



**Education Resources
Curriculum and Quality Improvement Service**

Establishment Improvement Plan 2022-2023

Neilsland Primary School



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Priority 1: To raise attainment in Literacy.

National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people's health and wellbeing; and Improvement in employability skills and sustained positive school leaver destinations for all young people. 		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Priorities
<ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	<ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for 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 	<ul style="list-style-type: none"> Improve health and wellbeing to enable children and families to flourish Ensure inclusion, equity and equality are at the heart of what we do Provide a rich and stimulating curriculum that helps raise standards in Literacy and Numeracy Support children and young people to develop their skills for learning, life and work Empower learners to shape and influence actions on sustainability and climate change
Scottish Equity Fund Core Measures/Stretch Aims		
<ul style="list-style-type: none"> ACEL Primary Literacy P1, P4, P7 combined ACEL Primary Numeracy P1, P4, P7 combined Health and Wellbeing measure (attendance) <p>Local measure:</p> <ul style="list-style-type: none"> Cost of the School Day 		

Priority 1: To raise attainment in Literacy

Rationale	Outcome	Key Measure of Excellence	Impact
Analysis of reading standardised assessment data completed by P1-P6 children in 2021-2022 highlights that 17 pupils are significantly (18 months or more) behind their expected age range.	By June 2023, the reading age of 7 out of these 17 of children will become <18months below their chronological age.	Children's reading age will be assessed in May/June.	
The ongoing analysis of data supports the need for a continued whole school approach to sustaining and embedding a reading culture which will begin to permeate the school community.	By June 2023, the combined attainment for Reading will have increased by at least 3%	Attainment data will be monitored in November, February and May/June.	
The Reading Schools programme will continue to offer a coherent structure for all of our reading initiatives and activities.	By June 2023, the number of children who score 3 or above for engagement in Reading using the Leuven Scale of Engagement will be 95%	Leuven Scale of Engagement will be completed termly by class teachers.	
<p>26.7% of our children in P1-P6 (35 out of 131) are not on track for Reading.</p> <p>Engagement data shows that 10 pupils (8%) score 2 or less when undertaking learning in Literacy.</p> <p>Pupil dialogues have shown that a number of children do not have access to a choice of reading materials at home.</p> <p>Ongoing consultation with children has identified that pupils would like more choice in their reading materials to ensure that they are challenging, contemporary, enjoyable and relevant.</p>	By June 2023, almost all children will have an SLC library membership	Membership applications will be monitored termly	

Key Actions (How)	Lead Person	Timescale	Progress	Comment
Establish Reading Schools (RS) Leadership Group	Literacy Coordinator Identified children 1 SSA Parent vounteers	August 2022		
Establish Reading Schools working party	Identified members of staff	August 2022		
Develop and submit Reading Schools Reading for Pleasure Gold Action Plan	Literacy Co-ordinator RS Leadership Group RS working party	August 2022		
Share Reading Schools Action Plan with all stakeholders	RS Leadership Group All stakeholders RS working party	August 2022		
Plan reading calendar of events for session	RS Leadership Group RS working party	August 2022		
Refresh class libraries based on self-evaluation completed during 2021/2022	All staff	August 2022		
Integrate Reading Schools Action Plan into forward planning – ensuring all classes undertake one book inspired Interdisciplinary project per year	All staff	Ongoing throughout the session		
All pupils will have the opportunity to visit Fairhill Library on at least 2 occasions over the course of the year	Literacy Coordinaor All staff All children	Ongoing throughout the session		
Identify opportunities to work collaboratively with other schools within the Learning Community on book-themed activities	RS Leadership group RS working party	Ongoing throughout the session		
Organise activities to increase parental engagement and community involvement in the development of reading for pleasure	All staff All children All parents RS Leadership Group Literacy Coordinator RS working party	Ongoing throughout the session		

Literacy Open Day to be organised by all classes with a focus on developing children's reading skills	All staff All children All families	November 2022		
Collect evidence to submit towards Gold accreditation	All staff All pupils All parents RS Leadership Group RS working party	Ongoing throughout the session		

Rationale	Outcome	Key Measure of Excellence	Impact
Analysis of school self evaluation from 2021-2022 highlights the need for high quality reading assessments for all levels and sublevels from Early to Second level.	A shared and consistent bank of summative reading assessments, clearly linked to the CfE benchmarks will be developed and used across all stages at all levels in Townhill Primary School, Neilsland Primary School and DLMPS.	Reading assessments will be completed in May 2023 by all children.	
	Teacher confidence in making professional judgements will improve across all staves.	Attainment data will be monitored in May.	

