

Education – Improvement Planning Document

Establishment Name:



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Signatures:

Head of Establishment	Catriona Miller	Date	January 2021
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Quality Improvement Officer	Alison McLellan	Date	
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Our Vision, Values and Aims

Vision

At Aileymill, we believe that all our pupils will be **LEARNING TO LEARN, LEARNING TO CARE** and that a drive for excellence and equity will be underpin all our actions, creating an aspirational environment where our pupils can become **Literate, Numerate and Compassionate** individuals.

Our core **values** are

- Respect (UNCRC Articles 7 and 16)
- Ambition (UNCRC Articles 4, 28 and 29)
- Honesty (UNCRC Articles 12 and 13)
- Caring (UNCRC Articles 19, 23 and 29)
- Responsibility (UNCRC Articles 12 and 42)
- Tolerance (UNCRC Articles 13, 14 and 30)

Aims

To actively develop our children's skills and knowledge, developing their understanding of what successful learning looks like and how to develop this as a skill to enable them to become successful, lifelong learners.

To ensure that all our pupils have responsibility for their own learning; in partnership with their teacher, support staff, parents and carers

To afford our pupils with as wide a range of experiences as possible in order to develop an awareness of their place in their community and develop as responsible citizens.

To develop, in our pupils, the social skills and understanding of their roles and responsibilities within the school and its wider community, in order for them to develop as effective contributors

To create an environment where everyone; pupils, parents, carers, staff, our partner agencies and the wider community feel included, welcomed, nurtured and challenged to engage with their learning and development as Successful Learners, Responsible Citizens, Effective Contributors and Confident Individuals

3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over two years. Each priority has been coded accordingly:

Session 2020-21

Session 2021-22

Overview of rolling two year plan

National Priorities	Session 2020-21	Session 2021-22
Improvements in attainment, particularly in literacy and numeracy	Continue to deliver recovery Curriculum, targeting gaps Attainment at Oct 20 Target June 21 Early: Literacy 76% 80% Numeracy 74% 78% First: Literacy 46% 50% Numeracy 67% 71% Second: Literacy 32% 36% Numeracy 40% 44% Continue to build a shared understanding of the Aileymill pedagogy	Review and update Aileymill Literacy Policy to reflect our experience of NL Literacy and Inverclyde principals for Writing Review and update Aileymill Numeracy Policy to reflect our experience of SEAL Attainment Target 2022 Early: Literacy 85% Numeracy 85% First: Literacy 60% Numeracy 75% Second: Literacy 60% Numeracy 66% Embed the Aileymill Language of learning and Aileymill pedagogy
Closing the attainment gap between the most and least disadvantaged children	Develop a new approach to parental communication around attendance Track engagement with Home Learning on Teams Nursery to highlight the importance of regular attendance to parents through their Care and Learning Reports Nursery will track progress of SIMD 1 and 2 children	Continue to evaluate, refine, and contextualise our approach to attendance Continue to ensure staff understanding of a wide range of data and its application in developing a robust Teacher's Professional Judgement
Improvement in children and young people's health and wellbeing	Continue to ensure that all relevant wellbeing data is carefully monitored and updated and used to inform teacher and school interventions Begin process of pursuing RRS Award Gold	Aileymill to pursue Bronze and Silver Autism Friendly Schools Award Continue to pursue Rights Respecting Schools Award Gold Continue to offer targeted therapeutic support

	<p>Continue to monitor PEF interventions to ensure best value</p> <p>Continue process of becoming an AUTISM FRIENDLY SCHOOL and Nursery</p> <p>Continue to develop independent access to outdoor space within the Nursery</p>	Achieve recognition as Silver level Autism Friendly School
Improvement in employability skills and sustained positive school leaver destinations for all young people	<p>Continue to develop Visible Learning in terms of a shared language of learning throughout the school</p> <p>Continue to refine the reporting process in partnership with parents and pupils</p> <p>Continue to embed skills based language throughout the nursery</p>	Aileymill pupils (including at Early years) able to articulate (appropriately to their age and stage) the Aileymill Language of Learning

Plan –Session 2021-22

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
<p>NIF Driver Assessment of children's progress Teacher professionalism Performance information</p>	<p>HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support</p>	<p>Other Drivers HGIOELC? 1.2 Leadership of learning 1.4 Leadership and management of practitioners RRS Article 28: (Right to education): Article 28: (Right to education):</p>

