



Education

## Establishment Improvement Plan

2024 - 2025

Lochnell Primary School and Early Learning Centre



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









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## Overview of Establishment 3 Year Cycle of Improvement Plan Priorities

Session: 2024-25

### 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 achievement, 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 style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer engagement and family learning</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>	1.1 Self Evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnership  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement/Securing children's progress  3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	<ul style="list-style-type: none"> <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

2024 – 2025:	2025 – 2026:	2026 – 2027:
<b>LIT:</b> Raise attainment in Reading <b>MNU:</b> Improve learning and teaching in maths and numeracy <b>HWB:</b> Become a 'Silver Accredited' Rights Respected establishment & become a silver accredited OCTNE establishment <b>L&amp;M:</b> Develop and create our curriculum rationale and refresh our vision, values and aims	<b>LIT:</b> Raise attainment in Listening and Talking <b>MNU:</b> Raise attainment in maths and numeracy <b>HWB:</b> Work towards being a 'Gold Accredited' Rights Respected establishment & Gold OCTNE establishment <b>L&amp;M:</b> Develop a quality and robust framework for developing wider areas and achievements, through skills for life and learning (DYW), meta skills, and Learning for Sustainability.	<b>LIT:</b> Raise attainment in literacy across the curriculum <b>MNU:</b> Raise attainment in maths and numeracy across the curriculum <b>HWB:</b> Become a 'Gold Accredited' Rights Respected establishment & Gold OCTNE establishment <b>L&amp;M:</b> Develop more effective family learning partnerships

Strategic Improvement Planning for Establishment: Overview of Links to Key Policies		Session: 2024-25		
<b>National Improvement Framework Key Priorities</b> <ul style="list-style-type: none"><li>Placing the human rights and needs of every child and young person at the centre of education</li><li>Improvement in children and young people’s health and wellbeing</li><li>Closing the attainment gap between the most and least disadvantaged children and young people</li><li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li><li>Improvement in achievement, particularly in literacy and numeracy.</li></ul>		<b>Collaboration and Consultation</b>		
		<b>Who?</b>	<b>When?</b>	<b>How?</b>
		Staff	See QA calendar	
		Pupils	See QA calendar	
		Parents	See QA calendar	
<b>National Improvement Framework Key Drivers</b>	<b>HGIOS 4 and Early Learning and Childcare Indicators</b>	<b>Argyll and Bute Education Key Objectives</b>		
<ul style="list-style-type: none"><li>School and ELC leadership</li><li>Teacher and practitioner professionalism</li><li>Parent/carer engagement and family learning</li><li>Curriculum and assessment</li><li>School and ELC 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>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)
<b>SCHOOL Priority 1</b> <b>LIT: Raise attainment in Reading</b>	<p>Outcome 1: Development of reading planning and trackers. Impact: skills taught, assessed and tracked at an appropriate pace.</p> <p>Outcome 2: ACEL attainment in reading will be at least 85% by the end of the year. Impact: a greater number of children achieving the age/stage appropriate level in reading.</p> <p>Outcome 3: Almost all learners will progress 'up' at least one progress measure in reading between Feb 24 and Feb 25. Impact: a greater number of children achieving the age/stage appropriate level in reading.</p> <p>Outcome 4: Increased opportunities for developing reading skills (through experiences across the curriculum and increased opportunity for reading). Impact: children will have more opportunities to develop and improve their reading skills.</p> <p>Outcome 5: Most children in P2-7 will progress at least 5 months in reading between October '24 and March '25</p> <p>Outcome 6: Well planned and evidenced interventions will be put in place to support children with reading (e.g. 'Together Better Readers')</p>	<ol style="list-style-type: none"> <li>1. School ACEL attainment over time data</li> <li>2. XBRA (progress over time) data</li> <li>3. School tracking data from quality tracking conversations</li> <li>4. Assessment evidence (PIRA – October and April)</li> <li>5. Baseline/summative pupil voice questionnaire about reading</li> <li>6. Quality classroom observation of reading lesson</li> <li>7. Reading moderation planning and evaluations</li> <li>8. Learning support intervention evidence</li> <li>9. Targeted Intervention Group planning and next steps</li> </ol>	<p>Yes</p> <p>– PEF funding used to cover PT class to release for additional time focus on play pedagogy</p> <p>- PEF funding used to release member of staff for additional learning support in reading for targeted groups</p>

