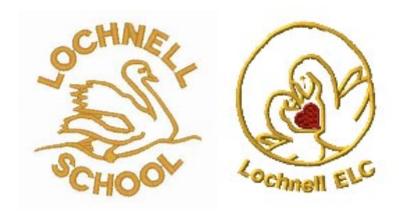Education

# Establishment Improvement Plan

## 2022 - 2023

## Lochnell Primary School and Early Learning Centre

## Contents:

## Overview of Establishment 3 Year Cycle of Improvement Plan Priorities - Optional | Session: 2022-23

### National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

| National Improvement Framework Key Drivers | HGIOS 4 and Early Learning and Childcare Indicators | Argyll and Bute Education Key Objectives |
|---|---|---|
| <ul><li>School and ELC leadership</li><li>Teacher and practitioner professionalism</li><li>Parent/carer involvement and engagement</li><li>Curriculum and assessment</li><li>School and ELC improvement</li><li>Performance information</li></ul> | 1.1 Self Evaluation for self-improvement<br>1.2 Leadership for learning<br>1.3 Leadership of change<br>1.4 Leadership and management of staff<br>1.5 Management of resources to promote equity<br>2.1 Safeguarding and child protection<br>2.2 Curriculum<br>2.3 Learning teaching and assessment<br>2.4 Personalised support<br>2.5 Family learning<br>2.6 Transitions<br>2.7 Partnership<br>3.1 Ensuring wellbeing, equality and inclusion<br>3.2 Raising attainment and achievement/Securing children's progress<br>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | <ul><li>Raise educational attainment and achievement for all</li><li>Use performance information to secure improvement for children and young people</li><li>Ensure children have the best start in life and are ready to succeed</li><li>Equip young people to secure and sustain positive destinations and achieve success in life</li><li>Ensure high quality partnership working and community engagement</li><li>Strengthen leadership at all levels</li></ul> |

### Strategic Priorities 3 Year Cycle

| 2022 – 2023: | 2023 – 2024: | 2024 – 2025: |
|---|---|---|
| <ul><li>Raise attainment in writing – Year 1.</li><li>Learning Teaching and Assessment – Year 2.</li><li>Curriculum Development – Year 2.</li><li>ELC Action Plan.</li></ul> | <ul><li>Raise Attainment in Writing - Year 2.</li><li>Revisit curriculum rationale, VVA.</li><li>Transitions and personal/family learning plans.</li><li>Strengthen leadership across the school.</li></ul> | <ul><li>Raise attainment in lit./num. Link to World of Work</li><li>Revisit Child Protection Policy.</li><li>Audit interventions to support pupils requiring additional support and more able pupils.</li></ul> |

## Strategic Improvement Planning for Establishment: Overview of Links to Key Policies

Session: 2022 - 23

### National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

### Collaboration and Consultation

| Who? | When? | How? |
|---|---|---|
| Staff | Weekly | Collegiate |
| Pupils | Monthly | Focus Groups |
| Partners | Once per term | Google Forms/ Open sessions |

| National Improvement Framework Key Drivers | HGIOS 4 and Early Learning and Childcare Indicators | Argyll and Bute Education Key Objectives |
|---|---|---|
| <ul><li>School and ELC leadership</li><li>Teacher and practitioner professionalism</li><li>Parent/carer involvement and engagement</li><li>Curriculum and assessment</li><li>School and ELC improvement</li><li>Performance information</li></ul> | 1.1 Self Evaluation for self-improvement<br>1.2 Leadership for learning<br>1.3 Leadership of change<br>1.4 Leadership and management of staff<br>1.5 Management of resources to promote equity<br>2.1 Safeguarding and child protection<br>2.2 Curriculum<br>2.3 Learning teaching and assessment<br>2.4 Personalised support<br>2.5 Family learning<br>2.6 Transitions<br>2.7 Partnership<br>3.1 Ensuring wellbeing, equality and inclusion<br>3.2 Raising attainment and achievement/Securing children's progress<br>3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning | <ul><li>Raise educational attainment and achievement for all</li><li>Use performance information to secure improvement for children and young people</li><li>Ensure children have the best start in life and are ready to succeed</li><li>Equip young people to secure and sustain positive destinations and achieve success in life</li><li>Ensure high quality partnership working and community engagement</li><li>Strengthen leadership at all levels</li></ul> |

| Priorities | Proposed Outcome and Impact | Measures | Linked to PEF (Y/N) |
|---|---|---|---|

| | | | |
|---|---|---|---|
| Raise attainment in writing.<br><br>Create progression framework of writing skills. Develop methodologies and pedagogical practice and refresh resources as identified. | • Attainment in writing will increase. | • Identified cohort of P4-7 pupils will increase at least one XBRA level over the academic year from their baseline in August 2022.<br>• 85% of pupils in P4 and P7 will achieve expected levels in writing attainment.<br>• 80% of pupils in P1-3 will make appropriate progress from baseline data. | Yes |
| Learning, teaching and assessment – Year Consistent approach across the whole school. | • Learning, teaching and assessment will follow a consistent format across the whole school – for teachers and learners – by June 2023.<br>• Teaching staff will participate in construction of a teaching and learning policy. The policy will link to our Vision, Values and Aims. | • Classroom learning visits will reflect that 100% of teachers share learning intention/ success criteria, use questioning and assessment in the agreed format (age and stage appropriate).<br>• Leuven Scale will show 85% of learners are engaged in learning for the majority of the time.<br>• Creation of a Lochnell Teaching and Learning Policy where our high expectations are communicated clearly and succinctly sharing our common working practices.<br>• Pupils' will have increased confidence to create personalised learning targets and discuss their learning. At least 75% of targets set by learners will be achieved. | Yes |
| Curriculum development –progression pathways, wider achievements and planning. | • Approach to planning will be streamlined and ensure breadth, depth and progression across a range of learning experiences. All teachers will use the new format by the end of 22-23 academic year. | • Staff/pupil and stakeholder voice will evidence a shared understanding of what the curriculum pathways at Lochnell are.<br>• Staff will have increased confidence (from baseline survey results) in how to use new planning systems to ensure consistency across | No |

