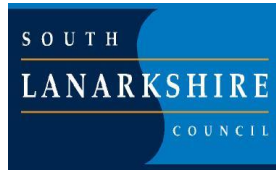**Education Resources**
Curriculum and Quality Improvement Service

Establishment Improvement Plan

2019 - 2020

Tinto Primary School & N.C

Education Resources
Curriculum and Quality Improvement Service

Contents

Overview of Establishment 3 Year Cycle of Improvement Plan Priorities   Sessions: 2019-22

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

Year 1: Literacy – writing / ICT - digital literacy and innovation
Year 2: Numeracy – mental agility/ problem solving Expressive Arts - drama & music
Year 3: Literacy – reading / H&WB – Nurture audit - approach

National Improvement Framework Key Priorities	Collaboration and consultation		

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

Collaboration and consultation

Who?	When?	How?
Support for Learning Team	Termly	Meetings and consultations
Class teachers	Termly INSET CAT WTA	Moderation within school and L.C Additional Talk for Writing training sessions as L.C Nurture / Emotionwork training
BLC	Monthly	Meetings – incl digitally
Parents	Termly	Workshpos x2 Open door classroom invites

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
• School leadership	• 1.1 <mark>Self Evaluation for self-improvement</mark> • 1.2 <mark>Leadership for learning</mark>	<mark>Transform Learning and Teaching/Implement CfE</mark>

• Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information	• 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	Meeting the Needs of all Learners', GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)

Operational Improvement Planning (Action Plan) for Establishment: **Session:**

Strategic Priority 1: _____Writing_____

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 (How)	*Lead Person	*Timescale	*Comments
Implement Talk for Writing N-P7	P.T	August 2019-May 2020	All staff have attended training. Resources have been purchased. Staff will plan, peer assess together. Pupil feedback will come via pupil dialogue

			activity with P.T.
			Staff in the trio identified this as next step in moderation journey. Staff will plan in Levels, deliver the lesson and meet to assess pieces together.
Plan, implement and moderate writing with L.C trio group			Staff in trios to use the bank of moderation materials to scaffold professional dialogue
*Establishments decide their specific headings similar to this		September 2019/ October 2019/ Jan 2020	

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

Strategic Priority 2: _____Digital Literacy and Innovation

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	- 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	Transform Learning and Teaching/Implement CfE Meeting the Needs of all Learners', GIRFEC and Statutory Duties Skills for Learning, Life and Work

• School improvement • Performance information	• 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	Professional Learning Leadership (Change and Improvement)

Key Actions (How)	*Lead Person	*Timescale	*Comments
Audit current ICT programmes used across the curriculum	ICT co-ordinator / H.T	August 2019-2020	Ensure all available programmes available are being used across the school to ensure continuity / progression/ depth. Ensure all staff (as 50% new) aware and confident to use these
Staff training in Google programmes/ apps/ ctouch/ coding/ films etc *Establishments decide their specific headings similar to this	SLC D.O.	August 2019-2020	Staff and pupils to use these to support learning at school and home. Parent workshop to ensure parents understand how these support learning.

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)

Handwriting programme to be agreed

Whole school marking programme to be agreed

Homework policy to be agreed

Staff expectations re attainment to be raised

Continue with previous programmes ie Numicon / Active Literacy/ Tools for Reading

Nursery to continue with O.L / H&WB/ Literacy developments as part of BLC trio and partners

Pupil Equity Fund

Planning and Reporting

2019-2020

The Gap:

Please provide an overview of your school's poverty related attainment gap making reference to data.

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.

Tinto has no poverty related attainment gap as there are currently **no SIMD 1-2** pupils and only **1 pupil receiving free school meals**. This pupil is not attaining in line with CfE milestones due to identified learning difficulties in literacy.

SIMD 5-8: 100%
Exclusion: 0%
Attendance: 96.7%

Session 2018-19 there were 4 pupils FME August –March and from March only 1 pupil is recorded as FME

Attendance gap was –10.4%. Discussions were had with parents at the time regarding the impact of absences on attainment. All absences recorded were due to illness.

Attainment for the 4 pupils has been reported on in the Session 2018-19 reports. The 2 pupils who were receiving additional supports will continue to do so Session 2019-20 which includes the 1 pupil remaining on FME.

Participation and Engagement: Almost all pupils attend out of school activities. Almost all P4/5/7 pupils attend residentials. The school has a lively ASC which offers a variety of activities after school 3-4 times a week. These include sports, arts and crafts, music. All pupils out of school and lunch time activities are tracked. Pupils are identified who are not engaging in activities and encouraged to attend.

The 1 FME pupil does not participate in ASC but does participate in lunch time clubs.

Outcomes and Measures	Intervention Description New Interventions – description and clear rational Max 200 words	Intervention Theme			Organiser			Type of intervention				or N?	Mid-Year Progress To be completed at Mid-Year Stage	Actual Impact To be completed at End of Year
		Literacy	Numeracy	HWB	Learning & Teaching	Leadership	Family & Communities	School generated	Partnership/charity	Commercial Resource	Consultant			
Outcomes: • To continue to improve knowledge and understanding of phonics and be able to transfer to reading / writing activities • **Measures:** • NGRT R.A 5.00 • Dyslexia toolkit - scored highly as being dyslexic • Catch Up assessment • Professional judgements • Staged intervention info/data • Learning conversations • SfL professional dialogue • Monitoring dialogue • Classroom observations by SMT • Benchmarking data	**Intervention 1:** • Support Assistant worked alongside P.T to plan the intervention timetable. PAT programme and WASPS will be used to reinforce phonics. • Clicker 7 to be used regularly in class • Talk to Write to support written texts • S.A will assess using Catch Up later in P4 and, if suitable, will implement this programme. Staff are also working alongside the SfL team with this pupil.	*			*			*		*		Y		
Outcomes: • **Measures:** •	**Intervention 2:** •													
Outcomes: • **Measures:** •	**Intervention 3:**													

Outcomes: • Measures: •	Intervention 4:																	

Sustainability:

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