Key Actions (How)	Lead Person	Timescale	Progress	Comment
Audit existing assessments and pedagogy in Reading.	Fiona Mackenzie (TPS) Carolyn Brock (NPS) TBC (DLMPS)	September 2022		
Develop consistent structure for an effective high quality assessment in Reading.	Fiona Mackenzie (TPS) Carolyn Brock (NPS) TBC (DLMPS)	September 2022		
Source texts for each level/sub-level.	Fiona Mackenzie (TPS) Carolyn Brock (NPS) TBC (DLMPS)	October 2022–February 2023		
Create comprehension questions for each text which will support achievement of a level/sub-level.	Fiona Mackenzie (TPS) Carolyn Brock (NPS) TBC (DLMPS)	October 2022–February 2023		
Assessments piloted with selected group of children at each sub-level.	Fiona Mackenzie (TPS) Carolyn Brock (NPS) TBC (DLMPS)	February/March 2023 Ongoing throughout the session		
Reading assessments rolled out across whole school	All class teachers	May 2023		

Rationale	Outcome	Key Measure of Equity	Impact		Comment
			Mid-Year	End of Year	
<p>Analysis of standardised assessments has identified a number of pupils moving into P2 (5), P3 (4), P4 (7) P5 (3), P6 (2) and P7 (6) who are between a year and a year and a half behind their expected age range.</p> <p>29.7% of targeted children in moving into P2-P7 (27 out of 91) are not on track for Reading.</p> <p>The attainment gap in Reading 2021/22) is currently 7.5%.</p> <p>P1 – 11% P2 – 4% P3 – 4% P4 - -1% P5 – 6% P6 – 36% P7 – -15%</p> <p>Leuven Scale of Engagement data shows 8 (8.79%) of of targeted group score 2 or less when undertaking learning in Literacy.</p>	By June 2023, P2 (2 pupils), P3 (1pupil), P4 (3 pupils), P5 (1 pupil) P7 (1 pupil) will be within 9 months of their chronological age for Reading.	<p>Burt and Salford Reading Assessments completed in May/June</p> <p>NGRT assessments completed in May</p> <p>Ongoing Active Literacy assessments</p>			
	By June 2023, the majority of pupils engaging in the 5-Minute Box will have a reading age of within 6 months of their chronological age.	<p>5-Minute Box assessments</p> <p>Burt and Salford Reading Assessments completed in May/June</p> <p>NGRT assessments completed in May</p>			
	By June 2023, the majority of targeted children engaging in Literacy interventions will have a reading age of within 6 months of their chronological age.	<p>Burt and Salford Reading Assessments completed in May/June</p> <p>NGRT assessments completed in May</p>			
	By June 2023, there will be a 10% increase in the number of targeted children who are on track for Reading.	Attainment data will be monitored in November, February and May/June.			
	By June 2023, the attainment gap between the most and the least deprived in Reading will have decreased by at least 3%.	Attainment data will be monitored in November, February and May/June.			
	By June 2023, almost all targeted pupils will score 3 or more in relation to the Leuven Scale of Engagement for Reading.	Leuven Scale of Engagement completed every term			
<p>37.4% of targeted children in moving into P2-P7 (34 out of 91) are not on track for Writing.</p> <p>The attainment gap in Writing is currently 14.9% across all stages.</p>	By June 2023, there will be a 7% increase in the number of targeted children who are on track for Writing.	Attainment data will be monitored in November, February and May/June.			
	By June 2023, the attainment gap between the most and the least	Attainment data will be monitored in November, February and May/June.			

P1 – 11% P2 – 12% P3 – 16% P4 – 14% P5 – 9% P6 – 47% P7 – 12% Leuven Scale of Engagement data shows 8 (8.79%) of of targeted group score 2 or less when undertaking learning in Literacy.	deprived in Writing will have decreased by at least 5%.				
	By June 2023, the combined attainment for Writing will have increased by at least 4%	Attainment data will be monitored in November, February and May/June.			
	By June 2023, the number of targeted pupils who score 4 or more in relation to the Leuven Scale of Engagement for Writing will increase by at least 5.				

