School Name:

Garelochhead Primary School and Early Learning Centre



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| **Overview of Establishment 3 Year Cycle of Improvement Plan Priorities** | Session: 2023-2024 |
| **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
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 |
| **Strategic Priorities 3 Year Cycle** |
| 2023 – 2024: | 2024 – 2025: | 2025 – 2026: |
| Begin Implementation of UNCRC within Garelochhead Primary School and ELCC to achieve Bronze: Rights Committed including a refresh of our school vision, values and aims - Our school community will have a strong understanding of our context, with a focus on QI 1.3Audit and updating of policies and interventions to support pupils and families at Garelochhead Primary School and our ELC;Curriculum & Pedagogy –  Raising attainment and achievement in Literacy with a focus on QI 1.2 and QI 2.3* Raising Attainment in Writing  through improving our understanding of pedagogies and approaches
 | Embed Rights Respecting Schools ethos throughout the school community;Audit and review of personal learning plans format and content and reporting to parentsDevelop strategy for learning for sustainability | Audit digital learning strategy across the schoolAudit outdoor learning across schoolReview of transitions across the school with particular focus on ELC/P1 and P7/S1 |

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| **Strategic Improvement Planning for Establishment: Overview of Links to Key Policies** | Session: 2023-2024  |
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 | **Collaboration and Consultation** |
| **Who?** | **When?** | **How?** |
| STAFF | Regular in WTA | Collegiate time |
| PUPILS | Termly | Focus groups |
| PARENTS/PARTNERS | Termly | Questionnaires/focus groups |
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| **Priorities** | **Proposed Outcome and Impact** | **Measures** | **Linked to PEF** (Y/N) |
| Learning teaching and assessment:* **Upskilling staff through CPD, professional reading and research.**
* **Collaboration and moderation to share best practice across schools.**
* **CYPIC approach to improve Writing.**
 | Consistency of high quality teaching throughout all stages supporting higher levels of attainment across all stages. Quality assurance around our pedagogies and approaches to teaching of writing by working with partner schools. Use of research and impact driven approach to drive up attainment in writing. | Increase in attainment through ACEL/SNSA/Assessment Data.6% increase in P1/4/7 Writing Ach.2% increase in P1/4/7 L&T Ach. By June 2024.  | YES – Pupil support assistant and interventions |
| Planning, assessment and moderation:* **Upskilling staff and in depth learning around moderation through INSET training, CPD Collaboration and moderation with two partner schools**
* **Quality assurance inbuilt to collegiate calendar**
 | Consistency across the school with regards to progress and achievement;Quality assurance around our assessment judgements and methodologies by working with partner schools;Consistent professional judgements for XBRA. | Increase in staff understanding of The Moderation Cycle;Development of collegiate quality assurance – staff to feel ownership;5% increase in learners achieving appropriate level at P1/4/7. |  |
| Introduce Rights Respecting Schools:* **Community involvement;**
* **Refresh of vision, values and aims;**
* **Continued focus on OCTNE approaches and nurture, behaviour and relationships.**
 | Consistency of nurturing approach to relationships across all interactions in school. Clear understanding of the nurturing approach for all staff. Clear and consistent policy around behaviour and relationships.  Authority accreditation for ‘*Our Children Their Nurturing Education’.* | Positive increase in pupil wellbeing measured at key points throughout year and tracked through Boxall profiling and SHANARRI wellbeing indicators.Qualitative feedback from parents, partners and pupils reflecting positive impact of RRS introductionIncrease in attendance figures for targeted cohortIncrease in parental/partner engagement in school |  |

**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: 2023-2024 |
| **Strategic Priority 1:** | Title: Learning, Teaching and Assessment |
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 |
| **Key Actions (How)** | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| Develop an understanding of what makes a good writing lesson at to ensure consistency of approach in Term 1 by:* INSET day input on CYPIC Improving Writing;
* Observation of writing in other classes (all to observe HG) to develop staff understanding;
* Development of clear expectations for writing at Garelochhead Primary School

