



Education

Establishment Improvement Plan 2022 - 2023

School Name: Glassary 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
<ul style="list-style-type: none"> • School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • School and ELC improvement • Performance information 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • 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:
<ul style="list-style-type: none"> • The continued development of Nurture as a whole school approach. • Curriculum, teaching and learning – with a focus on developing writing in Literacy and raising attainment in Maths and Numeracy 	<ul style="list-style-type: none"> • The continued development of Nurture as a whole school approach. Engage with OCTNE (Our Children, Their Nurturing Education). • Learning and Teaching through Play Pedagogy. 	

- Use of Assessment and Moderation to ensure a shared understanding of standards and lead to equity and high attainment for all learners.

- Use of Tracking and Moderation to ensure a shared understanding of standards and lead to equity and high attainment for all learners.

Strategic Improvement Planning for Establishment: Overview of Links to Key Policies			Session: 2022- 2023		
National Improvement Framework Key Priorities <ul style="list-style-type: none">Placing the human rights and needs of every child and young person at the centre of educationImprovement in children and young people’s health and wellbeingClosing the attainment gap between the most and least disadvantaged children and young peopleImprovement in skills and sustained, positive school-leaver destinations for all young peopleImprovement in attainment, particularly in literacy and numeracy.			Collaboration and Consultation		
			Who?	When?	How?
			Staff	2022	Survey/self-evaluation
			Pupils	2022	Pupil survey/pupil council
			Parents	2022	Parental Survey/Parent council
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators		Argyll and Bute Education Key Objectives		
<ul style="list-style-type: none">School and ELC leadershipTeacher and practitioner professionalismParent/carer involvement and engagementCurriculum and assessmentSchool and ELC improvementPerformance information	1.1 Self Evaluation for self-improvement		<ul style="list-style-type: none">Raise educational attainment and achievement for allUse performance information to secure improvement for children and young peopleEnsure children have the best start in life and are ready to succeedEquip young people to secure and sustain positive destinations and achieve success in lifeEnsure high quality partnership working and community engagementStrengthen leadership at all levels		
	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				
Priorities	Proposed Outcome and Impact	Measures		Linked to PEF (Y/N)	

Nurture, Inclusion and Personalised Support	<p>Learners in our school attain Curriculum for excellence levels in line with expectations.</p> <p>Our learners have improved scores against the wellbeing indicators in P1-3 and P4-7.</p> <p>We have a well-planned Health and Wellbeing curriculum within which we track and monitor effectively.</p> <p>Our school is and feels safe, calm and nurturing.</p> <p>Relationship issues are dealt with effectively using restorative approaches</p> <p>We have achieved Bronze of Rights Respecting Schools and Children's Rights.</p>	<ul style="list-style-type: none"> • Quantitative data (ACEL, SNSA, Progress and Achievement) demonstrates that almost all children are achieving expected levels. • Almost all pupil and parent/carer surveys indicate that they feel positive about school and that pupils understand their own progress against the Wellbeing Indicators. • All staff use data to monitor children's wellbeing and plan accordingly • Classroom observations evidence an improved quality of learning and teaching which is progressive and builds on prior learning • Almost all survey responses will demonstrate that our school is a safer, calmer, more respectful and nurturing place to learn. • Audit of pupil reports and parental emails/other parental contacts shows a reduction in reports of unwanted actions and behaviours. • Bronze RRSA 	<p>Develop resourcing specific to sensory and developmental needs</p> <p>Increase human resource to facilitate differentiated activities that address the needs of all learners.</p>
	Curriculum, teaching and learning.	<ul style="list-style-type: none"> • All staff engage with GAPE as part of CLPL. • Almost all pupils will be able to talk about their learning in literacy and numeracy and identify their next steps. • At least 90% of observed lessons/learning visits are good or above. • All pupils will achieve expected attainment in Numeracy and Literacy in P1, P4 and P7. 	Resources for Literacy and Numeracy Recovery including human resource to facilitate differentiated activities that address

<p>Assessment and Moderation</p>	<p>We use the Stages of Early Arithmetical Learning to establish, progress and monitor our numeracy priorities.</p> <p>Our assessment is formative and ensures that our staff, children and their parents/carers know where they are and where they need to go next in their learning.</p> <p>Our staff regularly use moderation with colleagues within school and from wider networks to ensure that there is consistency and equity in the judgements they make about learning.</p>	<ul style="list-style-type: none"> •Almost all pupil and parent/carers surveys indicate that parents and pupils feel positive about learning and teaching experiences. •All staff are confident in using quantitative data (ACEL, SNSA, Progress and Achievement) and qualitative data to ensure a clear profile of every pupil which informs feedback and next steps in teaching and learning. • Almost all pupil and parent/carers surveys indicate that parents and pupils understand how we use data and evidence to create learner profiles, provide feedback and identify next steps •Use of assessment and moderation is reflected in planning and standards across the whole school. 	<p>the needs of all learners.</p>
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Note: This section of the Improvement Plan can be made available to all relevant stakeholders to provide an overview of the session's priorities.

