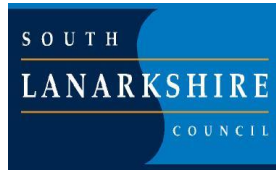


**Education Resources  
Curriculum and Quality Improvement Service**

# **Establishment Improvement Plan 2019 - 2020**

***Townhill Primary School***





**Education Resources  
Curriculum and Quality Improvement Service**

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| <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy;</li> <li>Closing the attainment gap between the most and least disadvantaged children;</li> <li>Improvement in children and young people’s health and wellbeing; and</li> <li>Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>  |  |   |
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**Year 2 2020-21**

- Continue to raise attainment in literacy and numeracy through robust assessment and moderation in line with benchmarks and a consistent approach to planning, learning and teaching.
- Improve employability skills and attainment in Science and Technologies, with a focus on STEM by further developing approaches to tracking, assessing and measuring progress across time to inform learning and teaching.
- Embed the school's vision, values and aims and work collaboratively with the school community to continue to develop a curriculum rationale.
- Embed a strategic approach to nurture to support improvements in pupils' health and wellbeing and build positive relationships with all stakeholders

**Year 3 2021-22**

- Continue to raise attainment in literacy and numeracy through robust assessment and moderation in line with benchmarks and a consistent approach to planning, learning and teaching.
- Improve employability skills and attainment in Expressive Arts by further developing approaches to tracking, assessing and measuring progress across time to inform learning and teaching.
- Embed the school's vision, values aims and curriculum rationale.
- Review the school's approaches to engaging with and involving parents and carers.

| <p><b>National Improvement Framework Key Priorities</b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy;</li> <li>• Closing the attainment gap between the most and least disadvantaged children;</li> <li>• Improvement in children and young people’s health and wellbeing; and</li> <li>• Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul> |  | <p><b>Collaboration and consultation</b></p> <table border="1"> <thead> <tr> <th>Who?</th> <th>When?</th> <th>How?</th> </tr> </thead> <tbody> <tr> <td>Pupils</td> <td>Ongoing, at least annually</td> <td>Pupil Leadership Groups<br/>Feedback/<br/>Learning Conversations/<br/>questionnaires</td> </tr> <tr> <td>Staff</td> <td>Ongoing, at least annually</td> <td>Evaluations/<br/>Questionnaires/<br/>professional dialogue/self evaluation activities</td> </tr> <tr> <td>Parents/<br/>Partners/Comm<br/>unity</td> <td>Ongoing, at least annually</td> <td>Evaluations/<br/>professional dialogue/<br/>questionnaires/<br/>parents’<br/>evening surveys</td> </tr> </tbody> </table> | Who? | When? | How? | Pupils | Ongoing, at least annually | Pupil Leadership Groups<br>Feedback/<br>Learning Conversations/<br>questionnaires | Staff | Ongoing, at least annually | Evaluations/<br>Questionnaires/<br>professional dialogue/self evaluation activities | Parents/<br>Partners/Comm<br>unity | Ongoing, at least annually | Evaluations/<br>professional dialogue/<br>questionnaires/<br>parents’<br>evening surveys |
|---|--|---|------|-------|------|--------|----------------------------|---|-------|----------------------------|---|------------------------------------|----------------------------|--|
| Who?  | When?  | How?  |      |       |      |        |                            |   |       |                            |   |                                    |                            |  |
| Pupils  | Ongoing, at least annually   | Pupil Leadership Groups<br>Feedback/<br>Learning Conversations/<br>questionnaires   |      |       |      |        |                            |   |       |                            |   |                                    |                            |  |
| Staff   | Ongoing, at least annually   | Evaluations/<br>Questionnaires/<br>professional dialogue/self evaluation activities   |      |       |      |        |                            |   |       |                            |   |                                    |                            |  |
| Parents/<br>Partners/Comm<br>unity  | Ongoing, at least annually   | Evaluations/<br>professional dialogue/<br>questionnaires/<br>parents’<br>evening surveys  |      |       |      |        |                            |   |       |                            |   |                                    |                            |  |
| <p><b>National Improvement Framework Key Drivers</b></p>  | <p><b>HGIOS 4 and Early Learning and Childcare Indicators</b></p>  | <p><b>SLC Education Resources Themes</b></p>  |      |       |      |        |                            |   |       |                            |   |                                    |                            |  |
| <ul style="list-style-type: none"> <li>• School leadership</li> <li>• <b>Teacher professionalism</b></li> <li>• Parental engagement</li> <li>• <b>Assessment of children’s progress</b></li> <li>• <b>School improvement</b></li> <li>• <b>Performance information</b></li> </ul>   | <ul style="list-style-type: none"> <li>• 1.1 Self Evaluation for self-improvement</li> <li>• 1.2 Leadership for learning</li> <li>• 1.3 Leadership of change</li> <li>• 1.4 Leadership and management of staff</li> <li>• 1.5 Management of resources to promote equity</li> <li>• 2.1 Safeguarding and child protection</li> <li>• 2.2 Curriculum</li> <li>• 2.3 Learning teaching and assessment</li> <li>• 2.4 Personalised support</li> <li>• 2.5 Family learning</li> <li>• 2.6 Transitions</li> <li>• 2.7 Partnership</li> <li>• 3.1 Ensuring wellbeing, equality and inclusion</li> <li>• 3.2 Raising attainment and achievement/Securing children’s progress</li> <li>• 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul> | <p><b>Transform Learning and Teaching/Implement CfE</b></p> <p>Meeting the Needs of all Learners’, GIRFEC and Statutory Duties</p> <p>Skills for Learning, Life and Work</p> <p><b>Professional Learning</b></p> <p><b>Leadership (Change and Improvement)</b></p>  |      |       |      |        |                            |   |       |                            |   |                                    |                            |  |

