

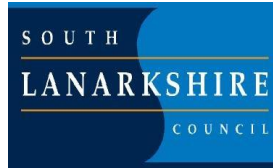
**Education Resources  
Curriculum and Quality Improvement Service**

## **Establishment Improvement Plan 2019 - 2020**

### **Quarter Primary School and Nursery Class**



**Be Respectful, Be Responsible, Be Kind**



**Education Resources  
Curriculum and Quality Improvement Service**

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<b>National Improvement Framework Key Priorities</b> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy;</li> <li>Closing the attainment gap between the most and least disadvantaged children;</li> <li>Improvement in children and young people's health and wellbeing; and</li> <li>Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>		
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		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

### 2018-19

- ☐ Full stakeholder evaluation
- ☐ Early Years 1140 hours implementation
- ☐ Extend NLC Active Literacy approach (reading and writing) across all stages
- ☐ DYW – developing higher order thinking skills in literacy and numeracy; personal learning planning
- ☐ Support staff training in early intervention (Catch Up Literacy and Numeracy)
- ☐ Planning and assessment take account of CfE benchmarks – Literacy, Numeracy.
- ☐ Tracking and monitoring tool – attainment and wider achievement. Early years embed online learning journals.
- ☐ Parental engagement enhanced via sharing of benchmarks; early literacy workshops; numeracy concept information leaflets/clips; learning logs
- ☐ Digital literacy enhanced across all stages
- ☐ Leadership at all levels – all staff and pupils engaged in school improvement and leadership opportunities
- ☐ Self-evaluation: regular HGIOS4/HGIOELC/HGIOurS self-evaluation activities will inform our SES.
- ☐ Moderation – inhouse and across Learning Community (LC priority)

### 2019-20

- ☐ To improve and raise attainment in writing across the school and nursery.
- ☐ To raise attainment in listening and talking across the school and nursery.
- ☐ Close the attainment gap through more focused planning and intervention.
- ☐ To promote Gender Equality through play opportunities across the nursery class.

### 2020-21

- ☐ Consolidation of 2019-20 improvement priorities
- ☐ Take forward priorities identified in full stakeholder evaluation 2018-19
- ☐ Self-evaluation: regular HGIOS4/HGIOELC/HGIOurS self-evaluation activities will inform our SES.
- ☐ Ensure progression in other curricular areas in line with CfE benchmarks
- ☐ DYW – developing thinking skills across learning

<b>National Improvement Framework Key Priorities</b> <ul style="list-style-type: none"> <li>□ Improvement in attainment, particularly in literacy and numeracy;</li> <li>□ Closing the attainment gap between the most and least disadvantaged children;</li> <li>□ Improvement in children and young people's health and wellbeing; and</li> <li>□ Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>		<p><b><u>Collaboration and consultation</u></b></p> <p><b>Who? When?How?</b></p> <table> <tr> <th>Who?</th><th>When?</th><th>How?</th></tr> <tr> <td>Staff</td><td></td><td>Cat Meetings Professional Dialogue Cluster/LC events Moderation within/outwith school Classroom visits Questionnaires</td></tr> <tr> <td>Pupils</td><td>termly</td><td>Focus Groups Assemblies Pupil groups Questionnaires</td></tr> <tr> <td>Parents/ Carers</td><td>termly</td><td>Workshops Parents Evenings Parent Council Reports Website Twitter Questionnaires</td></tr> </table>	Who?	When?	How?	Staff		Cat Meetings Professional Dialogue Cluster/LC events Moderation within/outwith school Classroom visits Questionnaires	Pupils	termly	Focus Groups Assemblies Pupil groups Questionnaires	Parents/ Carers	termly	Workshops Parents Evenings Parent Council Reports Website Twitter Questionnaires
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## Strategic Improvement Planning for Establishment: Overview of Strategic Priorities for Session: 2019-20

Strategic Priority	PEF	Intended Impact	Measures of Success	Actual Impact
1. To improve and raise attainment in writing across the school and nursery	x	<ul style="list-style-type: none"> <li>Pupils will have further opportunities to develop writing across a range of genres.</li> <li>Through the use of digital literacy and active learning approaches pupils will be more engaged, focused and challenged.</li> <li>Planning and assessment is age/stage appropriate and more focused and reflective of learning.</li> <li>Increased teacher awareness and confidence in the effective use of interpreting and acting upon attainment data.</li> </ul>	<ul style="list-style-type: none"> <li>Improved attainment in writing across the school and nursery, highlighted through robust tracking and monitoring.</li> <li>Feedback gathered from parents, pupils and staff reviewing our approach.</li> <li>CAT/Inset self-evaluation activities</li> <li>Standardised test data e.g. NGRT, SWRT, Benchmarks</li> <li>Class visits/observations/Peer visits</li> <li>Moderation events</li> <li>Forward planning</li> <li>Learning Conversation/Professional dialogue (both with teachers and pupils)</li> </ul>	