Key Actions (How)	Lead Person	Timescale	Progress	Comment
Literacy 5-Minute Box will be introduced to P4 (7), P5 (3), P6 (2) and P7 (6) targeted children who are not on track to achieve.	Equity Lead	Ongoing throughout the session		
New texts will be purchased to engage targeted pupils in reading. Pupils will visit the school library each week to ensure they have appropriate texts at home to read for enjoyment.	Literacy Co-ordinator Class teachers	Ongoing throughout the session		
All targeted children will visit Fairhill Library on at least 2 occasions during the session.	Literacy Coordinator	Ongoing throughout the session		
Small group writing support will be introduced to 5 children in P2, 4 children in P3, 8 children in P4, 5 children in P5, 4 children in P6 and 8 children in P7.	PEF Teacher	Ongoing throughout the session		

Priority 2: To raise attainment in Numeracy

National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people's health and wellbeing; and Improvement in employability skills and sustained positive school leaver destinations for all young people. 		
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Scottish Equity Fund Core Measures/Stretch Aims		
<ul style="list-style-type: none"> ACEL Primary Literacy P1, P4, P7 combined ACEL Primary Numeracy P1, P4, P7 combined Health and Wellbeing measure (attendance) <p>Local measure:</p> <ul style="list-style-type: none"> Cost of the School Day 		

Priority 2: To raise attainment in Numeracy

Rationale	Outcome	Key Measure of Excellence	Impact
<p>Analysis of MALT standardised assessments and SNSA, alongside class based assessments and observations has identified the need for a refreshed look at pedagogy, learning, teaching and assessment in Numeracy and Maths to increase consistency across the school.</p> <p>During 2021-2022, 42 pupils 28% of children were not on target for Numeracy.</p> <p>During 2021-2022, 38 P2-7 children (30.6%) had a Numeracy age of upto 18 months below their chronological age: P2 (4); P3 (7); P4 (5); P5 (6); P6 (8) and P7(8).</p> <p>During 2021-2022, the children attaining expected levels were;</p> <p>P1 83% P2 80% P3 72% P4 78% P5 68% P6 60% P7 53%</p> <p>Leuven Scale of Engagement data shows 7 (7.7%) of targeted group score 2 or less when undertaking learning in Numeracy.</p> <p>Pupil and parent consultations have identified the need to increase challenge for the more able.</p>	By June 2023, there will be a 5% decrease in the number of children whose Numeracy age is >1.5 years below their chronological age.	Numeracy assessments completed in May	
	By June 2023, the combined attainment for Numeracy will have increased by at least 3%	Attainment data will be monitored in November, February and May/June.	
	By June 2023, the number of children who score 3 or above for engagement in Numeracy using the Leuven Scale of Engagement will increase by at least 2 (2.2%).	Leuven Scale of Engagement completed every term	
	Most children will report that they feel challenged in their learning in Numeracy.	Pupil questionnaire	

Key Actions (How)	Lead Person	Timescale	Progress	Comment
Train 2 members of staff in Maths Recovery	Gail Cassidy (P1) and Rebecca May (P3)	August and ongoing throughout the session – depending on when training is available.		
Establish Numeracy working party	Identified members of staff	August 2022		
Working group to engage in professional reading: National Thematic Inspection of Numeracy and Mathematics National Numeracy and Mathematics Progression Framework	All members of working group	September 2022-October 2022		
Raise staff awareness of the National Thematic Inspection for Numeracy and Mathematics and complete self-evaluation toolkit	Numeracy working party All staff	September/October 2022 Inset Day November 2022		
Agree on expectations for a high quality Numeracy and Maths lesson	Numeracy working party All teaching staff	October 2022 Inset Day November 2022		
Introduce a termly Maths Challenge for all pupils	Numeracy working party	Ongoing throughout the session		
Maths Recovery trained staff share key aspects from training and integrate into planners.	Maths Recovery trained staff All staff	February 2023		
Numeracy Open Day to be organised by all classes, with a focus on the development of mental maths	All staff	February 2023		
Increase opportunities for children and parents/carers to engage in family learning experiences	YFCL Officer All staff	Ongoing throughout the session		
SLT visits to moderate implementation of high quality Numeracy and Maths lesson (including Maths Recovery and Number Talks)	SLT All teaching staff	April/May 2023		
Update school's Numeracy Policy	Numeracy working party	May 2023		

