



Education Resources
Curriculum and Quality Improvement Service

Establishment Improvement Plan

2018 - 2019

Blacklaw Primary School





**Education Resources
Curriculum and Quality Improvement Service**

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Overview of Blacklaw PS 3 Year Cycle of Improvement Plan Priorities Sessions: 2018-2019, 2019-2020, 2020-2021

National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> 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	SLC Education Resources Themes
<ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School 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 	Transforming Learning and Teaching
		Implementing Curriculum for Excellence
		Meeting the Needs of all Learners', GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)
Strategic Priorities 3 Year Cycle		
2018-2019	2019-2020	2020-2021
<ul style="list-style-type: none"> Raise attainment in reading – focus on implementing active literacy approaches. Improve pedagogy for equity through participation in the Tapestry programme, and embed pedagogy into everyday practice (Year 1) To raise awareness and understanding of Adverse Childhood Experiences (ACEs) and the impact of these on child development, learning and behaviour. (LC Priority) 	<ul style="list-style-type: none"> Raise attainment in writing – focus on implementing Talk for Writing and Active Literacy strategies Improve pedagogy for equity through participation in the Tapestry programme and embed pedagogy into everyday practice. (Year 2) Raise attainment in numeracy by embedding a progressive Problem Solving approach across all levels and applying these skills in real life contexts Learning Community priority (tbc) 	<ul style="list-style-type: none"> Embed developments – allow recent curricular developments (2017-2020) to embed, monitoring and evaluating at regular intervals. Developing our Young Workforce (Spotlight on skills) Review our approaches to improving wellbeing, equality and inclusion. Learning Community priority (tbc)

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Strategic Improvement Planning for Blacklaw PS: Overview of Strategic Priorities for Session Session: 2018-2019

Strategic Priority	PEF	Intended Impact	Measures of Success	Actual Impact
Raise attainment in reading – focus on implementing active literacy approaches.	√	<p>Increase % of learners achieving expected levels in literacy (reading)</p> <p>Narrow the gap for those children in receipt of FME</p> <p>Increased staff awareness of active literacy approaches and approaches are implemented within classroom practice.</p> <p>Increase in the quality of professional dialogue in relation to attainment and moderation activities.</p> <p>Learners display confidence when reading and comprehending texts.</p>	<p>(HGIOS4 2.2, 2.3, 3.2)</p> <p>Tracking/Monitoring meetings</p> <p>Increased attainment levels</p> <p>Forward Planning reviews</p> <p>Learning visits</p> <p>Evaluation of Learner (Monitoring classwork)</p> <p>Learner Assessments</p> <ul style="list-style-type: none"> • P4 and P6 NGRT • P1 – RWRA and POOLAR • P2 and P3 PM Benchmark • CT prepared comprehension assessments • SNSA 	
Improve pedagogy for equity through participation in the Tapestry programme, and embed pedagogy into everyday practice (Year 1)	√	<p>Increased teacher confidence in reflecting on and improving pedagogy.</p> <p>Embedded pedagogy into everyday practice.</p> <p>Improved learner engagement in activities.</p>	<p>Staff evaluations</p> <p>Learning visits</p> <p>Dialogue with learners</p>	
To raise awareness and understanding of Adverse Childhood Experiences (ACEs) and the impact of these on child development, learning and behaviour. (LC Priority)		<p>Increased knowledge and understanding of brain development, attachment theory and Adverse Childhood Experiences.</p> <p>Nurturing approaches are embedded within the school.</p>	<p>Improved relationships within the school and wider community.</p> <p>Improved attainment.</p> <p>Feedback from pupil well-being questionnaires.</p>	

Strategic Priority 1: Raise attainment in reading – focus on implementing active literacy approaches.

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		Meeting the Needs of all Learners’, GIRFEC and Statutory Duties	
		Skills for Learning, Life and Work	
		Professional Learning	
		Leadership (Change and Improvement)	
Key Actions (How)	*Lead Person	*Timescale	*Comments
All teaching staff to receive professional learning in Active Literacy approaches Stages 1-5 – to support the implementation of approaches across the school.	HT to identify staff who require training	by June 2019	PEF Funding

Catch Up Literacy – to support identified learners (raise attainment in reading)	Trained staff x 3	by June 2019	
Purchase additional literacy resources – to provide teaching staff with additional texts to increase opportunities to teach reading strategies.	HT and Literacy Coordinator	By March 2019	PEF Funding
Implement phonics into spelling programme at Stages 1-3 via 20 minutes daily phonics session.	Staff with pupils at this stage	By April 2019	
Implement combined phonics and spelling programme at Stages 4 and 5.	Staff with pupils at this stage	By April 2019	
SLT to conduct learning visits to observe active literacy approaches across all stages.	HT PT	By April 2019	
Staff to participate in peer observations both within and out-with the school to support their professional learning in active literacy.	HT to identify staff to visit other schools Teaching staff	Throughout Session 2018-2019	PT to provide cover

Strategic Priority 2: Improve pedagogy for equity through participation in the Tapestry programme and embed pedagogy into everyday practice (Year 1)

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		Skills for Learning, Life and Work	
		Professional Learning	
		Leadership (Change and Improvement)	
Key Actions (How)	*Lead Person	*Timescale	*Comments
Staff to attend Tapestry Information event and ‘masterclass’ – to gain further knowledge and understanding of the content of this professional learning.	HT TLC Leaders	By September 2018	PEF Funding

