



Education

Establishment Improvement Plan 2021 - 2022

School Name:

Park Primary School



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Overview of Establishment 3 Year Cycle of Improvement Plan Priorities - Optional

Session:

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
<ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information 	<ol 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

2021-2022:	2022-2023:	2023-2024:

Strategic Improvement Planning for Establishment: Overview of Links to Key Policies		Session: 2021/22													
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. 		Collaboration and Consultation <table border="1"> <thead> <tr> <th>Who?</th> <th>When?</th> <th>How?</th> </tr> </thead> <tbody> <tr> <td>Staff</td> <td>Fortnightly</td> <td>Discussions</td> </tr> <tr> <td>Pupils</td> <td>Monthly</td> <td>Focus groups</td> </tr> <tr> <td>Partners</td> <td>Termly</td> <td>Questionnaires</td> </tr> </tbody> </table>		Who?	When?	How?	Staff	Fortnightly	Discussions	Pupils	Monthly	Focus groups	Partners	Termly	Questionnaires
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Priorities	Proposed Impact	Measures	Linked to PEF (Y/N)												

<p>Revise assessment and moderation practices</p>	<p>Greater accuracy when tracking individual progress. Greater awareness of pupils' strengths and areas for development. Shared understanding of standards. Children are further supported/challenged. Greater focus to ensure children achieve what is expected of them.</p>	<p>Assessed through evidence folders and pupil tracking meetings. Staff discussion at moderation meetings. Pupil Tracking Meetings – interventions put in place. Pupil Tracking Meetings – do predictions match P&A/ACEL data?</p>	<p>No</p>
<p>Increase digital literacy skills</p>	<p>Increased engagement in class. Higher quality learning experiences. Greater awareness of expected standards in digital literacy. Clear progression pathways for learners. Staff have increased confidence in delivering digital literacy learning opportunities. Pupils' digital literacy skills increase. Increased home-school communication. Improved reporting practices.</p>	<p>Classroom observations – Leuven scale assessment pre- and post-installation of boards. Classroom observations to assess quality of learning experiences. Quality assurance of progression pathway materials created by working party. Staff consultation re. confidence in delivering technologies curriculum – Aug'21/Jun'22. Use Benchmark Tracking Grids to assess achievement in Technologies curriculum. Parent consultation re. benefits of Seesaw in replacement of Learning Logs.</p>	<p>Yes – purchase of Prowise interactive boards</p>
<p>Redesign HWB curriculum</p>	<p>Clearer understanding of expected standards in HWB. Clear progression pathways for learners. Whole school approach to nurture used consistently across school. Pupils feels more supported in their learning. Stakeholder awareness of VVA builds sense of community and strengthens local partnerships. Pupils feel their achievements are valued and see the benefit of participating in opportunities outwith school.</p>	<p>Staff discussions. Use Benchmark Tracking Grids to assess achievement in HWB curriculum. Observation of pupils through use of Leuven scale and pupil self-assessment using wellbeing wheels. Has wellbeing increased? Observation of pupils displaying school values and identifying how they relate to the wider world. CUS programme tracking information regarding skills development. Consultation with pupil groups to identify impact of participating in wider learning opportunities.</p>	<p>Yes – nurture intervention from CEW</p>

Operational Improvement Planning (Action Plan) for Establishment:			Session: 2021/22
Strategic Priority 1:	Title: Revise assessment and moderation practices		
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 (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress
Update benchmark trackers to coincide with Highland Literacy progressions, PMfS resources and Northern Alliance Numeracy and Mathematics progressions.	Acting HT Working Party	Working party to meet Sept '21 New resource to be created Oct-Dec '21 To be introduced Feb '22 at inservice	- teachers are able to track individual progress more accurately which will lead to greater awareness of pupil ability and specific areas needing corrective teaching.

