

Session 2022 -2023 Improvement Plan: Hill of Beath PS & Nursery

National Improvement Framework Priority: Closing the attainment gap between the most and least disadvantaged children and young people				
Focused Priority: Increased pupil and family engagement/participation.				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
1.1 Self-evaluation for self-improvement, 1.2 Leadership of Learning, 1.3 Leadership of Change, 1.5 Management of Resources to Promote Equity 2.1 Safeguarding & Child Protection, 2.4 Personalised Support, 2.5 Family Learning 2.6 Transitions, 2.7 Partnerships 3.1 Ensuring Wellbeing, Equality & Inclusion, 3.2 Raising attainment & achievement			1.1 Self-evaluation for self-improvement, 1.2 Leadership of Learning, 1.3 Leadership of Change, 1.5 Management of Resources to Promote Equity 2.1 Safeguarding & Child Protection, 2.4 Personalised Support, 2.5 Family Learning, 2.6 Transitions, 2.7 Partnerships 3.1 Ensuring Wellbeing, Equality & Inclusion, 3.2 Raising attainment & achievement	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Attendance Improvement: all school pupils (P1 – 7)</p> <ul style="list-style-type: none"> Attendance increase of 5% across school and 7% across target groups. <p>Impact on pupils: improved attendance & attainment. Successful Learners & Responsible Citizens</p> <p>Increase in Parent Groups and family learning in School/ELC</p> <ul style="list-style-type: none"> Re-launch of parents/carers attending school/ELC events, and in the range and regularity of events on offer. Aim of 1000 'optional' attendances over 2022/23. Re-introduction of parental volunteering. Target of 20 regular volunteers. 	<p>Targeted support/links with home & recognition of improvement</p> <ul style="list-style-type: none"> Share figures with parents Track/investigate poor attendance & support family Recognise barriers/success Introduce reward system for pupils; pts/Citizenship Certs Working with Pupil Support Officers - Our Minds Matter Att. policy reviewed by staff and parents/PC re tracking Raise awareness of the impact of low attendance in nursery <p>Increase in Parent Groups and family learning in School/ELC</p> <ul style="list-style-type: none"> Build capacity for parental engagement via PEEP, Bookbug, Solihull, stay & play, assemblies, open sessions, etc Workshops/Family Learning Cuppa-chat focus on Cost of the School Day/wellbeing & HGIO themes, etc Build Community partnerships 	<p>SLT, Parent Council (PC), Admin, Staff, SfLT</p> <ul style="list-style-type: none"> SLT to share info, impact & policy HT/PC (+parents) to review policy NCCT/PT track att, contact family/ID barriers/support NCCT incentivise to improve attendance PSA team working with individual pupils to motivate. <p>School/Nursery staff & SLT to agree timetable and focus</p> <ul style="list-style-type: none"> Parents to be surveyed re interests/timing and links made to RtA & HGI (OUR) S 	<p>Measuring pupil attendance & punctuality</p> <ul style="list-style-type: none"> Improved attendance via SEEMiS/ Power BI NCCT/SfLT tracking & interaction with home esp target grps – pupils living with domestic abuse and SIMD 1 - 4 Pupil feedback via Fife Resilience Matrix <p>List of attendees to be tracked via pupil demographic (M/F, age 3 or 4yrs, SIMD, ASN, ESL, etc) to inform targeted intervention</p> <ul style="list-style-type: none"> Evidence of adaption of focus to group meet need - incl parental 	<p>September 2021 – May 2022 2x termly update</p> <ul style="list-style-type: none"> Aug – Raise CT/PSA awareness re class att. Sept – share tracking mechanisms/actions with Parents/PC group Monthly review of data Feb, April, June review & celebrate success <p>Aug – audit staff re training required</p> <ul style="list-style-type: none"> Sept – Stay & Play (ELC) & open session (School) Sept – Survey parents & parents re preferences for community engagement Oct – Workshop sessions for parents/family learning

