



**Education Resources  
Curriculum and Quality Improvement Service**

# **Establishment Improvement Plan 2022-2023**

**Townhill Primary School**



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**Priority 1: To raise attainment in Literacy.**

<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>National Improvement Framework Key Drivers</b></p>	<p><b>HGIOS 4 and Early Learning and Childcare Indicators</b></p>	<p><b>SLC Education Resources Priorities</b></p>
<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>	<ul style="list-style-type: none"> <li>• Improve health and wellbeing to enable children and families to flourish</li> <li>• Ensure inclusion, equity and equality are at the heart of what we do</li> <li>• Provide a rich and stimulating curriculum that helps raise standards in Literacy and Numeracy</li> <li>• Support children and young people to develop their skills for learning, life and work</li> <li>• Empower learners to shape and influence actions on sustainability and climate change</li> </ul>
<p><b>Scottish Equity Fund Core Measures/Stretch Aims</b></p>		
<ul style="list-style-type: none"> <li>• ACEL Primary Literacy P1, P4, P7 combined</li> <li>• ACEL Primary Numeracy P1, P4, P7 combined</li> <li>• Health and Wellbeing measure (attendance)</li> </ul> <p>Local measure:</p> <ul style="list-style-type: none"> <li>• Cost of the School Day</li> </ul>		

## Priority 1: To raise attainment in Literacy

Rationale	Outcome	Key Measure of Excellence	Impact	
			Mid Year	End of Year
<b><u>READING</u></b>				
Analysis of reading standardised assessment data completed by P3-P6 children, alongside TPJ in 2021-2022 highlights that 22 pupils are significantly (>12 months) behind their expected age range.	By June 2023, the reading age of 8 out of these 22 of children will become <12 months below their chronological age.	Children's reading age will be assessed in September and May.		
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 5%.	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 above 90%.	Leuven Scale of Engagement will be completed termly by class teachers.		
13% of our children in P2-P7 (28 out of 215) are not on track for Reading.  The Leuven scale of engagement data shows that over session 2021-2022 the whole school percentage has dropped from 4% to 1% of children scoring 3 or less when undertaking learning in Literacy. This was at its highest in P6.  Pupil dialogues have shown that a number of children do not have access to a choice of reading materials at home.  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.	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
			Mid Year	End of Year	
<b><u>READING</u></b>					
Establish Reading Schools (RS) Leadership Group	Literacy Coordinator/P7 Teacher- Gemma Fagan 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/SIP group Lead- Gemma Fagan 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- Budget of £1000 for whole school	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 oppotunity to visit the local 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	RS Leadership group RS working party	Ongoing throughout the session			

book-themed activities- Neil Island and David Livingstone					
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 part	Ongoing throughout the session			
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	
			Mid Year	End of Year
<b><u>READING</u></b>				
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, Neilisland 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
			Mid Year	End of Year	
<b><u>READING</u></b>					
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 Excellence	Impact	
			Mid Year	End of Year
<b><u>WRITING</u></b>				
<p>Analysis of writing data from 2021-2022 highlights a number of pupils who are significantly behind their expected level (&gt;1yr), particularly from P5 (11), P7(8). It is hoped that development of children's reading skills will also have a positive impact on writing skills through increased vocabulary and exposure to texts.</p> <p>The ongoing analysis of data supports the need for a continued and consistent whole school approach to sustaining and embedding a writing culture. This includes</p> <p>Talk for writing programme will continue to offer a coherent structure for all of our taught writing.</p> <p>15.8% of our children in P2-P7 (34 out of 215) are not on track for Writing.</p> <p>Engagement data shows that 4 pupils (1%) score 2 or less when undertaking learning in Writing.</p>	<p>By June 2023 5 out of these 19 of children will become &lt;12 months of their expected level for writing.</p>	<p>By June 2023 there will be a whole school overview of types of writing expected at each stage showing a progression pathway for genre development.</p> <p>Collated exemplars of moderated pieces of writing established for each level.</p>		
	<p>By June 2023, the combined attainment for writing will have increased by at least 5%.</p>	<p>All staff will use the SWS word lists and follow the agreed structure of Spelling activities/practice everyday.</p>		
	<p>By June 2023, the number of children who score 3 or above for engagement in writing using the Leuven Scale of Engagement will be above 90%.</p>	<p>All staff will use the new Grammar planners created and ensure a consistent approach to this.</p>		

