Education – Improvement Planning Document

Establishment Name: **Aileymill Primary**

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Signatures:

Head of Establishment	Catriona Miller	Date	

Quality Improvement Officer		Date	

Our Vision, Values and Aims

Vision

This year we have worked with pupils, parents and two local artists to reimagine our Vision. At Aileymill, we believe that all our pupils will be **LEARNING TO LEARN, LEARNING TO CARE** and that a drive for excellence and equity will be underpin all our actions. Our core **values** are

- Respect   (UNCRC Articles 7 and 16)
- Ambition   (UNCRC Articles 4, 28 and 29)
- Honesty   (UNCRC Articles 12 and 13)
- Caring   (UNCRC Articles 19, 23 and 29)
- Responsibility (UNCRC Articles 12 and 42)
- Tolerance   (UNCRC Articles 13, 14 and 30)

Aims

To actively develop our children's skills and knowledge, developing their understanding of what successful learning looks like and how to develop this as a skill to enable them to become successful, lifelong learners.

To ensure that all our pupils have responsibility for their own learning; in partnership with their teacher, support staff, parents and carers

To afford our pupils with as wide a range of experiences as possible in order to develop an awareness of their place in their community and develop as responsible citizens.

To develop, in our pupils, the social skills and understanding of their roles and responsibilities within the school and its wider community, in order for them to develop as effective contributors

To create an environment where everyone; pupils, parents, carers, staff, our partner agencies and the wider community feel included, welcomed, nurtured and challenged to engage with their learning and development as Successful Learners, Responsible Citizens, Effective Contributors and Confident Individuals

3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2017-2018
Session 2018-2019
Session 2019-2020

Overview of rolling three year plan

National Priorities	Session 2017/18	Session 2018/19	Session 2019/20
Improvements in attainment, particularly in literacy and numeracy	75% of pupils making year for year progress in reading Primary entry level (Aug P1) standardised test scores improved	80% of pupils making year for year progress in reading	85% of pupils making year for year progress in reading
Closing the attainment gap between the most and least disadvantaged children	5.36% Improvement in attendance Teacher in place in the nursery 0.4 working with pre-school pupils	A further 5% Improvement in attendance	A further 5% Improvement in attendance
Improvement in children and young people's health and wellbeing	All pupils on an enhanced pathway will have a Single Agency Plan Free and independent access to outdoor space for Nursery children PEF funded interventions tracked and efficacy assessed	School based play therapy embedded as part of our offer of support at Aileymill PEF funded interventions tracked and efficacy assessed	A reduction in the number of pupils on enhanced GIRFEC pathways in the school and nursery
Improvement in employability skills and sustained positive school leaver destinations for all young people	All pupils able to identify next steps in their learning New pilot of school reporting introduced Skills based learning a feature of nursery curriculum	Parents working as partners to identify next steps for pupils, in the school and nursery	

Pupil Equity Fund –Session 2017-2018 Please see attached bid

NIF Priority
Closing the attainment gap between the most and least disadvantaged children
Data and Analysis: • *Presentation of data in the local context* • *Analysis of what this reveals in terms of the attainment gap* • *Identification of target populations* • *Rationale behind proposals*

Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend				How will you evidence improvement?
• *Proposals to address identified issues* • *Rationale and evidence behind proposals* • *Aim and expected impact of proposals* • *Initial assessment of funding requirement*		*Amount allocated £*		*What is it being spent on?*		• *Proposals for measuring impact* • *Data, new and existing, which will be required*
			Role	£	FTE/hrs/No	
		Teaching staff				
		Support staff				
		Supported study				
		Lets/transport				

Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend				How will you evidence improvement?
• *Interventions must link to learning and teaching, leadership or family learning* • *clear planning for how the Pupil Equity Funding will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap*		Resources				• *Plans for how data will be collected and reported*
		Commissioned/purc hased services/partners				
		Other				
		Total				

Plan –Session 2017-2018

Priority 1   Improvements in attainment, particularly in literacy and numeracy

NIF Driver	HGIOS?4	Other Drivers

Teacher professionalism
Assessment of children's progress
Performance information
	3.2 Raising attainment and achievement
	2.3 Learning, teaching and assessment
	2.2 Curriculum
		HGIOELC?
		     3.2 Securing children's progress
		     2.3 Curriculum
		     2.3 Learning, teaching and assessment
		RRS
		
		Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
• 75% of pupils will make year for a year progress in reading by June 2018 • In national standardised tests (Literacy) at P1 average score will be 50.7 (Numeracy) will be 47.2, P4 Literacy 47.4, Numeracy 48.0, P7 Literacy 48.8, Numeracy 45.1 • 78% of all pupils will be on track to achieve BGE levels in Literacy within the given timescale (from 73.7%) • 77.1% of all pupils will be on track to achieve BGE levels in Numeracy within the given timescale (from 72.1%)

