

Annual Improvement Establishment Plan

Establishment	Garelochhead Primary School
Area	HALCO
Session	2019-20

The tree of knowledge



at the heart of our village

SIGNATURES			
Head of Establishment	<i>Denise Donald</i>	Date	18/06/19
Education Officer		Date	

Our overall evaluation of our establishment's capacity for continuous improvement:

Quality Indicator	School	Inspection
1.3	<p>Leadership of change</p> <p>Good. All staff this year have been involved in leading an aspect of the school improvement agenda. All are willing participants in teaching staff meetings and termly whole staff meetings. We have continued our collaboration with colleagues from other schools, having met 8 times throughout the year. A school Teaching and Learning Leader is in place who is collaborating with 4 personnel in the other schools and personnel for the Robert Owen Centre, Glasgow University to support improvement in reading attainment.</p>	
2.3	<p>Learning, teaching and assessment</p> <p>Good. We have started to see a positive improvement in reading engagement and attainment following the CAR project undertaken last year. Use of PM Benchmark as a reading intervention continues to have significant impact. Accelerated reader has been purchased using PEF monies and assessments within this resource will be used to inform on progress and attainment in reading. Early indications from Number Talks training have also been positive and impact of this will continue to be monitored next session. Storyline training was undertaken by the P6/5 teacher in term 3 and the storyline process used in term 4. There was a significant increase in the engagement with writing of the pupils using this process. Collaboration with colleagues in other schools continues to be of benefit both to teacher's knowledge and practice and learners attainment. A more robust assessment regime has been put in place to inform on progress and attainment. Termly tracking and monitoring meetings between SMT and CT were classed as</p>	

Our overall evaluation of our establishment's capacity for continuous improvement:

		highly effective by teachers to ensure appropriate progression and support.	
3.1	Ensuring wellbeing, equity and inclusion	<p>Good.</p> <p>All teaching staff participated in training on the use of the PAThS resource. Packs have been purchased for all stages and in classes where it has been followed in depth there has been a significant improvement in the pupil's emotional awareness and understanding.</p> <p>Mental health and resilience training was undertaken by the P7/6 teacher and resources purchased.</p> <p>A nurture group continues to be held each week for appropriate children.</p> <p>Children's wellbeing has been surveyed twice this year using the Wellbeing web and Myself as a Learner and results used to evaluate impact of our HWB programme.</p>	
3.2	Raising attainment and achievement	<p>Satisfactory/Good.</p> <p>We continue to use formative and summative data.</p> <p>Termly tracking and monitoring meetings have been very effective in supporting the analysis of assessment data and teachers professional judgement.</p> <p>Nessy, PM Benchmark and new strategies for reading comprehension are being used for literacy.</p> <p>GL assessment and SNSA data are used for monitoring progress in numeracy. We have seen good progress in improving attainment in pockets we now need to get it consistent across the school.</p> <p>There has been an increase this session in the number of training courses attended as part of our continuous improvement.</p> <p>The staff have analysed a variety of academic and holistic data sources including SIMD, FSM, parental engagement, psychological services input, attendance etc. to be able to make correlations between these and attainment.</p>	
1.1	Self-evaluation	Satisfactory.	

Our overall evaluation of our establishment's capacity for continuous improvement:

		<p>All staff are involved in the implementation and evaluation of the improvement plan. Whole staff meetings take place once a term to discuss how we are doing and any changes that need to occur.</p> <p>As we generally have a very good turnout at parent's evenings, we have used these events to give out questionnaires and for the HT to have discussions with the parent body about aspects of school life and/or improvement.</p> <p>Although we have engaged with parents and wider community to ensure improvement, a lot more could be done with these two groups.</p> <p>We held a curriculum development afternoon with members of local businesses and the community to help develop our curriculum and get their insights to how we could improve it.</p>	
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Gradings

