Argyll & Bute COUNCIL

Establishment Improvement Plan

2020 - 2021

School Name:

Garelochhead Primary School

Contents:

Overview of Establishment 3 Year Cycle of Improvement Plan Priorities - Optional — Session: 2020-2021

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 Across 3 year cycle	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

2020-2021:	2021-2022:	2022-2023:
- To focus on building resilience in our children - To further develop our online learning approaches - Recovery and raising Numeracy attainment and achievement post school closures - Recovery and raising Literacy attainment and achievement post school closures	- Strengthen opportunities for empowerment and leadership at all levels; - Improve writing attainment; - Revisit personal learning plans format and content.	- Revisit curriculum rationale, curriculum design and school vision, values and aims; - Revisit child protection policy; - Audit of interventions to support pupils.

Strategic Improvement Planning for Establishment: Overview of Links to Key Policies

Session: 2020-2021

National Improvement Framework Key Priorities

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Collaboration and Consultation

Who?	When?	How?
Teaching Staff	Weekly	Collegiate discussions
Pupils	Monthly	HT led discussions
Partners	Twice yearly	Surveys

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives
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Priorities	Proposed Impact	Measures	Linked to PEF (Y/N)
Further develop our Health and Wellbeing curriculum focusing on resilience and mental wellbeing post Covid 19 lockdown.	• Building resilience in pupils, staff and wider school community to enable them to cope with daily challenges.	• Strategies for teaching resilience will be clearly indicated in forward plans; • Pupils will be more able to cope with changes and challenges in school. During pupil discussions they will be able to indicate what strategies they have used and how they have helped them. • Daily monitoring of number of children sent out of class due to challenging behaviours. • SHANARRI wellbeing web completed termly by both pupils and staff. • Termly survey for parents to gather information on family wellbeing post Covid-19	Yes – purchase of nurture resources as appropriate
Recovery and raising Numeracy attainment and achievement post school closures	• **Improved attainment in Numeracy**	• **Assessment data – 80% of learners will have seen an increase in their GL Assessment score by June 2021;** • **Teacher observations and professional judgement;** • **Pupil discussions and evaluations of their work;** • **Evaluation of teaching resources.**	**Yes - subscription to Sumdog and purchase of additional GL assessment papers.**
Recovery and raising Literacy attainment and achievement post school closures.	• **Improved attainment in Literacy**	• **Assessment data – 80% of leaners will have seen an increase in Reading and Spelling ages by June 2020;** • **Teacher observations and professional judgement;** • **Pupil discussions and evaluations of their work;** • **Evaluation of teaching resources.**	No
Develop our online learning approaches using new technological resources.	• Children who have limited access to technology at home will not be disadvantaged. • Parents will be more aware of the work the children are doing in school. • Creation of a generation of pupils with high digital literacy skills.	• 90% of children will engage with technology at home to support their learning evidenced through teacher monitoring every week; • Feedback from parental surveys (twice a year) and staff discussions (two per term); • Feedback from pupils on their skill development;	Yes – purchase of Chromebooks.

		Training needs for staff met throughout school year as highlighted through discussions at collegiate meetings.	

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2020-2021

Strategic Priority 1:	Title: Building Resilience in pupils and staff post Covid-19 shutdown

National Improvement Framework Key Priorities

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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
Baseline assessment using SHANARRI wellbeing wheel/wellbeing indicators	All staff	Ongoing – completed and reviewed once a term	Completed analysis of survey of learners' wellbeing.

Pupil teacher wellbeing conversations and discussions following analysis of SHANARRI indicators.	All staff		100% of teachers will respond appropriately to data provided by SHANNARI wellbeing wheels.
In house interventions, seasons for growth, nurture, MOD teacher etc.	MOD Teacher, staff with specific training in interventions.		80% of identified learners will be able to articulate their emotions and identify strategies for coping with them to have a positive impact on the school community.
Intervention by partners as required e.g. mental health nurse (Janice Methven) Ed Psych, social work (Multi-agency) as required.	All staff	As appropriate	
Curriculum design to respond to pupil needs, outdoor learning, mindfulness etc. with appropriate training for staff as required e.g. EdScot Webinars.	All staff	Ongoing	Evidence of appropriate responses to learners' needs in termly plans, monitored by SLT; 100% of classes will complete daily mile every day; 100% of classes will complete at least 6 outdoor lessons per term; 100% of classes will include a mindfulness session per week; Through SHANNARRI discussions 80% of children will indicate an increase in emotional resilience.

