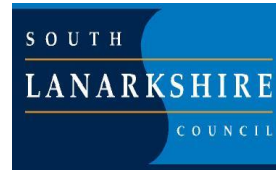**Education Resources**
Curriculum and Quality Improvement Service

Establishment Improvement Plan

2017 - 2018

South Lanarkshire Primary

Education Resources
Curriculum and Quality Improvement Service

Contents

National Improvement Framework Key Priorities
- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
• School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information	• 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 ✓	Transforming Learning and Teaching
		Implementing Curriculum for Excellence
		Meeting the Needs of all Learners', GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)

Strategic Priorities 3 Year Cycle		
2017-18	**2018-19**	**2019-20**
1. Evaluate and improve consistency of learning and teaching in P1-7 Literacy and Numeracy (with a focus on planning, tracking and monitoring) 2. Raising attainment in P1-3 Literacy and Numeracy with a focus on closing the gap 3. Audit existing practice in family learning and develop new approaches 4. Management of resources to promote equity (LC priority)	1. As 2017-18 but with focus on pace, challenge and differentiation 2. As 2017-18 but shift to P4-7 focus 3. Audit existing practice and develop a strategic approach to improve wellbeing, equality and inclusion 4. Develop leadership of learning at all levels 5. Transitions (LC priority)	1. As 2018-19 but with focus on assessment, feedback and engagement. 2. Consolidation of the work done in 2017-19 with an emphasis on evaluating progress over time 3. Implement and embed our approach to improving wellbeing, equality and inclusion 4. Develop approaches to personalised support 5. Skills for Learning, Life and Work (LC priority)

National Improvement Framework Key Priorities	Collaboration and consultation
- Improvement in attainment, particularly in literacy and numeracy; - Closing the attainment gap between the most and least disadvantaged children; - Improvement in children and young people's health and wellbeing; and - Improvement in employability skills and sustained positive school leaver destinations for all young people.	(list stakeholders): - Pupils - Parents/Carers - Staff and partners

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
- School leadership - Teacher professionalism - Parental engagement - Assessment of children's progress - School improvement - Performance information	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	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)

Strategic Priority	PEF	Intended Impact	Measures of Success	Actual Impact
Evaluate and improve the consistency of learning and teaching in P1-7 Literacy and Numeracy (with a focus on planning, tracking and monitoring)	✓	Planning better supports greater consistency in the delivery of quality learning and teaching and brisker progress towards achieving benchmarks	Monitoring - class visits/observations Peer Observation Increased attainment Pupil Feedback	

Strategic Priority	PEF	Intended Impact	Measures of Success	Actual Impact
Raising attainment in P1-3 Literacy and Numeracy with a focus on closing the gap	✓	Increase %of children achieving expected levels in Literacy (all measures) and Numeracy by 10% Narrow the gap for those children in receipt of FME Increase in levels of professional discussion in relation to attainment and internal moderation activities	Teacher prediction and judgments (at identified and agreed points throughout the session) Standardised assessments Monitoring activity demonstrates higher levels of engagement and motivation e.g. library use increases, higher levels of engagement in class etc…	
Audit existing practice in family learning and develop new approaches	✓	Increased staff awareness of and engagement with the principles of high quality family learning Identified families are more engaged with the work of the school resulting in positive gains for their children	Staff plan, assess and evaluate family learning opportunities as an integral part of practice For identified families, improvement is evident with reference to the five key data sets (attendance, attainment, exclusion, engagement, participation) Partners are fully involved	

Strategic Improvement Planning for Establishment   **Session:**
Pupil Equity Fund Overview
Allocation: £ _____

National Improvement Framework Key Priority
- Closing the attainment gap between the most and least disadvantaged children.

Contextual analysis (what is the gap?):

South Lanarkshire Primary School is a school in a semi-rural area of SLC. The current roll is 267 over 10 classes. Of our 267 pupils, 27% live in a home within SIMD 1 or 2 and/or are in receipt of Free School Meals. These children are present in all stages and classes although there is a higher proportion in this year's P1 and P3 classes. We know anecdotally that at least another ten children are entitled to Free School Meals but choose not to claim them. In addition, we are aware as a school that around 15 children or 6 percent, although technically living within SIMD 1 or 2, are in fact living in relatively affluent homes. Therefore, our analysis uses intelligence beyond raw data and we encourage an individualised approach to identifying children who will be the focus of our Pupil Equity Fund Interventions.
In terms of **the attainment gap**, children are less likely to meet expected Cfe levels within this group across every category. Whilst we are performing well compared to SLC and National averages (GREEN) a careful analysis of figures shows that children in receipt of free school meals are significantly underperforming, with some of the biggest gaps identified at the Primary One stage in both literacy and numeracy. Our efforts this year will be to close this gap by initially 10%.