Rationale	Outcome	Key Measure of Equity	Progress		Comment
			Mid-Year	End of Year	
<p>Analysis of MALT standardised assessment has identified that 29 targeted pupils across the school are at least a year behind their expected age range: 3 in P2, 3 in P3, 5 in P4, 4 in P5, 5 in P6 and 8 in P7.</p> <p>32% of targeted children (29 out of 91) are not on track in terms of expected CfE Levels for Numeracy</p> <p>The attainment gap in Numeracy is currently 16%</p> <p>P1 – 9% P2 – 4% P3 - -4% P4 – 25% P5 – 16% P6 - 47% P7 – 22%</p> <p>Leuven Scale of Engagement data shows that 7.7% of identified pupils (7) score 2 or fewer when undertaking learning in Numeracy.</p>	By June 2023, 6 children who are currently 12 months – 18 months behind their chronological age will be within 6 months of their expected age-range for Numeracy and Mathematics: P2 (1); P3 (1); P4 (1); P5 (1), P6 (1), P7 (1).	<p>MALT in June 2022 is baseline. Further MALT assessment in December 2022 and May 2023, and SNSA for P4 and P7 pupils in May 2023.</p> <p>Numeracy 5-Minute Box assessments</p> <p>Ongoing assessment throughout session utilising in-school numeracy assessments, including holistic assessments on termly basis.</p>			
	By June 2023, at least 74% of targeted children will be on track for Numeracy and the attainment gap between the least and the most deprived will have decreased by at least 6%	Attainment data will be monitored in November, February and May/June			
	By June 2023, 95% of identified pupils will score 3 or more in relation to the Leuven Scale of Engagement for Numeracy.	Leuven Scale of Engagement completed every term			

Key Actions (How)	Lead Person	Timescale	Progress	Comment
Maths Recovery will be introduced to 20 targeted children who are not on track to achieve.	Equity Lead	Ongoing throughout the session		
Numeracy 5-Minute Box will be introduced to 9 targeted children who are not on track to achieve.	Equity Lead	Ongoing throughout the session		

Priority 3: To raise attainment in Literacy and Numeracy

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Priority 3: To raise attainment in Literacy and Numeracy

Rationale	Outcome	Key Measure of Excellence	Impact
<p>Children in our P1 class have missed out on nursery experiences, as well as the opportunity to play, because of lockdown and school/nursery closures.</p> <p>Children in P1 require a lot of support to instigate games over break times.</p> <p>Children in P1 and P2 need to develop their social skills, including their ability to share with others.</p> <p>There has been a 5% decrease in attainment in Reading and Writing at P1.</p>	All P1 children will engage in play-based learning throughout the day.	Forward Plans will be monitored and discussed termly with a focus on play based learning.	
	Children will be more settled in their classroom influencing attainment in Literacy and Numeracy.	Ongoing professional dialogue with staff.	
	Attainment in Writing and Numeracy will increase by at least 5% in P1. Most P1 children will show improvements in their language development.	Leuven Scale of Engagement will be completed termly by class teachers.	
	There will be a consistent approach to play based learning across Early Level.	Forward plans will be monitored and discussed termly. Classroom observations. SLT visits.	
	Agreed standard for play based learning will be developed.	Play based learning policy.	

Key Actions (How)	Lead Person	Timescale	Progress	Comment
Audit current practice in relation to play-based learning.	Gail Cassidy	Aug-Sept 2022		
Watch Greg Bottrill Play Planning and Message Centre Training Video	Gail Cassidy	August -Sept 2022		
Identify CLPL needs and opportunities, including staff's understanding of different types of play.	Gail Cassidy	Ongoing throughout the session.		
Identify resources which can be used to support the development of play based learning in P1.	Gail Cassidy	August 2022 and ongoing throughout the session.		
Introduce play-based learning in P1.	Gail Cassidy	August 2022 and ongoing throughout the session.		
Train P6 children as Positive Play Leaders.	P6 children Active Schools Co-ordinator	August 2022		
Introduce Positive Play Leaders for P1 and P2 at break times.	P6 children P6 staff	August 2022 and ongoing throughout the session.		
Introduce the 21 st Century Families Play Award in P1	Gail Cassidy YCFL worker	September 2022 and ongoing throughout te session.		
Review and evaluate updated practice in relation to play-based learning.	Gail Cassidy	June 2023		
Develop play-based learning policy	Gail Cassidy	June 2023		

