



Ballachulish, Duror, Glencoe & St Bride's Primary Schools



ESTABLISHMENT IMPROVEMENT PLAN

SESSION 2024-25

Work together, learn together, grow together



Overview of National and Local Priorities			
National Improvement Framework Key Priorities <ul style="list-style-type: none"> 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 		National Improvement Framework Key Drivers <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer engagement and involvement Curriculum and assessment School and ELC improvement Performance information 	
HGIOS/HGIOELC/ HGIOURS	Highland Council Education Priorities	GME Priorities	Health and Social Care Standards
<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of 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 <p>Theme 1 Our relationships Theme 2 Our learning and teaching Theme 3 Our school and community Theme 4 Our health and wellbeing Theme 5 Our successes & achievements</p>	<ul style="list-style-type: none"> We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system. We will develop leadership skills at all levels of the system for now and the future, building a culture of empowerment and professional capital. We will maximise health and wellbeing for all children and young people to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in. We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through provision of high-quality services. 	<ul style="list-style-type: none"> Education Scotland Advice on Gaelic Education focus: <ul style="list-style-type: none"> high quality immersion experiences improving fluency Gaelic ethos Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase Initiatives that promote and support the use of Gaelic in the home, in communities and extra-curricular experiences Activities to support Gaelic language and culture (arts, media, creative industries, workplace) Local Authority Gaelic Language Plan priority 	<ul style="list-style-type: none"> I experience high quality care and support that is right for me. I am fully involved in all decisions about my care and support. I have confidence in the people who support and care for me. I have confidence in the organisation providing my care and support. I experience a high-quality environment if the organisations provides the premises.

Establishment Improvement Priorities	Linked NIF Priority	Linked NIF Driver	Linked Highland Priority	Linked QI	Linked GME Priority	Linked H&SCStandard
Raising Attainment in Literacy - Writing	Improvement in attainment, particularly in literacy and numeracy	School and ELC improvement	We will raise attainment and achievement for all	3.2 Raising attainment and achievement/securing children's progress	Choose an item.	I have confidence in the people who support me
Improve pupils' social and emotional wellbeing curriculum	Improvement in children and young people's health and wellbeing	School and ELC improvement	We will maximise health and wellbeing for all children and young people	3.1 Ensuring wellbeing, equality and inclusion	Choose an item.	I am fully involved in all decisions about my care and support
Track Pupil's Wider Achievements	Improvement in skills and sustained, positive school-leaver destinations for all	School and ELC improvement	We will maximise opportunities for our children and young people	3.1 Ensuring wellbeing, equality and inclusion	Choose an item.	I experience high quality care and support that is right for me

Action Plans

Improvement Priority 1 Action Plan:		Raising Attainment in Literacy - writing	Lead: HT, PTs		
<p>Please detail the information/data which has prompted this work: Across the 4 school cluster, much work has been done over the last 2 years to raise attainment in writing. Almost all of the teaching staff took part in two training sessions (fiction & non-fiction) to develop their knowledge of Talk for Writing pedagogies. Talk for Writing resources were purchased for all schools. Teachers spent time developing their classroom practice. Moderation activities enabled staff to work with stage partners across the cluster to moderate the teaching process and the pupils' completed work. Child-friendly assessment rubrics linked to the benchmarks were created and are used across the 4 schools. The PT from St Bride's also took part in online training sessions delivered by Steven Graham which were then cascaded and modelled to teachers across the cluster. Feedback from class teachers and moderation activities identified that punctuation and grammar was an area of writing which needed to be developed further. A continued focus on writing will ensure that we maintain the progress that we have made and that good practice and Talk for Writing pedagogies are firmly embedded.</p>					
<p>Expected outcomes:</p> <ul style="list-style-type: none"> Maintain consistent, high-quality approaches to the teaching of Writing across the cluster Develop a whole school progression for teaching grammar & punctuation 		<p>Measures:</p> <ul style="list-style-type: none"> SOFA & SNSA Data Cold/Hot Tasks Monitoring & Tracking will show improved attainment in writing for all pupils New progression documents Feedback from learners Feedback from teachers and PSAs ASG Moderation 		<p>QI 3.2 – Raising Attainment 2.2 – Curriculum 2.3 Learning, teaching & assessment</p>	<p>When? Who? CTs HT – monitoring & tracking meeting CTs</p>
		QI 1.5 Management of Resource	QI 1.3 Leadership of Change	QI 1.1 Self-evaluation for self-improvement	
Implementation/Actions	Time Resource	Who?	When?	Progress	
TfW training to be undertaken by any new staff members	2 days	Any member of staff who has not yet completed training	When training available – 16 th Sept, others to be released		
TfW Resources, rubrics, planners, etc to be shared with new staff	2 hrs	New members of staff – shared by HT & PT	Term 1		

Learning visits		CTs, SMT	Term 2 & 3	
HT/CT Attainment Meetings	3 x 1hr	HT, CTs	Across the session	
Collegiate meetings to look at existing grammar & punctuation progressions and examine how they can be modified to suit the needs of our cluster.	1.5hrs	All staff	Term 1	
Resources for the teaching of grammar & punctuation to be identified and purchased		HT, PTs	Term 1/2	
Grammar & Punctuation progressions to be created and trialled across 4 schools		All staff	Term 3 onwards	
Meeting to discuss progress and decide next steps		All staff	Term 3	
Moderation of writing across ASG with a focus on grammar & punctuation	3 x 1.5 hr sessions	All Staff	Term 1, 3 & 4	
Progressions to be incorporated into existing literacy curriculum		All Staff	Term 4 onwards	



