School Name:

Garelochhead Primary School



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| **Overview of Establishment 3 Year Cycle of Improvement Plan Priorities - Optional** | | | | Session: 2022-2023 |
| **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** |
| * School and ELC leadership * Teacher and practitioner professionalism * Parent/carer involvement and engagement * Curriculum and assessment * School and ELC 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 | | | * Raise educational attainment and achievement for all * Use performance information to secure improvement for children and young people * Ensure children have the best start in life and are ready to succeed * Equip young people to secure and sustain positive destinations and achieve success in life * Ensure high quality partnership working and community engagement * Strengthen leadership at all levels |
| **Strategic Priorities 3 Year Cycle** | | | | |
| 2022 – 2023: | | 2023 – 2024: | 2024 – 2025: | |
| Curriculum & Pedagogy –  Raising attainment and achievement in Literacy and Numeracy with a focus on QI 1.2 and QI 2.3   * Raising Attainment in Writing  through improving our understanding of pedagogies and approaches * Raising attainment in Numeracy through improving our understanding of pedagogies and approaches * Introduce a Play pedagogy across the stages to increase achievement and engagement in our pupils.   HWB – Continue to support the wellbeing of our school community with a focus on QI 2.4   * SHANARRI wellbeing tracking; * OCTNE silver accreditation; * Nurturing approaches embedded into each class; * Introduce a Play pedagogy across the stages to increase achievement and engagement in our pupils. | | Refresh of our school vision, values and aims - Our school community will have a strong understanding of our context, with a focus on QI 1.3   * Engagement with parents, partners and pupils; * Clear understanding of our school values and what they mean for all; * Investigation of UNCRC and how this can be implemented at Garelochhead Primary School   Audit of policies and interventions to support pupils and families at Garelochhead Primary School;  Revisit key policies including child protection policy, ASN and homework in light of audit. | Embed Rights Respecting Schools ethos throughout the school community;   * Revisit personal learning plans format and content and reporting to parents in light of audit. | |

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| **Strategic Improvement Planning for Establishment: Overview of Links to Key Policies** | | | Session: 2022-2023 | | | |
| **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?** |
| Cardross PS | Terms 2+3 | | Observations/professional dialogue |
| OCTNE Team | Session 22-23 | | Training |
| LM/CB | Terms 2+3 | | Training |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | **Argyll and Bute Education Key Objectives** | | | |
| * School and ELC leadership * Teacher and practitioner professionalism * Parent/carer involvement and engagement * Curriculum and assessment * School and ELC 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 & employability/ Developing creativity & skills for life & learning | | * Raise educational attainment and achievement for all * Use performance information to secure improvement for children and young people * Ensure children have the best start in life and are ready to succeed * Equip young people to secure and sustain positive destinations and achieve success in life * Ensure high quality partnership working and community engagement * Strengthen leadership at all levels | | | |
| **Priorities** | **Proposed Outcome and Impact** | **Measures** | | | **Linked to PEF** (Y/N) | |
| Recovery and raising Numeracy attainment and achievement post school closures through improving our understanding of pedagogies and approaches | Improved attainment in numeracy;  Improved understanding of pedagogies and approaches to learning and teaching in numeracy;  Agreed approaches to the learning and teaching of Maths and Numeracy at Garelochhead Primary School across all stages. | Assessment data – 80% of targeted learners will have seen an increase in their numeracy assessments scores by June 2023;  100% of teaching staff will have an increased understanding of approaches and teaching in numeracy.  Clear design, rationale and progression for the teaching of numeracy across Garelochhead Primary School shared with staff, pupils and parents. | | | NO | |
| Recovery and raising attainment in literacy with a focus on our understanding of pedagogies and approaches | Improved attainment in writing at 1st Level;  Improved understanding of pedagogies and approaches to learning and teaching in literacy;  Improved understanding of The Moderation Cycle in all teaching staff to build a shared understanding of progression across the levels;  Agreed approaches to the learning and teaching of Writing at Garelochhead Primary School across all stages. | Assessment data – 80% of targeted learners will have seen an increase in their writing attainment by May 2023;  100% of teaching staff will have an increased understanding of approaches and teaching in writing;  100% of teaching staff will be secure using The Moderation Cycle for planning, assessment and moderation in writing;  Clear design, rationale and progression for the teaching of writing at Garelochhead Primary School shared with staff, pupils and parents. | | | YES | |
| Development of a play pedagogy at Garelochhead Primary School. | Improved understanding of play across the stages;  Development of observation record that ensures progression and appropriate levels of challenge from P1-P7;  Embed learning through play at Primary 2 stage. | 100% of pupils at Garelochhead Primary School will experience meaningful play during session 2022/2023;  Staff will have a shared understanding of a play pedagogy at Garelochhead Primary;  Meaningful observations will become a regular feature of planning, assessment and moderation at Garelochhead Primary. | | | YES | |

