Education Resources
Curriculum and Quality Improvement Service

Establishment Improvement Plan

2018 - 2019

Robert Smillie Memorial Primary School

Together we learn we grow.

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Curriculum and Quality Improvement Service

Contents

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	SLC Education Resources Themes
- 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	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

As a Scottish Attainment Challenge school our focus is on Numeracy, Literacy and HWB. Our aim is to:

- Continue to improve attainment in Literacy, especially Reading for all pupils.
- Continue to improve attainment in Numeracy and Mathematics for all pupils.
- Improve Writing standards of attainment.
- Use robust monitoring and tracking procedures and systematic collection of evidence and data to inform next steps in our improvement journey.
- Improve Health and Wellbeing across the curriculum by creating a whole school learning culture that cultivates habits and attitudes that enable young people to face difficulty and uncertainty calmly, confidently and creatively.

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Collaboration and consultation

Who?	When?	How?
Staff	Each term	F&R / WTA
pupils	Each term	Focus groups
parents	Termly	Parent Council

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Strategic Improvement Planning for Establishment: Overview of Strategic Priorities for Session 2017 2018

Strategic Priority	PEF	Intended Impact	Measures of Success	Actual Impact
1. Developing a consistent approach to learning, teaching and assessment in Literacy and English	√	An increase in all children's Literacy and English skills over 7 years of primary school, compared to present attainment levels.	Percentages of children attaining a level. Reading and spelling ages. Measures within Catch-up.	So far we have seen positive impacts with catch-up for specific skills. Pupils and teachers report that new approach to reading has made a positive impact on learning and teaching. Attainment figures are beginning to reflect improvements but are expected to become stronger over time.
2. Developing a consistent approach to learning, teaching and assessment in Maths and Numeracy	√	An increase in all children's Maths and Numeracy skills over 7 years of primary school, compared to present attainment levels.	Percentages of children on track or above for attaining a level. Measures within Catch-up. Progress Test in Maths scores.	Identified children on Catch-up Numeracy have improved skills. Teachers' observations and pupils' feedback show better engagement in learning.
3a. Health and Wellbeing – Growth Mindset	√	Improve pupil aspirations, attitudes to self, school and others.	Pupil views, Teacher observations and results of PASS test.	Year 1 results show a good impact from growth mindset and pupils are engaging with it. Introducing PASS test will give more robust evidence of pupils' attitudes.
3b. Health and Wellbeing – Nurture	√	Improve the wellbeing and readiness to learn of pupils who have identified wellbeing and care needs.	PASS test results Boxhall profile scores Numbers of interventions required.	Year 1 results show a good impact from growth mindset and pupils are engaging with it. Introducing PASS test will give more robust evidence of pupils' attitudes.

Operational Improvement Planning (Action Plan) for Establishment: **Robert Smillie**   **Session:** **2018 2019**

Strategic Priority 1: Literacy and English – Improving reading through Active Literacy

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Key Actions (How)	*Lead Person	*Timescale	*Comments
Staff training / professional development – for staff moving stages, new staff and further development of teaching skills for all	Alan Burns Pauline Brown Gillian Adams	Throughout the school year.	Some training through Local Authority. Collaborative learning sessions (CAT) Shadowing – including visits to other schools
Continue to improve core resources available for learning and teaching.	Alan Burns / Roland Peck	Throughout the year	More copies of core books. Greater variety of texts genres.
Professional development sessions on improving ASN learning teaching and rsources	Alan Burns Pauline Brown Gillian Adams	Throughout the year	Collaborative professional development sessions to familiarise teachers with learning support materials and effective management of the programme to ensure good learning takes place for children with ASN.

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Introduce new writing pathway planners that reflect Es and Os as well as benchmarks.	Alan Burns	CAT Sessions	Working form templates, adapt and modify for our school.
Use planners to help assess learning and make improved evaluations of the learning teaching and assessing process.	Alan Burns	CAT Sessions	Looking to develop greater understanding of how and where we can improve the learning teaching and assessment process so that next year we can make writing a key priority for improvement work.