We plan to target this gap through our **Raising Attainment and Learning and Teaching** priorities. In addition, due to the higher proportion of children in P1 and P3 we intend to start with the infant stages of the school as our main focus.
Evidence suggests that engagement in learning is less evident within some of the children affected by poverty. We will be targeting this gap through our Learning and Teaching priority and the SMT will be using engagement of this group as a measure when carrying out classroom observations.

In terms of other measure of the gap;

Two children have been excluded this year, both of whom are in receipt of Free School Meals. Individual plans and targets for these

children will be reviewed, addressed and monitored to aim for a zero exclusion rate this coming session. Individual teachers keep a track of engagement in after school clubs and activities and it is noted that only 40% of FME children across the school engage in regular out of school learning compared to nearly 80% of those who are not within this category. In addition, the attendance rates of this group are lower than the rest, with an average of 75% attendance over a school year compared to 97% of those not affected by poverty. We plan to target these gaps through our **Family Learning** priority which will involve bespoke planning for individuals and working with partners from beyond the school.

A separate paper is available giving details of attainment data around the gap and this will also be published in our forthcoming Standards and Quality Report for 16/17.

Strategic Improvement Planning for Establishment   **Session:**
Pupil Equity Fund Overview
Allocation: £ _____

Project/Priority (details of what you are doing and who you are targeting with additional intervention)	Amount	Details of Spend	How will you provide evidence of impact?

Operational Improvement Planning (Action Plan) for Establishment: Session: 2017-18

Strategic Priority 1: Evaluate and improve consistency of learning and teaching in P1-7 Literacy and Numeracy (with a focus on planning, tracking and monitoring)

National Improvement Framework Key Priorities
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• Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
• School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information	• 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	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)

Key Actions (How)	*Lead Person	*Timescale	*Comments
Revisit Literacy and Numeracy pathways to ensure a consistent approach to planning which is relevant and ensures progression	HT and P7 CT (Lead member of the Learning and Teaching WP)	August – May (Regular review points)	
Key Actions (How)	***Lead Person**	***Timescale**	***Comments**
Develop staff understanding of Literacy and Numeracy benchmarks Plan Literacy and Numeracy taking account of benchmarks Provide opportunities for professional dialogue which take full account of the benchmarks Increase parent/carer awareness of the benchmarks (workshops, information leaflets, pupil presentation at parents' evening) Increase pupil awareness of the benchmarks making clear links to Literacy and Numeracy targets	SMT and nominated members of the Learning and Teaching WP	On going from previous session but revisit in August- September 2017. At key planning points throughout the session. At planning feedback meetings throughout the session and at moderation meetings Initial information – Sept 17 Pupil presentation -Nov parents' evening Throughout the session	
Monitor learning and teaching through activities identified in the Monitoring Calendar e.g. class visits, peer visits, learner discussions etc. The focus will be on consistency of approach	SMT, class teachers (peer visits), identified pupil groups	Throughout the session in line with the Monitoring Calendar	

Develop staff understanding of the principles of quality tracking and monitoring using the SLC Guidance Note	SMT	August 2017 inset	
Audit existing tracking and monitoring approaches using the SLC audit tool and reflect on changes required to current system	Whole staff led by SMT	August 2017 inset	
Adopt SLC tracking and monitoring tool	HT and members of the Tracking and Monitoring WP	August 2017 – continuing throughout the session	
Key Actions (How)	***Lead Person**	***Timescale**	***Comments**
Analyse tracking and monitoring data at regular and agreed points throughout the session with a specific focus on the extent to which cohorts are making progress over time and any barriers to progress are identified and addressed	SMT and staff	At planning feedback meetings throughout the session and at moderation meetings	

Establishment Maintenance Improvement Planning   **Session:**

National Improvement Framework Key Priorities
- Improvement in attainment, particularly in literacy and numeracy;   - Closing the attainment gap between the most and least disadvantaged children;   - Improvement in children and young people's health and wellbeing; and   - Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
- School leadership - Teacher professionalism - Parental engagement - Assessment of children's progress - School improvement - Performance information	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	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)

Key Actions (from previous plans)
- AifL – Continue to embed strategies and associated techniques (these should be evidenced through next session's Learning and Teaching priority)   - Early Level Transition – further develop the well established curriculum and pastoral transitions from nursery to Primary 1   - Monitor the effectiveness of the new Sciences programme   - Extend the work of the Forest School programme using it to support transition through the introduction of joint nursery and P1 groups