Expected outcomes for learners which are measurable or observable

These were our targets at for June 2020 (set pre Covid) we aim to meet them by June 2023

Early Level Targets: Reading 90%, Writing 85%, L&T 93%, Numeracy 90% Secure at Early Level

First Level Targets: Reading 70%, Writing 70%, L&T 90%, Numeracy 78% Secure at First Level

Second Level: Reading 83%, Writing 60%, L&T 70%, Numeracy 75% Secure at Second Level

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Develop a shared understanding of what pedagogy looks like at Aileymill; what a good Aileymill lesson looks like (WAGALLL!!), across the curriculum	Jan '21 – Jun '21	All staff, pupils and parents	Posters, leaflets
1.2 Refine class evaluations to reflect new pedagogy with a focus on differentiation	Aug '21– Jun'21	SLT and all teaching and support staff	Dedicated collegiate time
1.3 Refine Literacy policy to reflect the inclusion of handwriting and the new writing policy, then ensure all staff following policy	Aug '21- Jun '22	SLT and all teaching and support staff	None
1.4 Refine Numeracy policy to reflect the roll out and adaptation of SEAL in the upper stages and to include the use of Number Talks, then ensure all staff following policy	Aug '21– Jun'22	SLT and all teaching and support staff	
1.5 Ensure staff confidence in the use of SNSA data to inform TPJ, to determine the success of PEF interventions and to define gaps	Jan '21- Jun '22	SLT and all teaching and support staff	All necessary IT
1.6 Continue to provide targeted Support for Learning across P1 – P7	Jan '21 – Jun'22	1.5 FTE SfL teacher, 0.6 FTE EYECO	All necessary SEAL, NL and SfL resources
1.7 Nursery to further develop responsive planning with a view to introducing Planning in the Moment in Aug '21	Jan '21 – Jun'22	Nursery staff	BYOD access
1.8 Continue Word Aware intervention at Early level including Nursery	Jan '21 – Jun '22	Nursery staff, infant teachers, CMO Literacy EYECO	Staff training, Word Aware resource pack
1.9 Continue to develop a play based approach to SEAL in the nursery linked to Numeracy Homelink Bags (Bags post Covid)	Jan '21 – Jun'22		SEAL resources as required
1.10Nursery to develop data collection and analysis linked to 1.8/1.9	Jan '21 – Jun'22	SLT, Early Year's Graduate	

1.11Nursery to develop use of Inverclyde Literacy and Numeracy Pathways			
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Evidence of Impact

- TPJs as indicated
- SNSA data tagged to highlight PEF interventions and used to inform TJsPs and lesson planning
- Improved Reading ages and SWST scores for targeted pupils
- Classroom observations and learning conversations with pupils
- Teacher's self -evaluations
- HGIOS4 evaluations
- Measurable increase in vocabulary at Early Level, across the three cross cutting themes

Priority 2 Closing the attainment gap between the most and least disadvantaged children

<p>NIF Driver School Improvement Parental engagement Performance information</p>	<p>HGIOS?4 3.2 Raising attainment and achievement 3.1 Ensuring wellbeing, equality and inclusion 2.4 Personalised support</p>	<p>Other Drivers HGIOELC? 1.2 Leadership of learning 1.4 Leadership and management of practitioners RRS Article 28: (Right to education): Article 28: (Right to education):</p>
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Expected outcomes for learners which are measurable or observable

- 5% improvement in attendance
- Quantifiable increase in engagement on TEAMS across all levels
- Increased parental engagement on Social Media

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Key clerical staff member working with HT to target poor attenders with bespoke texts and emails, monitored monthly	Jan 2021- June 22	SLT, Admin staff	SEEMIS/Groupcall
1.2 Track engagement on Teams monthly, aim to increase digital learning	Jan 2021- June 22	PT Attainment, HT	TEAMS
1.3 Continue to offer a broad range of support to targeted families	Jan '21- Jun '22	Teaching staff, Barnardo's staff, CLD staff parent volunteers	All resources as identified by staff, parents and pupils

