

Struthers Primary School and Early Years Centre

IMPROVEMENT PLAN: 2021-2022



Our Vision, Values and Aims



As a Level 2 Gold Rights Respecting School, with this plan we support our children to reach their full potential.

Participation Right 12	Children are listened to and have opinions heard.
Participation Right 15	Children meet together and join groups.
Development Right 13	Children are given and share information.
Development Right 28	Children have free Primary Education.
Article 29	Education given develops our children's personality, talents and abilities to the full.
Provision Right 42	All children are learning about what is in the convention

Our Vision

As a community we will work together to ensure Struthers is a respectful, safe, inclusive and happy school where all have the opportunity through support and challenge to reach their full potential and recognise their achievements. To ensure this is sustained into future destinations we will support children to be independent and self-motivated learners who take on leadership with resilience.

Our Values

RESPECT INCLUSION KINDNESS HONESTY RESPONSIBILITY

Our Aims

- We aim to provide a quality educational service taking full account of National and Local Priorities and implementing them effectively.
- We aim to improve the standard of achievement and attainment within the school.
- We aim to assist pupil's personal and social development.
- We aim to promote an effective partnership linking school, home and community.

The School as a Learning Organisation

This session, our approach to school improvement will be centred on the OECD report, "What Makes the School a Learning Organisation?" We will undertake a range of professional reading and reflection which will focus on unpacking the 'Seven Dimensions' and their 'elements' as outlined in the OECD working paper. Establishing the school as a learning organisation will help to support and guide the school community as we strive to maintain our vision for change and improvement and improve outcomes for our children.

South Ayrshire Council Plan

1. Effective Leadership that promotes fairness
2. Reduce poverty and disadvantage
3. Health and care systems that meet people's needs
4. Make the most of the local economy
5. Increase the profile and reputation of South Ayrshire and the council
6. Enhanced environment through social, cultural and economic activities

Children's Services Plan

1. Outstanding Universal Provision: Ensure our children get the best start in life; South Ayrshire is the best place to grow up; and all children and young people are successful learners, confident individuals, responsible citizens and effective contributors.
2. Tackling Inequalities: Reduce the gap in outcomes between the most and least deprived children and young people in South Ayrshire.
3. Love and Support for our Care Experienced Young People and Young Carers: Ensure children and young people who are care experienced or young carers are loved and supported to improve their life experiences and life chances.
4. Good Physical and Mental Health and Wellbeing: Ensure all children and young people are supported to achieve and maintain good physical and mental health and wellbeing.
5. Promoting Children's Rights: Work to ensure we are delivering on the provisions of the United Nations Conventions on the Rights of the Child (UNCRC) as incorporated into Scots Law.

Educational Services Plan and National Improvement Framework Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained positive school leaver destinations for all young people. The proportion of young people and adults with relevant qualifications is increased

National Improvement Framework -

1. School Leadership
2. Teacher professionalism
3. Parental engagement
4. Assessment of children's progress
5. School Improvement
6. Performance information

Priority: 1. COVID RECOVERY (SUPPORTING CHILDREN'S WELLBEING AS A RESULT OF THE COVID 19 PANDEMIC)