Excellent	6
Very Good	5
Good	4
Satisfactory	3
Weak	2
Unsatisfactory	1

OCTF – KEY OBJECTIVE 1 - Raise Educational Attainment and Achievement for all			
NIF Priority: Improvement In Attainment, Particularly in literacy and numeracy.		Quality Indicator: HGIOUS 1.1 Self Evaluation for Self- improvement HGIOUS 2.3 Learning, Teaching and Assessment	
What do you want to be better? How do you know this is an improvement priority?			
<p>Explicitly outline what data you have gathered to inform your decision on this priority. Qualitative, quantitative, long term or short term.</p> <ul style="list-style-type: none"> • <i>Through Professional discussion during termly tracking and monitoring meetings between SMT and Class teachers.</i> • <i>Inconsistencies from GL and other assessment data across the school.</i> • <i>Achievement of a level data.</i> • <i>Lower attainment at second level.</i> • <i>Development of Numeracy teaching and learning across school in conjunction with the HALCO priority (see next priority)</i> 			
Outline your improvement activity/intervention			
<p>What are you trying to achieve? Specific and focussed targets. How will you show progress or improvement? What will be the impact of your intervention on outcomes for learners? How will this achieve excellence and equity? How will it close the attainment gap?</p> <ul style="list-style-type: none"> • <i>70% of children will achieve the appropriate level at the appropriate time or be on track for achieving the appropriate level in numeracy.</i> • <i>100% of teachers will be familiar and using Number Talks or SEAL strategies with their class.</i> • <i>100% of teachers are using the A & B numeracy and maths progression framework.</i> 			
Specific Action	Measurement	Impact	Who
<ul style="list-style-type: none"> • All assessment data from May/June 2019 will be analysed for areas in numeracy causing concern. Completed by 17th September. 	<ul style="list-style-type: none"> • GL assessments • SNSA assessments • T & M meetings 	<p>A robust baseline measurement in numeracy will be achieved for each child.</p> <p>Staff will be confident in their assessment of each child.</p>	Head teacher PT Teaching staff
<ul style="list-style-type: none"> • The PT will lead staff in the development of Number Talks and SEAL 	<ul style="list-style-type: none"> • Staff will use Number Talks and SEAL strategies at least 	<p>All staff will become more confident in the use of number talks and SEAL strategies.</p>	PT Teaching staff

strategies across the school.	three times a week with their class.	90% of children will be more confident talking about the numeracy strategies they use.	
<ul style="list-style-type: none"> In term 1 staff will take a baseline assessment of the confidence levels of children talking about numeracy strategies. To be repeated each term. 	<ul style="list-style-type: none"> Baseline survey 		Teaching staff
<ul style="list-style-type: none"> Staff will undertake their own enquiry research project on an area of concern in numeracy: <ul style="list-style-type: none"> Different resources available Strategies to use 	<ul style="list-style-type: none"> Completion of enquiry project. Dissemination of findings to other staff. 	<p>Staff will have a repertoire of resources/strategies they can use.</p> <p>Improvement in numeracy attainment across the school.</p>	Teaching and Learning Leader HT PT Teaching Staff
<ul style="list-style-type: none"> PEF will be used to get Chris McGrane in to school to give a seminar on mathematical thinking, effective tasks and the mastery cycle. 	<ul style="list-style-type: none"> Date to be confirmed. 		Chris McGrane HT PT Teaching staff
<ul style="list-style-type: none"> PEF will be used to purchase new numeracy and maths resources for target group children. 	<ul style="list-style-type: none"> Leuven Scale Assessment results 	<p>New resources will be more engaging for the children as measured by the Leuven scale.</p> <p>Early impact evaluated by assessment results.</p>	HT PT
<ul style="list-style-type: none"> PEF to be used to give the PSA additional hours for early intervention for target group children in numeracy at P1 and P2. 	<ul style="list-style-type: none"> GL assessment and SNSA data. 	Increase in numeracy attainment in P1 and P2	HT PSA
<ul style="list-style-type: none"> 4 collegiate meetings (one each term) will be set aside for professional discussion and evaluation of this priority. 	<ul style="list-style-type: none"> Dates set aside in collegiate calendar 		HT
<ul style="list-style-type: none"> Holistic assessments undertaken twice a year, one of which will be the HALCO holistic assessment. (See priority below). 	<ul style="list-style-type: none"> Holistic assessment results 	The breadth and depth of children's application of numerical knowledge can be assessed.	HALCO staff
<ul style="list-style-type: none"> GL and SNSA assessments will be undertaken in May 2020. 	<ul style="list-style-type: none"> Assessment data 	Results can be analysed and impact of numeracy	Teaching staff HT PT