Staff to be participate in all training for TLC leaders.	F Scott A Watson	On-going throughout Session 2018-2019, 2019-2020	PEF Funding
Staff to attend TLC workshops – to participate fully in professional discussions on approaches to improve learning.	Class Teachers x 10	On-going throughout Session 2018-2019, 2019-2020 4 workshops per session	
To establish a Teacher Learning Community (TLC) as an effective professional model for improvement within the school.	Head Teacher TLC Leaders	By June 2019	PEF Funding
SLT to conduct learning visits to observe implementation of formative assessment strategies	HT PT	On-going throughout Session 2018 – 2019 and Session 2019-2020	

Strategic Priority 3: To raise awareness and understanding of Adverse Childhood Experiences (ACEs) and the impact of these on child development, learning and behaviour. (LC Priority)

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<p>Key Actions (How)</p>		<p>*Lead Person</p>	
<p>All staff to attend professional learning and discussion on Adverse Childhood Experiences – to raise awareness and understanding of the impact of these.</p>		<p>All staff</p>	
<p>All staff to attend training on trauma informed practices and approaches</p>		<p>All staff</p>	
		<p>*Timescale</p>	
		<p>Support staff - In service Day (Aug 18)</p> <p>Teaching staff - September 2018</p> <p>In-service Nov 2018 (am)</p>	
		<p>*Comments</p>	

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		Leadership (Change and Improvement)
Key Actions (from previous plans)		
<ul style="list-style-type: none"> • Increase how often numeracy lessons begin with number talks particularly at First and Second Level. • Review the progression of numeracy strategies from Early to Second Level by reducing the number of strategies taught at each stage. • Incorporate a ‘Number Talks’ option into the numeracy homework programme at all levels. • Focus on promoting positive attitudes and developing high expectations, confidence and resilience in numeracy/ maths. • Build on the positive work that has begun to improve learners’ physical activity by implementing a whole school ‘run/walk a daily mile’ initiative. • Actively engage in implementing learners’ entitlements as outlined in ‘Developing the Young Workforce Career Education Standard (3-18)’. 		

National Improvement Framework Key Priority

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

Contextual analysis (what is the gap?):

Blacklaw Primary School is one of 124 primary schools throughout South Lanarkshire Council. The school is situated in the St Leonards area of East Kilbride. The school was opened in 1969 and as part of South Lanarkshire Council's Schools modernisation programme a new building was constructed and officially opened in May 2009. The current roll is 239 over 9 classes.

Of our 239 pupils, no pupils live in a home within SIMD 1 or 2, however 9.36% pupils live in a home within SIMD 3 or 4. 8.79% pupils are in receipt of Free School Meals. These pupils are present at all stages and in all classes although there is a higher proportion in this year's P1 and P7's. Our analysis uses intelligence beyond raw data and we encourage an individualised approach to identifying pupils who will be the focus of our Pupil Equity Fund Interventions.

In terms of **the attainment gap**, our 38% of FME pupils are at present not on track to meet expected CFE levels in literacy and numeracy. 9% of our FME children are continuing to work towards being on track and we will continue to use our additional PEF funded support staff hours to support these children. Although there are still FME pupils who are under-achieving compared to our non-targeted group, the gap has decreased by 5% at the P4 stage in reading, at the P5 stage by 11% in reading, 36% in writing and by 11% numeracy and at the P7 stage by 3% in talking/listening and by 7% in numeracy.

Our attainment Data for session 2017-2018 indicated that at First and Second Level we need to continue to implement planned interventions, monitoring these regularly and ensure that if hours allocated support staff hours are 'protected' to support our plans to raise attainment. We therefore intend to continue to use Pupil Equity Funding to employ the additional members of support staff who focus on working with identified groups to raise attainment in literacy and numeracy.

In terms of other measures of the gap;

Additional support plans and targets for all ASN pupils will be jointly planned in line with CFE benchmarks, between class teachers, support staff and parents/pupils. Engaging with the benchmarks is important to inform pupil targets and next steps.

Our PEPAS teacher will work in collaboration with class teachers to track pupils' engagement in after school clubs and activities.

A separate paper is available giving details of attainment data around the gap and this will also be published in our forthcoming Standards and Quality Report for 17/18.

Pupil Equity Fund Overview

Allocation: £28,200

National Improvement Framework Key Priority:
Closing the Attainment gap between the most and least disadvantaged children
Contextual Analysis: (What is the gap?)

Intervention Theme	Organiser	Type of Intervention	Number in Targeted Group	Specific Intervention	What Will You Measure and Track to Evidence Impact?	Evaluative Statement (End of Program)
Literacy	Learning & Teaching	Non Teaching Staff (additional)	21	Focussed support within the classroom during reading/comprehension activities.	Bi-annual Learner Assessments results Learner conversations	
Literacy	Learning & Teaching	Local Authority Programme	239	All teaching staff will attend professional learning on Active Literacy approaches and will implement these approaches within their classroom.	Tracking/Monitoring dialogue Forward Planning reviews Learning visits Class conversations Evaluation of Learners' progress	
Literacy	Learning & Teaching	Local Authority Programme	239	Staff will participate in professional learning via the 'Tapestry' programme.	Staff evaluations Learning visits Dialogue with learners	
Numeracy	Learning & Teaching	Local Authority Programme	239	Staff will participate in professional learning via the 'Tapestry' programme.	Staff evaluations Learning visits Dialogue with learners	
HWB	Learning & Teaching	Third sector/charity	239	ACES Traing, Nurturing approaches are embedded within the school.	Responses from pupil well-being questionnaires (pre and post intervention)	12

