



South Lanarkshire Council

Gilmourton Primary School Improvement Planning August 2021



Gilmourton Primary School

Improvement Priority 1 - Continuity of Learning

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> • Rationale and design • Development of the curriculum • Learning pathways • Skills for learning, life and work <p>2.3 Learning, teaching and assessment</p> <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.</p>	<p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>	<p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>

<p>2.2 Curriculum</p> <p>Theme 1: Rationale and design Our curriculum is grounded in our commitment to securing children’s rights and wellbeing. It takes account of learners’ entitlements and the four capacities and reflects the uniqueness of our setting.</p> <p>There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum.</p> <p>We take very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement.</p> <p>Our creative and innovative approaches to curriculum design support positive outcomes for learners.</p> <p>Theme 2: Development of the curriculum Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community.</p> <p>Theme 3: Learning pathways The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all</p>	<p>Schools should:</p> <ul style="list-style-type: none"> Consider the curriculum rationale and how this should/could be adapted for the forthcoming session, considering the varied experiences learners have had during session 20-21. Consider how cross curricular themes can support the delivery of different curricular areas. Think creatively, innovatively and “outside the box” to ensure provision of a wide and varied curriculum. Ensure all curricular areas are being covered. Prioritise, through self-evaluation, any curricular area which should be reviewed or refreshed, considering those that were utilised well during remote learning. (e.g. Digital learning, IDL) Ensure the curriculum provides all children and young people with breadth and depth in their learning, including experiences which include skill development in a range of contexts and environments. (including outdoors) Ensure that identified learning pathways are flexible enough to support <u>all</u> learners – no matter their experience during remote learning or level of engagement over the last session. 	<p>Self-evaluation and the global pandemic</p> <p>Ongoing classroom assessment-formative and summative indicates writing across the school needs to be revisited.</p> <p>Health and Wellbeing is a priority with regards to recovery and this is ongoing from session 2020/21.</p>	<ul style="list-style-type: none"> HT and all school staff, in consultation with learners and parents, will revisit our curriculum rational. (By end of April 2022) Staff CLPL opportunities, Talk for Writing, twilights for P1-3 staff-August 2021 and Inset 12 Aug 2021 for P4-7. Focus of CAT Sessions throughout the year. Review use of Healthy Schools website, new RSHP website and Health and Wellbeing programme. 	<p>Outcomes:</p> <ul style="list-style-type: none"> Shared understanding of curriculum design/rationale by all stakeholders. Increased staff awareness and understanding of Talk for Writing. Talk for Writing approached being used consistently across all stages. <p>Measures</p> <ul style="list-style-type: none"> Revised Curriculum Rationale, taking account of session 2020/2021. Three pieces of writing per pupil assessed and moderated against progression pathway by June 2022. A focussed approach to health and wellbeing across small schools within the Learning Community. A refreshed approach to HWB which builds learner confidence, engagement and resilience. Measured throughout the year by the GWMP and Leuven Scale.
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<p>learners. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance.</p> <p>We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning.</p> <p>All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high level in a variety of meaningful contexts.</p> <p>Theme 4: Skills for learning, life and work</p> <p>All staff and partners provide very good opportunities to develop children and young people's skills for learning, life and work in motivating contexts for learning.</p> <p>We emphasise enterprise and creativity across all areas of learning.</p>	<ul style="list-style-type: none"> Consider the importance of learning through meaningful and real-life contexts (reflecting on the success of this within remote learning period) Consider the ways to further develop skills for learning, life and work through a variety of contexts. 	<p>Refocus is needed on skills for learning, life and work. (This was worked on previously by all schools within the Learning Community.)</p>	<ul style="list-style-type: none"> Through self-evaluation and curriculum rationale, develop opportunities for skills for learning, life and work, incorporating into planning. (All teachers throughout the school year.) Revisit work done previously within the LC. 	<p>Outcomes:</p> <ul style="list-style-type: none"> Creativity and enterprise across the curriculum allows learners to thrive and develop skills for learning, life and work. <p>Measures:</p> <ul style="list-style-type: none"> Tracking attainment data-termly updates and tracking and monitoring discussions.
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<p>2.3 Learning, teaching and assessment</p> <p>Theme 1: Learning and engagement Our children and young people are eager and active participants who are fully engaged, resilient, highly motivated and interact well during activities.</p> <p>Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning.</p> <p>Theme 2: Quality of teaching We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies.</p> <p>Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners.</p> <p>We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.</p>	<p>Schools should:</p> <ul style="list-style-type: none"> • Take into account previously recorded levels of engagement and build upon these, considering how they can support and influence future learning and teaching. • Ensure learners' experiences include appropriate levels of <u>challenge</u> and <u>support</u>, linked to current assessment information. • Consider which elements of learning and teaching, which were adapted and utilised well during remote learning, could be continued and integrated into common practice. • Establish a clear overview of current learning and teaching processes, drawing on robust self-evaluation. • Provide opportunities for staff CLPL to ensure effective delivery of learning and teaching, reflecting on appropriate elements of the Learning, Teaching and Assessment (Moderation) Cycle. (E.g. LI/SCs, questioning, feedback...) 			