Revise use of holistic assessments in literacy/numeracy. Use PMfS assessment pack to support.	Acting DHT (EC)	Guidelines and exemplars to be drawn up by Dec '21.	<ul style="list-style-type: none"> - P1, P4 and P7 teachers can identify application of knowledge and skills in pupils who are on track to achieve a level. - pupils are provided opportunities to apply their learning in new and unfamiliar contexts.
Greater focus on moderation between stage and level partners.	Acting DHTs (NL/EC)	WTA to highlight moderation opportunities Oct '21/ Feb '22/ Jun '22	<ul style="list-style-type: none"> - teachers will have a shared understanding of what constitutes achievement of a level, and achievement within a level.
Update P&A data regularly throughout session. Pupil Tracking meetings to include predictions for ACEL.	Acting HT	Throughout session 21/22 Pupil Tracking meetings Sept '21 / Feb '22	<ul style="list-style-type: none"> - pupils will continue to be challenged to achieve next ALP measure. - teachers will make predictions about end of year levels and focus on support required to ensure this.
Further embed understanding of Maths Mastery Cycle in conjunction with PMfS resources.	Acting HT	August '21 inservice	<ul style="list-style-type: none"> - all teaching staff will better understand the Mastery Cycle and use this approach more confidently to address gaps in learning. - pupils' needs are addressed and gaps in knowledge are plugged, ensuring further progress is made.
ELC Actions			
Use Emerging Literacy programme to develop children's phonological awareness in their pre-school year.	Acting DHT (NL)	Aug-Dec '21 Broad focus Jan/Feb '22 assess to identify gaps then plan to plug these gaps May/Jun '22 assess again for transition purposes	<ul style="list-style-type: none"> - ELC staff will focus on developing early phonological awareness in literacy between Aug-Dec 2021. - ELC staff use diagnostic assessment data to provide a targeted approach to teaching and learning in literacy between Jan-Jun 2022.
Review planning approach to ensure coverage of Es and Os across all areas.	Acting HT	Review Sept '21 Introduce new format Oct '21	<ul style="list-style-type: none"> - ELC staff use benchmark tracking grids to monitor individual progress and track coverage of Es and Os. - ELC staff provide a wider range of experiences across all curricular areas.

<p>Use Highland Early Level progression in Num/Maths, along with LAD framework, to plan for progression.</p>	<p>Acting DHT (NL)</p>	<p>Introduce Aug '21 Review Jan '22</p>	<ul style="list-style-type: none"> - ELC staff plan progressive learning experiences in Numeracy and Maths. - Track and monitor pupil progress using LAD Framework. - Additional challenge/support provided to identified pupils.
<p>Work with ELCs in local area to promote use of literacy/numeracy trackers, share practice and provide support.</p>	<p>Acting DHT (NL) Cluster working</p>	<p>From Nov '21</p>	<ul style="list-style-type: none"> - associated ELCs will use Authority-led guidance on Literacy and Numeracy. - P1 teachers will have a greater awareness of pupil ability in Literacy and Numeracy on transition to school.

Operational Improvement Planning (Action Plan) for Establishment:			Session: 2021/22
Strategic Priority 2:	Title: Increase digital literacy skills		
National Improvement Framework Key Priorities			
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Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
Update interactive boards to enhance whole class learning.	Acting HT	Installation – Summer 2021 Training – August 2021 Class observation – January 2022	<ul style="list-style-type: none"> Leuven Scales highlight increased engagement in class. Teachers able to provide more engaging

		Sharing good practice session – May 2022	learning opportunities with technology available.
Create a whole school progression for digital literacy.	Acting DHTs	Introduce - November in-service 2021 Review - February 2022 Observe - April 2022	<ul style="list-style-type: none"> - Teachers have greater awareness of expected standards in digital literacy and increased expectations of learners. - Staff include opportunities to enhance digital literacy skills in their planning. - Learners have a clear progression pathway and are able to identify their next steps.
Staff professional development in use of Prowise boards, Pronote, Presenter and skills required to promote digital literacy.	Acting HT	Prowise training - August 2021 Further training TBD dependent upon staff need	<ul style="list-style-type: none"> - Staff confidence in delivering learning opportunities using digital technologies increases. - Staff ability to deliver the Technologies curriculum increases. - Pupils develop secure digital literacy skills and can link these to skills for learning, life and work.
Work towards whole school and ELC online learning portfolio through use of Seesaw or Sway for Primary 7 transition purposes.	Acting DHT (NL)	Seesaw refresher training – September twilight session Introduce to classes – October 2021 Working party to agree rationale for online portfolios – January 2022 Introduce to whole school – February 2022	<ul style="list-style-type: none"> - Learners can use Seesaw/Sway to share their learning with families. - Parents and teachers become more experienced with using Seesaw to give feedback, next steps and monitor progress. - Increased home-school communication.

