Annual Improvement Establishment Plan

Establishment	HERMITAGE PRIMARY SCHOOL
Area	HELENSBURGH AND LOMOND
Session	2019-20

SIGNATURES			
Head of Establishment	*Elspeth Davis*	Date	18.6.19
Education Officer		Date	

Our overall evaluation of our establishment's capacity for continuous improvement:		
Quality Indicator	**School**	**Inspection**
1.3	**Leadership of change**	5	
2.3	**Learning, teaching and assessment**	5	
3.1	**Ensuring wellbeing, equity and inclusion**	5	
3.2	**Raising attainment and achievement**	5	
1.1	**Self-evaluation**	5	

Gradings

Excellent	**6**
Very Good	**5**
Good	**4**
Satisfactory	**3**
Weak	**2**
Unsatisfactory	**1**

OCTF – KEY OBJECTIVE 1 - Raise Educational Attainment and Achievement for all

NIF Priority: Improvement In Attainment, particularly in literacy and numeracy.	**Quality Indicator:** 2.3 Learning, Teaching and Assessment 2.6 Transitions

What do you want to be better? How do you know this is an improvement priority? **KEY FOCUS: Literacy**

Explicitly outline what data you have gathered to inform your decision on this priority.
Qualitative, quantitative, long term or short term.

- Recent moderation exercises have highlighted that information about children's learning and achievements could be better tracked, shared and used to effectively ensure continuity in learning across the early level
- Discussion amongst staff and head teachers has highlighted that information and data shared between pre-school establishments and primary one teachers is not always fully understood by practitioners across Early Level.
- Pupil Attainment in Writing has dipped. School Writing Benchmarks do not match national standards and further work needs to be undertaken in moderation to ensure staff have an shared understanding of quality and attainment within each Level.

Outline your improvement activity/intervention

Collaboratively develop a shared understanding of progress in early level literacy within and across HALCO establishments
Building solid foundations in reading and writing skills at the Early Level
Make more effective use of tracking and monitoring, profiling and personal learning planning to help children to identify strengths and next steps in their learning
Staff more confident in planning and assessing learners literacy skills at early level to maintain appropriate pace for all learners
Clearer understanding of Progression of Writing skills
Application of Literacy skills across Learning contexts (Reading, Writing, IDL)

Specific Action	Measurement	Impact	Who / Timescale

• Introduction of Northern Alliance Early Level Literacy and English progression framework and associated resources
• Early level practitioners will have knowledge of the five key skill areas of Emerging Literacy
    o Concepts of print
    o Oral Language
    o Phonological Awareness
    o Pre-writing
    o Working Memory
	85% of HALCO Early level practitioners have knowledge of the five key skill areas of Emerging Literacy
	
	85% of HALCO Early Level practitioners are using the Northern Alliance Early Level Literacy and English progression framework and associated resources
		Learners will show improved attainment at Early Level in the five key skill areas of Emerging Literacy	James Cook (NA), Kirsty Robertson, Jan Sutcliffe Cluster Early Level staff
			
			INSET day: 7th October 2019

• All establishment implement the above strategies
    o Choose a group of learners or individuals
    o ELC practitioners use the progression framework to identify strengths and gaps
    o P1 teachers screen learners using Phonological Awareness assessment
    o Implement interventions
    o Collate evidence of progression in preparation for February Twilight session
	Learners have learning experiences matched to their strengths and development gaps as they move through Early Level Progress/target setting/tracking meetings
	
	Quality assurance activities - classroom visits, sampling of pupil work & pupil learning conversations Leuven Scale
		Earlier identification of gaps within Early Level Literacy lead to improved targeted interventions	All early years staff
			