Priority 4: To promote the positive health and wellbeing of children, parents, carers and staff

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Priority 4: To promote the positive health and wellbeing of children, parents, carers and staff

Rationale	Outcome	Key Measure of Excellence	Impact
A significant number of children show low levels of resilience/self-esteem and behaviours associated with insecure attachment.	Attachment-informed practice and the 6 principles of nurture will be evident throughout the school.	Classroom observations and peer visits.	
Participation data from 2021/2022 shows that 76.4% of children engaged in an extra-curricular club.	At least 80% of pupils will attend at least one extra-curricular club in academic session 2022-2023	Participation data will be monitored termly.	
There have been very limited opportunities to facilitate face-to-face learning experiences for parents and carers and their child/ren within the school environment.	Over 50% of families will engage in at least one planned family learning experience.	Parental attendance at all family learning experiences will be recorded.	
Staff wellbeing has been affected by the pressures associated with Covid Recovery.	Most staff will report that they have a more positive sense of mental wellbeing	Staff questionnaires	

Key Actions (How)	Lead Person	Timescale	Progress	Comment
Staff will engage in professional learning focused on personal wellbeing, awareness of others' wellbeing and how everyone's wellbeing affects the school	Barnardo's workers Carolyn Brock (PT) Pamela Kelly (HT) All Staff	Collegiate Time September, November, March 26.7		
Create a staff Wellbeing Wall	Carolyn Brock (PT) Karen Gardiner (SSA) Nadine Edwards (SSA)	Ongoing throughout the session		
Monthly 'Wellbeing Wednesdays'/'Feel Good Fridays' will be introduced	Health and Wellbeing Co-ordinator YFCL Officer All staff All children All parents	Ongoing throughout the session		
SLC Attachment Strategy and 6 Principles of Nurture will be revised at August Inset, Parent Council and school assembly	Attachment Lead and Ambassadors All staff	August Inset Ongoing throughout the session		
Provide opportunities for pupil participation in extra-curricular activities	Health and Wellbeing Co-ordinator YFCL Officer All staff All children	Ongoing throughout the session		
Provide opportunities for family learning experiences	YFCL Officer All staff All children All parents	Ongoing throughout the session		
Update school's HWB policy	Pamela Kelly (HT) Carolyn Brock (PT) All staff All parents	April 2023		

Rationale	Outcome	Key Measure of Equity	Progress		Comment
			Mid-Year	End of Year	
<p>Punctuality and attendance data from June 2022 highlighted the continuing need for a bespoke approach to monitoring to ensure any barriers to learning are identified and punctuality and good attendance are encouraged.</p> <p>3% of pupils, 3 from targeted group of 101 P2-P7 children had 10 or more latecomings over the course of the session 2021/2022..</p>	<p>Punctuality and attendance figures for targeted group will improve by June 2023:</p> <p>Number of targeted pupils with 10 or more latecomings over the course of the session will decrease by 33%</p> <p>Number of targeted pupils with attendance of less than 90% will decrease by 30%</p>	<p>Punctuality and attendance figures for targeted pupils will be monitored fortnightly</p>			
<p>26.7% of targeted children have an attendance rate of less than 90%.</p> <p>The number of FME children in our school has decreased slightly from 41.8% in 2020/2021 to 41.2% in 2021/2022.</p>	<p>Cost of the School Day for school activities will be reduced to £0 for all our FME children</p>	<p>School activities for every class will be monitored monthly</p>			

Key Actions (How)	Lead Person	Timescale	Progress	Comment
Baseline punctuality and attendance figures will be noted for each pupil.	Equity Lead	June 2022		
Punctuality and attendance figures will be monitored fortnightly by Equity Lead– any patterns of lateness will be identified.	Equity Lead YFCL Officer	Ongoing throughout the session		
YFCL Officer will engage with identified families to help improve punctuality and attendance.	YFCL Officer	Ongoing throughout the session		
Create a whole school calendar to show when pupils in all classes will engage in activities that could potentially cost money.	All staff	September 2022		
Review Cost of the School Day Position Statement and use this to create a Cost of the School Day policy.	Equity Lead	April - June 2023		