<ul style="list-style-type: none"> • 10% Increase in attendance at Parent Council meeting/events. • Almost all pupils aware of parental opportunities. <p>Impact on pupils: Increased awareness of parents as partners in learning. Confident individuals & Responsible Citizens</p>	<ul style="list-style-type: none"> • Increased number and breadth of opportunities for parent volunteers – esp re woodland walks/Parent Council and focus groups. • Joint planning with Community Council re community events. • Focus on 6 Types of Parental Engagement across school/ELC. 	<ul style="list-style-type: none"> • Appropriate staff to run sessions and/or to access speakers dependent on parental interests • Pupil leadership groups to link with community groups on joint projects. • SLT to meet with parental focus groups. 	<p>questionnaires (& you said/we did displays)</p> <ul style="list-style-type: none"> • Parental attendance at/engagement with Parent Council events • Increased number of volunteers & evidence of regular engagement with school/nursery activities. 	<ul style="list-style-type: none"> • On-going - calendar focus – Wellbeing (Term 1) • Active learning/Learning through Play (Term 2) Lit/Numeracy • Transitions (Term 3) • Pupil Leadership Groups to link with Community Groups ad hoc to meet shared interests eg traffic surveys/gardening/litter

National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy				
Focused Priority: Increased attention to assessment strategies and feedback to pupils/parents. Professional dialogue & increase in pro-active tracking by all staff.				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
1.1 Self-evaluation for self-improvement, 1.2 Leadership of Learning, 1.3 Leadership of Change, 1.5 Management of resources to promote equity 2.2 Curriculum, 2.3 Learning, Teaching & Assessment, 2.4 Personalised Support, 2.6 Transitions, 2.7 Partnerships 3.2 Raising attainment & achievement, 3.3 Increasing creativity and employment		1.1 Self-evaluation for self-improvement, 1.2 Leadership of Learning, 1.3 Leadership of Change, 1.5 Management of resources to promote equity 2.2 Curriculum, 2.3 Learning, Teaching & Assessment, 2.4 Personalised Support, 2.6 Transitions, 2.7 Partnerships 3.2 Securing children's progress, 3.3 Developing creativity and skills for life and learning		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Collegiate sessions re Assessment & Moderation</p> <ul style="list-style-type: none"> Close correlation of pupil performance against teacher judgements to validate next steps in learning leading to an increased pace of learning. <p>Impact on pupils: Increased staff awareness of pupils as partners in learning. Successful Learners</p> <p>Raising literacy attainment in Early Years</p> <ul style="list-style-type: none"> Focus on literacy to increase pace of learning in talking & listening. 10% of pupils to increase Listening & Talking by 6 months over 4 months. 	<ul style="list-style-type: none"> Moderation & assessment protocols – Lit/Num/H&WB/IT Review of Assessment strategies across school/ELC Improvement methodology re feedback to pupils Measure pupil progress against RUs & Benchmarks – new recording mechanism Observations and 1:1 feedback from ELP visit/QA visits. Listening & talking small group support twice weekly (EAL grp) Onset & rhyme work & phonics Library/Bookbug events to build a culture of reading. Early Years CPD re Virtual Nature Schools for literacy & 	<ul style="list-style-type: none"> Teaching staff, SLT & SFLT NCCTs/CTs/PSAs using 'Achievement of a Level' checks. All staff involved in ELP visit/focus grps All CTs using improvement methodology PSA liaising with CTs/NT & SFLT EY staff liaison & tracking processes School/ELC staff & librarian to model reading & encourage family engagement. 	<ul style="list-style-type: none"> Monitor planning and assessment Jotter monitoring SLT/CT discussions at tracking meetings Focus groups with pupils re assessment & feedback impact. Observation of teaching as part of Learning Partnership (or peer obs in-house) E-lips scores/EAL Baseline used to inform groups & progress/next steps reviewed termly. Quality interactions to be assessed at extended ELP & QA visits. 	<p>Consider impact on pupil progress/teacher confidence</p> <p>(Writing focus to begin) Audit Planning/Assessment protocols & review: Sept 22 Feedback strategies: Oct 22 Learning partnership – Oct 22 Review of pupil views: Inset 3 Language of feedback: Inset 3 Review (in working groups) with Numeracy focus Feb/March 23 Review (in working groups) with IT focus in April/May 2023</p> <p>Initial selection for grps: Aug 22 Assess/review groups: Nov 22 Assess/review indiv: Feb 22 Initial input in term 1. Re-visited at each inset day to track progress/inform future planning.</p>