			October 2019-February 2020

• Moderate a body of evidence against progression framework to identify next steps for learners and practitioners			25th February – Twilight: Garelochhead
• P1 teachers assess learners by using the phonological awareness assessment • Evaluation of use of NA Literacy progression framework and associated resources (including results from P1 phonological awareness assessment and ELC tracking data) to track impact on attainment for learners	SNSA results Teacher professional judgement		Early May 2020 12th May 2020 - Twilight Session
• Continue to develop the teaching of reading through the school with a direct focus on teaching skills and how we apply them across learning • Staff to engage in peer observation in teaching of reading • Measure pupils' attainment in reading using STAR reading tests within Accelerated Reading • Further develop AR within P3-7	Qualitative data gathered through observations / discussions Data will evidence increased attainment for all pupils Increase in number of pupils reading for pleasure Increase in number of pupils gaining 1,000,000+ word awards against 2018/19 figures Increase in Word Counts for all classes against 2018/19 figures	Pupils will have a clear understanding of skills used in the reading process Pupils will use their reading skills across contexts within learning Pupils leading Library system Pupils recommending and talking about books read	Throughout session 2019-20
• Review current school Writing Benchmarks against National Benchmarks and match • Staff to apply revised Benchmarks across all evidence of writing in order to inform attainment judgements	Increase in numbers of children Achieving Levels from 18/19 data Increase in children achieving Levels earlier	Children and staff will have a clearer understanding of the criterion and elements required to demonstrate skills in each Level	WG: By October 2019 Throughout session 2019-20

• Staff to work across Levels at planned opportunities to moderate writing using revised Benchmarks		Through clearer reporting, parents will understand the stage their children are at in writing and the specific steps they need to take to improve.	Within WTA

Begin to develop a whole school approach to Emerging Literacy by:
  • Staff engaging in awareness-raising session on the elements and areas contained within the programme
 	
Staff engage in professional learning to understand and apply pedagogy in specific areas across the school:
  • Literacy-rich environments
  • Adult / Child Interaction
  • Sequencing and Narrative skills
	Tracking data will support the evidence of increased progress for identified cohorts of learners
	
	Professional discussions (WTA) following periods of applied practice in classes
		Staff will have an understanding of the developmental continuum of emerging literacy and can assess their children within it
		
		Staff will be able to intervene earlier to support specific aspects of literacy development with pupils across the school
			WG: Lead DHT (LM)

• Staff to be trained in Storyline approach to apply to refreshed IDL programmes of study.	All staff trained All staff employing Storyline approach to at least one IDL in the session.	Learning will be creative and facilitate meaningful cross curricular links in planning, learning and assessment	INSET: 12th November 2019
• Outcomes and Experiences will be 'bundled' across curricular areas at each Level to provide planned breadth of learning in rich and meaningful IDL contexts.	Bundles are created to facilitate contexts for learning. Staff will plan holistic assessment within the contexts Observed / Shared learning sessions Staff Planning	Learning can be more flexible in response to pupil choice, need and interest. Learning will be creative and rich in opportunity for pupil-led learning. Pupils will demonstrate transfer of knowledge and skill across learning Frameworks will evidence progression through Levels.	WG: Lead DHT (PM) By April 2020

Who is/are responsible for leading this?	Timescale(s)
Headteachers Northern Alliance Early Level Literacy and English progression framework pilot establishments DHT Working as Group Leads	Throughout Session 2019-20

What actually happened? **How do you know? What evidence do you have?**
(This will be completed within the parameters of the timescale(s)
Next Steps
• P1 teachers assess learners by using the phonological awareness assessment August 2020 • Oct 2020 inservice day – analysis of P1 phonological awareness assessment to track impact on attainment for learners • Identification as a school of next areas for whole-school focus and development through Emerging Literacy key areas

OCTF – KO2 – Use Performance Information to secure improvement for children and young people

NIF Priority: **Improvement in attainment, particularly in literacy and numeracy.**	**Quality Indicator:** **2.3 Learning, Teaching and Assessment** **2.6 Transition**

What do you want to be better? How do you know this is an improvement priority?   **KEY FOCUS: Numeracy and Maths**

Self-evaluation discussion, activity and responses indicate improvements can be made:

- Professional dialogue with staff regularly highlights variation in interpretation of assessment data at transition points
- Currently have no systems in place to facilitate planning and moderation opportunities for all HALCO cluster schools
- Appropriate pace and challenge for all learners and consideration of prior learning/progression highlighted in Hermitage Academy inspection report
- Teachers need a shared understanding of progression framework in Maths through Early to Third Level to be used within the Planning and Moderation cycle
- Children's ability to articulate their learning in Maths and Numeracy needs to improve

Outline your improvement activity/intervention

Stretch Aim: *85% of P5-S2 staff have an improved shared understanding of progression of skills in numeracy and maths across 2nd and 3rd level to ensure pace and challenge continues through transition points*