<p>2. To raise attainment in listening and talking across the school and nursery</p>	<p><b>x</b></p>	<ul style="list-style-type: none"> <li>• Increased percentage of children on track to achieve levels in Talking and Listening</li> <li>• Literacy learning and teaching provides appropriate pace and challenge for all children.</li> <li>• Use of Digital Literacy stimulates, motivates and engages learners in Talking and Listening.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved attainment in writing across the school and nursery, highlighted through robust tracking and monitoring.</li> <li>• Feedback gathered from parents, pupils and staff reviewing our approach.</li> <li>• CAT/Inset self-evaluation activities</li> <li>• Standardised test data e.g. NGRT, SWRT, Benchmarks</li> <li>• Class visits/observations/Peer visits</li> <li>• Moderation events</li> <li>• Forward planning</li> <li>• Learning Conversation/Professional dialogue (both with teachers and pupils)</li> </ul>	
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3. Close the attainment gap through more focused planning and intervention.	x	<ul style="list-style-type: none"> <li>• Staff confidence in judgement of achievement of a level continues to develop</li> <li>• Assessment informs targeted intervention, consequently leading to increased percentage of children achieving level and closing attainment gap</li> <li>• Pupil confidence in discussing strengths and next steps in their learning increases</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking and monitoring attainment levels</li> <li>• Specific interventions provide appropriate support</li> <li>• Pupil tracking and assessment folders</li> <li>• Pupil learning logs</li> <li>• Pupil personal learning plans/target setting and review</li> </ul>	
4. To promote Gender Equality through play opportunities across the nursery class.	x	<ul style="list-style-type: none"> <li>• To audit environment and resources so that children can be whoever they want to be and make them feel equally comfortable and aspiring to a wide variety of careers and pathways.</li> <li>• To develop gender-neutral language skills and interactions with children.</li> <li>• To develop a gender equality policy.</li> </ul>	<ul style="list-style-type: none"> <li>• The planning and organisation of role play and storytelling activities.</li> <li>• Alternative storylines and ideas for children's play and storytelling.</li> <li>• The children can dress up in whatever clothes they choose.</li> <li>• Loose parts and block play developed to support invention, divergent thinking and problem solving</li> </ul>	



**Strategic Priority 1:** To improve and raise attainment in writing across the school and nursery.

National Improvement Framework Key Priorities		
<input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy; <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children; <input type="checkbox"/> Improvement in children and young people's health and wellbeing; and <input type="checkbox"/> 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
<input type="checkbox"/> School leadership <input type="checkbox"/> Teacher professionalism <input type="checkbox"/> Parental engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School improvement <input type="checkbox"/> Performance information	<input type="checkbox"/> 1.1 Self Evaluation for self-improvement <input type="checkbox"/> 1.2 Leadership for learning <input type="checkbox"/> 1.3 Leadership of change <input type="checkbox"/> 1.4 Leadership and management of staff <input type="checkbox"/> 1.5 Management of resources to promote equity <input type="checkbox"/> 2.1 Safeguarding and child protection <input type="checkbox"/> 2.2 Curriculum <input type="checkbox"/> 2.3 Learning teaching and assessment <input type="checkbox"/> 2.4 Personalised support <input type="checkbox"/> 2.5 Family learning <input type="checkbox"/> 2.6 Transitions <input type="checkbox"/> 2.7 Partnership <input type="checkbox"/> 3.1 Ensuring wellbeing, equality and inclusion <input type="checkbox"/> 3.2 Raising attainment and achievement/Securing children's progress <input type="checkbox"/> 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	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)

Key Actions (How)	*Lead Person	*Timescale	*Comments
<ul style="list-style-type: none"> <li>Audit and review current approaches to writing in school and nursery</li> <li>Implement a more structured and consistent approach in writing through the use of a variety of genre.</li> <li>Offer a range of professional learning opportunities to develop teacher skills and abilities in delivering writing.</li> <li>Moderation work across Hamilton Learning Community.</li> </ul>	HT All staff  HT All staff  HT SLC  All Staff	Ongoing throughout session 2019-20  Ongoing throughout session 2019-20  Ongoing throughout session 2019-20  Ongoing throughout session 2019-20	

**Strategic Priority 2:** To raise attainment in listening and talking across the school and nursery

<b>National Improvement Framework Key Priorities</b>		
<input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy; <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children; <input type="checkbox"/> Improvement in children and young people's health and wellbeing; and <input type="checkbox"/> 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
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		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"> <li>Enhance Talking and Listening experiences through the use of a variety of texts offering challenge and support</li> </ul>	HT All Staff	Ongoing throughout session 2019-20	
<ul style="list-style-type: none"> <li>Embedding opportunities for Talking and Listening within IDL approaches</li> </ul>	HT All Staff	Ongoing throughout session 2019-20	
<ul style="list-style-type: none"> <li>Embed assessment of Talking and Listening in tracking and monitoring</li> </ul>	HT All Staff	Ongoing throughout session 2019-20	