		developments evaluated and reported on.	
Who is/are responsible for leading this?		Timescale(s)	
<ul style="list-style-type: none"> HT and PT 		<ul style="list-style-type: none"> June 2019 - June 2020 	
<p align="center">What actually happened? What improvement(s) were achieved? How do you know? What evidence do you have?</p>			
<p>This will be completed within the parameters of the timescale(s) STAFF EVALUATION: 21ST JANUARY 2020</p> <p>Although most of staff are looking at the A&B Progression Framework when planning this does need to be tightened; staff would like very clear guidelines for planning next session. All have agreed to use for Term 4 planning. Also, would be useful to map new teaching resources to Progression Framework, and to consider this in terms of Garelochhead's Curriculum Design.</p> <ol style="list-style-type: none"> Assessment data has been used to identify groups for Learning Support across the school, including PSA and LS Teacher. SNSAs for Numeracy have been completed and staff are using these results to plan for next steps in learning. 100% of teachers are familiar with Number Talks (including supply). All staff feel more confident using Number Talks and all are using this approach at least 3 times a week. Baseline assessments have been completed with pupils twice so far this session and initial review of results shows that pupils are more confident when talking about number and have a greater range of strategies for solving problems than they did at the beginning of the year. A further assessment will take place at the end of March. Staff are doing their own research into which area of Numeracy and Mathematics they would like to research further and will make final decision at staff meeting on 4th February. MMCA to provide reading resources, research etc. for professional enquiry. Chris McGrane – put on hold. Something to consider once professional enquiry has been completed and staff have decided which aspects of curriculum they would like further input into. New Teaching resource has arrived in school – Early Level Teacher has begun to use online resource and has stated that is has lots of potential and looks easy to use. Can also be used with other classes, not just P1. Once the rest of the resources arrive in school all staff will begin to use with classes (mid-February). Staff has also requested other resources and these will be purchased and in school by end of March. Pupil Council will also be asked their opinion on resources and this will be recorded using LEUVEN scale. Teachers feel there has been a mixed impact down the school with the PSA additional hours, a good impact up the school. Down the school they feel the use of the SEAL diagnostic may lead to a more targeted impact. MMCA to complete diagnostic assessments with specific pupils by end of February. See collegiate calendar – staff report that they value the time to discuss Maths with colleagues. Focus shifted to HIGH QUALITY BODY OF EVIDENCE which may include high quality assessments which demonstrate breadth, challenge and application. SNSAs for Numeracy were completed in December 2019 and staff are using these results to plan for next steps in learning. 			

Next Steps

JANUARY 2020:

1. Purchase further resources as requested by staff (By 31st March 2020);
2. SEAL Diagnostic assessments to be used with targeted pupils (By 29th Feb 2020);
3. Pupil Council to review new resources (By 31st March 2020);
4. Staff to choose area for professional enquiry (By 4th Feb 2020);
5. Progression Framework to be reviewed as part of Curriculum Overview and mapped to new teaching resource (30th June 2020).

OCTF: OCTF – KO2 – Use Performance Information to secure improvement for children and young people

NIF Priority: Improvement In Attainment, Particularly in literacy and numeracy.

Quality Indicator: HGIOUS/HGIOELC 2.6 Transitions
HGIOUS/HGIOELC 1.1 Self Evaluation for Self- improvement
HGIOUS/HGIOELC 2.3 Learning, Teaching and Assessment

What do you want to be better? How do you know this is an improvement priority?