Key Actions (How)	Lead Person	Timescale	Progress		Comment
			Mid Year	End of Year	
<b><u>WRITING</u></b>					
Agreed literacy structure for each week, spelling daily, grammar/handwriting throughout the week, short bursts of writing etc.	Maureen Henry Fiona Mackenzie Writing Working Party	August INSET			
Overview of Talk for Writing structure with all classes, roll out of new grammar planners, roll out of spelling programme.	Maureen Henry Fiona Mackenzie Writing Working Party	August INSET			
Creation of a Writing SIP Group	Maureen Henry Fiona Mackenzie	September 2022			
Develop consistent structure for an effective high quality approach to writing.	Maureen Henry Fiona Mackenzie Writing Working Party	September 2022			
Create a progression overview for genre development from P1-P7	Maureen Henry Fiona Mackenzie Writing Working Party	October 2022–February 2023			
Create overview sheets for each genre outlining features, style, vocabulary, layout etc.	Maureen Henry Fiona Mackenzie Writing Working Party	October 2022–February 2023			
Mid year/end of year review of literacy structure, new grammar planners and Spelling programme	Maureen Henry Fiona Mackenzie Writing Working Party	December Google Form May Google Form			

Rationale	Outcome	Key Measure of Equity	Impact		Comment
			Mid-Year	End of Year	
<b><u>READING/WRITING: EQUITY</u></b>					
<p>Analysis of standardised assessments has identified a number of pupils moving into P2 (3), P3 (3), P4 (4) P5 (1), P6 (3) and P7 (4) who are between a year and a year and a half behind their expected age range with Reading.</p> <p>38% of targeted children in P2-P7 (18 out of 47) are not on track for Reading.</p> <p>The attainment gap in Reading for P1-P7 is currently 21%. The largest reading gap is at P6 (34%).</p> <p>P1-33% P2-13% P3-16% P4-3% P5-10% P6-34% P7-9%</p> <p>Leuven Scale of Engagement data shows 4 (8.5%) of of targeted group score 3 or less when undertaking learning in Reading.</p>	By June 2023, P2 (2 pupils), P3 (1 pupil), P5 (1 pupil) P6 (2 pupils) & P7 (4 pupils) 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 September and May</p> <p>Ongoing Active Literacy assessments</p>			
	By June 2023, most targeted children 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 September and May</p>			
	By June 2023, the majority of targeted children engaging in the Catch-Up Literacy will have a reading age of within 6 months of their chronological age.	<p>Catch-Up Literacy Assessments</p> <p>Burt and Salford Reading Assessments completed in May/June</p> <p>NGRT assessments completed in September and May</p>			
	By June 2023, there will be a 10% increase in the number of targeted children who are on track for Reading.	<p>Attainment data will be monitored in November, February and May/June.</p>			
	By June 2023, the attainment gap between the most and the least deprived in Reading will have decreased by at least 5%.	<p>Attainment data will be monitored in November, February and May/June.</p>			
	By June 2023, almost all targeted pupils will score 3 or more in relation to the Leuven Scale of Engagement for Reading.	<p>Leuven Scale of Engagement completed every term</p>			

<p>53% of targeted children in P2-P7 (25 out of 47) are not on track for Writing.</p>	<p>By June 2023, there will be a 10% increase in the number of targeted children who are on track for Writing.</p>	<p>Attainment data will be monitored in November, February and May/June.</p>			
<p>The attainment gap in Writing for P1-P7 is currently 12%. The largest gap is at P2 (43%).  P1-29%  P2-43%  P3-27%  P4-18%  P5-31%  P6-32%  P7-8%</p>	<p>By June 2023, the attainment gap between the most and the least deprived in Writing will have decreased by at least 5%.</p>	<p>Attainment data will be monitored in November, February and May/June.</p>			
<p>Leuven Scale of Engagement data shows 10 (21%) of of targeted group score 3 or less when undertaking learning in Writing.</p>	<p>By June 2023, the combined attainment for Writing will have increased by at least 5%.</p>	<p>Attainment data will be monitored in November, February and May/June.</p>			

Key Actions (How)	Lead Person	Timescale	Progress		Comment
			Mid Year	End of Year	
<b><u>READING/WRITING: EQUITY</u></b>					
Catch up Literacy will be introduced to 10 targeted children.	PEF SSA	Ongoing throughout the session			
Literacy 5-Minute Box will be introduced to P3 (3) and P4 (4) targeted children who are not on track to achieve.	PEF SSA	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 the local Library on at least 2 occasions during the session.	Literacy Coordinator	Ongoing throughout the session			
Small group writing support will be introduced to 3 children in P2, 3 children in P3, 4 children in P4, 2 children in P5, 1 child in P6 and 4 children in P7.	Jennifer Neilly DHT of Equity acting PEF Teacher	Ongoing throughout the session			

