heard and valued, and improving children and young people’s outcomes is at the heart of everything we do.  **Key priorities of the National Improvement Framework**  **• 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.**  **The drivers of improvement in the outcomes achieved by children and**  **young people through education are:**  **• School and ELC leadership**  **• Teacher and practitioner professionalism**  **• Parent/carer involvement and engagement**  **• Curriculum and assessment**  **• School and ELC improvement**  **• Performance information**  Each of these key National priorities overarch the priorities for Littlemill PS & ECC in the session ahead and are outlined in this Improvement Plan and have also been informed by current educational research and national and local initiative contexts.  Incorporated within these priorities is the school’s Pupil Equity Funding (PEF) initiatives in collaboration with Littlemill PS & ECC – some of these will be committed to over several years and may run for the duration of the PEF funding therefore ensuring that the spend and initiatives are committed to each session. These include:  Personnel   * Additional PT (Health & Wellbeing) * Classroom Assistant 1FTE * Classroom Assistant 0.8 FTE |

In line with the Standards in Scotland’s Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

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| **Consultation on improvement plan includes the following stakeholders:** | **Completed** |  | **Content of plan** | **Completed** |
| Children and Young People | Yes |  | Takes account of strategic priorities outlined in the education authority’s Annual Plan. | Yes |
| Parent Council and Forum | Yes |  | Takes account of the strategy for parental involvement under section 2 (4A) | Yes |
| Teachers, practitioners and ALL school/centre staff | Yes |  | An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people. | Yes |
| Volunteers/ Community partners | Yes |  | Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff | Yes |
| Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre. |  |  | Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for improvement and in the improvement activities specified | Yes |
|  |  |  | HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs | Yes |
|  |  |  | There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage. | Yes |

Head Teacher Signature:

**Pupil and parental strategic involvement**

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| *For session 2023-24, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre* | *For session 2023-24, please describe below how parents will be involved in decisions relating to the operation of the school/centre* |
| * Pupil Voice meetings * Personal Care Plans * Groups and committees (due the size of the school, many of these will be addressed in assemblies) – JRSO, Dyslexia Friendly Schools, Communication Friendly Schools, John Muir, RRSA etc. * School House Captains – House Consultations * Pupil Questionnaires/surveys – HGIOURS and HGIOELC * Weekly Assemblies | * Parent Council * P7 Parental Committee * Individual Parent/carer meetings * Meet and Greet * Personal Care Plan Meetings * Parent/Carer Questionnaires * School App Surveys * School Glow Blog/Forms * Parents’ Appointments * Learning Journals ECC |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | To increase attainment and achievement across literacy and numeracy though consistent tracking and monitoring of levels across the school.  To re-introduce a robust quality assurance programme for the whole school to ensure consistent learning and teaching approaches, planning and assessment.  A robust assessment policy and set of procedures, tools and resources available for all staff for literacy and numeracy. | **Rationale for improvement priority based on evidence:**  TJS results are inconsistent across the stages in literacy and numeracy due to changes in staff across stages, staff expectations and new tracking system.  Literacy results across first and second level in relation to writing are at 50% for first level and 40% for second level, compared to the national average of 67% for first level and 62% for second level,  Literacy results across first and second level in relation to reading are at 50% for first level and 40% for second level compared to the national average of 70% for first level and 66% for second level,  Numeracy results are at 50% for first level and 40% for second level compared to the national average of 75% for first level and 66% for second level,  Also, through deeper conversations with staff in relation to tracking and monitoring meetings, where staff have expressed they need to build their own confidence using the new system, both in the ECC and the P1-7 stages.  Self-evaluations show that teaching staff require a robust set of assessments in order for them to accurately set targets and complete TJS. |
| **NIF Priorities**  Improvement in attainment, particularly in literacy and numeracy | **NIF Driver**  **School Leadership, Teacher Professionalism and Assessment of Children’s Progress** | **HGIOS/ HGIOSELCC QIs for self-evaluation**  **1.3, 2.2, 2.3. 3.1 and 3.2** |