Provide consistent planning formats from Early to Third Level

Ensure resources used articulate with the skills progression within the curriculum and support raised attainment in Maths and Numeracy

Specific Action	**Measurement**	**Impact**	**Who / Timescales**
• All staff engaged in collegiate sessions to audit existing school Maths planners against the Argyll and Bute Progression Frameworks to establish a consist planning tool in Numeracy and Maths	Termly planners will be appropriately completed and within Teacher's Planning Files	Robust progression	All staff By September 2019
• Identify core resources to be used throughout school alongside Planning documents and ensure all staff are trained and confident in using Sumdog, Number Talks and SEAL to raise attainment	School monitoring cycle Class and peer observation Individual discussion with pupil	Evidence of raised attainment in Maths	Throughout session 2019-20

• Survey Monkey questionnaire sent to staff to measure confidence in their understanding of progression across numeracy and maths	Results from survey will highlight benchmark for improvement		M McArthur, A Smith
• Staff will have analysed assessment data to identify trends within their establishment in numeracy and maths i.e strengths and areas for development. To support this all schools will be provided with links to online support on using/analysing GL assessment information and any other information available	One nominated person per school will complete a provided evaluation highlighting findings. This will be collated by Cluster Leads and shared with all staff by 30th September	Stronger collegiate understanding of strengths and areas for improvement in each establishment Targeted improvement of area for development	By the 17th September P5, P6, P7, S1 and S2 staff
• All staff get together to discuss previously identified trends. Cross cluster groups formed with P5, P6, P7, S1 and S2 staff to appropriately bundle specific E's and O's based on data for improvement. Groups to be identified for staff			INSET: 7th October AM P5, P6, P7, S1 and S2 staff
• Plan together series of lessons using Argyll and Bute Numeracy and Maths Numeracy and Maths Progression Framework across second into third level (Skills development and Learning Intentions) on a planning format which is provided		Skills development and progression of learning for learners Pace and challenge at appropriate level for all learners	P5, P6, P7, S1 and S2 staff M McArthur to provide planning tool
• Design holistic assessment and agreed marking proforma. Staff in year groups design assessment then moderate to ensure progression		Continuity of expectation making assessment evidence valid and reliable Shared collegiate understanding of moderation cycle	INSET: 7th October PM P5, P6, P7, S1 and S2 staff
• Planned opportunities for peer observations with identified children in each class. This should be 2 children on track, two borderline and 2 needing support	Qualitative data gathered in observations		October 2019 - February 2020 P5, P6, P7, S1 and S2 staff
• Survey Monkey questionnaire sent to staff to measure confidence in their understanding of progression across numeracy and maths			P5, P6, P7, S1 and S2 staff

• 3 meetings for staff to moderate body of evidence including completed holistic assessment			1st February - 28th April P5, P6, P7, S1 and S2 staff
• Survey Monkey questionnaire sent to staff to measure confidence in their understanding of progression across numeracy and maths	80% of staff will state their confidence in their shared understanding of skills in numeracy and maths has improved	Raised confidence in professional judgement decisions	P5, P6, P7, S1 and S2 staff
• Evaluation of Moderation Cycle process by involved staff to identify strengths of project and next step, agreement a standardised approach to assessment process at transition stages		Robust body of evidence will have been created and moderated by all staff to ensure transference of reliable assessment data	By 12th May P5, P6, P7, S1 and S2 staff
• Pupils are reassessed with GL assessment			By end of May P5, P6, P7, S1 and S2 staff

Who is/are responsible for leading this?	**Timescale(s)**
Cluster Leads: Maria McArthur, Derek Munro QAMSO: Alison Smith AMFs: Paul Mulvenna, Nicola Guthrie	Throughout Session 2019-20

What actually happened?
How do you know? What evidence do you have?