<p>Impact on pupils: Increased staff awareness of pupils as partners in learning. Confident individuals</p> <p>Play Pedagogy (N4 – P2/3)</p> <ul style="list-style-type: none"> All children will have access to high quality play experiences to gain skills and confidence. Almost all pupils to be able to discuss what they are learning through play. <p>Impact on pupils: improved learning experiences/interactions leading to better learning. Confident Individuals & Successful Learners</p>	<p>PEEPS/Bookbug training to increase learning pace in T&L.</p> <ul style="list-style-type: none"> Increased book events & library visits to build reading, vocabulary & discussion. Use of revised Play Audit to highlight good practice/ areas for development Use of revised ES Toolkit CPD re quality observations Liaison between N/P1 -3 staff to create a progressive pathway. Parents invited to share 'Learning through Play' sessions in classes/playrooms 	<ul style="list-style-type: none"> All EY staff to contribute to VNS accreditation. Liaison with Speech & Language Therapy PT & EY staff working grp share experience/ideas. Observations of practice in ELC/P1 – 3 during ELP/QA EY staff to discuss learning through play with parents to develop a shared understanding 	<ul style="list-style-type: none"> VNS accreditation – individual staff & setting Staff group discussion during learning partnerships/QA visits. Seesaw postings Results re BASE Coordinated approach to Play across Early Years Consistency of approach to quality observations & evidence gathering Pupils' views 	<ul style="list-style-type: none"> Visits for staff between classes (Oct – Dec 22) N/P1 -3 joint working re VNS (Oct – Dec 22) P1 – 3 joint working re play environment/audit (Jan – March) N/P1 liaison re play & transition programme (April/May) ELC/ school staff meet to set literacy pathway (INSET 5)

National Improvement Framework Priority: Improvement in children and young people's health and wellbeing				
Focused Priority: Improved staff and pupil wellbeing with focus on inclusion				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
1.2 Leadership of Learning, 1.3 Leadership of Change 2.1 Safeguarding & Child Protection, 2.2 Curriculum, 2.4 Personalised Support 2.7 Partnerships 3.1 Ensuring Wellbeing, Equality & Inclusion		1.2 Leadership of Learning, 1.3 Leadership of Change 2.1 Safeguarding & Child Protection, 2.2 Curriculum, 2.4 Personalised Support 2.7 Partnerships 3.1 Ensuring Wellbeing, Equality & Inclusion, 32. Securing children's progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Promoting wellbeing</p> <ul style="list-style-type: none"> Improving pupil/staff wellbeing by tracking feedback and planning targeted interventions. Re-introduction of Huddle & use of staff info boards Pupil accreditation for outdoor learning celebrated All pupils will receive music education/participate in music-making/performance Outdoor learning in EY <p>Impact on pupils: Increased staff awareness of pupils' wellbeing. Confident individuals</p>	<ul style="list-style-type: none"> Tracking pupil wellbeing (Glasgow Motivational Audit) Collate and share results of formal studies with all staff Use of Treehouse resource for targeted interventions Early Years CPD re Virtual Nature Schools for literacy Introduction of Beat Box to increase participation in music and to prompt confidence to perform. Use of 5 ways to wellbeing across school/nursery 	<ul style="list-style-type: none"> CT/SLT/SfLT to evaluate results and identify target pupils/groups CPD re Treehouse resources for staff/parents NCCT focus on H&WB Staff share VNS/ Music Work with parents. IT lead for Family Learning in IT CT/EYO to promote 5 ways to wellbeing via PEEPs (ELC) & assembly for parents (NCCT, Mrs Breingan to lead) 	<ul style="list-style-type: none"> Glasgow motivational study & Treehouse data Staff observations Pupil feedback NCCT to track pupil/staff feedback/results Electronic calendar shared with all updating Pupils/parents surveyed re outdoor work/music Weekly music sessions as part of NCCT - track 	<ul style="list-style-type: none"> August - Ongoing outdoor work & weekly timetable for music education Sept – Glasgow Audit Sept – Outdoor CPD engagement begins Oct – review staff calendar & survey parents re communication Nov/Feb/May– showcase outdoor work & ask pupils January/June – showcase music ed (& ask pupils) Nov/Feb/May review parental engagement & evaluate family learning

