

DUNBEATH Primary School & ELC

ESTABLISHMENT IMPROVEMENT PLAN

SESSION 2022/23


BE THE BEST YOU CAN BE

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Overview of Establishment 3 Year Cycle of Improvement Plan Priorities - Optional				2022 - 2025
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/HGIOELC	HGIOURS	Highland Council Education Priorities	GME Priorities
<ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer engagement and involvement Curriculum and assessment School and ELC improvement Performance information 	<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of 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 	Theme 1 Our relationships Theme 2 Our learning and teaching Theme 3 Our school and community Theme 4 Our health and wellbeing Theme 5 Our successes & achievements	<ul style="list-style-type: none"> We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation. We will maximise health and wellbeing for all children and young people to give them the best possible start in life. We will ensure the highest quality of learning and teaching for each and every learner. We will develop leadership skills at all levels of the system for now and the future. 	<ul style="list-style-type: none"> Education Scotland Advice on Gaelic Education focus: high quality immersion experiences improving fluency Gaelic ethos Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase Initiatives that promote and support the use of Gaelic in the home, in communities and extra-curricular experiences Activities to support Gaelic language and culture (arts, media, creative industries, workplace) Local Authority Gaelic Language Plan priority
Strategic Priorities 3 Year Cycle				
2022.23	2023.24		2024.25	

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Strategic 3 Year Overview (hyperlink to content - optional)		2022 - 2025
Performance Information	Key Priorities	School Leadership
School and ELC Improvement		Teacher and Practitioner Professionalism
Curriculum and Assessment	ASG Priority	Parent/Carer Engagement and Involvement

Improvement Project 1: TO IMPROVE READING ATTAINMENT

Purpose:
 Our school data indicates that a significant number of our pupils do not make the progress in reading that we would expect. Pupil engagement with books and reading more generally is also not as frequent as we would like. To read for pleasure

Priorities

<p>NIF Priority: Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver: Curriculum and assessment</p>	<p>HGIOS/HGIOELC Quality Indicator: 2.3 Learning, teaching and assessment</p> <p>HGIOURS Theme: Our learning and teaching</p>	<p>Highland Council Priority: We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation</p>	<p>GME Priority (for GME and Secondary): Choose an item.</p>
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RESOURCES	ACTIVITIES	EVIDENCE	SHORT TERM IMPACT <small>(weeks/months)</small>	MEDIUM TERM IMPACT <small>(months/years)</small>	LONG TERM IMPACT <small>(years/decades)</small>
Time – Staff time, pupil time, WTA time Teachers Pupil Support Assistants Accelerated Reading Reading Schools Scottish Book Trust AR books with levels Rewards such as lanyards, certificates and stickers	Accelerated Reading Training Scottish Book Trust CPD/training	STAR assessments on Accelerated Reading Improvement in SNSAs from previous years (P1,4,7) Improvement in INCAS from previous years (P2,3,5,6,7)	Motivated pupils who want to read. Inspired conversations between children and adults. Improvement in vocabulary due to experiencing new words. Improvement in writing ability.	Increased engagement in reading. The potential for children to continue their reading enjoyment at home. Children more able to access other areas of the curriculum due to their reading ability i.e. children with low reading levels to be able to read maths questions. Increased engagement in learning. Developing interesting conversations with peers and adults.	Children to be more able to access the world around them as adults. More options will be available to them in their ongoing and future education/career pathway. Older children to act as champions for reading as an example for younger children.

CONTEXT/CONDITIONS OF YOUR WORK

Accelerated Reading programmes have been introduced in the school in recent years but changes in staffing and disruption caused by lockdowns and COVID absences have meant that the programmes have not had the impact that we would expect.

In-Depth Action Plan 1				
Implementation Process	By whom	Time scale and Progress	Resources	Monitoring
Teachers to receive professional development focussed on engaging learners with reading.	Collaborative Lead Officer	22.09.22	None	Evaluation by attendees
Teachers to receive professional development focussed on securing a level in reading.	Collaborative Lead Officer	13.09.22	None	Evaluation by attendees
Pupil Support Assistants to engage in a professional development focussed on supporting learners to develop their reading skills.	Collaborative Lead Officer		None	Evaluation by attendees
Class teachers to introduce strategies that encourage pupils to engage.	Class Teachers	September 22	None	HT and CLO to monitor new initiatives each term.
Track and monitor pupil progress in reading at three key points in the year in order to identify learners who are at risk of falling behind.	Head teacher and class teachers	November, March and May	None	CLO to confirm progress with HT each term.
<i>For classes to create a reward system to encourage reading</i>	CTs	Over the year Pupil surveys?	£50 per class - £100	Compare children's views towards reading at the start and the end of the year by creating a survey (include parents and staff)
<i>To facilitate reading discussions and book recommendations throughout the school i.e. in assembly</i>	SMT CTs	Throughout the year		
<i>ELC to source new books and reading materials e.g. magazines, Library Van, Scottish Book Club books</i>	EYPs	Throughout the year		Judgement of children's engagement in reading
Evaluation:		Evidence:		
<p><i>(Write key questions to use at planned review times during the session – you can use the linked Challenge Questions in HGIOS, HGIOELC and HGIOUS. Use these with learners, staff and partners to evaluate progress towards meeting the desired outcomes. This will help you write in evaluative language and will be used to inform your next Standards and Quality Report.)</i></p> <p><i>Are children making better progress? How do you know?</i></p> <p><i>Are new strategies to engage pupils in reading being put in place?</i></p> <p><i>Are more learners engaging more frequently in reading? How do you know?</i></p>		<p><i>(List key sources of evidence - be specific; average attendance levels, baseline attainment information, survey results)</i></p> <p>Surveys</p> <p>STAR tests</p> <p>Hertfordshire Reading test</p> <p>SNSAs/INCAS/teacher judgement</p>		
Key				
Establishment/Cluster wide action	ELC based action	Primary based action	Secondary based action	School specific action (if cluster)