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<p>Theme 3: Effective use of assessment We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.</p> <p>Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people.</p> <p>Across our learning community we have shared expectations for standards to be achieved and have robust arrangements for moderation across stages and across the curriculum.</p> <p>Theme 4: Planning, tracking and monitoring As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas.</p>	<ul style="list-style-type: none"> • Consider current assessment calendar and assessments used and how these should be adapted to support recovery, establishing new assessment guidelines which take account of the varied learning experiences pupils will have had during last session. • Ensure a range of assessments (both formative and summative) are used to ascertain the learning needs for each learner. • Consider how moderation can be used – internally and across the Learning Community – to support their adapted/refreshed learning, teaching and assessment processes. • Ensure tracking and monitoring processes are well utilised to inform both day to day planning for learning and teaching and longer-term assessment of progress. 	<p>School closure has highlighted the need to revise assessment calendar to ensure assessments are carried out at the most appropriate times.</p> <p>Moderation activities limited due to pandemic-especially across small schools.</p>	<ul style="list-style-type: none"> • All staff follow the guidance in the Assessment within BGE 2020-21 revised document and demonstrate their understanding of the Learning, Teaching and Assessment cycle to plan next steps for all pupils. <i>(revisit Sep 2021)</i> • Revisit and revise current assessment calendar. <i>(By end of Sep 2021)</i> • Staff member to lead on moderation activities within school. <i>(Mod Con) (Ongoing throughout the year.)</i> • Moderation planned within school and across the Learning Community with a focus on literacy. 	<p>Outcomes</p> <ul style="list-style-type: none"> • Consistent approaches to planning, learning, teaching and assessment ensures progression for all pupils. • Revised assessment calendar ensures pupil attainment is tracked and discussed with SMT regularly, leading to targeted support if necessary, and increased attainment. • All staff can make confident evidence-based judgements about pupil progress in literacy and use these to inform next steps. <p>Measures:</p> <ul style="list-style-type: none"> • Class visits by HT and professional dialogue with staff. • Assessment Calendar is followed throughout the year.
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<p>3.2 Raising Attainment and Achievement</p> <p>Theme 1: Attainment in Literacy and Numeracy Raise attainment in literacy and numeracy for all learners</p> <p>Learners make very good progress from their prior levels of attainment in literacy and numeracy.</p> <p>Theme 2: Attainment over time Staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing.</p> <p>A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition.</p> <p>Theme 3: Overall quality of learners' achievements Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens.</p> <p>They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.</p>	<p>Schools Should:</p> <ul style="list-style-type: none"> Establish a clear picture of the literacy and numeracy landscape in their own context in order to establish the universal priorities for the year ahead as well as any targeted approaches for stages, groups and individuals. Provide opportunities for CLPL which supports staff to respond confidently to learners' needs, intervening timeously. Ensure tracking and monitoring enables earlier identification of young people who may be at risk of not attaining and apply relevant interventions. Consider how learner participation is emerging (audit) and plan appropriate next steps in the journey towards empowerment of children and young people in decisions about what matters to them most- in school, in the community and globally. Take into consideration experiences of learners whilst at home and how these impact on overall achievements of children and young people. Consider the key personnel and processes which will support learners to reflect on their learning pathway in the light of the varied learning experiences they will have had during 20-21 	<p>Due to school closure there has been limited opportunities for pupils to set, reflect and evaluate targets in literacy, numeracy and health and wellbeing.</p>	<ul style="list-style-type: none"> Revisit pupil target setting for literacy, numeracy and health and wellbeing. (All teachers throughout the year, starting in August 2021.) 	<p>Outcomes;</p> <ul style="list-style-type: none"> Increased pupil ownership of learning. <p>Measures:</p> <ul style="list-style-type: none"> Regular review of targets by teachers and learners to assess progress and impact. (termly) Learner conversations between learners and HT to monitor understanding and impact. (Monthly for selected groups-covering all learners within the year: Aug 2021-May 2022)
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<p>As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.</p>	<p>and, where necessary, reignite learner responsibility for their learning and achievement.</p>			
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Improvement Priority 2 - Promote the positive health and wellbeing of children & young people, parents/carers and staff

