



Education

Establishment Improvement Plan

2023 - 2024

School Name: KILCREGGAN PRIMARY AND EARLY LEARNING AND CHILDCARE CENTRE

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Overview of Establishment 3 Year Cycle of Improvement Plan Priorities

Session: 2023-24

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 	<ul 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

2023 – 2024:	2024 – 2025:	2025 – 2026:
<ul style="list-style-type: none"> • Staff access and apply relevant findings from educational research to improve learning and teaching. • Tracking and monitoring are well-understood and used effectively to secure improved outcomes for 	<ul style="list-style-type: none"> • Creative approaches are used to engage families • Family learning is responsive to identified needs. • There are high expectations for all learners across the school. 	<ul style="list-style-type: none"> • Unique features of the school community inform the design of the curriculum. • Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children

<p>all learners, including the most deprived children and young people and those who are looked after.</p> <ul style="list-style-type: none"> • A quality body of evidence is used to support assessment judgements and decisions about next steps • All teachers have well-developed skills of data analysis which are focused on improvement. • The whole learning community has a shared understanding of wellbeing and the children's rights. • Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about • All stakeholders understand what the school is trying to achieve through its curriculum rationale and ongoing development of the curriculum. 	<ul style="list-style-type: none"> • Children requiring additional support have high quality individualised and meaningful progression pathways. • Staff access and apply relevant findings from educational research to improve learning and teaching. • Processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching. 	<p>and young people and those who are looked after.</p> <ul style="list-style-type: none"> • Transition arrangements ensure children and young people's wellbeing and raise attainment • (DYW) Partnerships are used effectively to deliver highly engaging creative learning. • Young people experience rich work-based learning. This enables them to make informed career choices
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Strategic Improvement Planning for Establishment: Overview of Links to Key Policies		Session: 2023-34		
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		
		Who?	When?	How?
		Staff	Aug23 / Apr 24	Survey, Observations
		Children	Sept 23 / Mar 24 / Jun 24	Survey, Wellbeing Indicators review
Parents	Sept 23 / May 24	Survey, Focus groups		
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 & employability/ Developing creativity & skills for life & 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 	
Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)	

<p>1. Raising Attainment in Writing Through Developing Teaching and Learning Pedagogy and Refreshing Assessment Approaches</p>	<ul style="list-style-type: none"> • Increase the number of children who are on track to achieve or exceed their expected level in writing by May 2024 	<ul style="list-style-type: none"> • By June, P1, P4 and P7 children who are identified as ‘amber’ have made progress through XBRA with at least 85% achieving their expected level. • Monitoring of Progress and Achievement data will show an increase in the number of pupils achieving or exceeding expected levels in writing in P2,3,5,6 children 	<p>Y</p>
<p>2. Increase Pupil Involvement Through Refreshing Our Curriculum Rationale</p>	<ul style="list-style-type: none"> • Children’s involvement in curriculum decisions increases through involvement in refreshing our curriculum rationale to reflect the changes in our pedagogy and practices and reflect our unique context 	<ul style="list-style-type: none"> • Children’s rating of their feelings of involvement and ownership in teaching and learning increases from baseline survey in January to March. 	<p>N</p>
<p>3. Supporting children to feel Safe, Respected, Included and Nurtured by developing a Positive Relationships Policy</p>	<ul style="list-style-type: none"> • Create a consistent, nurturing approach by all staff to support children’s ability to resolve conflict and regulate their own behaviour 	<ul style="list-style-type: none"> • Reduction in % of children recording ‘some of the time’ in their responses to consistent strategies being used to resolve conflict in June 24 	<p>N</p>

Note: This section of the Improvement Plan can be made available to all relevant stakeholders to provide an overview of the session’s priorities

Pupil Equity Funding | Planning and Reporting

What are you planning to do with your PEF Allocation? <ul style="list-style-type: none"> Proposals to address identified issues within Literacy, Numeracy and/or Health and Wellbeing. How have you consulted with and involved parents/carers and pupils in the process? Aim and expected impact of proposals. Plans to work in partnership with other schools/local partners/providers, if applicable Link to Our Children, Their Future Link to HGIOS 4 Quality indicators / NIF 		How will progress be measured (what, when and how)? <ul style="list-style-type: none"> How will you know your interventions are having an impact/improving outcomes? Proposals for measuring impact (including specific reference to targeting young people most affected by poverty). Data, new and existing, which will be required. Plans for how data will be collected and reported. 		Identify organiser for proposed intervention/project <ul style="list-style-type: none"> Teaching and Learning Leadership Family and Community
Area	Key Actions	Outcome and Measure	Mid-Year Progress (Completed December-January)	Impact (Completed End of Session) How did you meet the aims set out in your proposed interventions? What data do you have that evidences impact? Identify any significant changes in expenditure.
Improving Attainment in Writing SIP: Priority 1 HGIOS 4: 2.3, 3.2 OCTF: Priorities 1, 2 NIF: Improvement in attainment,	What are we doing? Gather child and parent views regarding their concerns about the barriers to writing progress Targeted Writing support based on assessment and survey evidence for areas of improvement. (Reference to SNSA data, HLP framework, Benchmarks, attainment folders, School Trackers in Literacy particularly spelling age). Targets will include improvements in:	By October '23, targeted children in P2 achieve Early Level and P5, First Level in Writing. Evidence will be gathered and added to attainment folders to support progress and improvement. By June 24, P6 target group will have made progress to		