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Embed SEAL and NL Literacy at P1-3, continue develop the use of SEAL in nursery	June 2018	Teaching Staff PT CMOs Nursery staff	Staff training as required SEAL and NL resources as required
1.2 Develop teaching staff understanding of data relating to their pupils	June 2018	SLT	School tracking system

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
		PT Attainment Data/SEEMIS officer	Training input from Data/SEEMIS officer
1.3 Further develop a culture of meaningful moderation at stage, CfE levels, school and cluster to inform teacher professional judgement	June 2018	CTs, SLT, Cluster SLTs	Dedicated time built into working time agreement
1.4 Pilot use of Holistic planning across the school 1.5 Further develop staff understanding of the NIF	June 2018	SLT, Attainment Advisor, CMOs, CTs	Planners

Evidence of Impact
- School/nursery tracking   - BGE results   - Standardised test results   - Teacher/Nursery staff views

Priority 2	Closing the attainment gap between the most and least disadvantaged children

NIF Driver	**HGIOS?4**	**Other Drivers**
School Improvement Parental engagement	3.1 Ensuring wellbeing, equality and inclusion 2.4 Personalised support	**HGIOELC?** 1.2 Leadership of learning 2.2 Curriculum **RRS** Article 28: (Right to education): Article 28: (Right to education): **Developing in Faith**

Expected outcomes for learners which are measurable or observable
• Improved attendance across the school • Support for First and Second Level pupils with Home Learning • Improvement in pre-school children's literacy and Numeracy levels

Tasks to achieve priority	**Timescale**	**Those involved – including partners**	**Resources and staff development**
1.1 Strict adherence to Authority Attendance Policy(SLT to make targeted daily calls) 1.2 Launch AILEYMILL ATTENDS	June 2018	SLT, Admin staff	Policy, SEEMIS
1.3 Introduce Parent co-led Family Home Learning for P4-7	Aug 2017	SLT, parents, CTs	Various resources identified by parents and teachers
1.4 PEF Funded teacher developing phonics and SEAL in the nursery	June 2017	SLT, CT, EYECOs, Early years CMO	As required

Evidence of Impact
- Attendance at P4 – 7 Family Home Learning   - Numbers of parents engaging with CLD   - Parent views   - Pupils views   - Teacher views

Priority 3 Improvement in children and young people's health and wellbeing

| **NIF Driver**
Parental engagement
Teacher professionalism
School Improvement | **HGIOS?4**
3.1 Ensuring wellbeing, equality and inclusion

2.4 Personalised support | **Other Drivers**
HGIOELC?
3.1 Ensuring wellbeing, equality and inclusion
2.2 Curriculum
RRS
Article 28: (Right to education):
Article 28: (Right to education): |

Expected outcomes for learners which are measurable or observable
- Reduction in incidents of agression and inappropriate behaviour (quantitative data)   - Pupils' perception of their safety and inclusion improving (GIRFEC survey data)   - Reduction in number of pupils on EU pathway   - Nursery children will have increased emotional literacy   - Nursery children having free and independent access to outdoor area

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Create a Safe Haven within the school	August 2017	SLT	As outlined in PEF

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
		FES	
1.2 Enable targeted children to engage in Play Therapy	On going from August	Successful tender company	As provided by successful company
1.3 Continue to develop partnership with Barnardo's	August 2017	SLT	
1.4 Develop staff understanding of impact of adverse childhood experiences	Aug 2017 – June 2018	Successful tender company/SLT	Staff training provided by Play Therapist
1.5 Continue to embed PATHS in nursery	Aug – June 2018	Lead Practitioner, SEYECO, nursery staff	Paths programme, dedicated time in the nursery day
1.6 Develop policy and processes to facilitate free and independent access to outdoor area	Aug – June 2018	Lead Practitioner, SEYECO, nursery staff, FES	Indoor cloakroom area, outdoor clothing for staff and children, suitable access point

Evidence of Impact

- GIRFEC survey data
- PT (Wellbeing) will monitor and track incidences of inappropriate behaviour
- Feedback from parents
- Feedback from pupils
- Nursery staff observations
- Floorbooks ,Children's profiles

Priority 4	Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Driver	HGIOS?4	Other Drivers
School Improvement Parental engagement	2.2 Curriculum 2.7 Partnerships 2.5 Family learning	**RRS** Article 28: (Right to education): Article 28: (Right to education): HGIOELC 2.2 Curriculum 3.3 developing creativity and skills for life

Expected outcomes for learners which are measurable or observable

- Pupils will be able to identify next steps in their learning
- Pupils will be able to identify which strategies they will use to achieve next steps
- Partnership with CLD will afford parents the opportunity to gain skills and qualifications
- Nursery children will be able to describe the skill they are learning

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Embed Visible Learning throughout the school	June 2018	SLT Teaching staff Training Provider	Staff training
1.2 Continue to work in partnership with CLD	Aug – June 2018	SLT, CTs, CLD	Resources as identified by CLD

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.3 Embed skills based language and assessment in the nursery	Aug – June	LP, EYECOS	Staff training

Evidence of Impact

- Pupil's learning logs
- Classroom observations
- HGIOS4 school evaluations
- Teacher evaluations
- Nursery observations of children's learning
- LP observed lessons

What is our capacity for continuous improvement?