**Strategic Priority 1:** Continue to raise attainment in literacy and numeracy through robust assessment and moderation in line with benchmarks and a consistent approach to planning, learning and teaching.

| <b>National Improvement Framework Key Priorities</b>  |  |  |                         |   |
|---|--|--|-------------------------|---|
| <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy;</li> <li>Closing the attainment gap between the most and least disadvantaged children;</li> <li>Improvement in children and young people’s health and wellbeing; and</li> <li>Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul> |  |  |                         |   |
| <b>National Improvement Framework Key Drivers</b>   |  | <b>HGIOS 4 and Early Learning and Childcare Indicators</b>   |                         | <b>SLC Education Resources Themes</b>                           |
| <ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parental engagement</li> <li>Assessment of children’s progress</li> <li>School improvement</li> <li>Performance information</li> </ul>   |  | <ul style="list-style-type: none"> <li>1.1 Self Evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children’s progress</li> <li>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul> |                         | Transform Learning and Teaching/Implement CfE                   |
|   |  |  |                         | Meeting the Needs of all Learners’, GIRFEC and Statutory Duties |
|   |  |  |                         | Skills for Learning, Life and Work                              |
|   |  |  |                         | Professional Learning   |
|   |  |  |                         | Leadership (Change and Improvement)                             |
| <b>Outcome and Impact</b>   | <b>Action</b>  | <b>Lead Person/Resources</b>   | <b>Timescale</b>        | <b>Monitoring and Evaluation</b>                                |
| All teaching staff are carefully planned and confident that appropriate learning experiences are being offered to pupils<br><br>All teaching staff have a shared understanding of approaches to   | Establish improvement group to take forward strategic priority   | Jennifer Neilly (Principal Teacher)  | August 2019             |   |
|   | Improvement group audit current practice to ensure a consistent approach to planning, learning and teaching and assessment of literacy and numeracy across all stages in the school. | Jennifer Neilly (Principal Teacher)<br>Improvement Group<br>All Staff  | September-December 2019 |   |

|  |  |  |                        |  |
|--|--|--|------------------------|--|
| <p>high quality learning, teaching and assessment which leads to raised attainment.</p> <p>Moderation is embedded into approaches to learning and teaching.</p> <p>All teaching staff make evidence based, moderated judgements about pupil progress in literacy and numeracy and use these to track attainment.</p> <p>Consistent approaches to planning, learning, teaching and assessment in Talking and Listening ensures progression across the school</p> <p>An Assessment Framework is in place for literacy and numeracy.</p> <p>Pupil Assessment and Achievement Portfolios are trialed in P1, P4 and P7.</p> | <p>Continue to assess pupils' progress and moderate teachers' professional judgements using benchmarks, assessment data, including SNSA, and Achievement of a Level guidance in literacy and numeracy.</p>   | All staff  | Ongoing                |  |
|  | <p>All teaching staff track pupil progress in literacy and numeracy using a range of evidence and demonstrate ownership of attainment data. They are increasingly able to analyse this to inform future planning and support learning and teaching strategies which will lead to raised attainment</p> | All staff  | Ongoing                |  |
|  | <p>Improvement group to engage in professional learning and enquiry to develop a whole school approach to the teaching, learning and assessment of Talking and Listening.</p>  | <p>Katie Ballantyne (Class teacher)</p> <p>Improvement Group</p> <p>Literacy Lead (Anne Jessimer)</p> <p>SLC Literacy strategy</p> <p>SLC progression pathways for Talking and Listening</p> | August – December 2019 |  |
|  | <p>Identify classes to trial new whole school approach to the teaching, learning and assessment of Talking and Listening.</p>  | <p>Katie Ballantyne (Class Teacher)</p> <p>Improvement Group</p> <p>Identified Class Teachers</p> <p>New planners</p> <p>New resources</p> <p>New assessment materials</p>                   | January – March 2020   |  |
|  | <p>Provide opportunities for professional learning, professional dialogue, sharing of practice and engagement in monitoring and evaluation of the impact of new approaches, to ensure consistency, with a view to full implementation in session 2020-2021.</p>  | <p>Julie McGowan (Headteacher)</p> <p>Jennifer Neilly (Principal Teacher)</p> <p>Katie Ballantyne (Class Teacher)</p> <p>Improvement Group</p> <p>All staff</p>                              | Ongoing                |  |
|  | <p>Finalise an assessment framework for literacy and numeracy.</p>   | <p>Julie McGowan (Headteacher)</p> <p>Jennifer Neilly (Principal Teacher)</p>  | January – March 2020   |  |
|  | <p>Introduce a Pupil Assessment and Achievement Portfolio in P1, P4 and P7, in line with SLC guidance on Achievement of a Level</p>  | <p>Jennifer Neilly (Principal Teacher)</p> <p>Improvement Group</p> <p>P1, P4 and P7 Class Teachers</p> <p>Pupil Assessment and Achievement Portfolios</p>                                   | October 2019           |  |

