



**Education Resources
Curriculum and Quality Improvement Service**

**Establishment Improvement Plan
2019 - 2020**

Blacklaw Primary School



**Education Resources
Curriculum and Quality Improvement Service**

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Overview of Establishment 3 Year Cycle of Improvement Plan Priorities Sessions: 2019/2020, 2020/2021, 2021/2022

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		
2019/2020	2020/2021	2021/2020
<ul style="list-style-type: none"> Raise attainment in literacy – 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) Review approaches to wellbeing, equality and inclusion by raising awareness of the staged intervention process and update anti bullying policy Learning Community priority – Pivotal training 	<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) 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"> Social studies Expressive arts Learning Community priority (tbc)

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Operational Improvement Planning (Action Plan) for Establishment:

Session: 2019/2020

Strategic Priority 1: To raise attainment in Literacy by improved learning teaching and assessment.

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. 			
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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
<ul style="list-style-type: none"> Staff continue to participate in all training for TLC leaders. 	S Sangray A Watson	On-going throughout Session 2019-2020 4 workshops per session	PEF Funding

<ul style="list-style-type: none"> • Staff to attend TLC workshops – to participate fully in professional discussions on approaches to improve learning and raising attainment in literacy • Awareness raising for all staff in Talk for writing to support the beginning of implementation of approaches across the school. • Pilot a focused writing week linked to Block assessments • Purchase additional literacy resources linked to Pie Corbetts reading spine • Complete pilot and implement writing genre specific criteria for assessment and moderation across all levels. • SLT to conduct learning visits to observe active literacy approaches across all stages to ensure it is embedded fully across each level . • Staff to participate in peer observations both within and out-with the school to support their professional learning in active literacy. • Workshop for parents/ carers to explain talk for writing 	<p>Class Teachers x 10</p> <ul style="list-style-type: none"> • HT and literacy coordinator to deliver in house training and source additional training opportunities <p>HT and Literacy Coordinator</p> <p>HT and PT to conduct visits. 2nd level resources may need to be purchased to support this.</p> <p>HT to identify staff to go on visits.</p> <p>Interested staff and SMT</p>	<p>On-going throughout Session 2019-2020</p> <p>By October 2019</p> <p>By June 2020 All staff By June 2020</p> <p>By June 2020</p> <p>By June 2020</p> <p>Term 3</p> <p>Term 3</p>	<ul style="list-style-type: none"> • PEF Funding
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Strategic Priority 2: Improving children’s health and well being by improving equality and inclusion.

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<p>SLC Education Resources Themes</p> <ul style="list-style-type: none"> • Transform Learning and Teaching/Implement CfE • Meeting the Needs of all Learners’, GIRFEC and Statutory Duties • Skills for Learning, Life and Work • Professional Learning • Leadership (Change and Improvement) 			
<p>Key Actions (How)</p> <ul style="list-style-type: none"> • Staff will be confident and capable in using staged 		<p>*Lead Person</p> <p>HT will provide Staged intervention training in consultation with SST.</p>	<p>*Timescale</p> <p>August 2019</p>
<p>*Comments</p>			

<p>intervention to facilitate the needs of their learners.</p> <ul style="list-style-type: none"> • Staff will be able to collect robust accurate validated evidence to identify the needs of their learners and inform their next steps • All stakeholders will be involved in reviewing anti bullying policy and updating in line with new SLC policy • New Health and well being programme to be sourced to enable robust valid data to be gathered on progress. • Awareness to be raised among all stakeholders about poverty related issues caused by the cost of the school day. • Position statement shared on website/ emailed home • Gathering stakeholders views on the cost of the school day • Establishing lending libraries for resources • Raising awareness of our pupils about poverty related issues • Pilot uniform exchange programme 	<p>HT and PT</p> <p>HT all staff parents/carers. Pupil council and learners.</p> <p>Mrs Strathearn and Mrs Watson</p> <p>HT</p>	<p>By June 2020</p> <p>By December 2019</p> <p>By December 2019</p> <p>By October 2019- Policy by June 2020</p> <p>By June 2020</p>	
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Operational Improvement Planning (Action Plan) for Establishment:

Session: 2019/2020

Strategic Priority 3: Share vision and values with all stakeholders to build positive relationships and create an environment where everyone feels they belong and are valued.