Strategic Priority 2: Health and wellbeing – Health and wellbeing across learning: the responsibility of all

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Key Actions (How)	*Lead Person	*Timescale	*Comments
Training of school leaders followed by whole staff professional development, led by Pivotal Education	Roland Peck / Sandra McCollum	June 2018 / Nov 2018 in-service day	From H&BW Practice and Principles Doc…. Responsibilities…… ……include each practitioner's role in establishing open, positive, supportive relationships across the school community, where children and young people will feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives; in promoting a climate in which children and young people feel safe and secure; in modelling behaviour which promotes health and wellbeing, and encouraging it in others through using learning and teaching methodologies which promote effective learning, and by being sensitive and responsive to the wellbeing of each child and young person.

Year 2 of Nurturing schools Programme –	Roland Peck / Gillian Kelly	Throughout the year	Key priorities for action and are outlined in the Nurturing Schools Audit.
Continue to train all staff in Nurturing approaches	Nurture Network	In-Set 2	Training delivered by the Nurture Network for all staff
Improve practice around transitions throughout the school day.	Roland / Sandra	CAT Sessions	Collaborative working.
Review and amend school policy and practice around rewards and sanctions.	Roland / Gillian	CAT sessions	
Growth Mindset	Alan Burns / Omar Kettlewell	Various sessions through the year	In partnership with Live 'n' Learn hold sessions with pupils, staff and parents to continue to build Growth Mindset capacity.

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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 (from previous plans)

Maths and Numeracy – Policy framework working document to be developed to give greater guidance on what a 'maths session' should look like. Working towards greater consistency of delivery using previous training in Big Maths and Number Talks for pedagogy.

Pupil Leadership - Continue to develop class leadership with specific responsibilities given at different age groups.
         Further improve the culture of pupil leadership through involving the children in using self-evaluation tool, How Good Is OUR school?
         Focus on questions of What makes a good teacher? What makes a good School? What makes for good learning?

Developing Young Workforce – Continue to develop skills for work skills for life and skills for living through Friday Fun as well as Focus Weeks (DYW & Enterprise)

Parental Partnership – Working with Barnardos charity to develop strong supports for parents and families of children in Nursery class and transition into P1.

National Improvement Framework Key Priority
Closing the attainment gap between the most and least disadvantaged children.

Contextual analysis:

Our roll for 2018/2019 will be between 210 and 220 school aged children across 8 classes and a 40/40 nursery class provision that is currently trialling the 1140 hours and full time nursery class placements. We also have an enhanced provision Nurture Class of 8 children who travel to Robert Smillie from their base schools across South Lanarkshire Council.
Robert Smillie is currently in the fourth year of the Scottish Attainment Challenge programme, in which we have bid for additional funding to bridge the attainment gap in the core areas of literacy, numeracy and health and wellbeing.
We are on this programme as we have a very high number of pupils (90%) who are from SIMD 1 and SIMD 2.
We have children from the Travelling Community who are all in SIMD 3 (about 4%).
From the other 6% of children, most are FME, LAAC or have CSO due to ACEs.
We currently have around 60% of children who receive support – most at class level through adaptations to core programmes.

We look at all our children as our target group and we seek to measure their performance against SLC averages and against national averages.

Strategic Improvement Planning for Establishment
Pupil Equity Fund Overview
Allocation: **£116,640**

Session: 2018 2019

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	Local Authority Programme	all	Active Literacy	NGRT / SNSA / Book banding / Reading ages / Professional judegement of pupils achieving a level.	
HWB	Learning & Teaching	Teaching Staff (additional)	8	Nurture Group	Boxall Profiles	
Numeracy	Learning & Teaching	School Generated	112	Study Ladder	PTM assessment / Professional judegement of pupils achieving a level.	
HWB	Learning & Teaching	School Generated	all	Growth Mindset	PASS Assessments	
HWB	Family & Communities	Third sector/charity	NC + 25 P1s	Parental Partnership worker	Number of families engaged in work. Number of Home visits.	
HWB	Family & Communities	Third sector/charity	45	The Voice Project	Performances, parent and pupil views, staff views.	
Literacy	Learning & Teaching	Non Teaching Staff (additional)	all	Enhanced school support (linked to Catch-Up programme)	Staff views, Pupil views, Catch-Up data.	