**Strategic Priority 2:** Improve employability skills and attainment in Social Studies by further developing approaches to tracking, assessing and measuring progress across time to inform learning and teaching.

| National Improvement Framework Key Priorities   |  |  |                        |   |
|---|--|--|------------------------|---|
| National Improvement Framework Key Drivers  |  | HGIOS 4 and Early Learning and Childcare Indicators  |                        | SLC Education Resources Themes                                  |
| <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy;</li> <li>Closing the attainment gap between the most and least disadvantaged children;</li> <li>Improvement in children and young people’s health and wellbeing; and</li> <li>Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul> |  |  |                        |   |
| <ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parental engagement</li> <li>Assessment of children’s progress</li> <li>School improvement</li> <li>Performance information</li> </ul>   |  | <ul style="list-style-type: none"> <li>1.1 Self Evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children’s progress</li> <li>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul> |                        | Transform Learning and Teaching/Implement CfE                   |
|   |  |  |                        | Meeting the Needs of all Learners’, GIRFEC and Statutory Duties |
|   |  |  |                        | Skills for Learning, Life and Work                              |
|   |  |  |                        | Professional Learning   |
|   |  |  |                        | Leadership (Change and Improvement)                             |
| Outcome and Impact  | Action   | Lead Person  | Timescale              | Monitoring and Evaluation                                       |
| Raised attainment in Social Studies.  | Establish improvement group to take forward strategic priority   | Fiona Mackenzie (Class Teacher)  | August 2019            |   |
| Consistent approaches to planning, learning, teaching and assessment which ensures progression in Social Studies  | Taking account of our context, audit current social studies overview and address any gaps to ensure coverage of experiences and outcomes across p1-P7. | Fiona Mackenzie (Class Teacher)<br>Improvement Group<br>All Staff  | September/October 2019 |   |



|   |  |  |                         |  |
|---|--|--|-------------------------|--|
| <p>and takes account of our context.</p> <p>Pupils experience breadth and challenge and can demonstrate and apply skills and knowledge in a range of contexts.</p> <p>Increased staff confidence in their professional judgements of achievement of a level in Social Studies through engagement in professional learning, professional dialogue, sharing of practice and moderation activities.</p> <p>Increased attainment in is evidenced through the introduction of tracking and monitoring of Social Studies.</p> | Develop consistent planning and skills based learning and teaching of social studies across all stages in the school, allowing pupils to experience challenge, achieve a breadth of learning and demonstrate application of skills, while ensuring our pathways reflect our context. | Fiona Mackenzie (Class Teacher)<br>Improvement Group   | October – December 2019 |  |
|   | Develop assessment approaches which draw upon the benchmarks and assess knowledge, understanding and skills for learning, life and work.   | Fiona Mackenzie (Class Teacher)<br>Improvement Group   | October – December 2019 |  |
|   | Identify classes to pilot planning, assessment and tracking of pupil progress in Social Studies  | Fiona Mackenzie (Class Teacher)<br>Improvement Group<br>Identified Class Teachers<br>New planners<br>New resources<br>New assessment materials | January – March 2020    |  |
|   | Begin to formally assess pupils' progress in social studies and moderate teachers' professional judgements using benchmarks, assessment data and Achievement of a Level guidance.  | Fiona Mackenzie (Class Teacher)<br>Improvement Group<br>Identified Class Teachers<br>New assessment materials                                  | January – March 2020    |  |
|   | Introduce approaches to track pupil progress in social studies using a range of evidence and use this to inform future planning and support learning and teaching strategies which will lead to raised attainment  | Fiona Mackenzie (Class Teacher)<br>Improvement Group<br>Identified Class Teachers<br>New Tracking approach                                     | April/May 2019          |  |
|   | Provide opportunities for professional learning, professional dialogue, sharing of practice and engagement in monitoring and evaluation of the impact of new approaches, to ensure consistency, with a view to full implementation in session 2020-2021.                             | Fiona Mackenzie (Class Teacher)<br>Improvement Group<br>All staff  | Ongoing                 |  |

**Strategic Priority 3:** Review the school’s vision, values and aims and work collaboratively with the school community to begin to develop a curriculum rationale.