Trauma training for all school staff	All staff/Authority Educational Psychologists		100% of school staff will have completed their Trauma Training provided by Ed Psych
Implementation of appropriate strategies including PATHS program throughout school, use of Resilience Pack, circle time, worry box etc.	All staff		Evidence through termly plans and lesson observations by staff and SLT.
SLT wellbeing chats with staff triggered by completion of SHANNARI wellbeing wheel; if appropriate identify a mental health first aider for staff.	All staff and HT	Ongoing	100% of staff to feel safe, valued and supported at their work.
Wellbeing survey of families to enhance and support the transition between school and home post Covid-19 lockdown.	HT/Office staff	Twice a year (November and April)	80% of families will feel supported and listened to by the school.

Operational Improvement Planning (Action Plan) for Establishment:	Session: 2020-2021

Strategic Priority 2:	Title: Recovery and raising of Numeracy attainment and achievement post school closures

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
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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 Numeracy and Maths using appropriate tools including: Baseline assessments, P1 Baseline, GL Assessment Progress in Maths, P3-7 Complex Milestones	Management team to gather data though tracking and monitoring calendar; Teachers to administer assessments.	Term 1	100% of learners will have been assessed in Numeracy and Maths.

Document, In School Assessments, Numeracy Signposts.			
Share the NPLR (Numeracy Professional Learning Resource) professional document with staff. Staff familiarise themselves with the NPLR.	Class Teachers/PT	Term 2	100% of Teaching Staff will be familiar with resource and use it to improve teaching and learning and implement appropriate identified strategies.
From assessment information staff will be able to identify gaps and emerging patterns across the school in preparation for identifying Cluster moderation partners;

From assessment information staff will be able to identify gaps and emerging patterns with targeted children. | All Staff | Term 2 | 100% of teaching staff will be aware of Gaps and emerging patterns that have been identified within the school. |
| Using the NPLR, teaching staff, collegiately, will research teaching and learning strategies for improvement and development. | All Staff | Term 2 | 100% of teaching staff will have identified appropriate strategies to support learning in maths and numeracy. |

Moderation: Head teachers will facilitate google meets on November in-service days to allow identified Cluster partners to link up.	Teaching Staff	Term 2 - Two Meetings <mark>Friday 27th November 2pm</mark> Stage Introductions Google Meet for Reflection and Professional Dialogue; <mark>Monday 30th November 2020</mark> Inset Afternoon 1-3pm HALCO Numeracy Moderation	100% of schools will have identified appropriate cluster partners with data from each member of staff being used to drive choice of partner (groups of 3); 100% of staff within each group will have identified appropriate strategies to support closing identified gaps in attainment e.g. bar modelling; Number Talks etc.
Subsequent group meetings (linking with tracking times) will empower staff to implement improvements and interrogate implemented strategies, and moderate and evaluate a shared body of evidence.	Teaching Staff	Ongoing throughout the year	100% of staff will engage in at least 3 group meetings from 1st December to 30th April 2021;
Reflect and evaluate the strategies used in lessons through stage meetings in cluster.	All Staff	Ongoing throughout the year	100% of staff will have created a body of evidence to support analysis of impact of strategies used on attainment.
Management team will sample pupils, from each class and give feedback to the teacher on how well these pupils have voiced their learning.	HT/All Staff/Identified pupils	Term 3	90% of pupils can voice what they have been learning and discuss their numeracy strategies. Numeracy strategies should reflect what has been identified by each staff member/cluster group.