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.4 FAMILIES CONNECT project run in conjunction with CLD	Aug '21- Jun '22	CLD staff, Nurture staff, , nursery staff, identified parent volunteers	As required
1.5 Build on the ground gained in online parental engagement during COVID 1.6 Re-start 6 weekly VLOGS	Jan '21- Jun'22 Aug '21- Jun'22	Parental Involvement Team, SLT, pupils, ASN as required	Camera, dedicated time, other resources as required

Evidence of Impact
<ul style="list-style-type: none"> • 5% improvement in attendance • Attendance figures, qualitative and quantitative feedback from Family Home Learning, and FAMILIES CONNECT • Increased parental involvement e.g. attendance at events/parent's night etc

Priority 3 Improvement in children and young people's health and wellbeing		
NIF Driver School Improvement Teacher professionalism	HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support	Other Drivers HGIOELC? 1.2 Leadership of learning 1.4 Leadership and management of practitioners RRS Article 28: (Right to education): Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable

- Continued reduction in incidents of aggression and inappropriate behaviour (quantitative data)
- Continued improvement in pupils' perception of their safety and inclusion (GIRFEC survey data)
- Continued reduction in number of pupils on EU pathway

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Continue to engage with IEPS initiative to ensure effective support for children during their recovery from the COVID 19 pandemic	Jan' 21 to Jun '22	SLT, Louise Quigley, S. Roy, IEPS, Inverclyde Attainment Challenge	Ed. Scotland doc, Nurturing Me doc, ongoing online training
1.2 Continue to work with provider to deliver high quality therapeutic intervention to targeted pupils	Jan'21- Jun '22	SLT, service provider	Appropriate service provider
1.3 Build on previous SHRE work by rolling out RSHP programme across the school	Apr '21- Jun '22	PT Wellbeing, all staff	RHSP resources as required
1.4 Continue to develop our GIRFEC pathway, tweaking paperwork to ensure effectively targeted interventions and to avoid unnecessary bureaucracy	Jan'21- Jun '22	SLT, Nurture team, Support for Learning Team, class teachers	As required by identified staff
1.5 Work with Local Authority to become an Autism Friendly School and Nursery	Aug '21- Jun '22	SLT, Louise Quigley, EYECO, Autism Support Group, Local Authority Autism working party	As required by identified staff

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.6 Introduce the SEE ME programme at Second Level to raise awareness of children’s mental health	Jan '21- Jun '22	SLT, Grant Anderson, class teachers and ASN staff	Lesson pack
1.7 Continue with PATHS programme, ensuring that the ethos of PATHS is embedded in the daily routines of the Nursery for all new staff	Jan '21 – Jun '22	All staff	Paths programme, PATHS training
1.8 If Covid allows, introduce Fruit and Vegetable garden in the Nursery to develop knowledge and understanding of Farm to Fork to encourage healthier eating choices	August – June 2019	All staff, parents	Gardening resources as identified

Evidence of Impact

- Reduction in numbers of pupils on enhanced GIRFEC pathways
- Reduction in instances of inappropriate behaviours in both classrooms and playground
- Continued improvement in pupil wellbeing (data collected and analysed by PT Wellbeing)
- Aileymill receiving recognition as an Autism Friendly School

Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people		
NIF Driver School Improvement Teacher professionalism Parental engagement	HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 1.3 Leadership of change 2.7 Partnerships	Other Drivers HGIOELC? 1.2 Leadership of learning 1.4 Leadership and management of practitioners RRS Article 28: (Right to education): Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Pupils can confidently articulate their progress in learning and identify next steps using the Aileymill Language of Learning • Parental participation in Family Learning courses increased •

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Embed Aileymill Language of Learning Nursery - P7	Jan '21 – Jun'22	SLT, Working party, school staff	Dedicated time from 195 hours, posters, parent leaflet
1.2 Continue to develop Family Learning Courses in conjunction with Partners	Aug '21 – Jun'22	SLT, CLD, Social Work, Inverclyde Academy	As identified
1.3 Nursery to develop woodwork/sewing programme (Froebal)	April '21- Jun '22	Designated EYECOs	As required

Evidence of Impact

- Aileymill Language of Learning Policy developed
- Pupils using this to articulate their learning
- Pupil's learning logs
- Classroom observations
- HGIOS4 school evaluations
- Teacher evaluations
- Feedback from partners including parents