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2021/22

Strategic Priority 3:

Title: Redesign HWB curriculum

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Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
Streamline planning and resources in Health and Wellbeing.	Acting DHT (EC)	Working party to explore resources – September 2021 Materials to be created – October – December 2021	<ul style="list-style-type: none"> - Staff have clearer understanding of expected standards in Health and Wellbeing. - Pupils have clear learning pathway through Health and Wellbeing curriculum.

		Introduce – February in-service 2022	
Embed Nurture Principles as part of whole school approach to nurture. Gain Bronze level accreditation in OCTNE.	Acting DHT (EC)	Focus on selected Nurture Principles – August in-service 2021 Training throughout session as decided between DHT, Ed Psych and Authority PT for Nurture.	<ul style="list-style-type: none"> - All staff in school have greater understanding of Nurture Principles and the need for a renewed and consistent approach to supporting all children, including those with attachment issues. - Pupils feel nurtured at school as evidenced through observation via Leuven Scale and self-assessment via wellbeing wheels.
Further embed VVA across whole school, ELC and community and link to promoting positive behaviour policy.	Acting DHTs P1-7 (EC) and ELC (NL)	<p>August 2021 – VVA to be revisited by all classes and reintroduced to ELC</p> <p>November 2021 – Clan Committee suggestions to further embed VVA to be implemented.</p> <p>September 2021 – Rewards system to be introduced.</p>	<ul style="list-style-type: none"> - All children, staff and parents are able to use the language of our VVA and display our values through continued promotion.
Continue to acknowledge and celebrate wider achievement across whole school and ELC.	Acting HT Acting DHTs	<p>Sept '21 – roll out Children’s University programme in P4-7</p> <p>Nov '21 – create infant programme for recognition of wider achievement (linked to CUS)</p> <p>Jan '22 – roll out to ELC children and P1-3 pupils</p>	<ul style="list-style-type: none"> - Pupils will have a greater understanding of the benefits of participating in wider achievement opportunities. - Pupils will be recognised and feel valued for these achievements. - All pupils will be able to discuss their development of the SDS skills.

Establishment Maintenance Improvement Planning – Optional

Session: 2021/22

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Key Actions (from previous plans):

- continue to embed and revisit VVA.
- continue to promote wider achievement through work with Children's University Scotland.
- further embed Skills Development Scotland skills – staff to plan for and promote. P7 to record in Sway profiles.
- continue to enhance learning and boost wellbeing through the use of the outdoors.

Pupil Equity Funding | Planning and Reporting

School Name: Park Primary School

School Report on PEF Expenditure and Impact 2021-22

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
- **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%2Bschoools%2Blist%2BMay%2B2017.xlsx>)
 - % FSME
 - % SIMD 1/2 and other bands as appropriate

The school is classed as urban.

Target group – 42 pupils from P1-7 who are:

- 17% SIMD 1-2
- 33% SIMD 3-4, 29% SIMD 5-6, and 21% SIMD 7-8
- 36% FSME
- through professional judgement and knowledge of families, have been identified as requiring additional support due to socio-economic background.

31% of these targeted pupils have been identified as needing literacy intervention through use of standardised assessment, SNSA and ACEL data, and 29% have been identified as needing numeracy intervention through use of SNSA and ACEL data.