| | | | |
|---|---|---|---|
| IDL Development Year | By term 4 Teachers will have planned and collaborated on a Whole school IDL | the school.  Observations and moderation activities over the school year will reflect this.<br>• Pupils will be able to verbalise cross curricular links.<br>• 100% of learners will be offered the opportunity for wider achievement.<br><br>• Learner engagement during whole school IDL will be measured by Leuven Scale of involvement.  Target figure 80% of learners will be level four or above.<br>• A culture of collaborative planning and whole school approach is fostered through staff planning sessions for whole school IDL in Term 3.<br>• Learners/Teachers/Parents invited to reflect on IDL through survey.  Aim for over 85% positive feedback in relation to learning that has taken place. | |
| Continue to enhance ELC environment in response to 1140 provision. | ELC practitioners will have the confidence and skills to lead learning, implement challenge and progression in the ELC room, leading to learners being fully engaged and immersed in learning experiences. | • A baseline Leuven Scale of all learners is required.  It is anticipated that 90% of learners will be at level 4 on the Leuven Scale for the majority of their day by the end of Term 2.<br><br>• ELC staff will require less SLT intervention to support with challenges in the ELC room due to learner engagement and interest being held. | No |

**Note: This section of the Improvement Plan can be made available to all relevant stakeholders to provide an overview of the session's priorities.**

| Establishment Maintenance Improvement Planning – Optional | Session: 2022 - 23 |
|---|---|

**National Improvement Framework Key Priorities**

- <mark>Placing the human rights and needs of every child and young person at the centre of education</mark>
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- <mark>Improvement in skills</mark> and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

| National Improvement Framework Key Drivers | HGIOS 4  and  Early Learning and Childcare Indicators | Argyll and Bute Education Key Objectives |
|---|---|---|
| <ul><li>School and ELC leadership</li><li><mark>Teacher and practitioner professionalism</mark></li><li><mark>Parent/carer involvement and engagement</mark></li><li>Curriculum and assessment</li><li>School and ELC improvement</li><li>Performance information</li></ul> | 1.1  Self Evaluation for self-improvement<br>1.2  <mark>Leadership for learning</mark><br>1.3  Leadership of change<br>1.4  Leadership and management of staff<br>1.5  Management of resources to promote equity<br>2.1  Safeguarding and child protection<br>2.2  Curriculum<br>2.3  Learning teaching and assessment<br>2.4  Personalised support<br>2.5  Family learning<br>2.6  Transitions<br>2.7  Partnership<br>3.1  Ensuring wellbeing, equality and inclusion<br>3.2  Raising attainment and achievement/Securing children's progress<br>3.3  <mark>Increasing creativity and employability/ Developing creativity and skills for life and learning</mark> | <ul><li>Raise educational attainment and achievement for all</li><li>Use performance information to secure improvement for children and young people</li><li>Ensure children have the best start in life and are ready to succeed</li><li>Equip young people to secure and sustain positive destinations and achieve success in life</li><li>Ensure high quality partnership working and community engagement</li><li><mark>Strengthen leadership at all levels</mark></li></ul> |

**Key Actions (from previous plans): Digital Literacy – school webpage development.**

- Further develop our school website, using as a context for digital literacy across the whole school.
- Skills and knowledge increase in staff in relation to how to use the platform to share information/ learning and achievements.
- Learners (potential P7/ P6) will be trained to use website, post content.
- Survey to ensure parent/ staff/ pupil/ stakeholder voice to ensure content meets expectations.
- Research and sharing of knowledge - best practice, internet safety, 'how to' blog (linked to writing attainment).

- Website has 'maintenance schedule' to ensure current and engaging. Each class contributes to share their learning.
- Celebration of learning and skills development with website 'launch' linking to all stakeholders.

| Pupil Equity Funding \| Planning and Reporting | School Name: Lochnell Primary School |
|---|---|

**School Report on PEF Expenditure and Impact 2022 2023**

Our target group is children across the school who have not yet achieved the expected levels for writing and are either entitled to free school meals, are in a minority ethnic or have experienced significant changes in their lives. Our robust XBRA data that has been tracked and moderated for two years clearly identifies the need for personalised and targeted support to ensure equity. ACEL and SNSA data have been used to specifically identify writing attainment in individual pupils. Alongside this, wellbeing data collated by teaching staff and support staff will facilitate early interventions and personalised short or long term support as appropriate. Engagement trackers from periods of remote learning show that some learners did not access the remote learning provision and require additional interventions in relation to literacy and numeracy.

To support attainment, our PEF will support subscriptions such as Sumdog and Nessy alongside the purchase of targeted resources such as Toe by Toe. PEF will also fund additional teaching and classroom assistant hours to ensure consistency of intervention deployment and minimum impact should there be staffing absences. These staff members will support learners with literacy and numeracy interventions either in class, small groups or on a 1:1 basis. We envisage soft starts/ nurture groups to respond to emotional needs as they arise and will work closely with parents to aim for alignment between home and school.

Baseline data from June 2022 has been used to agree the target group. Literacy and numeracy data will be picked up three times during the 2022-23 year and support adjusted as required to ensure we are reactive as well as proactive to the level of needs. The Blob Tree or Colour Monster will be used as an emotional check in tool, age and stage appropriate.