## Priority 2: To raise attainment in Numeracy

<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 Priorities</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>	<ul style="list-style-type: none"> <li>• Improve health and wellbeing to enable children and families to flourish</li> <li>• Ensure inclusion, equity and equality are at the heart of what we do</li> <li>• Provide a rich and stimulating curriculum that helps raise standards in Literacy and Numeracy</li> <li>• Support children and young people to develop their skills for learning, life and work</li> <li>• Empower learners to shape and influence actions on sustainability and climate change</li> </ul>
<b>Scottish Equity Fund Core Measures/Stretch Aims</b>		
<ul style="list-style-type: none"> <li>• ACEL Primary Literacy P1, P4, P7 combined</li> <li>• ACEL Primary Numeracy P1, P4, P7 combined</li> <li>• Health and Wellbeing measure (attendance)</li> </ul> <p>Local measure:</p> <ul style="list-style-type: none"> <li>• Cost of the School Day</li> </ul>		

## Priority 2: To raise attainment in Numeracy

Rationale	Outcome	Key Measure of Excellence	Impact	
			Mid Year	End of Year
<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>14.5% of children are not on target for Numeracy. (38 children from 262)</p> <p>Leuven Scale of Engagement data shows 19 (7%) of of non targeted group score 3 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 7%.	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 10%.	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
			Mid Year	End of Year	
Train 2 members of staff in Maths Recovery	Emma Kelly (P1) and Jennifer Neilly DHT of Equity	August and ongoing throughout the session – depending on when training is available.			
Establish Numeracy working party	Identified members of staff Lead- Jennifer Neilly	August 2022			
Refresh staff training re CLIC sessions within Big Maths	Numeracy Coordinator- Ally McGovern	September 2022			
Holistic assessments to be shared and piloted across all stages	Numeracy Coordinator- Ally McGovern	September 2022			
Working group to engage in professional reading: <b>National Thematic Inspection of Numeracy and Mathematics</b>  <b>National Numeracy and Mathematics Progression Framework</b>	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			
Agree on expectations for a high quality Numeracy and Maths lesson	Numeracy working party All teaching staff	October 2022			
Introduce a termly Maths Challenge for all pupils- Created via LC links with David Livinstone and Neilsland	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			
SLT visits to moderate implementation of high quality Numeracy and Maths lesson (including Maths Recovery, Big Maths and Number Talks, as appropriate)	SLT All teaching staff	Nov 22 March 23			
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 18 pupils across the school are at least 12 months behind their expected age range: 3 in P2, 3 in P3, 2 in P4, 1 in P5, 6 in P6 and 3 in P7.</p> <p>There are 6 children across the school that are less than 12 months behind in maths, 4 in P4, 2 in P6.</p> <p>51% of targeted children (24 out of 47) are not on track in terms of expected CfE Levels for Numeracy</p> <p>The attainment gap in Numeracy for P1-P7 is currently 21%. The largest gap is at P5 (44%).  P1-12%  P2-33%  P3-39%  P4-20%  P5-44%  P6-28%  P7-2%</p> <p>Leuven Scale of Engagement data shows that 15% of identified pupils (7 out of 47) score 3 or fewer when undertaking learning in Numeracy.</p>	<p>By June 2023, 25% of children who are currently 12 months – 18 months behind their chronological age will be within their expected age-range for Numeracy and Mathematics</p>	<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>Catch-Up assessments</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>			
	<p>By June 2023, at least 75% 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 5%.</p>	<p>Attainment data will be monitored in November, February and May/June</p>			
	<p>By June 2023, 85% of identified pupils will score 3 or more in relation to the Leuven Scale of Engagement for Numeracy.</p>	<p>Leuven Scale of Engagement completed every term</p>			

Key Actions (How)	Lead Person	Timescale	Progress		Comment
			Mid Year	End of Year	
Catch-Up Numeracy will be introduced to 4 targeted children who are not on track to achieve.	DHT PEF SSA	Ongoing throughout the session			
Numeracy 5-Minute Box will be introduced to 6 targeted children who are not on track to achieve.	SSA	Ongoing throughout the session			
IDL Numeracy will be introduced to 5 targeted children who are not on track to achieve.	PEF DHT	Ongoing throughout the session			