| National Improvement Framework Key Priorities   |  |   |   |                           |
|---|--|---|---|---------------------------|
| <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy;</li> <li>Closing the attainment gap between the most and least disadvantaged children;</li> <li>Improvement in children and young people’s health and wellbeing; and</li> <li>Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul> |  |   |   |                           |
| National Improvement Framework Key Drivers  | HGIOS 4 and Early Learning and Childcare Indicators  |   | SLC Education Resources Themes                                  |                           |
| <ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parental engagement</li> <li>Assessment of children’s progress</li> <li>School improvement</li> <li>Performance information</li> </ul>   | <ul style="list-style-type: none"> <li>1.1 Self Evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children’s progress</li> <li>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul> |   | Transform Learning and Teaching/Implement CfE                   |                           |
|   |  |   | Meeting the Needs of all Learners’, GIRFEC and Statutory Duties |                           |
|   |  |   | Skills for Learning, Life and Work                              |                           |
|   |  |   | Professional Learning   |                           |
|   |  |   | Leadership (Change and Improvement)                             |                           |
| Outcome and Impact  | Action   | Lead Person   | Timescale   | Monitoring and Evaluation |
| All stakeholders work collaboratively to create revised vision, values and aims for Townhill Primary School.  | Establish improvement group to take forward strategic priority,  | Julie McGowan (Headteacher)                                   | August 2019   |                           |
|   | Revise and refresh the school’s vision, values and aims in consultation with all stakeholders.   | Julie McGowan (Headteacher)<br>Improvement Group<br>All Staff | August – October 2019   |                           |

|  |  |  |                        |  |
|--|--|--|------------------------|--|
| <p>All stakeholders contribute to the rationale, design and development of the curriculum.</p> <p>All stakeholders understand what the school is trying to achieve through its curriculum.</p> |  | Stakeholders<br>(pupils/parents/partners)  |                        |  |
|  | Launch revised, vision, values and aims.   | Julie McGowan (Headteacher)<br>Improvement Group   | November/December 2019 |  |
|  | Ensure vision, values and aims are communicated to the whole school community and displayed throughout the school, school website, twitter and other communication.  | Julie McGowan (Headteacher)<br>Improvement Group   | November/December 2019 |  |
|  | Improvement group to engage in professional learning and enquiry on the development and design of Townhill Primary School's Curriculum Rationale, which clearly reflects the school's revised vision, values and aims. | Julie McGowan (Headteacher)<br>Improvement Group   | January – March 2020   |  |
|  | Improvement group to engage with all stakeholders in designing and beginning to develop a curriculum rationale so that everyone understands what the school is trying to achieve through its curriculum.               | Julie McGowan (Headteacher)<br>Improvement Group<br>All Staff<br>Stakeholders<br>(pupils/parents/partners) | January – March 2020   |  |
|  | Provide opportunities for professional learning, professional dialogue, sharing of practice and engagement for all staff, in the design and development of a curriculum rationale.                                     | Julie McGowan (Headteacher)<br>Improvement Group<br>All Staff  | Ongoing                |  |

## Operational Improvement Planning (Action Plan) for Establishment:

Session: 2019-2020

**Strategic Priority 4:** Further develop a strategic approach to nurture to support improvements in pupils' wellbeing and build positive relationships with all stakeholders.

| <b>National Improvement Framework Key Priorities</b>  |   |  |                            |   |
|---|---|--|----------------------------|---|
| <b>National Improvement Framework Key Drivers</b>   |   | <b>HGIOS 4 and Early Learning and Childcare Indicators</b>   |                            | <b>SLC Education Resources Themes</b>                           |
| <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy;</li> <li>• Closing the attainment gap between the most and least disadvantaged children;</li> <li>• Improvement in children and young people's health and wellbeing; and</li> <li>• Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul> |   |  |                            |   |
| <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School improvement</li> <li>• Performance information</li> </ul>   |   | <ul style="list-style-type: none"> <li>• 1.1 Self Evaluation for self-improvement</li> <li>• 1.2 Leadership for learning</li> <li>• 1.3 Leadership of change</li> <li>• 1.4 Leadership and management of staff</li> <li>• 1.5 Management of resources to promote equity</li> <li>• 2.1 Safeguarding and child protection</li> <li>• 2.2 Curriculum</li> <li>• 2.3 Learning teaching and assessment</li> <li>• 2.4 Personalised support</li> <li>• 2.5 Family learning</li> <li>• 2.6 Transitions</li> <li>• 2.7 Partnership</li> <li>• 3.1 Ensuring wellbeing, equality and inclusion</li> <li>• 3.2 Raising attainment and achievement/Securing children's progress</li> <li>• 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul> |                            | Transform Learning and Teaching/Implement CfE                   |
|   |   |  |                            | Meeting the Needs of all Learners', GIRFEC and Statutory Duties |
|   |   |  |                            | Skills for Learning, Life and Work                              |
|   |   |  |                            | Professional Learning   |
|   |   |  |                            | Leadership (Change and Improvement)                             |
| <b>Outcome and Impact</b>   | <b>Action</b>   | <b>Lead Person</b>   | <b>Timescale</b>           | <b>Monitoring and Evaluation</b>                                |
| A whole school nurture approach is implemented and embedded, focusing on  | Continue to develop a whole school nurture approach through involvement in Year 2 of the National Nurturing Schools | Lorna Love (DHT, CT (TBC), SSA (Fiona Lawlor)  | Ongoing throughout session |   |