Improvement Project 2: Improving the Health & Well-Being of all our learners

Purpose:
A significant number of pupils at our school are not ready for learning because of a variety of factors that affect their Health and Wellbeing. This affects their ability to focus and so make progress in their learning.

Priorities

NIF Priority: Improvement in children and young people's health and wellbeing NIF Driver: School and ELC improvement	HGIOS/HGIOELC Quality Indicator: 3.1 Ensuring wellbeing, equality and inclusion HGIOURS Theme: Our health and wellbeing	Highland Council Priority: We will maximise health and wellbeing for all children and young people to give them the best possible start in life	GME Priority (for GME and Secondary): Choose an item.
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RESOURCES	ACTIVITIES	EVIDENCE	SHORT TERM IMPACT (weeks/months)	MEDIUM TERM IMPACT (months/years)	LONG TERM IMPACT (years/decades)
Curricular resources for HWB. Spaces and staff that promote positive HWB experiences. HWB tracker.	Planned focussed activities for learners. Rights respecting schools programme.	Monitoring of planning documents.	Pupils will be able to recognise their own feelings and how to manage them and so be more ready to learn.	Pupils will be able to support each other in being ready to learn.	Learners will have developed self-awareness and be able to support their own well being.

CONTEXT/CONDITIONS OF YOUR WORK

For example:
 The beliefs we have about the program and the people involved, and the way we think the program will work. Assumptions underlie the decisions we make. Assumptions are principles, beliefs, and ideas about • Problem/ situation • Resources/ staff • Way the program will operate • Knowledge/research base • Participants: how they will learn, their behaviour, motivations, etc.
 The environmental factors that influence a program's success. External factors may affect program implementation, participants and receipt of activities, the speed and degree to which change occurs, and staffing patterns or resources available e.g. New policy, COVID

In-Depth Action Plan 2

Implementation Process <i>(Actions – detail of how you aim to achieve the desired impact)</i>	By whom <i>(Use positions or group titles.)</i>	Time scale and Progress <i>(Be specific – do not use ongoing. Can traffic light to indicate status)</i>	Resources <i>(Any costs inserted here should be major spend relating to equipment or training)</i>	Monitoring <i>(This should state how and by whom and may related to particular desired outcomes or individual actions)</i>
Track and monitor pupil progress in HWB at three key points in the year in order to identify learners who are at risk of falling behind.	Head teacher and class teachers	November, March and May	None	CLO to confirm progress with HT each term.
Small group sessions with the most vulnerable	PEF funded teacher	Continuous	PEF	Class teachers to monitor impact
To enhance a culture where everybody feels safe, secure, respected and included.	Head teacher	Continuous	None	Pupil council to monitor how members of the school community feel with regard to feeling safe, secure, respected and included.

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ELC sinks to be lowered for children to use and develop independence	Head teacher	October 2022	Highland Council to pay	Head teacher to follow up
Resilient Kids	PEF funded teacher	Throughout the year	PEF money	Class teachers to monitor impact and Head Teacher to follow up
Evaluation:		Evidence:		
<p><i>(Write key questions to use at planned review times during the session – you can use the linked Challenge Questions in HGIOS, HGIOELC and HGIOUS. Use these with learners, staff and partners to evaluate progress towards meeting the desired outcomes. This will help you write in evaluative language and will be used to inform your next Standards and Quality Report.)</i></p> <p>How has this impacted on the children's health and well-being? How can we monitor health and well-being?</p>		<p><i>(List key sources of evidence - be specific; average attendance levels, baseline attainment information, survey results)</i></p> <p>Health and well-being webs</p> <p>Health and wellbeing SHANARRI trackers twice a year ELC Being Me documents, Care Plans Talking about emotions throughout the day Treehouse Survey</p>		
Key				
Establishment/Cluster wide action	ELC based action	Primary based action	Secondary based action	School specific action (if cluster)