<p>Quality Indicator</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing Fulfilment of Statutory Duties Inclusion and Equality 	<p>Recovery Priority</p> <p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>School Rationale</p> <p>This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.</p>	<p>Key Recovery Tasks (Action Plan)</p> <p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>	<p>Desired Outcomes and Measures</p> <p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>Theme 1 Wellbeing As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families.</p> <p>Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.</p> <p>We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</p> <p>All staff and partners feel valued and supported. Our learners benefit from the high-quality education which we provide for all children and young people.</p>	<p>Schools should:</p> <ul style="list-style-type: none"> Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. Plan how best to promote an attachment -informed ethos and environment that nurtures reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy. Provide opportunities for CLPL which allow staff to focus on individual and collective wellbeing needs of their children and young 	<p>Due to the review of curriculum rationale,</p> <p>Recent training has afforded us the opportunity to have an increased awareness of attachment informed approaches.</p>	<ul style="list-style-type: none"> Review and refresh HWB programme. Healthy Schools and RSHP programme. Continue to use attachment informed approaches across the school. (All staff throughout the school year.) Create opportunities to engage effectively with parents on attachment informed approaches. (HT) 	<p>Outcomes:</p> <ul style="list-style-type: none"> A refreshed Health and Wellbeing programme increase learner engagement, motivation and participation. <p>Measures:</p> <ul style="list-style-type: none"> Occasions where pupils display distressed behaviour are reduced and if they occur are handled effectively. Monitored by HT. SHANARRI Indicators and GMWP across school to measure impact.

<p>Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.</p> <p>All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.</p> <p>We consider each child and young person as an individual with his/her own needs, risks and rights.</p> <p>We ensure children and young people are active participants in discussions and decisions which may affect their lives.</p> <p>Theme 2: Fulfilment of Statutory Duties</p> <p>We comply and actively engage with statutory requirements and codes of practice.</p> <p>Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.</p> <p>Theme 3: Inclusion & Equality</p> <p>All learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best.</p> <p>Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner.</p> <p>We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement.</p>	<p>people, especially their most vulnerable.</p> <ul style="list-style-type: none"> Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. Have overt plans in place to support the wellbeing needs of staff and learners. <ul style="list-style-type: none"> Ensure all staff are aware of and fully trained in all current SLC and National Child Protection advice and guidance. Ensure a sharpened focus on learner wellbeing and responsiveness to changes in circumstances. Consult with all stakeholders to gain an understanding of need based on experience during lockdown. Consider the universal Rights of the Child and where the work of the school could be influenced by it. Identify opportunities to celebrate diversity. 	<p>Up-coming launch of new Framework for Mental Health and has put mental health at the forefront of the health and wellbeing agenda.</p>	<ul style="list-style-type: none"> Raise awareness of New Framework for Mental Health. Pupil health ambassadors to be identified from senior class. 	<p>Outcomes:</p> <ul style="list-style-type: none"> Increases staff awareness of new mental health framework. Learners will lead aspects of HWB initiatives across school. <p>Measures</p> <ul style="list-style-type: none"> Pupil questionnaires and learner conversations termly, will reflect increased knowledge and understanding of: Growth Mindset , Language of Well-Being, Self-Efficacy, Character Strengths, Cognitive Reframing, Emotional Competence, Social Competence, Making a Difference.
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Improvement Priority 3 - Planning for Equity

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<p>1.3 Leadership of Change</p> <p>1.5 Management of Resources to Promote Equity</p> <p>2.4 Personalised Support</p> <p>2.5 Family Learning</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising Attainment and Achievement</p>	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.</p>	<p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>	<p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>