Explicitly outline what data you have gathered to inform your decision on this priority. Qualitative, quantitative, long term or short term.

- *Recent moderation exercises has highlighted that information about children's learning and achievements could be better tracked, shared and used to effectively ensure continuity in learning across the early level*
- *Discussion amongst staff and head teachers has highlighted that information and data shared between pre-school establishments and primary one teachers is not always fully understood by practitioners across Early Level.*

Outline your improvement activity/intervention

What are you trying to achieve? Specific and focussed targets.

- *Collaboratively develop a shared understanding of progress in early level literacy within and across HALCO establishments*
- *Make very good use of tracking and monitoring, profiling and personal learning planning to help children to identify strengths and next steps in their learning*
- *Staff more confident in planning and assessing learners literacy skills at early level to maintain appropriate pace for all learners*

How will you show progress or improvement?

- *85% of HALCO Early level practitioners have knowledge of the five key skill areas of Emerging Literacy*
 - *Concepts of print*
 - *Oral Language*
 - *Phonological Awareness*
 - *Pre-writing*
 - *Working Memory*
- *85% of HALCO Early Level practitioners are using the Northern Alliance Early Level Literacy and English progression framework and associated resources*

What will be the impact of your intervention on outcomes for learners?

- Learners will show improved attainment at Early Level in the five key skill areas of Emerging Literacy
- Learners attainment improves as a result of practitioners having a shared understanding of progression and pedagogy at all stages of development and across the Early Level
- Learners have learning experiences matched to their strengths and development gaps as they move through Early Level

How will this achieve excellence and equity?

- There are planned opportunities for staff to come together to develop a shared understanding of early level literacy
- Through building solid foundational reading and writing skills, learners are supported in working towards 'Achieving a Level' through the use of the Northern Alliance Early Level Literacy and English progression framework and CfE benchmarks

How will it close the attainment gap?

- Earlier identification of gaps within Early Level Literacy lead to improved targeted interventions

Specific Action - What we're going to do	Measurement	Who
<ul style="list-style-type: none"> • Introduction Northern Alliance Early Level Literacy and English progression framework and associated resources • Early level practitioners will have knowledge of the five key skill areas of Emerging Literacy <ul style="list-style-type: none"> ○ Concepts of print ○ Oral Language ○ Phonological Awareness ○ Pre-writing ○ Working Memory • All establishment implement the above strategies <ul style="list-style-type: none"> ○ Choose a group of learners or individuals ○ ELC practitioners use the progression framework to identify strengths and gaps ○ P1 teachers screen learners using Phonological Awareness assessment ○ Implement interventions ○ Collate evidence of progression in preparation for the 25th February 3.30 – 4.30pm, Garelochhead PS ○ Moderate a body of evidence against progression framework to 	<ul style="list-style-type: none"> • Progress/target setting/tracking meetings • Quality assurance activities - classroom visits, sampling of pupil work & pupil learning conversations • SNSA results • Teacher professional judgement • Leuven Scale 	<p>Kirsty Robertson, James Cook, Jan Sutcliffe</p>

<p>identify next steps for learners and practitioners</p> <ul style="list-style-type: none"> • P1 teachers assess learners by using the phonological awareness assessment early May 2020 • Evaluation of use of NA Literacy progression framework and associated resources (including results from P1 phonological awareness assessment and ELC tracking data) to track impact on attainment for learners May 12th 2020 • P1 teachers assess learners by using the phonological awareness assessment August 2020 • Oct 2020 inservice day – analysis of P1 phonological awareness assessment to track impact on attainment for learners 		
<p>Who is/are responsible for leading this?</p>	<p>Timescale(s)</p>	
<p><i>Head teachers Northern Alliance Early Level Literacy and English progression framework pilot establishments</i></p>	<ul style="list-style-type: none"> • <i>Inservice day 7 Oct 2019 – Inservice day Oct 2020</i> 	
<p>What actually happened? What improvement(s) were achieved? How do you know? What evidence do you have?</p>		
<p>This will be completed within the parameters of the timescale(s) STAFF EVALUATION 21ST JANUARY 2020: KH has been introduced to framework and associated practitioners. She is developing her knowledge of concepts of print, oral language and working memory and feels most confident with phonological awareness and pre-writing. KH is working with her whole class on this, rather than a group and all screening has taken place using the phonological awareness assessment. KH is also liaising with Nursery unit attached to school to introduce ELC practitioners to the framework as well and to use as an Early Intervention with pupils who are coming to the school in Session 2020/21.</p>		
<p>Next Steps</p>		