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| What actions are required to reach the desired outcome? | Who | When |
| * Implementation of EAC Literacy writing Genres across the school * Planning, Learning and Teaching Policy and Process to be reviewed and implemented * Introduce the new EA planning into the early years. * Implement a robust quality assurance programme across the school designed to meet the needs of all learners and staff, which will be rolled out across the school * Implement and train all staff on the new 3-point tracking scale to ensure consistency and confidence in relation to the TJS and Tracking and Monitoring Data * Appropriate and timely interventions discussed through in-depth conversations within tracking and monitoring meetings incorporating the ASN coordinator and EAST support Team * Pupil, Teacher and Parent meetings with a focus on targets and having parental and pupil involvement to ascertain and meet desired targets in accordance with local and national statistics, as well as that of a school level * Introduce and develop a robust assessment policy with guidelines and assessment tools required to accurately assess pupil outcomes and levels across the school through a whole school working party * A focus on reading into writing has been identified though tracking and monitoring across the authority and will be a focus for this year’s moderation within the education group | All staff  HT/DHT  HT and ECC staff  HT  Gordon Pearson/HT  HT/DHT/CT/EAST  Parents/Pupils and CT  DHT  Education Group Moderation Events | Nov 23 – April 24  Nov 23 – April 24  Oct 23 – March 24  Oct 23 – March 24  Oct 23 – March 24  Oct 23 – March 24  Ongoing  Oct 23 – March 24  Oct 23 – March 24 |

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| PEF - What actions are required to reach the desired outcome? | Desired outcome and impact data / evidence that will be collected to track impact | Who | When |
| 2 FTE Classroom assistants to provide targeted support within literacy and numeracy | T&M data | HT | Ongoing |

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| **Evidence of impact against outcomes for learners.**  Pupils' attainment will increase due to targeted support in literacy and numeracy include reading, writing and numeracy by 10% across first and second levels.  Raised confidence in teacher professionalism and judgements through PRD meetings and T&M meetings  Raised confidence within pupil and parents discussing and setting targets through pupil forums, pupil questionnaires and Parent Teacher and Pupil (PTP) meetings across the school year  A robust quality assurance programme to include lesson observations, peer teaching, jotter monitoring, pupil voice and feedback across the stages  Accessible resources for independent learning and all school signage to be consistent from ECC to P7 through the use of board maker labelling (in conjunction with Communication Friendly Schools)  Confidence in using Learning Journals to communicate with parents, track and monitor pupil learning in the ECC and record observations  Assessment folder (Learning Journeys) completed with a consistent approach across all stages in the school including the ECC |

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | To provide further opportunities for pupils across the school to have positive interactions from business and community links through a range of activities.  Provide more leadership opportunities for pupils and continue to develop DYW (Developing the Young Workforce) skills. <https://www.dyw.scot/educators.html> | Rationale for improvement priority based on evidence:  Pupils are currently involved in leadership opportunities however there is scope and interest to expand opportunities for pupils to participate.  DYW (Developing the Young Workforce) builds on the foundations already in place through the Curriculum for Excellence and is relevant in the Broad General Education (BGE) from early years, through the senior phase and beyond. It contributes to the development of the four capacities, makes full use of the four contexts of the curriculum, and addresses each of the entitlements.  Pupils have expressed a desire to become more involved in their local community and explore the options available to them as they consider their futures. Through pupil voice at assemblies and pupil council groups, we have discussed what that will look like for pupils and how we can support them going forward. |
| **NIF Priorities**  Closing the attainment gap between the most and least disadvantaged children | **NIF Driver**  Assessment of children’s progress | **HGIOS/HGIOSELCC QIs for self-evaluation**   |  | | --- | | **2.2 2.7** |   **3.3** |

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| What actions are required to reach the desired outcome? | Who | When |
| * Continue to provide leadership opportunities throughout the school and re-establish pupil groups to lead initiatives and to raise awareness of issues with other pupils and share information across the school. * To further expand our business and community links and incorporate these into whole school and class activities including DYW. | David Stokes PT and all staff  David Stokes PT | Aug-June 2024  Jan - June 2024 |