We consider we have good/very good/excellent capacity to improve and we will :
Make good use of data,
Stakeholder involvement
Self evaluation procedures etc.

NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2017/18
1.3 Leadership of change	Good	
2.3 Learning, teaching and assessment	Good	
3.1 Ensuring wellbeing, equity and inclusion	Very Good	
3.2 Raising attainment and achievement	Good	

Education Scotland Advice:

Developing a manageable, measureable annual improvement plan

An effective improvement plan will consist of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners.

The school improvement plan should include the following:

- observable, measurable outcomes which focus on learning, achievement and wellbeing;
- priorities clearly linked to NIF drivers and HGIOS?4 quality indicators (QIs);
- clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams;
- clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
- clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
- measures of success which include performance data, quality indicators and stakeholders' views.

Mapping HGIOS4 quality indicators to the key drivers in the NIF

Quality indicators 1.3, 2.3 and 3.2 will be part of the reporting arrangements for the NIF from 2016/17 onwards, through self-evaluation and school inspection.

NIF key driver for Improvement	Evidence this will provide	Supporting Quality Indicators (HGIOS4)	Sources of Evidence
School Leadership	Quality and impact of leadership at all levels within the school	1.3 Leadership of change	Individual/group/department/working group discussions; Minutes of meetings: team/stage/department; SIMD data for school.
		1.2 Leadership of learning	Direct observations by peer/PT/FH/SLT; PRD/CPD procedures; staff participation in working groups; record of staff involvement in leadership opportunities; minutes of collegiate meetings; staff CPD program; planned dialogue with pupils.
Teacher professionalism	Impact of collegiate working and teacher professional learning on children's progress and achievement. Effectiveness of moderation of teacher professional judgement of Curriculum for Excellence levels.	2.3 Learning teaching and assessment	Direct observations by peer/PT/FH/SLT; shadowing a class/individual pupil; formal/informal classroom visits; learning walks; minutes of moderation DMs; sampling of pupil work in class/home learning; staff planning and recording.
Parental Engagement and Partnership working	Impact of parents and parent councils in helping the school to improve. Ways in which parents are partners in their child's education. Progress towards developing a family learning programme across communities.	2.5 Family learning	Engagement/Discussion with parents at parents' evenings; questionnaires/surveys to parents; minutes of parent council/pupil council; programmes of family involvement in home learning;
		2.7 Partnerships	Details of learning visitors/partners/speakers in departments; partners such as CLD/WCS working with pupils in/out-with school???
Assessment of children's progress	Percentage of children achieving Curriculum for Excellence levels in reading, writing, listening and talking and numeracy at P1, P4, P7 and S3. Children's overall achievements in national qualifications and trends in improving attainment over time.	2.3 Learning teaching and assessment	As above.
		1.1 Self-evaluation for self-improvement	Minutes of department meetings/SchLT/SLT/working group meetings; Minutes of moderation meetings; analysis of exam results on Insight; frequent monitoring and tracking data; SIMD data; pupil progress from prior levels of attainment;
		1.2 Leadership of learning	As above.

Mapping HGIOS4 quality indicators to the key drivers in the NIF (continued)

Quality indicators 1.3, 2.3 and 3.2 will be part of the reporting arrangements for the NIF from 2016/17 onwards, through self-evaluation and school inspection.

School improvement	Success in raising attainment and achievement for all children.	2.3 Learning teaching and assessment	As above.
	Extend to which the school ensures equity for all children. Overall quality of learning, teaching and assessment.	3.2 Raising attainment and achievement	Minutes from departmental tracking meetings; Minutes of moderation meetings between departmental staff and cluster staff; planning of assessments; use of evidence of progress over time especially at transitions; celebrating pupil achievements; tracking of literacy and numeracy levels.
	Overall progress with key priorities at school, local and national level.	1.1 Self-evaluation for self-improvement	As above.
		2.2 Curriculum	Minutes of staff discussions on local & national guidance and policy; DM minutes; effective use of support materials to develop curriculum; examples of IDL; planned dialogue with pupils; personalisation and choice in BGE option choices.
		3.3 Increasing creativity and employability	Records of partnerships with CLD/STEM/agencies who deliver learning in school; enterprise groups in school; BYOD policy and how it is utilised; positive leaver destination data; PLPs.
		2.4 Personalised support	Use of ASN information in planning of learning; planning/recording of learning and teaching; pupil profiles; CPD/PRD; Minutes of discussions around differentiation and assessment; inclusion data.
		2.6 Transitions	Enhanced transitions; Pastoral information, attainment and achievement data shared in the cluster; Minutes of moderation meetings within cluster; Pupil P7 induction programme; Minutes of DMs discussion learner Pathways/moderation of achieving a level/progression from BGE to senior phase; Options choice process in BGE and in senior phase; Pupil profiling; feedback from parents' evenings, induction evenings and P7 induction days.