OCTF – KO2 – Use Performance Information to secure improvement for children and young people			
NIF Priority: 4 Assessment of Children’s Progress 6 Performance Information		Quality Indicator: 2.3 Learning, Teaching and Assessment 2.6 Transition	
What do you want to be better? How do you know this is an improvement priority?			
<p>Explicitly outline what data you have gathered to inform your decision on this priority. Qualitative, quantitative, long term or short term.</p> <ul style="list-style-type: none"> Professional dialogue with staff regularly highlights variation in interpretation of assessment data at transition points Currently have no systems in place to facilitate planning and moderation opportunities for all HALCO cluster schools Appropriate pace and challenge for all learners and consideration of prior learning/progression highlighted in Hermitage Academy inspection report 			
Outline your improvement activity/intervention			
<p>What are you trying to achieve? Specific and focussed targets. How will you show progress or improvement? What will be the impact of your intervention on outcomes for learners? How will this achieve excellence and equity? How will it close the attainment gap?</p> <p>Stretch Aim: 85% of P5-S2 staff have an improved shared understanding of progression of skills in numeracy and maths across 2nd and 3rd level to ensure pace and challenge continues through transition points</p>			
Specific Action	Measurement	Impact	Who
<ul style="list-style-type: none"> Survey Monkey questionnaire sent to staff to measure confidence in their understanding of progression across numeracy and maths 	Results from survey will highlight benchmark for improvement		M McArthur, A Smith
<ul style="list-style-type: none"> By the 17th September Staff will have analysed assessment data to identify trends within their establishment in numeracy and maths i.e strengths and areas for development. To 	One nominated person per school will complete a provided evaluation highlighting findings. This will be collated by nominated Head Teacher (please insert)	Stronger collegiate understanding of strengths and areas for improvement in each establishment	P5, P6, P7, S1 and S2 staff

<p>support this all schools will be provided with links to online support on using/analysing GL assessment information and any other information available</p>	<p>and shared with all staff by 30th September</p>	<p>Targeted improvement of area for development</p>	
<ul style="list-style-type: none"> 7th October morning: All staff get together to discuss previously identified trends. Cross cluster groups formed with P5, P6, P7, S1 and S2 staff to appropriately bundle specific E's and O's based on data for improvement. Groups to be identified for staff 			<p>P5, P6, P7, S1 and S2 staff</p>
<ul style="list-style-type: none"> Plan together series of lessons using Argyll and Bute Numeracy and Maths Progression Framework across second into third level (Skills development and Learning Intentions) on a planning format which is provided 		<p>Skills development and progression of learning for learners</p> <p>Pace and challenge at appropriate level for all learners</p>	<p>P5, P6, P7, S1 and S2 staff M McArthur to provide planning tool</p>
<ul style="list-style-type: none"> Afternoon of 7th October: Design holistic assessment and agreed marking proforma. Staff in year groups design assessment then moderate to ensure progression 		<p>Continuity of expectation making assessment evidence valid and reliable</p> <p>Shared collegiate understanding of moderation cycle</p>	<p>P5, P6, P7, S1 and S2 staff</p>
<ul style="list-style-type: none"> Planned opportunities for peer observations with identified children in each class between October 2019 and February 2020. This should be 2 children on track, two borderline and 2 needing support 	<p>Qualitative data gathered in observations</p>		<p>P5, P6, P7, S1 and S2 staff</p>
<ul style="list-style-type: none"> Survey Monkey questionnaire sent to staff to measure confidence in their understanding of progression across numeracy and maths 			<p>P5, P6, P7, S1 and S2 staff</p>