Assessments completed including cold piece of writing, phonics and spelling in primaries 2 to 7;Appropriate interventions identified for key pupils and support for learning timetables created;Ongoing collegiate sessions using Rosenshine’s Principles in Action - explicit input on learning and teaching approaches. Each strand to be read, discussed and introduced in class across Terms 1 and 2Moderation in writing across schools trio with opportunities for lesson study approach (Rosneath, Cardross, Kilcreggan)CYPIC Writing approach to be embedded from P4-7: delivered by three staff members to provide opportunities for professional dialogue, lesson study approaches |       |       | 100% of teaching staff indicate an understanding of what makes a good writing lesson at Garelochhead Primary School;100% of identified learners in P2-7 have appropriate learning support in place |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | Session: 2023-2024 |
| **Strategic Priority 2:** | Title: Planning, Moderation and Assessment |
| **National Improvement Framework Key Priorities*** Placing the human rights and needs of every child and young person at the centre of education
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| **Key Actions (How)** | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| Moderation session between three schools to look at XBRA within writing across the stages;Tracking and monitoring meetings to take place to discuss progress and appropriate next steps in all classes;Joint collegiate session with Cardross, Rosneath and Garelochhead to share expectations of a high quality writing lesson and build a shared understanding of using the Highland Literacy Progression (Writing only) to plan for these - staff to complete [Reflective Questions for Moderation.docx - Google Docs](https://docs.google.com/document/d/15V2kKCV6AWKDBpRUh_j2qayv5zdhOcF-/edit)All teaching staff to attend Authority INSET on Learning, Teaching and Assessment (Moderation Cycle) and high quality assessment;Joint collegiate session with staff from three schools to allow for professional dialogue around range of evidence : [Range of Evidence - Google Docs](https://docs.google.com/document/d/1iz2H0zXj5yajAylfiP42aau7Cvnw71110u5QM-I65pw/edit) and to ensure a shared understanding amongst moderation triosOpportunities provided for teaching staff to moderate with their stage partners across the three schools to continue the work started at INSET, to review their reflective questions and to complete peer observations of teaching and learning in writingJoint collegiate session with staff from three schools to moderate Achievement of a Level (p1, 4 and 7) OR progress and achievement (P2, 3, 5, 6) [Achievement of a Level Moderation - Google Docs](https://docs.google.com/document/d/1NQv7GG8qDMls1-yotIaqBWb3FtqDSiRKpDwqqIfXe6g/edit)Tracking and monitoring meetings to take place and XBRA data to be uploaded |  | 01.10.202331.10.202301.11.202327.11.202331.01.2024January to April 202424.04.2024 | 100% of staff are confident making XBRA judgements of progress and achievement in writingA shared understanding across the trio of a high quality writing lesson and the Highland Literacy Progression (Writing)100% teaching staff will have a stronger understanding of the Moderation Cycle;100% of teaching staff will have a strong understanding of High Quality Assessment in writingSLT will have increased confidence in the judgements made by teaching staff around ACEL/P&A Achievement of a level in writing for P1, 4 and 7 will reflect an increase of 5% points from session 2022/2023 |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | Session: 2023/2024 |
| **Strategic Priority 3:** | Title: Introduction of Rights Respecting Schools  |
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| **Key Actions (How)** | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| Collegiate session to introduce the RRSA to staff, outlining how the accreditation process works, what will be expected and sharing case studies from other schools about the impact of RRSA. | Maria McArthurHannah Guy (PT) | **Term 2 onwards** | All staff will have a clear understanding of what the RRSA is and the steps we will be taking as a school to gain Bronze accreditation. |
| Inform the whole school community that we are going to be working on the RRSA including pupils, staff and parents. * Assembly for pupils
* Included within the newsletters for parents
* Whole Staff Meeting
 |  | All parties feel involved in our school community and have a clear understanding of our aims.Pupils are motivated to participate and make a change. |
| Carry out pupil questionnaires and staff questionnaires so that we have an overview of the staff and pupils’ current knowledge and understanding of children’s rights and the UN Convention on the Rights of the Child. |  |  |
| Establish Pupil Led Steering Group  |  |  |
| Review and audit current school practice against the Silver Outcome Descriptors for each of the three RRSA strands (Red, Amber, Green) |  |  |
| Refresh of our school vision, values and aims with explicit links to rights.  |  |  |
| Update of key policies, in light of audit. Ensure the behaviour policy makes explicit links to right and use this as the basis for a restorative dialogue which can be shared with all staff. |  |  |
| Complete the Action Plan for the Silver Award |  |  |
| Contact the RRSA team and submit our Silver Action Plan |  |  |
| Celebrate achievement of Bronze Award |  |  |
| Begin to carry out Action Plan for Silver Award |  |  |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | Session: 2023-2024 |
| **Strategic Priority ELC:** | Title: Developing a nurturing environment  |
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 |
| **Key Actions (How)** | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| PATHs resource to be reviewed and embedded within the ELCUpskilling staff with creating an environment suitable for 2 year olds;Boxall profile training to be completed by all staff;Boxall profiling to be used to identify key needs and measures for learners;Parent focus groups and workshops specifically targeting a nurturing approach and how to support at home in partnership with the Nurture Team and Educational PsychologistReview and refresh of layout of nursery and ELC after engagement with professional reading from Dr. Sandra Duncan | M McArthurA RobinsonL WaldronK Smith | Whole Session | **TBC – To be reviewed in partnership with Early Years Team** |

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| **Establishment Maintenance Improvement Planning – Optional** | Session: 2023-2024 |
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| **Key Actions (from previous plans):** |
| * Continue with our development of play-based learning approaches across the school including development of open areas and play in the outdoors;
* Cognitively Guided Instruction – fully embed across the school and work with ELC partners to develop within our Pre-5 pupils
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| **PupilEquity Funding | Planning and Reporting** | School Name: GARELOCHHEAD PRIMARY SCHOOL |
| **Pupil Equity Funding must be used to deliver activities, approaches or resources which are clearly additional to universal local improvement plans.****Identify:*** Who is the target group? Consider the six family priority types (lone parent, minority ethnic, families with disabled adult or child, young mothers (under 25), families with child under one, larger families (3+ children). What is the gap? SIMD data? FSME? Community context?
* Think about your equalities groups that may be disproportionately affected by deprivation.
* What data did you use to identify this? ACEL achievement, SNSA data, Standardised assessment information, School tracking information, Wellbeing app
* To be included:

- School locality (rural, urban, remote rural, etc.) <https://www.gov.scot/binaries/content/documents/govscot/publications/transparency-data/2017/05/rural-schools/documents/rural-schools-list-2017-xlsx/rural-schools-list-2017-xlsx/govscot%3Adocument/Rural%2Bschools%2Blist%2BMay%2B2017.xlsx> -% FSME- % SIMD 1/2 and other bands as appropriate**A consideration for longer term planning of approaches, with funding confirmed for 3 years, should be considered in the targets below.**Our current school roll is 116. Garelochhead Primary School is classed as an accessible rural school and our SiMD bandings are as follows:3 & 4 – 36%5 & 6 – 52%7 & 8 – 3.5%9 & 10 – 8.5% **Interventions**% of school roll receiving targeted intervention – 31.5%Number of UCPs – 14Number of Care experienced children - 3Literacy Intervention - 16.5%Numeracy Intervention - 24.8%Emotional and Behavioural Intervention - 7.4%**Target groups**:Children with low self-esteem, emotional / social needs both at home and/or in school, anxiety within school or home setting Children with lower attendance rates Children of Service Families Children requiring additional support with Numeracy and Literacy. (Literacy support already in place through PM+ Reading scheme) – identified through ACEL data / Tracking information. |

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| **Pupil Equity Funding | Planning and Reporting** |  |
| **What are you planning to do with your PEF Allocation?*** Proposals to address identified issues within Literacy, Numeracy and/or Health and Wellbeing.
* How have you consulted with and involved parents/carers and pupils in the process?
* Aim and expected impact of proposals.
* Plans to work in partnership with other schools/local partners/providers, if applicable
* Link to Our Children, Their Future
* Link to HGIOS 4 Quality indicators / NIF
 | **How will progress be measured (what, when and how)?*** How will you know your interventions are having an impact/improving outcomes?
* Proposals for measuring impact (including specific reference to targeting young people most affected by poverty).
* Data, new and existing, which will be required.
* Plans for how data will be collected and reported.
 | **Identify organiser for proposed intervention/ project*** Teaching and Learning
* Leadership
* Family and Community
 |
| **Area** | **Key Actions** | **Outcome and Measure** | **Mid-Year Progress**(Completed December-January) | **Impact**(Completed End of Session)How did you meet the aims set out in your proposed interventions?What data do you have that evidences impact?Identify any significant changes in expenditure. |
| Numeracy  | Extend early numeracy skills for identified learners in P2-4• Parent workshops • Pupil Support Assistant /Learning Support Teacher liaisionAdditional concrete materials available to allSEAL interventions for P5-7 | *ACEL data**SNSA data**ASN information**% pupils receiving PSA support* |       |       |
| Literacy  | Extend literacy skills for identified learners in P2-4• Parent workshops • Nessy • Toe by Toe * PM+ Reading Intervention
* Listening skills
 | *ACEL data**SNSA data**ASN information**% pupils receiving PSA support* |       |       |

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| **Pupil Equity Funding | Planning and Reporting** |  |
| **Staff Spend Details** \* Note: - Please see information from HR regarding PEF posts |
| **Name** | **Post** | **Start Date** | **Proposed End Date** | **Cumulative Time in Post** |
| Gillian Martin | Pupil Support Assistant | August 2022 | June 2024 | 1 years 10 months |
|       |       |       |       |    years    months |
|       |       |       |       |    years    months |
|       |       |       |       |    years    months |
|       |       |       |       |    years    months |
| **Highlight the Intervention for Equity addressed by your PEF interventions/projects** https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity |
| Early intervention and prevention | x | Social and Emotional Wellbeing | [ ]  | Promoting Healthy Lifestyles | [ ]  | Targeted approaches to Literacy and Numeracy | x | Promoting a High Quality Learning Experience | [ ]  | Differentiated Support | x |
| Employability and Skills Development | [ ]  | Engaging Beyond the School | [ ]  | Partnership Working | [ ]  | Professional Learning and Leadership | [ ]  | Research and Evaluation to Monitor Impact | [ ]  | Using Evidence and Data | x |
| **Spend Details** | **Carry Forward 2022 - 2023** | **PEF Allocation 2023 - 2024** |
| Staffing  – April to June 2023 (£7925)- June to August 2024 (PSA): 6.75 hours per week - £4, 461 | £ 901 | £ 12,250 |
| **Mid-Year Spend checkpoint (Dec-Jan)**Identify any significant changes in expenditure. | **Final spend (End of Session)**Identify any significant changes in expenditure. |
| £       | £       |