National Improvement Framework Key Priorities		
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Key Actions (How)	*Lead Person	*Timescale	*Comments
<ul style="list-style-type: none"> As a new SMT share vision and values for leading the school forward with all stake holders. Provide leadership opportunities for all staff by delegating coordinator roles in Numeracy, Literacy, HWB and ICT Review behaviour policy and reward systems to align with Pivotal training. Consult all stakeholders in creating behaviour policy Pilot programme evaluate alter and roll out across the school. Share with all stakeholders. 	<p>New HT S Sangray</p> <p>Identified staff.</p> <p>All teaching and support staff to attend Pivotal whole day training Lead teacher Pamela Bignall to work with LC team to plan and implement 3 aligned CAT sessions to develop this approach.</p>	<p>On-going throughout Session 2019-2020</p> <p>Larah Gray to provide cover for co-ordinators one afternoon per month</p> <p>By June 2020</p>	<p>New staff to attend PTA and PC meetings</p>

Establishment Maintenance Improvement Planning

Session: 2019/2020

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. 		
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Key Actions (from previous plans)

- Review the progression of Active learning strategies from Early to Second Level and further embed if required.
- Incorporate a Growth Mindset activity into homework programme at all levels.
- Focus on promoting positive attitudes and developing high expectations, confidence and resilience in literacy and numeracy by using growth mindset language
- Monitor full Implementation of Languages 1 and 2 at every level this session
- Actively engage in implementing learners' entitlements as outlined in 'Developing the Young Workforce Career Education Standard (3-18).

**Pupil Equity Fund
Planning and Reporting
2019-2020**

The Gap:

Blacklaw Primary has 238 pupils who are configured in 9 classes, P1-7. Within our current role we have no pupils living in SIMD1 or SIMD2.

We have 28 FME pupils which is just under 12% of our current roll.

Exclusion across the school sits at 0%. Attendance across the school is not a huge issue with attendance of target group being 95.2 % and non target group being 96.4%. Both of these sit above the SLC primary school average. However there is still a poverty related gap of -1.2 %.

As a school we have not found a valid and robust method for collecting data on engagement but hope to do so this session with our new Health and well being programme.

Target Group Stage	Reading	Writing	Talking and listening	Numeracy	Participation
P1	20%	60%	80%	80%	40%
P2	100%	75%	100%	100%	50%
P3	50%	25%	75%	50%	33.3%
P4	25%	50%	100%	25%	25%
P5	66.7%	66.7%	100%	66.7%	66.7%
P6	100%	100%	66.7%	33.3%	33.3%
P7	50%	50%	83%	50%	50%
Average Total	46%	61%	86%	54%	43%

Non Target Group Stage	Reading	Writing	Talking and listening	Numeracy
P1	89%	94%	100%	100%
P2	85%	62%	100%	92%
P3	80%	60%	96%	90%
P4	88%	70%	97%	94%
P5	71%	76%	95%	71%
P6	68%	74%	85%	68%
P7	84%	56%	97%	88%
Average Total	81%	70%	96%	86%

Look at the 5 key indicators for closing the poverty related attainment gap:

Attainment, Attendance, Exclusion, Participation and Engagement.

What is the gap for these 5 areas? How does your data for SIMD 1-2 + FME compare with your data for SIMD 3-10 without FME.