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

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 2022/2023 |
| **Strategic Priority 1:** | Title: Recovery and raising of Numeracy attainment and achievement post school closures through improving our understanding of pedagogies and approaches. | | |
| **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** |
| * School and ELC leadership * Teacher and practitioner professionalism * Parent/carer involvement and engagement * Curriculum and assessment * School and ELC 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 | | * Raise educational attainment and achievement for all * Use performance information to secure improvement for children and young people * Ensure children have the best start in life and are ready to succeed * Equip young people to secure and sustain positive destinations and achieve success in life * Ensure high quality partnership working and community engagement * Strengthen leadership at all levels |
| **Key Actions (How)** | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| Professional engagement session to discuss expectations of approach and identify aspects of current maths provision targeted for improvement. | C Bryden and Maria McArthur | September 2022 | Practitioners will have a clear understanding of the planned professional development.  Practitioners will be able to identify aspects of current maths provision targeted for improvement. |
| Professional collaboration between teaching staff at Cardross and Garelochhead | Maria McArthur/Kelly Girling | October 2022 – March 2023 | 100% of teaching staff will have observed CGI lesson at Cardross Primary with a stage partner;  Practitioners will form key questions around CGI approach to investigate and feedback on. |
| Attendance at training sessions led by Dr Lio Moscardini, comprising of:  Introductory twilight (2 hours)  AND 2 further twilights (HALCO) | C Bryden / Dr Lio Moscardini  *Maria McArthur* | October - November 2022 | Practitioners will have a clear understanding of the CGI approach and anticipated outcomes and impact for the targeted group of learners.  Practitioners will be confident to begin implementation with the targeted group. |
| Develop teacher understanding of successful approaches to teaching of numeracy through professional reading, collegiate sessions and professional dialogue.  Engagement with school staff regarding current resource in use (Leckie and Leckie, Primary Maths in Scotland) to ensure shared understanding of how to use the resource and a consistent implementation across the stages. | All teaching staff | November - December 2022 | Practitioners will have a clear understanding of the CGI approach and anticipated outcomes and impact for the targeted group of learners.  Practitioners will be confident to begin implementation with the targeted group.  100% of teaching staff will show increased confidence using resources available in school. |
| Baseline assessment of problem solving and pupil attitudes to numeracy using materials provided by Dr Moscardini | *Maria McArthur* | January 2023 | Data from assessments will provide a clear baseline, setting out pupils’ current attainment level. |
| Implementation & evaluation of CGI approaches within the classroom.  Internal school monitoring.  Observed lessons with feedback provided by stage partner at Cardross Primary | *Maria McArthur* | January 23 to April 23 | Practitioners will be clear about school expectations around implementation – how much, how often etc.  Discussion with practitioners will demonstrate an increase in confidence in delivery of CGI approaches.  Observations/reviews of pupil work will demonstrate increased numerical understanding and fluency with word problems. They will demonstrate greater application of numeracy skills, particularly relating to number and number processes. |
| Reassessment of problem solving skills and attitudes to numeracy | *Maria McArthur* | March 2023 | Most pupils will demonstrate raised attainment from baseline assessment in both problem solving and pupil attitudes to numeracy.  Data will be collected enabling both school and central analysis of impact and informing of next steps. |
| Sharing Impact showcase event – staff share impact on classes with other schools across the authority | C Bryden supported by practitioners and staff leads | May 2023 | Through their presentation at the showcase event, practitioners will be able to articulate a positive impact on themselves and pupils. |
| Create a clear design, rationale and progression for the teaching of numeracy across Garelochhead Primary School:  shared with staff, pupils and parents. |  | Completed by June 2023 | 80% of responses from our school community will show an understanding of our Curriculum Design in numeracy. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 2022-2023 |
| **Strategic Priority 2:** | Title: Recovery and raising attainment in literacy with a focus on our understanding of pedagogies and approaches | | |
| **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** | | **Argyll and Bute Education Key Objectives** |
| * 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 | | * Raise educational attainment and achievement for all * Use performance information to secure improvement for children and young people * Ensure children have the best start in life and are ready to succeed * Equip young people to secure and sustain positive destinations and achieve success in life * Ensure high quality partnership working and community engagement * Strengthen leadership at all levels |