|  |  |   |   |  |
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| <p>supporting wellbeing and relationships and contributing to closing the equity gap.</p>  | <p>Programme. 1 member of SMT, 1 class teacher and 1 member of support staff will continue to take this initiative forward next session, with all staff.</p>   |   |   |  |
| <p>All staff are motivated and committed to our nurture vision and have a shared understanding of nurturing approaches, which promote and support wellbeing.</p> <p>Staff confidence in incorporating nurture principles into classroom practice is enhanced.</p> <p>Parents/carers and pupils have a clear understanding of what the school is trying to achieve through nurture.</p> | <p>Establish improvement group to take forward strategic priority and implement Nurturing Schools Action Plan.</p>   | <p>Lorna Love (DHT)<br/>Nurturing Schools Improvement Group<br/>All staff</p>           | <p>August 2019 and ongoing throughout session 2019/20</p>   |  |
| <p>Information from Boxall assessments and classroom observations is used to provide targeted intervention, as well as support planning within the HWB curriculum.</p>   | <p>Audit current classroom practice to ensure a consistent approach to embedding the nurture principles in teaching and learning across all stages in the school.</p>  | <p>Lorna Love (DHT)<br/>Improvement Group<br/>All staff</p>                             | <p>INSET 3</p>  |  |
| <p>Parents/carers and pupils contribute to the development of nurture within the school and parents are supported to actively engage in nurture based activities,</p>  | <p>Use the Boxall Profile in Primary 1,2 and 7 as a tool to assess and monitor pupils' HWB in these stages and inform the planning of appropriate nurture interventions/approaches within the classroom.</p> | <p>P1, P2 and P7 staff and identified staff, as appropriate</p>                         | <p>Boxall Profiles completed Oct 2019 and May 2020</p> <p>Planning ongoing throughout session</p> |  |
| <p>Partnership working within education and in the wider community will provide experiences and opportunities to develop nurture approaches which promote family HWB.</p>  | <p>Communicate regularly with the whole parent body, seeking views and providing updates on progress in Nurture.</p>   | <p>Lorna Love (DHT)<br/>TBC (Class Teacher)<br/>Nurturing Schools Improvement Group</p> | <p>Audit September 2019<br/>Termly updates</p>  |  |
|  | <p>Continue to work on enhancing the involvement of parents/carers of identified pupils in nurture activities and play</p>   | <p>Lorna Love (DHT)<br/>TBC (Class Teacher)<br/>Fiona Lawlor (CSA)</p>                  | <p>Ongoing throughout session</p>   |  |

|   |   |   |   |  |
|---|---|---|---|--|
|   | based interventions, with the aim of positively influencing the health and wellbeing of these pupils and their families.  | Specialist Support Teacher and identified staff, as appropriate                                       |   |  |
|   | Continue to support our most vulnerable pupils within the Nurture Room.   | Lorna Love (DHT)<br>Fiona Lawlor (CSA) and identified staff, as appropriate                           | Ongoing throughout session  |  |
|   | Continue to track pupil progress and monitor and evaluate the impact of nurture intervention.   | All staff led by HT, DHT and Nurturing Schools Group.   | Ongoing throughout session and at key tracking and monitoring points      |  |
|   | Establish local partnerships to develop nurture principles in the wider community.  | Lorna Love (DHT)<br>TBC (Class Teacher)<br>Fiona Lawlor (CSA) and Nurturing Schools Improvement Group | Ongoing throughout session  |  |
|   | Work in Partnership with the Educational Psychologist to establish a parent group targeted at P1, which supports the development of Nurture.  | Lorna Love (DHT)<br>Donna Carrigan (Educational Psychologist)   | October 2019 and ongoing throughout session                               |  |
|   | Submit application for National Nurturing Schools Award   | Lorna Love (DHT)<br>CT (TBC)<br>SSA (Fiona Lawlor)  | By May 2020   |  |
| All pupils benefit from reduced barriers to their participation and engagement in the wider life of the school. | Continue to implement approaches to recognise, celebrate, track and target achievement of all pupils, with a focus those in receipt of free meals and or living in SIMD 1 and 2.              | Julie McGowan (HT)<br>Lorna Love (DHT)<br>Jennifer Neilly (PT)<br>All staff                           | Ongoing throughout session and at key tracking and monitoring points      |  |
|   | Produce A Cost of the School Day Position Statement and enhance our approaches to ensure barriers to participation and engagement in the wider life of the school are reduced for all pupils. | Julie McGowan (Headteacher)<br>All staff<br>Stakeholders (pupils/parents/partners)                    | Position Statement in place for August 2019<br>Ongoing throughout session |  |