Outcomes and Measures	Intervention Description New Interventions – description and clear rationale Max 200 words	Intervention Theme			Organiser			Type of intervention			Continuation of 2017/18 Plans Y	Mid-Year Progress To be completed at Mid-Year Stage	Actual Impact To be completed at End of Year
		Literacy	Numeracy	HWB	Learning & Teaching	Leadership	Family & Communities	School generated	Partnership/charity	Commercial Resource			
<p>Outcomes:</p> <ul style="list-style-type: none"> Improve the attainment and experience of learners receiving FSM Active literacy approaches continue to be implemented within classroom practice with in house training as this session sees 4 new members of staff. Continue to increase pupil engagement and enjoyment in reading activities. Raise attainment in writing by implementing Talk for Writing approaches <p>Measures:</p> <ul style="list-style-type: none"> Audit of current practice to identify strengths and development needs of practitioners in Writing to inform CLPL Use data to identify targeted groups for early intervention related to writing Benchmarks used to moderate and validate achievement in writing. 10% increase in targeted pupils achieving expected CfE levels at P4 and P7 stage. All staff trained in Talk for writing approach Focussed moderation of writing each term . Staff confidence increased by 15% Learner assessments – P4/P6 NGRT P1 – PAST, RWRA, POLAAR P3 – QUEST Salford Reading Test A,B and C used for Catch up. PM Benchmarking as required Class Teacher prepared assessments results 	<p>Intervention 1: Raising attainment in Literacy through Active Literacy and Talk for Writing approaches</p> <ul style="list-style-type: none"> Continue to develop staff understanding of effective pedagogy in Active Literacy – Reading through staff participation in professional learning. Pie Corbett spine readers used in classes Writing resources will be purchased which match learners' age and stage of development Supporting assessments administered in Oct/ Mar SNSA administered in May 2020 at P1, P4 and P7 SSA's timetabled to support targeted learners during literacy activities Staff will continue to engage in TLC professional learning workshops to participate in discussions on approaches to improve learning. New staff will receive training in house. Learners will receive high quality writing sessions with a focus on Learning Intentions & Success Criteria and on what to do to improve SLT to conduct learning visits to observe implementation of formative assessment strategies Information workshop for parents/carers Continue Catch up Literacy. 	*			*				*		Y		
<p>Outcomes:</p> <ul style="list-style-type: none"> Increased learner confidence Improved numerical competency Development of learner engagement in tasks. 	<p>Intervention 2 Using Catch up Numeracy to raise attainment of the target group in numeracy. Catch Up Numeracy is a one to one intervention for learners who are struggling with numeracy. It consists of two 15-minute sessions per week, delivered by support</p>		*		*				*		N		

<ul style="list-style-type: none"> 100% of target group will have increased their numeracy age by at least 6 months within a 6 month period 	<p>staff. The approach is based on research indicating that numeracy is not a single skill, but a composite of several component skills that are relatively discrete. The intervention breaks numeracy down into ten elements, including counting verbally, counting objects, word problems and estimation. Pupils are assessed on each component and instruction is targeted on those areas requiring development.</p> <ul style="list-style-type: none"> On-going assessment facilitates responsive planning related to individual learners profiles which informs the planning of sessions. 																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
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<ul style="list-style-type: none">• At least 70% of our parents/carers will use the app.															
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Sustainability:

Please outline how you plan to mainstream or exit initiatives if required to enable sustainability in the longer term.

We have planned that by the end of this session all classroom practitioners will have been trained in Active Literacy approaches and Talk for writing. Having completed this training staff confidence, knowledge, skills, capability and capacity will increase and that this approach will be fully implemented prior to the funding ending. Key staff will then lead training of new staff to ensure that this approach is embedded in the future. All resources to support this implementation will be purchased so the school is fully resourced. Financial planning within the school's core budget will ensure that money is set aside to replace core resources, as and when required.

Our improving pedagogy for equity workshops will continue throughout this session 2019-2020. Almost all staff will have participated in all workshops, so this should ensure that we improve teacher confidence across the school, improve our learning and teaching methodology and that we create a culture of self-improvement. New staff will be caught up by our trained facilitator. Mrs Sangray is a Tapestry leader and will replace Mrs Scott who is now on her maternity leave.

Raising attainment in numeracy will be sustained as classroom practitioners build on their confidence in delivering 'Number Talks' and develop strategies for identifying those who need support from the Catch up numeracy programme. Our own tracking and monitoring systems also provides valuable data. Support staff are vital in the implementation of the interventions and their timetables need to be protected.

Pupil Equity Funding has been utilised over the past two years to provide additional support staff hours. This additional support will cease when funding discontinues so we will plan strategically over the next year to maximise the impact of these additional hours to support our raising attainment plans.

