



Education

Establishment Improvement Plan 2022 - 2023

School Name: Strone Primary School

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

Session: 2022-23

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 	<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

2022 – 2023:	2023 – 2024:	2024 – 2025:
Raising Attainment in Writing by a 5% increase to 90%. Review Reading, Mathematics and Numeracy to ensure stability in achievement.	Raising Attainment in Writing by a 5% increase to 95%. Review Reading, Mathematics and Numeracy to ensure stability in achievement. Health and Wellbeing – Complete RRSA – Gold Level Complete OCTNE Silver Level	Review Writing, Reading, Mathematics and Numeracy to ensure stability in achievement. Health and wellbeing- Complete OCTNE – Gold Level

<p>Health and Wellbeing – Complete RRSA Silver level, continue to embed Emotion Works. Complete OCTNE Bronze Level</p> <p>Revisit Vision, Values and Aims</p> <p>IDL Curriculum Overview- 3 year Topic Plan</p> <p>Review Moderation and Assessment Processes in conjunction with other schools.</p>	<p>Review Moderation and Assessment Processes with other schools.</p>	<p>Collaborate with other schools to ensure consistency in Moderation and Assessment procedures.</p> <p>Family Learning and Parental Engagement</p> <p>Strengthen leadership at all levels</p>
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Strategic Improvement Planning for Establishment: Overview of Links to Key Policies		Session: 2022-23													
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 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. 		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>Staff Meetings</td> </tr> <tr> <td>Pupils</td> <td>Monthly</td> <td>Pupil Council</td> </tr> <tr> <td>Partners</td> <td>Twice per Year</td> <td>Survey</td> </tr> </tbody> </table>		Who?	When?	How?	Staff	Fortnightly	Staff Meetings	Pupils	Monthly	Pupil Council	Partners	Twice per Year	Survey
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Staff	Fortnightly	Staff Meetings													
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Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)												

<p>Improve attainment in writing across the school.</p> <p>Attainment in Reading, Numeracy and Mathematics will be monitored across all levels to ensure consistent progress.</p> <p>Complete RRSA Silver level.</p> <p>Continue to embed Emotion Works throughout the school.</p> <p>Complete OCTNE Bronze Level</p>	<p>Pupils can create a range of texts and have increased motivation and clear improvement in their technical ability.</p> <p>Teachers are confident using their professional judgement to determine if pupils have achieved a level in writing.</p> <p>Through the use of our curriculum pathway pupils will access a broad range of experiences that challenge and develop their skills across the curriculum.</p> <p>Pupils will show a greater awareness of their rights and the impact these rights have on them and children throughout different cultures.</p> <p>Pupils to demonstrate a greater awareness of their feeling and that of others.</p> <p>Pupils to use nurture areas in the classroom to support emotional regulation.</p>	<p>Tracking and Monitoring Data will demonstrate a 5% increase to 90% of pupils achieving the expected writing level by June 2023 and others will make progress within their working level.</p> <p>Tracking and Monitoring in writing will ensure children are on track to achieve their age related expectation or above by June 2023. All teaching and learning observations will demonstrate a comprehensive programme of learning in reading, mathematics and numeracy.</p> <p>Children complete a termly assessment on their awareness of rights of the child. Children to achieve 90%.</p> <p>Wellbeing webs to be completed termly and tracked to check pupil progress. All children to achieve at least 9/10 in the areas, safe, nurtured, respected, included of the SHANARRI Web.</p> <p>As above, monitoring of the SHANARRI Web. All children to achieve at least 9/10 in the areas, safe, nurtured, respected, included of the SHANARRI Web.</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>
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<p>Revisit Vision, Values and Aims</p> <p>IDL Curriculum Overview</p> <p>Review Moderation and Assessment Processes in conjunction with other schools.</p>	<p>Refresh the current Vision, Values and Aims (VVA) to ensure that they are still relevant to the school.</p> <p>To create an IDL tracker to ensure that topics are not being repeated in the 7 year school period. Consult pupils to ensure that topics are current and stimulating to increase motivation and interest.</p> <p>A review of current practices moderation and assessment practices. Engagement in cluster approaches to allow for continuity in levels.</p>	<p>Pupil, Parental and partner survey to allow for reflection on the VVA and necessary changes to be put in place.</p> <p>Develop a recording system stored on the share drive to ensure there is continuity of learning and that children are leading learning for IDL.</p> <p>Pupils will be confident tracking their learning. Teachers will have increased confidence in awarding curricular levels.</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: 2022-23
Strategic Priority 1:	Title: Improve attainment in writing across the whole school		
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 education Improvement in children and young people’s health and wellbeing <li style="background-color: yellow;">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 <li style="background-color: yellow;">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 <li style="background-color: yellow;">Curriculum and assessment School and ELC 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	<ul style="list-style-type: none"> <li style="background-color: yellow;">Raise educational attainment and achievement for all <li style="background-color: yellow;">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)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress
Use the Benchmarking Tool to identify similar schools in Scotland and	HT	January 2023	Improved levels of challenge ASN in writing for all classes