| <b>National Improvement Framework Key Priorities</b>   |  |   |
|--|--|---|
| <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy;</li> <li>• Closing the attainment gap between the most and least disadvantaged children;</li> <li>• Improvement in children and young people’s health and wellbeing; and</li> <li>• Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>  |  |   |
| <b>National Improvement Framework Key Drivers</b>  | <b>HGIOS 4 and Early Learning and Childcare Indicators</b>   | <b>SLC Education Resources Themes</b>                           |
| <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children’s progress</li> <li>• School improvement</li> <li>• Performance information</li> </ul>  | <ul style="list-style-type: none"> <li>• 1.1 Self Evaluation for self-improvement</li> <li>• 1.2 Leadership for learning</li> <li>• 1.3 Leadership of change</li> <li>• 1.4 Leadership and management of staff</li> <li>• 1.5 Management of resources to promote equity</li> <li>• 2.1 Safeguarding and child protection</li> <li>• 2.2 Curriculum</li> <li>• 2.3 Learning teaching and assessment</li> <li>• 2.4 Personalised support</li> <li>• 2.5 Family learning</li> <li>• 2.6 Transitions</li> <li>• 2.7 Partnership</li> <li>• 3.1 Ensuring wellbeing, equality and inclusion</li> <li>• 3.2 Raising attainment and achievement/Securing children’s progress</li> <li>• 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul> | Transform Learning and Teaching/Implement CfE                   |
|  |  | Meeting the Needs of all Learners’, GIRFEC and Statutory Duties |
|  |  | Skills for Learning, Life and Work                              |
|  |  | Professional Learning   |
|  |  | Leadership (Change and Improvement)                             |
| <b>Key Actions (from previous plans)</b>   |  |   |
| <ul style="list-style-type: none"> <li>➤ Develop a robust Improvement Calendar to evaluate and measure progress with school improvement priorities.</li> <li>➤ Continue to revise planning in Health and Wellbeing to ensure progression from P1-P7 and introduce Bounceback to promote positive mental health, wellbeing and build resilience in pupils.</li> <li>➤ In line with The Scottish Government’s Languages 1+2 Strategy; continue to implement French at P6/7; introduce P1 French vocabulary for all pupils at P1, P2 Vocabulary for all pupils at P2 and P3 vocabulary for all pupils at P3 and P4 vocabulary for P4 and P5 vocabulary for P5 and develop the introduction of Gaelic as a third modern language from P5.</li> </ul> |  |   |

- Continue the development of leadership at all levels and the promotion of pupil leadership and pupil voice.



**Pupil Equity Fund  
Planning and Reporting  
2019-2020**

## The Gap:

Look at the 5 key indicators for closing the poverty related attainment gap:

Attainment, Attendance, Exclusion, Participation and Engagement.

What is the gap for these 5 areas? How does your data for SIMD 1-2 + FME compare with your data for SIMD 3-10 without FME.

### **Contextual analysis (what is the gap?):**

In Townhill Primary School the current roll is 329 pupils over 13 classes. 16.7% of our children live in SIMD 1-2, 31.5% live in SIMD 3-7 and 51.6% live in SIMD 8-10. 8% of our children are in receipt of a free school meal, which is well below the National and SLC average. We are also aware of a number of families who are living within SIMD 1 or 2 but are in fact living in fairly affluent homes. Overall, our attainment in literacy and numeracy is above the National and SLC average and shows an improving trend. Our attendance levels are also above the National and SLC average.

In order to analyse the attainment gap in Townhill, we have used both raw data and information gathered in school in order to identify those pupils who will benefit from targeted support using our Pupil Equity Funding.

Our data shows that since session 2016-2017, we have reduced the poverty related attainment gap in all areas of Literacy and in Numeracy.

During session 2018-2019, we have made the most progress within Writing, where the gap has reduced by 19.75%. In Reading, the gap has reduced by 15.18% and in Listening and talking, the gap has reduced by 10.68%. In Numeracy, the gap has reduced by 5.87%.

Currently, Reading shows the biggest gap (13.8%) and so we will continue with targeted interventions for pupils who are not achieving expected levels of attainment. As a school, we have this information per stage and have analysed it at school level. Our analysis shows that within individual stages, the biggest gaps are in P2 (59%), P5 (33.7%) and P6 (41%) so we will begin by focusing on targeted pupils who will be in P3, P6 and P7. 3 pupils in P4 will also continue to benefit from targeted support in session 2019-2020.

We will continue to reduce the poverty related attainment gap in Writing during Session 2019-2020, where the gap is 10.1%. Our whole school analysis shows that the biggest gaps are in P5 (33%), P6 (47%). Therefore, targeted pupils in P6 and P7 will be our main focus. 3 pupils in P4 will also continue to benefit from targeted support in session 2019-2020.

Finally, although our overall attainment in Numeracy is very good, there is still a gap of 10.3%. Our whole school analysis shows us that the biggest gaps are in P2 (35%), P5 (27%) and P6 (35%). These stages, P3, P6 and P7 will be the main focus for Numeracy interventions during session 2019-2020.