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| PEF - What actions are required to reach the desired outcome? | Desired outcome and impact data / evidence that will be collected to track impact | Who | When |
| **N/A** |  |  |  |

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| **Evidence of Impact against outcomes for learners.**  Leadership opportunities to increase confidence and participation through the world of work though pupil voice, questionnaires, focus groups and assemblies.  Building community links for the future of the pupils across the school and ECC by making connections with Springwater Fishery, Spirit Engineering, Robert Burns Academy Science and STEM projects and the local community centre. Inviting these visitors in to the school and providing opportunities for pupils to visit in return. |

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | To develop a whole school nurture approach to ensure a readiness to learn and an environment with which to regulate emotional behaviours.  To further develop the PATHS programme and embed this into the life of the school. | **Rationale for improvement priority based on evidence**  Littlemill sits in a SIMD 3 area with 30%FMR and 52% ASN. Self-evaluation has informed us that our pupils continue to need a nurturing environment to create a readiness to learn.  The school has had various changes of staff over the years, particularly with management and the ECC. The school has two multi-composite classes with pupils from a very small community and at times, pupils need further support to manage their emotions.  PATHS was introduced last session and will be built on again this session through PATHS collegiate evenings.  Staff wellbeing continues to be a priority. |
| **NIF Priorities**  Improvement in children and young people’s health and wellbeing | **NIF Driver**  Teacher Professionalism and School Leadership | **HGIOS/HGIOSELCC QIs for self-evaluation**  **1.3, 2.3, 3.1 and 3.2** |

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| What actions are required to reach the desired outcome? | Who | When |
| * Continue to build capacity through re-introducing nurture principles and placing a focus on Health and Wellbeing in staff practice * Evaluate Pupil Support considering the increase wellbeing needs for pupils and engage with measures in relation to assessing and monitoring pupil wellbeing at all levels * PATHS Programme for Schools (UK Version) year 3 implementation working in collaboration with Barnardos. * Glasgow Motivation & Wellbeing Profile (GMWP), Wellbeing Webs: ‘Small Test of Change’ – Pilot and Implement * Staff wellbeing to be prime focus of forthcoming year * Free toast, fruit and breakfast to be provided daily for pupils considering the decrease in breakfast club this year * Home-link worker to be based at Littlemill 3 days per week to ensure continuity of partnership working and support in the development of PATHS and Nurture Principals across the school * Home link worker to provide I-Lunch, parental workshops and parental Empowerment group in the community * Home-link worker to work alongside P4-7 class teacher in the multi-composite class to provide support with increasing amounts of dis-regulatory behaviours, working alongside CAMHs and Exchange services | DHT/PT HWB/All Staff and ECC  DHT  DHT  HT/DHT/PT HWB  HT/All Staff  HT/All Staff & ECC  HL/DHT/HT  HL/HT | Oct 23 – March 24  Dec 23 – March 24  Dec 23 – March 24  Oct 23 – March 24  Oct 23 – March 24  Oct 23 – March 24  Oct 23 – March 24  Oct 23 – March 24 |

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| PEF - What actions are required to reach the desired outcome? | Desired outcome and impact data / evidence that will be collected to track impact | Who | When |
| PT HWB | PATHS rolled out across the year and quality assured to ensure consistency. Pupil involvement, parental workshops (need more here) | PT HWB | Ongoing throughout the school year |

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| **Evidence of Impact against outcomes for learners**  Increase in regulatory behaviours and a readiness to learn across the ECC and P1-P7  Breakfast to be supplied to 100% of school attenders  Staff, pupils and parents will have a shared understanding of the nurture principals and how they impact on their daily lives  Staff will feel healthy and valued and will want to be at their work  Parental engagement will increase through school workshops 3 times a year and parent empowerment groups once a month with the intention that parents will feel empowered to build upon their own healthy working lives and wellbeing whilst supporting their families in theirs  Pupils will feel included and have the confidence to voice their own opinions and see the value this adds to their local school and community  PATHS will continue to be a focus across the school and pupils will continue to explore their emotions and have the ability to self-regulate  SLT will have a sustained model across both schools |
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*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session*