Closing the Poverty-related Attainment Gap

<p>3.1 Ensuring, wellbeing, equality and inclusion</p> <p>Theme 3: Inclusion and Equality</p> <p>We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and</p>	<p>Schools should:</p> <p>Identify groups/learners/stages requiring targeted additional support and identify which barriers are poverty-related through a rigorous analysis of all relevant available data (quantitative and qualitative) which takes account of:</p>	<p>Almost all learners are engaged and active participants in learning.</p>	<ul style="list-style-type: none"> All pupils at all stages complete Wellbeing Assessments. (Glasgow) 	<p>Outcomes:</p>
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<p>those with additional support needs.</p> <p>3.2 Raising Attainment and Achievement Theme 4: Equity for all learners</p> <p>We have effective systems in place to promote equity of success and achievement for all our children and young people.</p> <p>We have raised the attainment of all our learners and in particular our most disadvantaged children and young people.</p> <p>1.3 Leadership of Change Theme 3: Implementing Improvement and Change</p> <p>Senior leaders work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners.</p> <p>1.5 Management of Resources to Promote Equity Theme 1: Management of finance for learning</p> <p>We take account of local and national advice in our financial management, seeking support from those with financial expertise as appropriate.</p>	<ul style="list-style-type: none"> - Learners' wellbeing (Boxall profile, observations, wellbeing indicators) - Attainment (standardised assessments, class work, use of benchmarks, in-school assessments, SNSA) - Attendance and Punctuality (in-school at hubs) - Engagement (Leuven scale, observational data) - Participation (remote learning participation data) <ul style="list-style-type: none"> • Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding, with a minimum of 5% of PEF subject to participatory budgeting. • Explore evidence-based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap for learners. • Ensure sound financial management of all sources of funding 	<p>However, assessment shows for some learners this is sitting at 3 on the Leuven scale.</p>	<p>Wellbeing and Motivation Profile GWMP, Leuven Scale) <i>(Class teachers will carry out at various points throughout the year, in line with revised assessment calendar)</i></p> <ul style="list-style-type: none"> • Continue to assess pupils' progress and moderate teachers' professional judgements using benchmarks, attainment data, and Achievement of a Level guidance in literacy and numeracy. • Continue to gather pupil engagement and participation data. <i>(Class teachers will carry out at various points throughout the year, in line with revised assessment calendar)</i> • Monitor attendance data. <i>(HT-monthly)</i> 	<ul style="list-style-type: none"> • By June 2022, all learners will register 4 or 5 on the Leuven Scale. • All learners will have an attendance % at 90%+. <p>Measures:</p> <ul style="list-style-type: none"> • Attendance measured monthly. • Tracking and monitoring updated by class teachers termly and discussed with SMT.
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<p>Financial expenditure is carefully planned to improve the quality of learning and teaching and increase attainment and achievement for all learners. We systematically monitor and can evidence the extent to which our use of financial resources leads to improved outcomes for learners.</p> <p>2.4 Personalised Support Theme 2: Targeted Support</p> <p>Our targeted support builds on robust, embedded universal support. Learners' needs are identified early through reliable and valid assessment information and ensure appropriate, proportionate and timely support including specialist input where required.</p> <p>Well-planned interventions are leading to positive outcomes for children with additional support needs including those affected by financial hardship.</p> <p>Theme 3: Removal of barriers to learning</p> <p>Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised.</p> <p>Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty.</p>	<ul style="list-style-type: none"> • Ensure equity approaches are additional and provide targeted, accelerated support to learners affected by poverty. Move away from universal to more targeted approaches. • Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced. • Ensure barriers to learning are identified and regularly reviewed to reflect changing circumstances. 	<p>Learners identified by class teachers as not on track in numeracy.</p>	<ul style="list-style-type: none"> • Catch Up Numeracy 	<p>Outcomes:</p> <ul style="list-style-type: none"> • Consistent and targeted intervention will increase learner attainment and motivation. <p>Measures:</p> <ul style="list-style-type: none"> • Improved understanding of maths concepts will lead to increased attainment allowing for increase progression within the pathways for numeracy. • Gap between where learner is currently and where they could be will be reduced.
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Being a poverty-aware school and reducing/mitigating the Cost of the School Day

Schools are being asked to undertake PB for a minimum of 5% of their Pupil Equity Funding. Please highlight in any colour the outcomes, measures, tasks and rationale related to PB in the following section.

2.5 Family Learning

Theme 2: Early Intervention and Prevention

Our staff are aware of the factors causing child poverty within our community.

We work with parents and other agencies to help parents minimise the effect of poverty on our children.

Our staff has an informed understanding of local demographics that informs more targeted support when appropriate.

Schools should:

- Revisit [Child Poverty Action Group Website](#) and other relevant reading.
- Revisit their CoSD Position Statement in relation to:
 - Getting dressed for school
 - Fun events
 - Eating at school
 - School trips
 - Learning at school
 - Travelling to school
 - Attitudes
 - School clubs
 - Travelling to school
 - Home-learning
- Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community.
- Consider what changes will need to be made to the school calendar in light of changes to family income and how you will communicate this.

We aim to ensure we are supporting families and learners by displaying an understanding of the ever-changing financial situations of some families.

- Revisit our Cost of the School Day position statement in consultation with staff, learners and parents/carers. Issue new statement to all stakeholders. *(HT to lead. Consultation period: Sep-Oct 2021. Revised statement issued by App by 8 Oct 2021)*
- Consider the impact of possible activities such as swimming, which have a cost attached for families.

- Outcomes
- All stakeholders are aware of the revised position statement.
 - Learners and parents know and understand that school uniforms do not need to have the school logo attached.

- Measures
- Parental and learner questionnaires.
 - Activities with costs attached are limited and spread across the academic year. To be monitored by HT and Office staff.