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2022 - 2023

Strategic Priority 1:

Title: Nurture, Inclusion and Personalised Support

National Improvement Framework Key Priorities

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- Improvement in attainment, particularly in literacy and numeracy.

National Improvement Framework Key Drivers

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information

HGIOS 4 and Early Learning and Childcare Indicators

- 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

Argyll and Bute Education Key Objectives

- 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)

Leadership team lead self- evaluation activities and lead and promote CLPL in line with HGIOS (How Good is Our

Lead Person

Head Teacher and Principal Teacher

Timescale

Review termly

Success Criteria to facilitate evaluation of learners' progress

A calmer, safer and more nurturing environment for all pupils.
Less incidents, less emergency responses

<p>School) and RRSA (Rights Respecting Schools Award)</p> <p>All teaching and support staff receive refresher training on the GIRFEC Practice Model, Wellbeing Indicators and Risk</p> <p>All teaching staff are trained and consistently use latest pastoral notes to record and review wellbeing information.</p> <p>All staff receive training and support in Restorative Practice and implement consistently</p> <p>Increased parental involvement and understanding of our restorative and nurturing approaches.</p> <p>Lead the school further along the RRSA journey</p>	<p>Head Teacher and all staff</p> <p>All staff, through training led by Head Teacher on November Inservice Day</p> <p>Head Teacher and all staff</p> <p>Head Teacher</p> <p>Head Teacher</p>	<p>August Inservice Day</p> <p>December 2022</p> <p>Staff meetings, Autumn Term 2022</p> <p>Ongoing, through parental communications, workshop (Spring Term 2023).</p> <p>Bronze achieved by Easter 2023.</p>	<p>Pupil feedback, staff feedback Staff CLPL records Observations</p> <p>Attendance record - all staff have attended training and/or been provided with resources.</p> <p>Audited pastoral notes show consistent use of LPN.</p> <p>Meetings of minutes. Feedback from staff (verbal/email) about outcomes of restorative practice. Audit of pupil incident reports and parental emails/other parental contacts shows a reduction in reports of unwanted actions and behaviours.</p> <p>Parent/carer engagement with communications and surveys Attendance at workshop. Responses to emails and surveys show an increase in understanding and engagement in restorative processes.</p>
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Operational Improvement Planning (Action Plan) for Establishment:

Session: 2022- 2023

Strategic Priority 2:

Title: Curriculum, Teaching and Learning

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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- Improvement in attainment, particularly in literacy and numeracy.

National Improvement Framework Key Drivers

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information

HGIOS 4 and Early Learning and Childcare Indicators

- 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
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Argyll and Bute Education Key Objectives

- Raise educational attainment and achievement for all
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- Strengthen leadership at all levels

Key Actions (How)

Review staff confidence in using GAPE methodology, Northern Alliance Emerging

Lead Person

HT
All Staff

Timescale

Audit of staff confidence levels by December 2022

Success Criteria to facilitate evaluation of learners' progress

Audit analysed and priorities for individual staff development identified.

<p>Literacy Framework and Stages of Early Arithmetical Learning</p> <p>HT to contact with Clare Bryden (Lead Teacher for Recovery, Literacy and Numeracy) to establish training opportunities.</p> <p>Update and implement Learning and Teaching Policy.</p>	<p>Principal Teacher</p>	<p>By end of August 2022.</p> <p>Policy and implemented by June 2023.</p> <p>Observations and sampling complete and reviewed by May 2023.</p>	<p>Staff meeting minutes – feedback to staff.</p> <p>Updated Learning and Teaching Policy should be updated and fully implemented to ensure consistency and coherence from P1 to P7.</p> <p>Lesson observations/coaching records/ staff planning records/sampling and scrutiny of pupils’ work</p> <p>Confidence in implementation evidenced through meeting discussions and minutes / Staff feedback surveys and Line Management coaching conversations/PRD.</p>
<p>Establish Curricular Leads across Glassary Primary School and Tayvallich Primary School:</p> <p>Literacy</p> <p>Numeracy</p> <p>Health & Wellbeing</p> <p>Expressive Arts</p> <p>Technology</p> <p>Data Champion</p>	<p>HT and all staff</p>	<p>From September 2022</p>	<p>Contacts made with Lead Officers/Teachers and support programmes and CLPL needs established:</p> <p>Literacy – Clare Bryden</p> <p>Numeracy – Clare Bryden</p> <p>Health & Wellbeing – Rosie MacKay</p> <p>Expressive Arts -</p> <p>Technology -</p> <p>Data Champion – Annette Trevelyan</p>