In terms of **other measures of the gap**:

Although our attendance levels are above the National and SLC levels, there is a poverty related gap (5%) and so we will continue to monitor the attendance of all our pupils with a sharper focus on pupils who live in SIMD 1 and 2 and/or receive Free School Meals and target intervention, as appropriate.

We will launch, review and evaluate a whole school approach using Bounce Back resource to promote positive mental health and wellbeing and build resilience in all pupils when faced with challenges and adversity, with a focus on our least advantaged pupils, to raise attainment and achievement.

We will also continue to develop a whole school nurture approach through involvement in the National Nurturing Schools Programme which will target our most vulnerable pupils, including those who live in SIMD 1 and 2 and/or receive Free School Meals.

During session 2018-2019, all pupils were members of a Pupil Leadership Group, participating in the wider life of the school and engaging in leadership activity. We will continue to implement approaches to recognise, celebrate, track and target achievement of all pupils, with a focus those in receipt of free meals and or living in SIMD 1 and 2.

We will continue to monitor the engagement of all our pupils in their learning, with a particular focus on pupils who live in SIMD 1 and 2 and/or receive Free School Meals and target intervention, as appropriate.

| Outcomes and Measures  | Intervention Description<br>New Interventions – description and clear rationale<br>Max 200 words   | Intervention Theme |          |     | Organiser           |            |          | Type of intervention |                     |                     | Continuation of 2017/18 Plans<br>Y | Mid-Year Progress<br>To be completed at Mid-Year Stage | Actual Impact<br>To be completed at End of Year |
|--|--|--------------------|----------|-----|---------------------|------------|----------|----------------------|---------------------|---------------------|------------------------------------|--|---|
|  |  | Literacy           | Numeracy | HWB | Learning & Teaching | Leadership | Family & | School generated     | Partnership/charity | Commercial Resource |                                    |  |   |
| <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>All children targeted for Literacy interventions will benefit from reduced barriers to learning, narrowing the poverty related attainment gap in Literacy.</li> <li>In Reading, children will have improved confidence and fluency when reading aloud. They will demonstrate increased engagement with, and enjoyment of, reading. Their ability to use phonic skills, reciprocal reading strategies and higher order thinking will lead to improvements in comprehension.</li> <li>The reading ages of all 16 targeted children using Catch-Up Literacy will increase by at least 9 months by June 2020.</li> <li>In Writing, children's confidence in their writing ability will increase. They will demonstrate increased engagement with writing tasks. Improvements in sentence structure, spelling, grammar and punctuation will lead to improvements in the quality of writing.</li> </ul> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>Attainment data for Reading, Writing, Talking and Listening: SNSA, teacher professional judgement for CfE levels, Catch up Literacy assessments, other standardised assessments.</li> <li>Tracking Meeting minutes</li> <li>Data from individual interventions, e.g. Catch up Literacy.</li> <li>Professional dialogue.</li> <li>Parent, staff and pupil perceptions of learning.</li> <li>Learning conversations.</li> <li>Classroom observations</li> <li>Leuven scales of engagement</li> </ul> | <p><b>Intervention 1: Raising Attainment in Literacy</b></p> <ul style="list-style-type: none"> <li>Two members of support staff have been trained in Catch Up Literacy. 16 children from P3, P4, P6 and P7 who are not achieving expected literacy levels will receive targeted Catch Up Literacy support between August-November. This will be reviewed in December 2019 and extended to pupils in other stages from January 2020.</li> <li>Additional 0.5 FTE will work with groups of identified children in P3, P4, P6 and P7, in partnership with class teacher to provide specific reading and writing interventions for children who are not achieving expected Literacy levels.</li> </ul> <p><b>Primary 3</b><br/>Reading – 4 pupils</p> <p><b>Primary 4</b><br/>Reading – 3 pupils<br/>Writing – 3 pupils</p> <p><b>Primary 6</b><br/>Reading – 5 pupils<br/>Writing – 7 pupils</p> <p><b>Primary 7</b><br/>Reading – 4 pupils<br/>Writing – 5 pupils</p> | ✓                  |          |     | ✓                   | ✓          |          | ✓                    | ✓                   | Y                   |                                    |  |   |