A further 86% have been identified as requiring HWB/nurture support as identified through professional judgement and pupil tracking information.

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
Deborah Green	Childcare and Education Worker	Apr '21	Mar '22	5 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	<input type="checkbox"/>	Social and Emotional Wellbeing	<input checked="" type="checkbox"/>	Promoting Healthy Lifestyles	<input type="checkbox"/>	Targeted approaches to Literacy and Numeracy	<input checked="" type="checkbox"/>	Promoting a High Quality Learning Experience	<input checked="" type="checkbox"/>	Differentiated Support	<input type="checkbox"/>
Employability and Skills Development	<input type="checkbox"/>	Engaging Beyond the School	<input checked="" 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

* Please note that your PEF spend plan should be shared with your AFA who will profile this budget line and monitor it monthly.

Carry Forward 2020/21

PEF Allocation 2021-22

Staffing – CEW role reduced from 35 hours to 17.5 hours – £17,603

£ 0

£ 26,954

Resources – Prowise interactive boards: £9300
Training: free

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? <ul style="list-style-type: none"> 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 Which organiser does the planned key actions fall within – Teaching and Learning, Leadership, Family and Community 		How will progress be measured (what, when and how)? <ul style="list-style-type: none"> 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. 		What was the impact of your planned interventions? <ul style="list-style-type: none"> Do you have quantitative and qualitative data that tells the story of attainment and achievement for the target group(s)? What was the impact for pupils based on the outcome(s)/measures(s) you identified?
<u>Area, Lead Person, Organiser and Key Document Links</u>	<u>Key Actions</u> <i>This is what we are planning to improve attainment in the areas we have identified for the target groups experiencing disadvantage.</i>	<u>Outcome and Measure</u> (Success Criteria to facilitate evaluation of learners' progress) <i>This is what we want to happen for the pupils by when and by how much and includes how we will measure this.</i>	<u>Mid-Year Progress</u> (To be completed mid school year Dec/Jan.) <i>What is progress is looking like based on your planned action/outcome/measure – on track, complete, not on track? Do you need to adapt or abandon plans?</i>	<u>Impact</u> (To be completed at the end of the school year with data to be used in reporting in the SQR.) <i>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.</i>
HWB/Nurture Debbie Green (CEW) OCTF – raising attainment HGIOS 3.1 NIF – improvement in children's HWB Organiser – teaching and learning	Provide nurture support to identified pupils, tailored to individual needs. Increase emotional literacy and resilience. Increase attainment due to emotional needs being met. Support whole school nurture approach by modelling nurture principles.	Increase in wellbeing scores. Using wellbeing wheels, pupils will be supported to identify concerns and taught strategies to support wellbeing. Self-assessment Aug '21 then re-evaluate Jan '22 and Jun '22. BIOS indicators – increased self-esteem due to nurture support. BIOS assessments will see an increase. Aug '21 then re-evaluate May '22.		

<p><u>Literacy</u> Acting HT/class teachers</p> <p>OCTF – raising attainment HGIOS 2.3, 1.5, 3.2 NIF – improvement in attainment Organiser – teaching and learning</p>	<p>Use of Prowise interactive boards to engage learners in class lessons. Training for staff to deliver higher quality teaching and learning opportunities to engage learners.</p>	<p>Consultation with targeted pupils and teachers re. increased engagement/involvement in literacy lessons due to nurture support and updated technology in class. Leven Scales to be used to observe. Nov '21 and Apr '22.</p>		
<p><u>Numeracy</u> Acting HT/class teachers</p> <p>OCTF – raising attainment HGIOS 2.3, 1.5, 3.2 NIF – improvement in attainment Organiser – teaching and learning</p>	<p>Use of Prowise interactive boards to engage learners in class lessons. Training for staff to deliver higher quality teaching and learning opportunities to engage learners.</p>	<p>Consultation with targeted pupils and teachers re. increased engagement/involvement in numeracy lessons due to nurture support and updated technology in class. Leven Scales to be used to observe. Nov '21 and Apr '22.</p>		