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | In developing the curriculum there will be a clear emphasis on promoting the skills and attributes of children as learners. The curriculum will be planned to reflect the curriculum rationale and the local context. | **Rationale for improvement priority based on evidence**  In line with CfE children will gain experiences and develop skills across all curricular areas which allow them to develop the appropriate skills for life, learning and work.  Littlemill is a special school where the community and school work hard to be a joint hub for the families within its village for living. Getting the right people in to speak with pupils and parents include working within the local context, working with Dumfries House, local garden landscapers developing a sensory garden for all and working with local farms/supermarkets through food to fork projects, as well as the John Muir project to develop outdoor learning opportunities for all.  Children will experience the totality of the curriculum encouraging them to develop into successful learners, confident individuals, effective contributors and responsible citizens. |
| **NIF Priorities**  Improvement in employability skills and sustained, positive school leaver destinations | **NIF Driver**  School improvement | **HGIOS/HGIOSELCC QIs for self-evaluation**  **1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2** |

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| What actions are required to reach the desired outcome? | Who | When |
| * Two full time classroom assistants employed to support individuals and targeted groups with interventions to raise attainment in literacy and numeracy and provide wellbeing support to targeted children * Establish new and existing links with local community and business services, engaging with the school to provide real-life work-based learning opportunities for our learners, in particular with reference to our outdoor environment and sensory garden. * Provide learners with opportunities outside the classroom environment and invite visitors into school to support learning experience | HT  David Stokes  All staff  Parents and Pupils  All staff | Oct 23 –Dec 23  Oct 23 – March 24  Oct 23 – March 24 |

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| **PEF - What actions are required to reach the desired outcome?**  Two full time classroom assistants employed | Desired outcome and impact data / evidence that will be collected to track impact | Who  HT | When  Oct 23 – Dec 24 |
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| **Evidence of Impact against outcomes for learners**  Pupils will have an increased awareness of the world of work and will have opportunities to develop employability skills throughout the local context of Rankinson and its surrounding community  Pupils will participate in a wider variety of learning experiences within and out with their local community including Dumfries House, the John Muir project and the local mining village Rankinson sits in. This will create a sense of ambition for our pupils to see the wider world and the opportunities it has to offer in the world of work.  Pupil voice through focus group questionnaires, HIGOURs and self-evaluation |

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*

**Summary of Improvement Plan**

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| **Raising Attainment, particularly in Literacy and Numeracy** | **Increased in sustained positive destinations and employability skills** |
| * To develop a Planning, Learning and Teaching Policy across the school and ensure robust quality assurance across all stages in the school and ECC. * To maintain and develop teacher professionalism through targeted CLPL in relation to tracking and monitoring. * Encouraging Pupil, Teacher and Pupil meetings across the school year to have a shared understanding of raising attainment and to work together to raise attainment in literacy and numeracy. | * To further expand our *business and community links* and incorporate these into whole school and class activities including Developing the Young Workforce. * Continue to provide *leadership opportunities* throughout the school and in particular re-establish pupil groups to lead initiatives and to raise awareness of issues with other pupils and share information across the school. |
| **Ensuring the health and wellbeing of all young people** | **Closing the poverty related attainment gap** |
| * To ensure a readiness to learn for all pupils across the school and ECC in conjunction with our Nurture Principals. * Developing the PATHS programme to further enhance self-regulation in all pupils. * To monitor the health and wellbeing of all pupils through the Glasgow motivation and Wellbeing model. * To provide parental workshops and groups to increase parental involvement and support health and wellbeing for all. | * Two full time classroom assistants employed to support individuals and targeted groups with interventions to raise attainment in literacy and numeracy and provide wellbeing support to targeted children. * Investment in resources and staff development to support the wellbeing of children and teacher. Professionalism with regards to literacy and numeracy toolkits for planning, teaching learning and assessment. * Pupils will develop an understanding about the world of work and create opportunities for ambitious learners out with their local community. |