Improvement Priority 2 Action Plan:	Develop Pupils' Social & Emotional Wellbeing	Lead: HT & PTs		
Please detail the information/data which has prompted this work: Staff have identified the need to develop our Health & Wellbeing Curriculum to include a progressive emotional/social programme from nursery to P7 to develop pupils self-awareness, social, emotional & regulation skills. Staff and pupils will use a common language for communication, problem solving, and emotional understanding.				
Expected outcomes: <ul style="list-style-type: none"> • Cohesive Emotional/Social programme will be in place in each school across the cluster from nursery to P7. • Outdoor Nurture Group to be developed • All staff will have access to high quality teaching materials and pupils will have access to high quality learning resources to support learning, teaching and assessment. 	Measures: <ul style="list-style-type: none"> • Implementation of Zones of Regulation Programme • Boxall Profiles for target pupils • PASS Assessment • Leuven Scale • Feedback from Learners, Staff & Parents • Pupil Attendance 	QI 2.2 – Curriculum 2.3 – Teaching, Learning & Assessment 3.1 – Wellbeing, Equality & Inclusion	When? Who? Staff working together across the cluster	
QI 1.5 Management of Resource		QI 1.3 Leadership of Change		QI 1.1 Self-evaluation for self-improvement
Implementation/Actions	Time Resource	Who?	When?	Progress
Zones of Regulation Resource to be purchased		HT	August 2024	
Initial Staff Meeting on Sept In-Service Day to look at Zones of Regulation resources and discuss first actions towards implementation	1.5 hrs	All staff	Sept 2024	
PASS Assessment conducted for all pupils and Boxall Profiles to be completed for Target Pupils.		HT, PTs, CTs	Sept 2024	
Outdoor Nurture Group resources to be purchased and target pupils identified		Holly Graves & CTs	Sept 2024	
Staff to work with stage partners to integrate programme into existing HWB progressions and plan implementation in classroom – time as per WTA SIP priorities	2hrs	All staff	By November 2024	

First Block of Outdoor Nurture Group to be trialled with focus on building self-esteem and teamwork skills	Weekly session – 6 week block	Holly Graves	Term 1/2	
Meeting to evaluate progress of Nurture Group and decide next steps	1.5hrs	SMT & HG	Term 2	
Parent open afternoon – Zones of Engagement	1hr	All staff	Term 3	
Staff Meeting to review progress and plan next steps	1hr	All staff	Term 3	
New programme in place and staff implementing it fully from nursery to P7	Term 4	All Staff	Term 4 onwards	



Improvement Priority 3 Action Plan:	Tracking Pupils' Wider Achievements		Lead: HT, PTs, CTs	
Please detail the information/data which has prompted this work: Feedback from the St Bride's inspection highlighted the need for a more consistent approach to tracking pupils' skill development and to ensure all pupils' have access to opportunities to achieve in a range of ways. Staff recognise that there is a significant disparity in the opportunities and experiences that our pupils have across the cluster				
Expected outcomes: <ul style="list-style-type: none"> Pupils' wider achievements & meta-skill development will be tracked across 4 schools and recorded in individual digital profiles Measures will be put in place to ensure all pupils have opportunities to achieve in a wide variety of ways Staff, pupils, parents & the wider community will collaborate to identify experiences that the children should have during their time at school – '100 things you'll do before you leave Ballachulish/Duror/Glencoe/StBride's Primary School' (May need to be adapted for Duror due to proposed closure) 	Measures: <ul style="list-style-type: none"> Feedback from learners Pupil & parental engagement Records of pupils' wider achievements developed and achievements tracked across 4 schools PASS assessments/Boxall Profiles 	QI 3.1 – Wellbeing, equality and inclusion 3.2 – Raising attainment and achievement	When? Who? Staff/pupils/families & communities across the session	
QI 1.5 Management of Resource		QI 1.3 Leadership of Change		QI 1.1 Self-evaluation for self-improvement
Implementation/Actions	Time Resource	Who?	When?	Progress
Staff Meeting to discuss '100 things' concept – brainstorm ideas	1hr	All staff	Aug/Sept 2024	
Introduction of '100 things' concept at assemblies	1hr	HT	Aug/Sept 2024	
Parents/Staff/Pupils/Community surveyed to suggest activities and vote on what should be included on each school's list.		HT/PTs to organise	Term 1	
Definitive list to be drawn up for each school. Activities will come under the headings of the 4 capacities and will also		HT, PT, CT	End of Nov	



be linked to the meta-skills progression. List to be shared widely and wall displays created in each school			
Digital Profiles to be designed and trialled		HT, PT, HC IT Lead	Term 2 onwards
Staff plan opportunities to incorporate '100 things' into each school's curriculum.		CT	Term 2 onwards
Staff Meeting to evaluate progress and decide next steps		All Staff	Term 3
Staff/Pupil/Parent surveys		All	Term4
'100 Things' embedded into school life		All	Term 4 onwards