Lead Person – Gail McKellar/Eilidh McBean

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	NIF	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
School Priorities					
<p>All pupils are supported to attend school ensuring wellbeing needs are met</p> <p>Q.I.s 1.3, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2</p>	<ul style="list-style-type: none"> ➤ Develop a school specific recovery curriculum to support teachers' planning on return to school in August ➤ Continue whole school approach to nurture – nurture principles to be revisited on Bump-Up day ➤ Introduce loose parts play in the playground ➤ Plan for regular outdoor learning opportunities ➤ Provide opportunities to maximise space for pupils to play at break and lunchtime (continue staggered approach) ➤ Targeted HWB groups during recovery period to support children with emerging needs. ➤ Establish Nurture groups for intensive targeted support for identified children. 	<p>GMcK DH LL</p>	<ul style="list-style-type: none"> ➤ August 2021 ➤ Aug – Dec 21 ➤ Aug 21–June 22 ➤ Sept 21 	<p>School leadership Assessment of children's progress</p>	<ul style="list-style-type: none"> ➤ Planning will have a clear focus on literacy, numeracy and health and wellbeing ➤ Staff and pupils have clear understanding of the nurture principles. These are evident throughout the school ➤ Outdoor learning is reflected in teachers' planning and will include school grounds and local area ➤ Pupils are active and happy at break and lunchtime and feel safe in their surroundings ➤ Positive results from HWB webs ➤ Increase in skills observed through loose parts play ➤ Targeted pupils showing improvement in boxhall scores following 6 weeks of intervention
<p>Improved Health and Wellbeing programme will impact positively on children's physical, mental, social and emotional wellbeing</p> <p>Q.I.s 3.1, 3.2, 3.3</p>	<ul style="list-style-type: none"> ➤ Relationships Policy embedded ➤ All staff receive Level 1 MAPA training and identified staff attend Level 2 ➤ Nurturing Schools approach/principles embedded ➤ Wellbeing Wednesdays focus purely on all aspects of wellbeing for pupils and staff ➤ Wellbeing week planned and implemented ➤ Continued focus on staff wellbeing across the cluster ➤ Outdoor Learning blocks used to support pupil wellbeing during recovery 	<p>MD EMcB AP All Staff</p>	<ul style="list-style-type: none"> ➤ Dec 2021 ➤ Dec 2021 ➤ Term 4 2022 ➤ Aug 21-June22 ➤ Aug 21-Jun22 	<p>Assessment of Children's Progress</p>	<ul style="list-style-type: none"> ➤ Enhanced staff/pupil relationships ➤ Staff will confidently plan for regular H&WB opportunities throughout the year as per the school planner ➤ All children will regularly engage in outdoor education across curricular areas ➤ Children are engaged and able to articulate skills applied in learning outdoors and during alternative curriculum. ➤ During collegiate meetings, staff report feeling motivated, happy and inspired.
<p>Opportunities are identified to engage wider partners in collaborative working opportunities to enhance and enrich pupil experiences</p> <p>Q.I.s 2.4, 2.5, 2.6, 2.7</p>	<ul style="list-style-type: none"> ➤ Parent Council and Fundraising Committee working in partnership with the school to enhance and enrich pupil experiences ➤ Parental Engagement calendar evaluated and further developed to include PVG checked bank of parents for in-school working as and when appropriate ➤ Virtual/Online parent workshops and support packs used to support parental engagement ➤ Use Seesaw across the school as a means of recording learning profiles from EYC-P7. ➤ Learners understand and can use the 4 stages of progress to track learning and set targets 	<p>GMcK EMcB AL DH</p>	<ul style="list-style-type: none"> ➤ Aug 21-June22 ➤ Aug 21 ➤ Aug – Dec 2021 ➤ Aug 21-June22 	<p>Parental Engagement Assessment of Children's Progress</p>	<ul style="list-style-type: none"> ➤ Pupils have experienced additional opportunities that encompass costs that cannot be covered by the school ➤ High level of engagement from parents attending virtual info sessions / workshops ➤ Parents develop increased confidence re supporting children's learning at home ➤ Parents have an improved understanding of their children's progress ➤ Seesaw profiles will reflect progression in learning and allow families to comment on children's progress

Priority 2: RAISING ATTAINMENT IN NUMERACY

Lead Person – Lucy Lockie

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	NIF	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
<p>Children will benefit from high quality learning, teaching and assessment, through consistent and effective pedagogy in numeracy</p> <p>Q.I.s 2.2, 3.3</p>	<ul style="list-style-type: none"> ➤ Provide CLPL opportunities for all staff through the embedding Maths Mastery programme ➤ Purchase new whole school Numeracy and Mathematics scheme and plan for embedding scheme in all classes for session 2021/22 including opportunities for staff CLPL ➤ Monthly Mental Maths Focus planned with an emphasis on celebrating achievements within each focus ➤ Provide each class with a 'Marvelous Maths' box and accompanying guide ➤ GL assessments and Cluster Numeracy and Maths moderations carried out twice in the session to identify gaps in learning after periods of remote learning 	<p>L Lockie</p> <p>L Lockie All teaching staff</p> <p>L Lockie</p> <p>L Lockie</p>	<p>August 2021 – June 2022</p> <p>August 2021</p> <p>Jan – June 2022</p> <p>August 2021</p>	<p>Assessment of Childrens Progress</p>	<ul style="list-style-type: none"> ➤ 90% children in P1, P4, P7 to attain age appropriate CfE levels ➤ 10% children who are not achieving receive targeted support ➤ Added value in Primary 1 using baseline and follow up standardised testing ➤ P1, P4, P7 SNSA ➤ Numeracy and mathematics assessment and moderation ➤ Numeracy and Mathematics is tracked and discussed through learning conversations and progress and attainment meetings
<p>Develop children's creativity, curiosity, Open-Mindedness, Imagination and Problem Solving within Numeracy and Mathematics</p> <p>QI 3.2</p>	<ul style="list-style-type: none"> ➤ Continue to 'Develop Scotland's Young Workforce' by organising visitors throughout the year including Careers day linked with whole school Enterprise Project ➤ Increase focus on developing learning experiences in N&M which promote creative thinking. ➤ Introduce new learning resources to support contextualised problem solving with a maths mastery approach ➤ Pupils in P1 and P2 experience high quality learning through a play-based approach 	<p>L Lockie</p> <p>EMcB/MD</p>	<p>May/June 22</p> <p>Session 21-22</p> <p>Session 21 - 22</p>	<p>Assessment of Childrens Progress</p>	<ul style="list-style-type: none"> ➤ Teachers are using the '3-18 Career Standards' within planning. ➤ Classes have access to parents and visitors from the World of Work ➤ Children make real life links with their learning ➤ Through classroom observations children are able to demonstrate higher order thinking skills ➤ P6 class baseline and follow up problem solving assessment ➤ 90% of P1 pupils attain EV by June 22
<p>Increased family engagement opportunities to support numeracy development</p> <p>QI 2.5</p>	<ul style="list-style-type: none"> ➤ Communicate children's progress in N&M with parents via new Seesaw app ➤ Support parent understanding of P1 Play based learning pedagogy by facilitating online information ➤ Plan opportunities for families to become familiar with our approaches to teaching in N&M through provision of workshops, information sessions and Sharing Our Learning events. Outline in Family engagement calendar. 	<p>D Haniford</p> <p>M Devlin E Kerr</p> <p>L Lockie</p> <p>All teaching staff</p>	<p>Oct 2021 – May 2022</p>	<p>Parental Engagement Assessment of Childrens Progress</p>	<ul style="list-style-type: none"> ➤ Parental Questionnaires – parents report increased opportunities to learn alongside their child ➤ Parents consulted on new profiling and pupil learning journeys ➤ All children involved in profiling ➤ Increased pupil participation in home learning ➤ Increased number of parents attending family learning opportunities