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2022-2023

Strategic Priority 3:

Title: Assessment and Moderation

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

<p>All teaching staff engage in planned collegiate moderation sessions for literacy and numeracy and health and wellbeing.</p> <p>HT to contact Moderation Lead Officer Pauline Inglis to ensure access to CLPL/moderation platforms/QAMSOs</p> <p>All teaching staff to research and implement a variety of assessment approaches to allow individual pupils to demonstrate their knowledge, understanding, skills, attributes and capabilities in different contexts across the curriculum and that our assessment evidence is valid and meaningful.</p> <p>All staff share assessment rationale and methodology with pupils and parents/carers.</p>	<p>HT All teaching Staff</p> <p>HT</p> <p>All teaching staff</p> <p>All teaching staff.</p>	<p>Complete and review Moderation activities by May 2023.</p> <p>By December 2022</p> <p>By June 2023</p> <p>Ongoing</p>	<p>Identification of shared standards which are used to ensure pace, challenge and progression for all pupils.</p> <p>Staff meeting minutes – feedback to staff.</p> <p>Lesson observations/coaching records/ staff planning records/sampling and scrutiny of pupils’ work</p> <p>Information sharing through website/family bulletins</p>
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School Report on PEF Expenditure and Impact 2022 2023

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 4 years, should be considered in the targets below.

School Report on PEF Expenditure and Impact 2022 2023

Glassary Primary School has an allocation of £4900 for the academic year 2022/23 and a carry forward from 2021/22 of £7,301.

The SIMD picture for the school is limited due to the rural context of the school. Staff have accessed school data, information and local knowledge to identify families experiencing disadvantage or potential disadvantage.

Glassary Primary is a rural village school located outside Lochgilphead, with a roll of 29 children. Due to the low numbers in the school, interventions for individual pupils who qualify will only be analysed and discussed with teachers, link officers/managers and parents/carers.

There have been difficulties in analysing trends in attainment data over time due to the Covid-19 pandemic and school closures; however data can be looked at historically and for the part of the school year completed in terms of the attainment gap. The targeted group/individuals will be identified through observations, data from ACEL, SNSA and teacher judgements and family and pupil engagements.

Targeted PEF funded interventions will support pupils who:

- are care experienced/on the Child Protection Register
- are from a traveller background
- have suffered ACEs

- have ill-formed attachment
- live in one of the aspects of poverty as identified in the national strategy for 'closing the gap'.
- Experience digital inequity

We have a significant number of pupils in P4-7 who are experiencing anxiety, dysregulation and low resilience which appear to have been exacerbated by living through the COVID-19 pandemic and associated school closures. The challenges that these pupils are facing with their emotional health have in turn impacted on their focus and ability to learn in school and resulted in learning gaps related to attainment in numeracy and literacy. Our PEF expenditure will be used to provide additional staffing capacity to enhance and build on the actions relating to our first two Improvement Priorities outlined above: Nurture, Inclusion and Personalised Support and Curriculum, Teaching and Learning.

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
Fiona Lynas Annan	ASN Assistant	15 th August 2022	30 th June 2023	years months
Martine Law	Health and Wellbeing Liaison Officer	16 th September 2022		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	<input type="checkbox"/>	Social and Emotional Wellbeing	<input type="checkbox"/>	Promoting Healthy Lifestyles	<input type="checkbox"/>	Targeted approaches to Literacy and Numeracy	<input type="checkbox"/>	Promoting a High Quality Learning Experience	<input type="checkbox"/>	Differentiated Support	<input type="checkbox"/>
Employability and Skills Development	<input type="checkbox"/>	Engaging Beyond the School	<input type="checkbox"/>	Partnership Working	<input type="checkbox"/>	Professional Learning and Leadership	<input type="checkbox"/>	Research and Evaluation to Monitor Impact	<input type="checkbox"/>	Using Evidence and Data	<input type="checkbox"/>

Spend Details	Carry Forward 2021 - 2022	PEF Allocation 2022 - 2023
Staffing	£ 7301	£ 4900
Supported Study		
Resources		
Purchased/Commissioned Services		
Other		
	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?

- 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.
Nurture	One to one trauma-responsive support for pupils experiencing challenges with anxiety, focus and regulation.	Pupil and parent/carer feedback against Wellbeing Indicators	December 2022	
Attainment	One to one support for numeracy and literacy	P & A/SNSA results	June 2023	
Family Learning	Family learning sessions and open days Resource packs/digital resources to support learning at home	Pupil and Parental survey	May 2023	

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