## Priority 3: To raise attainment in Literacy and Numeracy

<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>		
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<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>	<ul style="list-style-type: none"> <li>• Improve health and wellbeing to enable children and families to flourish</li> <li>• Ensure inclusion, equity and equality are at the heart of what we do</li> <li>• Provide a rich and stimulating curriculum that helps raise standards in Literacy and Numeracy</li> <li>• Support children and young people to develop their skills for learning, life and work</li> <li>• Empower learners to shape and influence actions on sustainability and climate change</li> </ul>
<b>Scottish Equity Fund Core Measures/Stretch Aims</b>		
<ul style="list-style-type: none"> <li>• ACEL Primary Literacy P1, P4, P7 combined</li> <li>• ACEL Primary Numeracy P1, P4, P7 combined</li> <li>• Health and Wellbeing measure (attendance)</li> </ul> <p>Local measure:</p> <ul style="list-style-type: none"> <li>• Cost of the School Day</li> </ul>		

### Priority 3: To raise attainment in Literacy and Numeracy

Rationale	Outcome	Key Measure of Excellence	Impact	
			Mid Year	End of Year
<p>Children in our P1-P3 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-P3 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 13% decrease in attainment in Reading and a 10% decrease in Writing at P1 since 2019.</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 and First Level (1.1)	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
			Mid Year	End of Year	
Revisit the 2021-2022 Audit of practice in relation to play-based learning.	Laura Valentine/Lorna Love	Aug-Sept 2022			
Refresh P1 and P2 staff with Greg Bottrill Play Planning and Message Centre Training Video	Laura Valentine	August -Sept 2022			
Identify CLPL needs and opportunities, including staff's understanding of different types of play.	Lorna Love/Laura Valentine	Ongoing throughout the session.			
Identify resources which can be used to support the development of play based learning in P1.	Laura Valentine/Lorna Love Play Working Party	August 2022 and ongoing throughout the session.			
Continue with play-based learning in P1 and P2.	Laura Valentine/Lorna Love Play Working Party	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 <sup>st</sup> Century Families Play Award in P1	Laura Valentine/Lorna Love Play Working Party	September 2022 and ongoing throughout the session.			
Review and evaluate updated practice in relation to play-based learning.	Laura Valentine/Lorna Love Play Working Party	June 2023			
Develop play-based learning policy	Laura Valentine/Lorna Love Play Working Party	June 2023			

Rationale	Outcome	Key Measure of Excellence	Impact	
			Mid Year	End of Year
<p>Self-evaluation with all stakeholder groups continues to identify the need to further develop the use of outdoor learning across the school.</p> <p>Being outdoors has a positive impact on the wellbeing of all. Outdoor learning also has a positive impact on children's engagement and enthusiasm for learning across the curriculum.</p> <p>Children across the school, although particularly in P1-P3, need to develop their social skills, including their ability to share with others. Learning outdoors is a good vehicle to continue to develop these skills.</p>	All P1-P7 pupils will engage in at least one outdoor learning experience every week.	Class outdoor learning experiences will be recorded termly and included in Forward Plans.		
	Children will be more settled in their classroom influencing attainment in Literacy and Numeracy.	Ongoing professional dialogue with staff.		
	There will be a 5% increase in the number of children who say that they enjoy school.	Leuven Scale of Engagement will be completed termly by class teachers.		
	There will be a consistent approach to outdoor learning across all stages and classes.	Forward plans will be monitored and discussed termly. Classroom observations. SLT visits.		
	Agreed standard for outdoor learning will be developed.	Outdoor learning approaches agreed.		

Key Actions (How)	Lead Person	Timescale	Progress		Comment
			Mid Year	End of Year	
Revisit the work undertaken by the Outdoor Learning SIP Group in 2021-2022	Shelley Harvey	Aug-Sept 2022			
Organise lessons/resources for Outdoor Learning kits for all stages showing progression in learning and skill.	Shelley Harvey Outdoor Learning Working Party	August -and ongoing			
Identify CLPL needs and opportunities, including staff's understanding of different types of outdoor learning.	Shelley Harvey	Ongoing throughout the session.			
Identify additional resources which can be used to support the development of outdoor learning across the school.	Shelley Harvey Outdoor Learning Working Party	August 2022 and ongoing throughout the session.			
Create a pro forma to capture outdoor learning experiences across the school to be included in the FP.	Shelley Harvey Outdoor Learning Working Party	August 2022 and ongoing throughout the session.			
Plan for Empty classroom Day in May- providing an array of activities for all classes to undertake.	Shelley Harvey Outdoor Learning Working Party	September 2022 and ongoing throughout the session.			
Review and evaluate updated practice in relation to outdoor learning.	Shelley Harvey Outdoor Learning Working Party	June 2023			
Develop an outdoor learning statement	Shelley Harvey Outdoor Learning Working Party	June 2023			