This will be completed within the parameters of the timescale(s)

Next Steps

OCTF – KO3 – Ensure children have the best start in life and are ready to succeed	
NIF Priority:	**Quality Indicator:**

What do you want to be better? How do you know this is an improvement priority?
• Opportunity for all within school to achieve, particularly those requiring specific intervention identified through Wellbeing indicators / Pastoral Tracking

Outline your improvement activity/intervention
Refresh of School Vision, Values and Aims, involving whole school and wider community. Establishment of PEF funded nurture supports / interventions to build pupil engagement, confidence and wellbeing Further development of rights education and its related impact on ethos, curriculum, leadership and teaching and learning

Specific Action	Measurement	Impact	Who / Timescales
• Consult with pupils, staff, parents, community and stakeholders in developing a refreshed statement of Vision, Values and Aims for the school which is shared and understood by all and reflecting the current picture in Scottish education. • Launch the refreshed statement for pupils through Assemblies and House Group structures. • Produce a leaflet paper statement, issued to all parents and carers • Refresh foyer display and include school tag line in all communication formats		Rich engagement from all parties Clear statement produced, shared and displayed enabling ownership from all All parties have knowledge of the refreshed statement and understand their role in the school's continuing improvement School ethos will be demonstrably strong and pupils' behaviour will reflect the shared vision and values Impact of the VVA will also be measured within the other contexts for learning – in: Increased attainment in literacy, numeracy and health and well being through a broad and balanced curriculum	HT Lead August – November 2019 Nov / December 2019 January 2020 January – March 2020

• Develop whole school programme of outdoor learning, connecting development of meta-skills, confidence-building and transfer of curricular skills in new contexts. • Identify specific children to support through engagement in targeted nurture supports: ➢ Play Therapy ➢ Gardening Groups ➢ Nurture Room	Leuven Scale Boxall Profile Therapeutic Play SDQ Wellbeing Wheel records	Pupils are engaged and motivated in learning Pupils use and apply transferable skills across contexts Raised confidence in pupils	Lead: Simon Henry Ruth Hanks Madeline Johnston Arlene McNeilage
Continue to further embed Rights Respecting Schools model into all practices: • Work towards gaining Gold accreditation by June 2020 • Awareness-raising session for parents within session ahead • Engage parents in the work we are doing through planned campaigns and events • Review structure of existing pupil groups / committees to link the work across all groups • Incorporate pupil self-reflection on rights within personal planners	Uptake of involved parents Gold accreditation Engagement of whole school community in planned events	School ethos will be demonstrably strong and pupils' behaviour will reflect the shared vision and values Stronger pupil and parent voice leading to effective change	Lead: Louise Grafton All staff
• Incorporate Wellbeing wheel within pupil self-reflection	Pupils using language of Wellbeing wheel (SHANARRI) Written records within Pupil Learning Logs	Pupil reflections using the Wellbeing Wheel enable staff to intervene and support earlier. Wellbeing Wheel is enables pupils to have a clearer understanding of the wellbeing indicators and how they affect their personal wellbeing.	

Who is/are responsible for leading this?	Timescale(s)
HT – Elspeth Davis Teaching Staff – Simon Henry, Anne Miller, Louise Grafton Support Staff – Madeline Johnston, Ruth Hanks, Arlene McNeilage	Throughout Session 2019-20

What actually happened?
How do you know? What evidence do you have?

This will be completed within the parameters of the timescale(s)

Next Steps

OCTF – KO5 – Ensure high quality partnership working and community engagement
Key Focus: Parental and Community Engagement

NIF Priority: Closing the attainment gap between the most and least disadvantaged children	Quality Indicator: 2.5 – Family Learning 2.7 – Partnerships

What do you want to be better? How do you know this is an improvement priority?

- Undertook audit with Parent Council and staff using Authority Parental Engagement guidance, which identified key areas for improvement:
  - Communications
  - Learning at Home

Outline your improvement activity/intervention

Specific Action	Measurement	Impact
Identify member of staff to lead school Parental Engagement in order to develop home and family learning links through: • School specific Parental Engagement and Home Family Learning Strategy Paper • Improved communication • Further opportunities for shared learning (Soft Start, Open days, Workshops, trips, planning and assessment) • Planned programme of partnership events (Family Nights, Workshops, Parent Meetings) • Signpost to other agencies and community groups	Increase in numbers attending events Uptake of involved parents includes those with little previous engagement Satisfaction survey to evaluate impact of school strategy	Parents have more information about their child's education Parents more confident in supporting their children's learning Those involved are happy to be working together
Strengthen community engagement by offering further opportunities to work in partnership with the school: • Scotland Reads Tutors • Nursing Home visits (reading, L1+2) • Concerts and Tea Parties	Increase in Community volunteers	
Review and refresh Homework policy and approaches.	Completed homework tasks Opportunities for creative tasks Uptake of pupils in supported Study	

Who is/are responsible for leading this?	Timescale(s)
School Lead – PT (PEF)	Through Session 2019-20

What actually happened? **How do you know? What evidence do you have?**
This will be completed within the parameters of the timescale(s)
Next Steps

OCTF – KO6 – Strengthen Leadership at all levels	
NIF Priority:	**Quality Indicator:**

What do you want to be better? How do you know this is an improvement priority?
• Staff Evaluation of 1.3 evidenced that further opportunity needs to exist for staff and pupils to take a lead in improvements and share the process of change through the school.