**Strategic Priority 3:** Close the attainment gap through more focused planning and intervention.

<b>National Improvement Framework Key Priorities</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy;</li> <li><input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children;</li> <li><input type="checkbox"/> Improvement in children and young people's health and wellbeing; and</li> <li><input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>		
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<ul style="list-style-type: none"> <li><input type="checkbox"/> School leadership</li> <li><input type="checkbox"/> Teacher professionalism</li> <li><input type="checkbox"/> Parental engagement</li> <li><input type="checkbox"/> Assessment of children's progress</li> <li><input type="checkbox"/> School improvement</li> <li><input type="checkbox"/> Performance information</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1.1 Self Evaluation for self-improvement</li> <li><input type="checkbox"/> 1.2 Leadership for learning</li> <li><input type="checkbox"/> 1.3 Leadership of change</li> <li><input type="checkbox"/> 1.4 Leadership and management of staff</li> <li><input type="checkbox"/> 1.5 Management of resources to promote equity</li> <li><input type="checkbox"/> 2.1 Safeguarding and child protection</li> <li><input type="checkbox"/> 2.2 Curriculum</li> <li><input type="checkbox"/> 2.3 Learning teaching and assessment</li> <li><input type="checkbox"/> 2.4 Personalised support</li> <li><input type="checkbox"/> 2.5 Family learning</li> <li><input type="checkbox"/> 2.6 Transitions</li> <li><input type="checkbox"/> 2.7 Partnership</li> <li><input type="checkbox"/> 3.1 Ensuring wellbeing, equality and inclusion</li> <li><input type="checkbox"/> 3.2 Raising attainment and achievement/Securing children's progress</li> <li><input type="checkbox"/> 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul>	Transform Learning and Teaching/Implement CfE
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		Professional Learning
		Leadership (Change and Improvement)

Key Actions (How)	*Lead Person	*Timescale	*Comments
<ul style="list-style-type: none"> <li>Track and monitor learning through profiling, dialogue and assessment data.</li> <li>Update targeted intervention group based on FME and SIMD data and identify specific interventions.</li> <li>To collate data to assess success in closing the gap.</li> <li>Support Staff to support in the delivery of targeted intervention</li> <li>HT and teaching staff analyse data to inform future planning/actions.</li> </ul>	<p>HT Teaching Staff</p> <p>HT</p> <p>HT</p> <p>HT Support Staff</p> <p>HT Teaching Staff</p>	<p>Tracking Meetings in Nov, Feb, May</p> <p>Ongoing 19-20</p> <p>June 19-20</p> <p>Ongoing</p> <p>Ongoing</p>	

**Strategic Priority 4:** To promote Gender Equality through play opportunities across the Early Years.

National Improvement Framework Key Priorities		
<input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy; <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children; <input type="checkbox"/> Improvement in children and young people's health and wellbeing; and <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people.		
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		Professional Learning
		Leadership (Change and Improvement)

Key Actions (How)	*Lead Person	*Timescale	*Comments
<ul style="list-style-type: none"> <li>Audit Gender Equality in ELC – staff, pupils, parents</li> <li>Promote gender equality in an accessible and non-threatening way, investigate examples of what has worked well in a range of different settings and using resources such as children’s books, toys and activities, training and further reading.</li> <li>Provide opportunities for gender equal play through the use of loose parts and block play.</li> </ul>	<p>EY Team Leader EYW</p> <p>EY Team Leader EYW</p> <p>EY Team Leader EYW</p>	<p>Nov ‘19</p> <p>Ongoing 19-20</p> <p>Ongoing 19-20</p>	



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Key Actions (from previous plans)
<p>Leadership at all levels – all staff and pupils engaged in school improvement and leadership opportunities</p> <p>Self-evaluation: regular HGIOS4//HGIOELC/HGIOurS self-evaluation activities will inform our SES</p> <p>Moderation – in house and across Learning Community (LC priority)</p>

**National Improvement Framework Key Priority**

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

**Contextual analysis (what is the gap?):**

**Of 62 pupils in session 2018-19 14.75% lived in SIMD 1/2 or were in receipt of FME. These children were present in most year groups with a slightly higher proportion in P7 and P2. All pupils (P2-7) were meeting expected CfE levels. Our analysis looked at a more individualised approach to identifying children who would most benefit from PEF interventions: attendance, homework, engagement in the wider life of the school/after school activities; as well as overall improvement in literacy and numeracy attainment.**

**Statistics showed that we performed above average in all areas.**

**At P1, 4 and 7 stages almost all pupils had met expected CfE levels in literacy and numeracy in session 18/19.**

**Tracking of progress in literacy evidenced that interventions for almost all targeted pupils (2018-19) was closing the gap between chronological and reading age.**

**Overall school attendance session 2018-19 was 95.98%. Most identified pupils sat between 91-98% attendance**