<ul style="list-style-type: none"> Between 1st February and 28th April 3 meetings for staff to moderate body of evidence including completed holistic assessment 			P5, P6, P7, S1 and S2 staff
<ul style="list-style-type: none"> Survey Monkey questionnaire sent to staff to measure confidence in their understanding of progression across numeracy and maths. 	80% of staff will state their confidence in their shared understanding of skills in numeracy and maths has improved	Raised confidence in professional judgement decisions	P5, P6, P7, S1 and S2 staff
<ul style="list-style-type: none"> 12th May: Evaluation of Moderation Cycle process by involved staff to identify strengths of project and next step, agreement a standardised approach to assessment process at transition stages 		Robust body of evidence will have been created and moderated by all staff to ensure transference of reliable assessment data	P5, P6, P7, S1 and S2 staff
<ul style="list-style-type: none"> Pupils are reassessed with GL assessment 			P5, P6, P7, S1 and S2 staff
Who is/are responsible for leading this?		Timescale(s)	
<p style="background-color: yellow;">Nominated Head Teacher's name</p> QAMSO/AMF input		Throughout Session 2019-20	
What actually happened? How do you know? What evidence do you have?			
<p>This will be completed within the parameters of the timescale(s) STAFF EVALUATION 21ST JANUARY 2020: P7 staff member will complete her peer evaluation tomorrow (22nd January) at the Academy; other staff members have struggled to organise out with the school. DF to liaise with probationer at JLB primary to organise peer evaluation. KB and DH to work together on an evaluation. All staff are aware of next meeting on 25th February and are preparing their bodies of evidence, based on their discussion with their peer group. Staff reviewed Lesson Observation pro-forma and prefer format which allows to review specific learners rather than overall lesson. Staff feel that professional dialogue with other staff has been useful but that it is clear other schools have not pushed this in the way that HT at Garelochhead has. It is therefore difficult to judge if this will have a significant impact this session. Framework has been useful and does allow for progression – see comments in Priority 1.</p>			
Next Steps			
<p>1. Staff to continue to try and organise appropriate peer observations prior to 25th February meeting;</p>			

2. Staff to attend twilight session on 25th February to review bodies of evidence and decide on next steps;
3. All staff to complete next Survey Monkey assessment which will be sent out after this twilight session to provide evidence for review of priority.

OCTF – KO5 – Ensure high quality partnership working and community engagement

NIF Priority:

Raising attainment.
Closing the attainment gap between the most and least disadvantaged children.

Quality Indicator:

HGIOS 2.7 – Partnerships
HGIOS 2.5 – Family Learning

What do you want to be better? How do you know this is an improvement priority?

Explicitly outline what data you have gathered to inform your decision on this priority. Qualitative, quantitative, long term or short term. Specific and focussed targets.

- *This is a National and Argyll and Bute Education Authority priority*
- *Through discussion with Parent Council members*
- *Other than at parent's meetings, parental engagement is low*
- *School does not have a Parent Engagement Strategy Plan*

Outline your improvement activity/intervention

What are you trying to achieve? Specific and focussed targets.

How will you show progress or improvement?

What will be the impact of your intervention on outcomes for learners?

How will this achieve excellence and equity?

How will it close the attainment gap?