Administer GL assessment	All Staff	Term 4	Overall impact: Attainment raised in Numeracy with 80% of pupils having seen an improvement in each of the identified gap areas. ==(Data used is GL Assessment from September 2020 compared to May 2021)==

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2020-2021

Strategic Priority 3:	Title: Recovery and raising of literacy attainment and achievement post school closures

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
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National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives
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Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
Baseline assessments in all areas of literacy.	Management team to gather data Teachers to administer assessments	Term 1	Evaluate assessment information Gaps in literacy learning identified

			Gaps within specific areas of literacy identified
<u>Accelerated Reader</u>			Emerging patterns analysed
Effective use of accelerated reading resource to raise attainment within school, literacy planning;	Teaching staff	Ongoing	
STAR assessments to be administered;	Teaching staff	Three times this year (September, February and June); Ongoing	Pupil zone of proximal development accelerated reader scores will show gains for 90% of pupils in reading by June 2021;
PM Benchmarks intervention resource used where appropriate to support learners;	MOD teacher, support staff	Begin in Term 2 and ongoing throughout the year;	90% of targeted children will show a closing of the gap between CA and RA;
Talking and Listening Literacy Pathway to be introduced	All staff	Term 3	100% of staff will be familiar with resource and will have a clear framework on which to base their professional judgements in June 2021.
Use Early Years Highland Literacy Planners and Phonological awareness resources to support teaching and learning;	P1 Teachers	Ongoing	100% P1 staff will be confident in using literacy framework and interventions from Highland Literacy
Audit of P1 literacy in school, Highland Literacy/Play Pedagogy Education	School Management Team/P1 Teachers	Term 3	

Scotland to identify areas for development within school.			Audit will reveal next steps for development within school.
To ensure progression all staff will use Highland Literacy Progression Framework to support their planning, assessment and moderation.	All staff	Term 1	Tracking and Monitoring by SLT and staff feedback during collegiate sessions will show 100% of staff are using the HLPF;
Tracking and assessment periods will be outlined within the collegiate calendar.	Head teacher	Ongoing	Successful completion and uploading of data as laid out in collegiate calendar including internal and XPRA.
Through scheduled quality assurance activities, including writing moderation activities, tracking meetings, pupil voice and jotter sampling areas requiring additional support and interventions will be highlighted to class teachers.			Overall aim: 80% of learners will show a decrease in their literacy attainment gap as highlighted by September 2020's assessments.

Operational Improvement Planning (Action Plan) for Establishment:	Session: 2020-2021

Strategic Priority 4:	Title: Developing online learning approaches

National Improvement Framework Key Priorities

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Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
Order and receive 50 Chromebooks along with 4G routers to enable internet connections	SLT	August 2020	

Survey families to ascertain digital provision at home and ensure that digitally impoverished families are prioritised;	SLT	August 2020	100% of digitally impoverished families have the opportunity to borrow appropriate school equipment;
Survey of staff and learners to establish previous digital literacy skills;	All staff and learners	October 2020	Baseline assessment data obtained;
Staff and learner training in appropriate use of technology and suitable IT programmes including using the ES guidance on the development of skills and knowledge in delivering learning and teaching online https://education.gov.scot/improvement/learning-resources/delivering-learning-and-teaching-online/;		November 2020	100% of staff are more confident and able to use online digital learning resources to support home to school learning; 100% of pupils will demonstrate an increased confidence in their digital skills.
Creation of digital leader posts amongst learners;		January 2021	
Parental training programme created and shared with parents as appropriate to ensure skills and knowledge are adequate to support their own children.	SLT – Chromebooks and GLOW P1-3 teachers – Seesaw		
Online homework programme created and established in each class for numeracy and literacy;	All staff	Programme established: September 2020 Online homework: ongoing from October 2020	80% of learners will engage with online homework programme created;

Digital literacy skills embedded into all class learning;	All staff	From January 2021	Class and SLT observations of learning reflect use of GLOW, Google Classroom, Seesaw etc. 100% of pupils will engage with digital learning at least 3 times a week.

Pupil Equity Funding	Planning and Reporting	School Name: Garelochhead PS

School Report on PEF Expenditure and Impact 2020-21

Identify:

- Who is the target group? 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

Baseline Data:
School Roll: 121

SiMD bands 3 & 4 – 36%, SiMD bands 5 & 6 – 52%, SiMD bands 7 to 8 – 3.5%, SiMD bands 9 & 10 – 8.5% (reported in deciles)

ASN:
% of school roll receiving intervention – 21%
Number of UCPs – 9
Reading Intervention – 14%
Writing Intervention – 8%
Numeracy Intervention – 10%
Behaviour Intervention – 4%