| Key Actions (How) | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| All pupils to be assessed in writing to identify starting points and supports required for specific pupils;  Programme of literacy interventions to be created and timetabled appropriately for P2-7;  Survey of pupils to ascertain levels of engagement and enjoyment in writing fiction using appropriate Leuven Scale;  Establishment of peer teaching groups for support with Rosneath and Cardross Primaries and Garelochhead Primary staff to observe lesson at partner schools to familiarise themselves with pedagogies and approaches;  Teaching staff to undertake professional learning around the teaching of Writing to share with whole staff group and identify areas of strength and next steps;  Internal school monitoring including lesson observations, learning conversations and tracking/monitoring meetings;  All teaching staff to undertake moderation of writing with partner schools/Argyll and Bute Council moderation session.  Evaluation of all data/feedback gathered across session to generate next steps as a school. | Teaching staff to administer appropriate assessments;  Management team  Teaching staff to create and administer survey  All teaching staff  All teaching staff  Maria McArthur/EMT  Teaching staff  Management team/teaching staff | Term 1 – 26th August 2022  Term 1 – 2nd September 2022  Term 2 – 16th December 2022  Term 2 – Complete by Friday 22nd December  Throughout Term 3  Storyline sessions – provided by Clare Bryden  Throughout Term 3  May 26th – In-service day | 100% of learners will have been assessed in writing  100% of identified learners will have appropriate supports in place  Baselines of pupil engagement and enjoyment will be established for comparison throughout session;  100% of teachers will have observed writing lessons in other establishments  Observed lessons provide practitioners with opportunities for professional dialogue and next steps.  100% of teaching staff at Garelochhead Primary will feel an increased understanding of Achievement of a Level with writing.  All practitioners will have a clear understanding of next steps and expectations around teaching and learning in writing at Garelochhead Primary School. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | Session: 2022/2023 |
| **Strategic Priority 3:** | Title: Development of a play-based pedagogy at Garelochhead Primary School, to be embedded at Primary 2 | | |
| **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. | | | |
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| **Key Actions (How)** | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| Training for all support staff working in P1 and P2 on observations and interactions with play  Develop audit to be used at Garelochhead Primary school to review learning and play spaces throughout the school and share with pupils  Partnership working between P1 and P2 throughout school session to provide meaningful play for all pupils, sharing expertise gained by P1 teacher | Katie Howell  Katie Howell/Maria McArthur  Katie Howell/Jillian Bechelli | Term 1 – 1st whole staff meeting of Term 1 | 100% of staff will have been trained on interactions and observations;  Pupils will have been consulted on audit of learning spaces;  Successful completion of NQT year by probationer. |
| Complete audit with staff and pupils and use information gathered to target resources to be purchased and to design spaces around school to allow all pupils to be able to access meaningful play;  Share results of audit with parents and incorporate feedback into next steps;  Training in use of Leuven’s Scale with all school staff at Garelochhead Primary: [How To Apply The Leuven Scales In Practice | Famly](https://www.famly.co/blog/leuven-scales)  Identify target pupils from each stage with whom staff will use Leuven’s scale to assess wellbeing and engagement in school (maximum of 3 per class);  Using existing observation record currently in P1 and other appropriate resources, staff will work to create observation records for their class to be used with targeted pupils;  All teaching staff to have opportunity to engage with P1/P2 during Term 2 to observed play based learning in action and to develop their understanding. | All staff/pupils  Parents  Maria McArthur  All staff  All staff | Term 2  *Audit completed by 4th November to allow time for resources to be gathered and staff to design spaces prior to Term 3* | 100% of staff will have an understanding of Leuven’s scale and how it measures wellbeing at Garelochhead Primary;  Completed review of resources and learning spaces in school;  Clear next steps for school to take forward;  80% of parents consulted will engage with audit and provide feedback;  Completed Leuven’s scales to provide baseline for evaluations through school year;  Staff will have shared understanding of the observation format and how to use it. |
| Whole school will identify two sessions per week for play during Term 3;  Staff collegiate session to allow staff to re-design learning spaces in school as identified by audit;  Complete Leuven’s scale with targeted pupils before and after the eight week block;  Eight week block of play based learning experiences planned and prepared for, with pupils being consulted on WHAT and HOW;  Complete observations with targeted pupils using agreed template;  Peer observations with stage partners to take place during eight week block to moderate learning experiences across school. | All staff | Term 3 | Identified learning spaces will be re-designed and pupil feedback provided on them;  Completion of Leuven’s scales with targeted pupils;  Peer observations will take place and provide next steps. |
| Evaluation of evidence gathered and next steps generated by staff;  Evidence used to develop a play policy for Garelochhead Primary School – shared with parents and partners, and feedback provided. | Maria McArthur/Katie Howell | Term 4 | Next steps in play developed for session 2023/2024;  Feedback provided by partners and parents. |