Similar to

Priority: 3. RAISING ATTAINMENT IN LITERACY

Lead Person – Gail McKellar

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	NIF	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
<p>Children will increase attainment in writing and further develop their writing skills</p> <p>Q.I.s 1.1, 2.2, 2.3, 3.2</p>	<ul style="list-style-type: none"> ➤ All staff are trained and upskilled in Active Literacy ➤ North Lanarkshire resource will be used from P1-P7 to develop children's skills and confidence in story writing ➤ Pupils will write with a clear purpose and participate in school, local and national writing competitions ➤ Implement School policy for the teaching of phonics and reading at Struthers Primary School ➤ Consistent approach to the teaching of writing across the school ➤ Weekly Big Writing lessons delivered by a core member of staff supported by class teachers delivering writing across the curriculum ➤ Provide termly opportunities for writing moderation in school 	<p>K Brearley</p> <p>Class teachers</p>	<p>Aug 2021</p> <p>Session 21-22</p>	<p>Assessment of Childrens Progress Performance Information</p>	<ul style="list-style-type: none"> ➤ 90% of children will achieve or exceed the expected CFE level at Early level and 88% at Second level ➤ Children will be actively engaged in relevant writing experiences which are progressive ➤ Children will experience writing in a variety of contexts ➤ Writing assessments and moderation activities show increased attainment across all levels
<p>Children will be supported / challenged in development of reading skills</p> <p>Q.I.s 2.4, 3.2</p>	<ul style="list-style-type: none"> ➤ Audit current infant reading scheme ➤ Source and purchase appropriate reading scheme for P1-P3 ➤ New books more accessible for Infant class teachers ➤ Assign all pupils with literacy ASN a reading buddy to read with once a week (Covid Level dependent) ➤ Increased use of digital devices for reading ➤ Introduce new class novels across in every classroom to support literacy circles and IDL topics ➤ Second level pupils support early level reading via audio recordings or class visits when permitted 	<p>MD AC DH</p>	<p>Aug 2021-June 2022</p> <p>Aug – Dec 21</p> <p>Aug 21</p>	<p>Assessment of Childrens Progress Performance Information</p>	<ul style="list-style-type: none"> ➤ Current reading resource audited and new books in place by end of session ➤ Targeted children will improve PM benchmark scores over course of the year ➤ High achieving children will be stretched – 10% working on level 3 reading by May 2021
<p>Children will benefit from Improved tracking attainment in literacy skills</p> <p>Q.I.s 1.1, 2.3, 3.2</p>	<ul style="list-style-type: none"> ➤ Use the BGE Comparator tool to analyse our performance against comparators ➤ Use SEEMIS tracking and reporting systems 4 stages of a level ➤ Use online strategic planning from P1-P7. ➤ Use CfE Benchmarks in all curricular areas to plan assessment. 	<p>SLT and CTs</p> <p>All staff</p>	<p>Aug 2021-September</p> <p>May 2022</p> <p>September 21-June 22</p>	<p>Assessment of Childrens Progress</p>	<ul style="list-style-type: none"> ➤ Scores are level or better than comparator schools ➤ Staff and children articulate their current level and know next steps in learning to achieve targets ➤ Robust data showing attainment over time for all children. ➤ Teachers confident using SA Frameworks to plan collegiately in all curricular areas

APPENDIX 1
PEF Information

Priority	Staffing costs (F/y)	Resources/ other	Total
<ul style="list-style-type: none">➤ To improve pupil health and well-being through developing opportunities for outdoor learning➤ To improve the health and well-being of learners through the use of nurturing approaches➤ To increase attainment within literacy and numeracy	<ul style="list-style-type: none">➤ 2 x Principal Teacher (1 FTE)➤ 1 x School Assistant (27.5hrs x 4 terms)		£34,000