<p><b>ELC Priority 1</b> <b>LIT:</b> Raise attainment in Reading</p>	<p>Outcome 1: Development of reading planning and tracking. Impact: skills developed and tracked at an appropriate pace.</p> <p>Outcome 2: playroom and outdoor space will become more literacy-rich and will provide more opportunities for children to develop their reading skills. Impact: children will have more opportunities to develop and improve their reading skills.</p> <p>Outcome 3: 'story of the month' to be introduced to increase range of stories known well by learners.</p>	<ol style="list-style-type: none"> <li>1. Learning observations</li> <li>2. tracking data from quality tracking conversations</li> <li>3. Reading moderation planning and evaluations</li> </ol>	<p>Yes – PEF funding used to cover PT class to release for additional time focus on nursery pedagogy</p>
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<p><b>SCHOOL Priority 2</b></p> <p><b>MNU:</b> Improve learning and teaching in maths and numeracy</p>	<p>Outcome 1: Development of MNU planning and trackers. Impact: skills taught, assessed and tracked at an appropriate pace.</p> <p>Outcome 2: focussed and specific moderation activities. Impact: staff will have an improved understanding of ACEL and progression.</p> <p>Outcome 3: increased opportunities to apply maths and numeracy skills through STEM and play-based learning. Increased opportunities to apply maths and numeracy skills in real-life / relevant / outdoor contexts. Impact: children will experience a greater depth of learning and application of skill and have a greater understanding of links to future life, learning and work. Children will have a greater sense of enjoyment from learning in MNU.</p> <p>Outcome 4: increased development of concrete, pictorial and then abstract (CPA). Impact: children will have a more grounded, secure understanding of numeracy and maths.</p> <p>Outcome 5: a greater focus on problem-solving and application of MNU skills. Impact: children will work more collaboratively and enjoy greater challenge in their learning.</p> <p>Outcome 6: Well planned and evidenced interventions will be put in place to support children with numeracy and maths.</p>	<ol style="list-style-type: none"> <li>1. School ACEL attainment over time data</li> <li>2. XBRA (progress over time) data</li> <li>3. School tracking data from quality tracking conversations</li> <li>4. Assessment evidence (PUMA – October and May)</li> <li>5. Pupil voice (including baseline and summative questionnaire)</li> <li>6. Quality classroom observation of T&amp;L learning experience</li> <li>7. MNU moderation planning and evaluation meetings</li> <li>8. Learning support intervention evidence</li> <li>9. Targeted Intervention Group planning and next steps</li> </ol>	<p>Yes</p> <p>– PEF funding used to cover PT class to release for additional time focus on play pedagogy</p> <p>– PEF funding used to cover PT class to release for additional time focus on learning and teaching of MNU as part of STEM</p>
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<p><b>ELC priority 2</b>  <b>MNU:</b> Improve learning and teaching in maths and numeracy</p>	<p>Outcome 1: Development of MNU planning and tracking. Impact: skills developed and tracked at an appropriate pace.</p> <p>Outcome 2: playroom and outdoor space will become more numeracy-rich and will provide more opportunities for children to develop their MNU skills and mathematical vocabulary. Impact: children will benefit from additional opportunities to develop and improve their MNU skills.</p> <p>Outcome 3: 'number of the week' to be introduced to increase exposure of number to learners.</p>	<ol style="list-style-type: none"> <li>1. Learning observations</li> <li>2. tracking data from quality tracking conversations</li> <li>3. MNU moderation planning and evaluation meetings</li> </ol>	<p>Yes – PEF funding used to cover PT class to release for additional time focus on nursery pedagogy</p>
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<p><b>SCHOOL &amp; ELC priority 3</b></p> <p><b>HWB:</b> Become a ‘Silver Accredited’ Rights Respected establishment &amp; become a silver accredited OCTNE establishment</p>	<p>Outcome 1: Embed RRSA working into daily school/ELC life and throughout curriculum: classes link within daily planning, UNCRC on display in all classrooms, and weekly input at assembly. Impact: children will be more aware of their rights and have a greater sense of self and wellbeing</p> <p>Outcome 2: RRSA Silver award will be applied for, and all required information actioned and submitted. Impact: children will enjoy a sense of achievement and the school will be recognised as a ‘silver’ Rights Respecting School.</p> <p>Outcome 3: Children’s rights will be at the centre of all decisions, and celebrated daily. Rights will be linked to SHANARRI indicators and discussed as part of my world triangle. Impact: Children’s health and wellbeing will improve as they have a greater sense of belonging, and their rights are better recognised and respected.</p> <p>Outcome 4: OCTNE Silver award will be applied for, staff training will be embedded, and all required information actioned and submitted. Impact: children will have an increased feeling of nurture and enjoy a sense of achievement as the school will be recognised as a ‘silver’ OCTNE establishment.</p> <p>Outcome 5: Nurture room will be further developed, so that it is a more visually attractive and welcoming environment. Impact: children will have a safe place in the school that they feel comfortable and happy going to if they are struggling to regulate themselves.</p> <p>Outcome 6: Our Promoting Positive Behaviour policy will be revisited, ensuring that nurturing principles are at its core. Impact: children will have clear boundaries and consequences and better understand what they need to do in order to be successful.</p>	<ol style="list-style-type: none"> <li>1. Questionnaires</li> <li>2. Leuven Scale</li> <li>3. GMWP</li> </ol>	<p>Yes – PEF funding used to cover PT class to release for additional time focus on RRSA</p>
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<p><b><u>SCHOOL &amp; ELC priority 4</u></b></p> <p><b>L&amp;M:</b> Develop and create our curriculum rationale and refresh our vision, values and aims.</p>	<p>Outcome 1: our establishment's curriculum rationale will be coherent and reflect our school community. Our vision values and aims will be relevant to our children and context and underpin our curriculum rationale. UNCRC will be evident throughout and the basis for all decisions. Impact: children will experience learning through a curriculum relevant to their individual learning styles and context. The establishment's vision, values and aims will align with each individual's own needs and aspirations.</p> <p>Outcome 2: our establishment's developing curriculum rationale will underpin changes to teaching and learning across the curriculum. Impact: children will experience learning through a curriculum relevant to their individual learning styles and context.</p>	<ol style="list-style-type: none"> <li>1. questionnaires</li> <li>2. workshops</li> <li>3. pupil voice</li> <li>4. parent/carer voice</li> <li>5. other stakeholder / partner voice</li> </ol>	<p>No</p>
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