- *60% of parents work in partnership with the school and become involved in the life of the school to promote better outcomes for children.*
- *50% of parents attend at least one soft start or soft finish event.*
- *Attendance at parent workshops/events is increased by 30%.*
- *With an increase in engagement with school, an improvement in children's attainment will be seen.*

Specific Action	Measurement	Impact	Who
<ul style="list-style-type: none"> • An audit of existing engagement with parents/community will be completed, Aug 2019. • 			HT All staff
<ul style="list-style-type: none"> • A member of staff will be nominated to promote and support parental 	<ul style="list-style-type: none"> • Name of nominated person. 		All staff

<ul style="list-style-type: none"> engagement and family learning, Aug 2019. 			
<ul style="list-style-type: none"> A survey of parents for ideas for improvements in this area will be carried out in Sept 2019. 	<ul style="list-style-type: none"> Survey 	Involvement of parents in developing the Strategy plan.	Nominated Person Parents HT
<ul style="list-style-type: none"> A school 'Parental Engagement and Home Family Learning Strategy' will be written using the A & B guidelines. Dec 2019 	<ul style="list-style-type: none"> Completed strategy plan. 	<p>This will allow all partners to be clear about their roles, responsibilities and contributions.</p> <p>Learning provision will be improved and have a positive impact on raising attainment.</p>	Nominated Person HT Parent Council
<ul style="list-style-type: none"> Progress and impact will be evaluated by Sept 2020. Survey of parents 	<ul style="list-style-type: none"> % of parental attendance at various events throughout the school year. Survey of parents 	<p>Parents will be more aware of the curriculum their children are following.</p> <p>There will be an increase in the number of parents engaging with the school.</p> <p>More children will be aware that their families are working in partnership with the school and how they are engaging with us.</p>	Nominated person All staff HT Parent Council
Who is/are responsible for leading this?		Timescale(s)	
Nominated person HT		<ul style="list-style-type: none"> Aug 2019 – Sept 2020 	
What actually happened? How do you know? What evidence do you have?			
This will be completed within the parameters of the timescale(s)			

Next Steps

Action Plan Summary for Stakeholders eg Parent Council, Pupils, Community Partners

Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
<p align="center">OCTF Key Objective 1 Raise Educational Attainment and Achievement for all</p>	<p>Audit and look at practice, resources and assessment data in numeracy to ensure that:</p> <ul style="list-style-type: none"> • <i>70% of children will achieve the appropriate level at the appropriate time or be on track for achieving the appropriate level.</i> • <i>100% of teachers will be familiar and using Number Talks or SEAL strategies with their class.</i> 	Principal Teacher	Aug 2019-June 2020
<p align="center">OCTF Key Objective 2 Use Performance Information to secure improvement for children and young people</p>	<p>Work in collaboration with colleagues from the HALCO area to ensure that:</p> <ul style="list-style-type: none"> • <i>Learners will show improved attainment at Early Level in the five key skill areas of Emerging Literacy</i> • <i>Learners attainment improves as a result of practitioners having a shared understanding of progression and pedagogy at all stages of development and across the Early Level</i> • <i>Learners have learning experiences matched to their strengths and development gaps as they move through Early Level</i> 	Head teacher	Aug 2019-June 2020
<p align="center">OCTF Key Objective 2</p>	<p>Work in collaboration with colleagues from the HALCO area to ensure that:</p>	Principal Teacher	

<p>Use Performance Information to secure improvement for children and young people</p>	<ul style="list-style-type: none"> 85% of P5-S2 staff have an improved shared understanding of progression of skills in numeracy and maths across 2nd and 3^d level to ensure pace and challenge continues through transition points Learners experience a seamless progression from P7 into S1. 		<p>Aug 2019-June 2020</p>
<p>OCTF Key Objective 5 Ensure high quality partnership working and community engagement</p>	<p>To improve parental engagement by developing a Parental Engagement Strategy Plan to try to get:</p> <ul style="list-style-type: none"> 60% of parents working in partnership with the school and becoming involved in the life of the school to promote better outcomes for children. 50% of parents attending at least one soft start or soft finish event. Attendance at parent workshops/events increased by 30%. With an increase in engagement with school, an improvement in children's attainment will be seen. 	<p>Head Teacher</p>	<p>Aug 2019-June 2020</p>