Target group for emotional/behaviour support: Children in danger of multiple exclusions, ASN children who need access to a low stimulus area to help support their self-management of emotions/behaviour. Children whose behaviour is having an impact on their attainment.
Target group for digital support: families who are digitally impoverished, or have multiple children, or are in receipt of FSM. Single parent families. (Questionnaire to be sent to parents - what devices, network (broadband or mobile data), how many devices, ease of accessing learning resources digitally. Specific family circumstances are often a barrier to connectivity and engagement. Covid-19 has highlighted whilst many have devices they are not appropriate to home learning.
How do we know?: Engagement on line/requests for hard copy resources/those that do not have adult support at home due to other commitments.
Data used: school tracking system during Covid-19, HT knowledge of community, % engagement during lockdown, Accelerated Reader and Sumdog data.

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
				years 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	☐	Social and Emotional Wellbeing	☒	Promoting Healthy Lifestyles	☐	Targeted approaches to Literacy and Numeracy	☒	Promoting a High Quality Learning Experience	☒	Differentiated Support	☐
Employability and Skills Development	☐	Engaging Beyond the School	☒	Partnership Working	☒	Professional Learning and Leadership	☐	Research and Evaluation to Monitor Impact	☐	Using Evidence and Data	☐

Spend Details	Carry Forward 2019/20	PEF Allocation 2020-21
Nurture Room Resources - £3 000 3 x Interactive Boards, brackets, installation, ex vat - £6 800 50 Chrome Books - £14 000 5 routers - £300 5 SIM cards - £200 Maths Resources + Sumdog subscription - £2 018	£13 630	£12 688
	Mid-Year Spend checkpoint Identify any significant changes in expenditure.	**Final spend** Identify any significant changes in expenditure.
	£	£

Pupil Equity Funding | Planning and Reporting

What are you planning to do with your PEF Allocation?	How will progress be measured (what, when and how)?	Identify organiser for proposed intervention/ project
• 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 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.	• Teaching and Learning • Leadership • Family and Community

Area	Outcome	Measure	Mid-Year Progress	Actual Impact 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.
HWB	**Creation of nurture room** Purchase of resources to create a nurture room for children with emotional, behavioural or other needs. Seek to improve pupils' interaction with others and self-management of emotions. Focus on ways to improve how students work appropriately alongside their peers and teachers. Focus on pupils' resilience post Covid – 19.	% of children accessing the nurture room. Reduction in the exclusion rate. Case studies. Improved engagement with the curriculum using the Leuven Scale. Improved attainment.		

Digital Learning	**Use of digital technology – Blended learning** Purchase of digital resources to support the blended model of learning in session 2020-2021 for digitally impoverished families. Promote independent home learning by improving IT skills of pupils. Access IT training for staff to further develop the use of digital technology in teaching. Work in partnership with parents to promote use of IT for home learning e.g. supporting with hardware or any training needs.	An increase in the % of pupils engaging with digital learning. Pupils are more confident and independent in their learning. School to home learning is more coherent and seamless. Progress in numeracy and literacy is maintained. Parents are appropriately involved with school to home learning.	**Use of digital technology – Blended learning** Purchase of digital resources to support the blended model of learning in session 2020-2021 for digitally impoverished families. Promote independent home learning by improving IT skills of pupils. Access IT training for staff to further develop the use of digital technology in teaching. Work in partnership with parents to promote use of IT for home learning e.g. supporting with hardware or any training needs.	An increase in the % of pupils engaging with digital learning. Pupils are more confident and independent in their learning. School to home learning is more coherent and seamless. Progress in numeracy and literacy is maintained. Parents are appropriately involved with school to home learning.
Numeracy	**Continuation of numeracy priority from session 2019-2020** Continue to further develop and embed Number Talks and SEAL strategies. Complete the personal enquiry projects in numeracy and evaluate the impact. Evaluate the impact of the use of Sumdog on attainment. Evaluate the impact of the cluster collaboration on teacher confidence for ensuring appropriate progression. Evaluate the impact of focussed strategies used on attainment in numeracy.	School attainment Data: - Increase in the number of children on track in numeracy. - Decrease in the % of children receiving intervention in numeracy. - Increase in the % of pupils who are more confident when talking about numeracy. Increased confidence of teachers in the assessment of pupil progress.		

	Purchase, through PEF, any additional resources needed e.g. GL Assessments to track attainment.			