<p>approach them to undertake moderation activities</p> <p>Engage with Cluster Moderation activities</p> <p>Follow the progress of FSM, LAC and SIMD 5 and below.</p> <p>Teaching staff to be trained on the Talk for Writing approach and be familiar with Local Authority Guidance for effective teaching of writing.</p> <p>Ensure the class novels is used to enhance and develop writing.</p>	<p>HT</p> <p>HT and Class Teachers</p> <p>HT and Class Teachers</p> <p>Class Teachers</p>	<p>October 2022</p> <p>February 2023</p> <p>May 2023</p> <p>September 2022</p> <p>June 2023</p>	<p>Pupil targets explicitly linked to interventions. Pupils to review learning target with Feed Forward Friday.</p> <p>Most pupils can confidently talk about which level they are working on/towards in Writing</p> <p>Most pupils can create a variety of texts of different genres and engage in the Talk for Writing approach</p> <p>Most pupils can write for a sustained period of time.</p>
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Operational Improvement Planning (Action Plan) for Establishment:

Session: 2022-23

Strategic Priority 2:

Title: To improve the wellbeing of children.

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 	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
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
Continue to embed Emotion Works throughout the school.	Head Teacher ,Class Teacher	June 2023	Pupils will use an emotionally rich vocabulary.

<p>Complete OCTNE Bronze Level</p> <p>Revisit Vision, Values and Aims</p> <p>Complete RRSA Silver level.</p>	<p>All Staff S. Portwine</p> <p>Head Teacher, Class Teacher and School Community</p> <p>K. Morrison</p>		<p>Pupils will have the skills to resolve conflict.</p> <p>All staff will all be trained in nurture approaches.</p> <p>The whole school community will have reflected on the VVA allowing for any changes to take place and an increased awareness of what they are.</p> <p>All pupils will have a greater sense of belonging.</p> <p>Most pupils will show a greater awareness of their rights and the impact these right have on them and children throughout different cultures.</p> <p>All staff will have a better working knowledge of UNCRC.</p>
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Operational Improvement Planning (Action Plan) for Establishment:			Session: 2022-23
Strategic Priority 3:	Title: To Improve Moderation and Assessment Processes		
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 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	
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Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress
Participate in Moderation activities with other cluster schools.	Head Teacher, Class Teachers	June 2023	Moderation will be completed prior to each data collection point.

<p>Use the benchmarking tool to identify similar schools across Scotland to moderate with.</p> <p>All teacher to become more familiar with Authority moderation platform.</p> <p>Moderate Assessment Processes with other schools.</p>			<p>Teachers will have a clear indication of learning expectations at each level.</p> <p>Clear assessment practices to inform all pupil-learning targets.</p> <p>Most pupils will be confident tracking their learning.</p> <p>All teachers will have increased confidence in awarding curricular levels.</p> <p>Engagement in cluster approaches to allow for continuity of levels.</p> <p>Staff will be familiar with Authority Moderation platform to facilitate moderation actives between schools and find resources to aid moderation.</p>
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Operational Improvement Planning (Action Plan) for Establishment:			Session:
Strategic Priority GME:	Title:		
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 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. 		Argyll and Bute Gaelic Language Plan Targets <ul style="list-style-type: none"> GLP 1 Promoting a positive image of Gaelic GLP 2 Increasing the learning of Gaelic GLP 3 Increasing the use of Gaelic 	
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators		Argyll and Bute Education Key Objectives
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Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress

Operational Improvement Planning (Action Plan) for Establishment:			Session:
Developing in Faith (Denominational Schools only)		Title:	
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 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. 		Developing in Faith Themes <ul style="list-style-type: none"> DiF 1 Honouring Jesus Christ as the way, the truth and the life DiF 2 Developing as a community of faith and learning DiF 3 Promoting gospel values DiF 4 Celebrating and worshipping DiF 5 Serving the common good 	
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives	
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Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress

Establishment Maintenance Improvement Planning – Optional

Session:

National Improvement Framework Key Priorities

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Key Actions (from previous plans):

To continue to monitor attainment at all level in reading, numeracy and mathematics. To continue enterprise projects.