<p>particularly in literacy and numeracy.</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p>	<ul style="list-style-type: none"> - phonological awareness - spelling - grammar - vocabulary - structure of text <p><u>How are we doing it?</u></p> <p>We are using HT teaching commitment for small group intervention 3 times per week.</p>	<p>have achieved the next XBRA marker in Writing progress.</p> <p>By February 24, P7 target group will have achieved the next progress marker in Writing.</p> <p>By June 24, P7 target group will have achieved Second Level in Writing.</p>		
<p><i>Increasing Resilience, Wellbeing and Engagement</i></p> <p>HGIOS 4: 2.3, 2.4, 3.1</p> <p>OCTF: Priorities 2, 3</p> <p>NIF: Improvement in children and young people's health and wellbeing</p>	<p><u>What are we doing?</u></p> <p>Send out Wellbeing survey to gather child and parent views regarding their concerns about the social and emotional wellbeing of the child</p> <p>Review SHANARRI Indicator scoring for Safe, Included, Responsible and Respected over the 4 terms</p> <p>Track attendance figures, particularly on Fridays, for targeted group</p> <p>Leuven's scale of engagement and involvement will be used to support evidence gathering on the 6 aspects below on a termly basis with the first term being the baseline assessment</p> <p>Music Therapy sessions for target group will focus on development of skills:</p> <p>Cognitive (concentration and attention, imitation, and sequencing)</p>	<p>By October 23, non-attendance/late arrival of target group on a Friday is reduced.</p> <p>By December 23, target group of children will have increased their rating on Leuven's scale of engagement and involvement by at least 1 rating in almost all categories.</p> <p>By December 23, target group of children will score higher on their SHANARRI Indicators for Safe, Included, Responsible and Respected.</p>		

	<p>Emotional (expression of feelings non-verbally)</p> <p>Communication (using vocal/verbal sounds and gestures)</p> <p>Social (making eye contact, turn-taking, initiating interaction, and self-esteem)</p> <p>Sensory (through touch, listening, and levels of awareness)</p> <p>Physical (fine and gross motor control and movement)</p> <p>How are we doing it?</p> <p>Take part in weekly music small group targeted sessions. This will be supplemented by class lessons. Target group will receive:</p> <p>1 x 30-40min targeted session</p> <p>1 x 45-60min class session</p>	<p>By December 23, non-attendance/late arrival of target group on a Friday should have continued to reduce.</p> <p>By April 24, attendance/late arrivals for targeted group should have reduced to lower than the baseline.</p> <p>By April 24, target group of children will have increased their rating on Leuven’s scale of engagement and involvement by at least 1 in all and by 2 in some ratings.</p> <p>Wellbeing survey sent to parents and children will rate higher on almost all questions than at the beginning of the session.</p>		
<p>Supporting Emotional Wellbeing</p> <p>HGIOS 4: 2.3, 2.4, 3.1</p> <p>OCTF: Priorities 2, 3</p> <p>NIF: Improvement in</p>	<p>What are we doing?</p> <p>Hold a Parent Information session to support the work in school and enable parents to refer their children</p> <p>Hold an assembly for P1-3 and then P4-7 for children to be able to refer themselves for Seasons for Growth sessions</p>	<p>Wellbeing Wheel completed in Terms 2 and 4 show increase of score values for Safe, Respected, Nurtured</p> <p>Scale of wellbeing and resilience shows an increase in all targeted group</p> <p>At the end of the sessions, children’s evaluations of the</p>		

<p>children and young people's health and wellbeing</p>	<p>Targeted children attend Seasons for Growth sessions</p> <p><u>How are we doing it?</u></p> <p>Trained teacher will work with a trained community partner to implement the programme</p> <p>Supply teacher will release class teacher to implement the sessions 0.5 x 8 days' supply Jan – Apr 24</p>	<p>programme identify key benefits they have felt. (anecdotal evidence)</p> <p>At the end of the sessions, parent's evaluations of the programme identify key benefits they have felt. (anecdotal evidence)</p>		
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