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

<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>		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Priorities
<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>	<ul style="list-style-type: none"> <li>Improve health and wellbeing to enable children and families to flourish</li> <li>Ensure inclusion, equity and equality are at the heart of what we do</li> <li>Provide a rich and stimulating curriculum that helps raise standards in Literacy and Numeracy</li> <li>Support children and young people to develop their skills for learning, life and work</li> <li>Empower learners to shape and influence actions on sustainability and climate change</li> </ul>
Scottish Equity Fund Core Measures/Stretch Aims		
<ul style="list-style-type: none"> <li>ACEL Primary Literacy P1, P4, P7 combined</li> <li>ACEL Primary Numeracy P1, P4, P7 combined</li> <li>Health and Wellbeing measure (attendance)</li> </ul> <p>Local measure:</p> <ul style="list-style-type: none"> <li>Cost of the School Day</li> </ul>		



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

Rationale	Outcome	Key Measure of Excellence	Impact	
			Mid Year	End of Year
<p>A significant number of children show low levels of resilience/self-esteem and behaviours associated with insecure attachment.</p> <p>Participation data from 2021/2022 shows that 97% of children engaged in an extra-curricular club. This will be further enhanced by the offer of 'Wake up and shake up' clubs before the school day starts.</p> <p>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.</p> <p>Staff wellbeing has been affected by the pressures associated with Covid Recovery.</p>	Attachment-informed practice and the 6 principles of nurture will be evident throughout the school.	Classroom observations and peer visits.		
	All pupils will attend at least one extra-curricular club in academic session 2022-2023	Participation data will be monitored termly.		
	Over 50% of families will engage in at least one planned family learning experience.	Parental attendance at all family learning experiences will be recorded.		
	Most staff will report that they have a more positive sense of mental wellbeing	Staff questionnaires		

Key Actions (How)	Lead Person	Timescale	Progress		Comment
			Mid Year	End of Year	
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 Ally McGovern (HT)	3-4 x2 hour collegiate sessions (dates tbc)			
Create a staff Wellbeing Wall	Ally McGovern (HT) Lorna Love (DHT)	Ongoing throughout the session			
Monthly 'Wellbeing Wednesdays'/'Feel Good Fridays' will be introduced	Health and Wellbeing Co-ordinator 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- Lorna Love and Ambassadors All staff	August Inset Ongoing throughout the session			
Provide opportunities for pupil participation in extra-curricular activities	Health and Wellbeing Co-ordinator All staff All children	Ongoing throughout the session			
Provide opportunities for family learning experiences	All staff- beginning with P1- Lorna Love All children All parents	Ongoing throughout the session			
Revise school's Promoting Positive Relationships Policy	All staff All children All parents	August 2022			
Update school's Nurture Policy as appropriate	Lorna Love 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>6% of pupils (3) from targeted group of 47 P2-P7 children had 10 or more latecomings over the course of the session 2021/2022.</p> <p>30% of targeted children have an attendance rate of less than 90%. (14 pupils from 47)</p> <p>The number of FME children in our school has increased from 24 in 2020/2021 to 32 in 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 25%</p> <p>Number of targeted pupils with attendance of less than 90% will decrease by 50%</p> <p>Cost of the School Day for school activities will reduced to £0 for all our FME children</p>	<p>Punctuality and attendance figures for targeted pupils will be monitored fortnightly</p> <p>School activities for every class will be monitored monthly</p>			

Key Actions (How)	Lead Person	Timescale	Progress		Comment
			Mid Year	End of Year	
Baseline punctuality and attendance figures will be noted for each pupil.	Equity Lead- Jennifer Neilly	June 2022			
Punctuality and attendance figures will be monitored fortnightly by Equity Lead– any patterns of lateness will be identified.	Equity Lead	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.	Equity Lead- Jennifer Neilly	September 2022			
Review Cost of the School Day Position Statement and use this to create a Cost of the School Day policy with David Livngstoen and with Neilsland.	Equity Lead- Jennifer Neilly	April - June 2023			
DHt of Equity (acting) to Join LA Working Party on COSD	Equity lead- Jennifer Neilly	Ongoing throughout the session			