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| <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>All children targeted for Numeracy interventions will benefit from reduced barriers to learning, narrowing the poverty related attainment gap in Numeracy.</li> <li>At least 75% of all 11 targeted pupils on Catch Up Numeracy will make individual progress in resource assessments and in MALT assessments</li> </ul>   | <p><b>Intervention 2: Raising Attainment in Numeracy</b></p> <ul style="list-style-type: none"> <li>Additional 0.3 FTE and HT will work with groups of identified children who are not achieving expected Numeracy levels.</li> <li>11 pupils from P3, P4, P6 and P7 between August-November. This will be reviewed in December 2019 and extended to pupils in other stages from January 2020.</li> </ul>  |  | ✓ |   | ✓ | ✓ |   |   |  | ✓ |   | Y |  |  |
| <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>Attainment data for Numeracy and Mathematics: SNSA, teacher professional judgement for CfE levels, Catch up Numeracy assessments, MALT assessments, other in-school assessments.</li> <li>Tracking Meeting minutes</li> <li>Catch up Numeracy data from individual interventions</li> <li>Professional dialogue.</li> <li>Parent, staff and pupil perceptions of learning.</li> <li>Learning conversations.</li> <li>Classroom observations</li> <li>Leuven scales of engagement</li> </ul>  | <p><b>Primary 3 – 1 pupil</b><br/> <b>Primary 4 - 2 pupils</b><br/> <b>Primary 6 – 5 pupils</b><br/> <b>Primary 7 - 3 pupils</b></p>   |  |   |   |   |   |   |   |  |   |   |   |  |  |
| <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>All children targeted for Nurture intervention will have improved wellbeing; their ability to access learning will be enhanced.</li> <li>A whole school nurture approach will continue to be developed through involvement in the Nurture UK National Nurturing Schools Programme.</li> <li>All families targeted for Nurture support will demonstrate greater understanding of the nurture principles and how to support and further develop these at home.</li> <li>All families will be more aware of Nurture and the approaches in place in school to support their whole family's emotional health and wellbeing.</li> <li>Staff capacity and confidence in supporting pupils' emotional health and wellbeing by developing the 6 Nurture Principles within the classroom and across the school will further improve.</li> <li>Pupils' awareness and understanding of Nurture principles will be enhanced.</li> <li>Effective partnerships will be developed with the Educational Psychologist and local groups in the community, to communicate nurture principles beyond the school, in order to further support social and emotional wellbeing for all.</li> </ul> | <p><b>Intervention 3: Developing HWB through Nurture</b></p> <ul style="list-style-type: none"> <li>Targeted pupils will continue to receive specific Nurture support through sessions in the Garden Room delivered on a weekly basis. (0.2FTE)</li> <li>Nurture Lead Teacher, DHT, will continue to provide CLPL for all staff. She will support all staff along with 1 class teacher and 1 member of support staff, in developing the 6 Nurture Principles across the whole school, using Nurture UK National Nurturing Schools Programme framework and Education Scotland paperwork as an audit and evaluation tool.</li> <li>Pupils and parents will be involved in Nurture developments.</li> <li>Child friendly Nurture Principles will be developed and launched with pupils and parents and embedded within classroom practice and across the school as a whole.</li> <li>Staff will audit own nurture practice within their classrooms and this will be a focus for class visits.</li> <li>P1, 2 and 7 Class teachers will continue to use Boxall Profiles and plan interventions within their class to target the wellbeing of specific children, including time spent in The Garden Room, if required with Nurture Lead Teachers.</li> <li>All stakeholders will be regularly informed of developments in Nurture Practice and it will be ensured that all families are aware of Nurture and the approaches in place to support their family's emotional health and wellbeing.</li> </ul> |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |   | Y |   |  |  |

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| <b>Measures:</b> <ul style="list-style-type: none"> <li>• Pupil Wellbeing assessments (P3-6)</li> <li>• Boxall Profiles (P1, 2 and 7)</li> <li>• Leuven scale of engagement</li> <li>• Classroom observations</li> <li>• Learning conversations</li> <li>• Play observations (Class based/The Garden Room)</li> <li>• National Nurturing Schools Programme Audit and Action Plan</li> <li>• Parent, pupil, staff feedback</li> </ul> | <ul style="list-style-type: none"> <li>• Nurture Lead Teachers will continue to work on enhancing the involvement of parents/carers of targeted pupils in nurture activities and play based interventions, with the aim of positively influencing the health and wellbeing of these pupils and their families.</li> <li>• Working in partnership with our Educational Psychologist, develop a parent group to support the development of wellbeing for new Primary 1 pupils.</li> <li>• Community partnerships will continue to progress to enhance development of Nurture beyond the school building. A nurturing outside space will be developed in cooperation with a local nursery. Pupil relationships with the elderly in a local sheltered housing complex will be developed to enhance the school contribution to the surrounding community and develop wellbeing for both pupils and adults.</li> <li>• The school will continue to work towards achieving National Nurturing Schools status during session 2019-2020.</li> </ul> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Measures:</b> <ul style="list-style-type: none"> <li>•</li> </ul>   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## **Sustainability:**

Please outline how you plan to mainstream or exit initiatives if required to enable sustainability in the longer term.

Through upskilling staff, we will ensure the sustainability of most of the interventions we have undertaken beyond the timescale set for Pupil Equity Funding.

Having undertaken various CLPL, e.g. Big Maths, Catch Up Literacy, Catch UP Numeracy, Nurture Training, National Nurturing Schools Programme etc. staff will have the confidence, knowledge, skills, capability and capacity to ensure work continues after funding stops. The resources to support these approaches have been purchased and will allow interventions to continue. Key staff will cascade training to any new staff when funding stops to ensure these approaches continue in the long-term. Partnership working will remain in place beyond the funding, enabling us to continue to access support for children if required.

The whole school community will continue to benefit from an inclusive and nurturing ethos embedded through our work towards achieving National Nurturing School's status.