National Improvement Framework Priority: Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Focused Priority: Improvement in IT skills/confidence

HGIOS4 Quality Indicators	HGIOELC Quality Indicators
1.1 Self-evaluation for self-improvement, 1.3 Leadership of Change 1.5 Management of Resources to Promote Equity 2.2 Curriculum, 2.5 Family Learning, 2.6 Transitions, 2.7 Partnerships 3.1 Ensuring Wellbeing, Equality & Inclusion 3.3 Increasing creativity & employability	1.1 Self-evaluation for self-improvement, 1.3 Leadership of Change 1.5 Management of Resources to Promote Equity 2.2 Curriculum, 2.5 Family Learning, 2.6 Transitions, 2.7 Partnerships 3.1 Ensuring Wellbeing, Equality & Inclusion 3.3 Developing creativity skills for life and learning

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (<i>Triangulation of Evidence/QI Methodology</i>)	Timescales
<p>Maintain/develop IT skills</p> <ul style="list-style-type: none"> Increased confidence & motivation in IT usage for pupils, staff & parents Multi-media recording of learning to reflect/share Digital Leaders Prog & Digital Schools Award moved forward <p>Impact on pupils: Increased IT skills for pupils. Successful Learners</p>	<ul style="list-style-type: none"> Chromebooks issued On-line learning to be agreed across classes Use of IT to support writing Use of IT RUs in planning Moderation of IT teaching CT(school) & EYO (Nursery) to track progress in DL & DSA and Family learning in IT Update to parents re internet safety 	<ul style="list-style-type: none"> Admin staff CTs/SfLT/SfLAs CT/EYO/SfLT SLT/CTs IT Lead CT/EYO 	<ul style="list-style-type: none"> Track use of Chromebooks Family Learning group attendance/feedback Monitor IT progress as part of QA calendar Multi-media recording RU/Benchmarks used Audit for DL/DSA updated & shared 	<ul style="list-style-type: none"> Aug '21 - Chromebook usage agreed (P1 7) Families selected for IT Sept 21 – Internet Safety reminder. IT protocols Feedback to staff re DSA audit results/progress IT QA Oct/Jan/April Nov – review family learning & next steps Feb – school/nursery IT showcase open event

National Improvement Framework Priority: Rights & Needs of Child				
Focused Priority: Pupils, parents and staff will become more aware of Children's Rights/Needs/Entitlements				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
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Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<ul style="list-style-type: none"> • Almost all school pupils will be aware of RRS work and will be able to discuss this. • Almost all pupils will be aware of SHANARRI figures/themes and to discuss these. • Almost all EAL pupils to show increased pace of learning in reading (3 months+) • Fare Share opportunity increased by 300% as extended to school families. <p>Impact on pupils: Increased pupil awareness of their rights and those of others. Responsible citizens</p>	<ul style="list-style-type: none"> • Audit of practice by RRS Committee – information shared with school/home • RRS specific vocabulary introduced to pupils/parents • RRS meetings & assembly input/glowblogs update • Nursery staff to visit Benarty Nursery to see practice. • Introduce Care Inspectorate figures to promote these • EAL pupils to receive extra support in literacy (esp reading). 	<ul style="list-style-type: none"> • CT leading RRS (Ms McLean) • RRS Committee • PSA doing artwork for PSA figures (Mrs Gill) • Nursery staff • SfLT/SfLA to work with EAL pupils/families • EYO Team (led by Mrs Williamson) organising Fare Share supply • P6 CTs/SfLT/PSA working with Ukranian pupil • EAL (Mrs Brown - PSA) 	<ul style="list-style-type: none"> • RSS accreditation • Revised RRS Action Plan being tracked • CI SHANARRI figures in use across school & nursery. • Pupils familiar with SHANARRI themes. • Survey of parents re Fare Share provision & provision widened • EAL pupil progress tracked (esp literacy) – monthly update with SLT/SfLT/CT/PSA 	<ul style="list-style-type: none"> • Aug – Fare Share re-established & parental survey done • Sept - survey feedback considered & next step • Sept – RRS Committee meet & share messages with school • Sept/Oct – Nursery staff to visit BPS ELC to see SHANARRI system • Oct/Nov – Nursery introduce families to SHANARRI • Dec – RRS Committee showcase to parents