Outline your improvement activity/intervention
Build capacity for staff and pupils to take on leadership roles and responsibilities

Specific Action	Measure	Impact
Continue to build capacity in middle leadership across staff team through: • leadership of Working Groups • collegiate activity enabling our shared vision to become reality • clearly defined roles and remits for staff in leadership roles	Effective leadership of working groups resulting in planned change linked to strategic school improvement Clear, shared action plans for each WG	Staff feel fully involved in taking the school forward in the process of change and improvement Change is managed strategically and planned across strengths within team
• New PT will come into post to work within the existing SLT to facilitate change.	Work collaboratively within the whole school team Clearly identified area of responsibility to support the school improvement agenda	
Continue to build planned opportunities for community-strengthening and pupil-leadership through: • House Groups • Pupils Councils and Committees • Outdoor / Eco Learning • Recognition and celebration of success and achievement	Pupil feedback at Council / committee meetings Staff and parental feedback Successful completion of Woodland Leader Training for identified staff Successful implementation of Outdoor Learning Programmes Records of achievement	Pupils who demonstrate behaviour which supports wellbeing of all

Who is/are responsible for leading this?	**Timescale(s)**
HT – Elspeth Davis DHTs – Lynda McMurdo, Paul Mulvenna	Throughout Session 2019-20

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| **What actually happened?** |
| **How do you know? What evidence do you have?** |
| **This will be completed within the parameters of the timescale(s)** |

| **Next Steps** |

Action Plan Summary for Stakeholders eg Parent Council, Pupils, Community Partners

Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
OCTF Key Objective 1 Raise Educational Attainment and Achievement for all	Learners will show improved attainment at Early Level in the five key skill areas of Emerging Literacy • Concepts of print • Oral Language • Phonological Awareness • Pre-writing • Working Memory Pupils will have a clear understanding of skills used in the reading process Pupils will use their reading skills across contexts within learning Pupils leading Library system Pupils recommending and talking about books read Children will have a clearer understanding of the criterion and elements required to demonstrate writing skills in each Level. Pupils will be more engaged in creative learning experiences across the curriculum rich in opportunity for pupil-led learning. Pupils will demonstrate transfer of knowledge and skill across learning.	Cluster work: James Cook (NA), Kirsty Robertson, Jan Sutcliffe School-specific work: All staff – Reading Working Group – Writing Working Group - IDL	Throughout Session 2019-20

OCTF **Key Objective 2** **Use Performance Information to secure improvement for children and young people**	Evidence of raised attainment in Maths Increased confidence, skill and enjoyment Pupil will be able to articulate methods used in mathematical calculations Increased speed and accuracy in mental maths and written work	Cluster Work: Maria McArthur, Derek Munro, Alison Smith School-specific work: All staff Working Group - Numeracy	Throughout Session 2019-20
OCTF **Key Objective 3** **Ensure children have the best start in life and are ready to succeed**	School ethos will be demonstrably strong and pupils' behaviours will reflect the shared vision and values Ability to record wellbeing using national SHANARRI wheel	HT – Vision and Values Simon Henry – Outdoor Learning Louise Grafton - RRS	Throughout Session 2019-20
OCTF **Key Objective 4** **Equip young people to secure and sustain positive destinations and achieve success in life**			
OCTF **Key Objective 5** **Ensure high quality partnership working and community engagement**	Raised confidence, motivation and achievement resulting in happy children	School Lead – PT (PEF) All staff	Throughout Session 2019-20
OCTF **Key Objective 6** **Strengthen Leadership at all levels**	Confident children who demonstrate growth in leadership skills; by senior stages, able to see a project / task through from planning to completion, working successfully alongside others.	SLT, Pupil Group Leads (All staff)	Throughout Session 2019-20