Appendix B

Proposal Period	April 2017 to March 2018
Local Authority:	Inverclyde Council
Name of School	Aileymill Primary School
Amount of money allocated	£184,800

Data and analysis	**Proposed Interventions**	**Impact measurement**	**Governance**
•Presentation of data in the local context •Analysis of what this reveals in terms of the attainment gap •Identification of target populations •Rationale behind proposals	•Proposals to address identified issues •Rationale and evidence behind proposals •Aim and expected impact of proposals •Initial assessment of funding requirement •Interventions must link to learning and teaching, leadership or family learning	•Proposals for measuring impact •Data, new and existing, which will be required •Plans for how data will be collected and reported	•Proposals for how the work will be managed locally •Plans for local governance and reporting

1. **Data and analysis**

Aileymill has *a school roll of 374,* with 72.1% children in SIMD 1 and 2.

52 pupils are on EU pathway, 7 on C and 11 on EC. 11 pupils have a dyslexia diagnosis. There are 15 dyslexia assessments outstanding due to the prolonged absence and then retiral of our SfLT. Academic attainment is poor across the board but particularly in the middle school. Target cohorts have been identified through the use of SIMD, FME, CfE levels, standardised assessments and professional judgement.

Our rationale for proposals is to continue to develop approaches to raise attainment and reduce the poverty related attainment gap. As a focus school for the Scottish Attainment Challenge since 2015, we have already seen improvements through targeted interventions. Our aim is to build on this through PEF.

2. **Proposed interventions**

We are keen to develop staff pedagogical expertise and plan to build on our early start to adopting strategies which make learning more visible in the classroom. The whole school Visible Learning programme supplied by Osiris would allow us to work together, as a school team and with our cluster colleagues, evaluating the impact of current approaches and developing new skills. This will allow us to keep our focus on high quality learning and teaching across the school.

Our plan includes the appointment of a Support for Learning teacher (1FTE) to help us meet the learning needs of identified children. Research shows that small group support is beneficial in raising attainment in literacy and numeracy.

We would also continue with the model used through the Attainment Challenge by releasing two PTs to focus on literacy and numeracy strategies for identified groups of children, as well as supporting staff in the use of data, assessments, tracking of progress etc. This would mean that we would need 0.4FTE backfill for our PT classes. We would employ a full-time basic teacher to cover the PTs and 0.6FTE would then be used to support transition work between nursery and P1, with a focus on reducing the vocabulary gap.

Our plan includes employing a Play Therapist to work with our most vulnerable children, providing therapeutic support. We would also create a "safe haven" for this therapy to take place. This will help us to improve the wellbeing of our most vulnerable children.

We would increase our support staff allocation by employing four additional members of staff, allowing us to target support where it is most needed.

3. **Impact Measurement**

PTs Attainment/PRPB and Support for Learning Teacher

Aim

To further develop our implementation of targeted interventions to reduce inequity, we would like to dedicate time for our PTs to focus on the explicit identification, planning, monitoring and tracking of targeted interventions for identified young people. We would backfill with 0.4FTE basic teacher, to provide an additional day out of class for both PTs. Support for Learning Teacher will provide targeted support for identified pupils, as well as monitor, assess and track progress. The EEF note that, "Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness." The expected value add is between 4 and 5 months extra progress.

Expected outcomes

1. Improve attendance and timekeeping.
2. Increased engagement of young people in their learning.
3. Improve attainment in literacy and numeracy.
4. Increase positive relationships between families and schools and partners.

Impact measures

1. Increased attendance and improvements in timekeeping.
2. Increased engagement in learning.
3. Improvements in attainment in literacy and numeracy.
4. Increased positive relationships between families and schools and partners.

We will gather feedback from young people, parents and school staff.

We will gather pre and post observations from parents and staff.

We will measure progress in literacy, numeracy and health and wellbeing.

Play Therapist

Aim

Provide bespoke youth counselling service / youth counselling approaches to support targeted upper primary school children to develop skills to effectively manage challenge and change, emotions, relationships and stress/anxieties to remove barriers to learning. To support transition into secondary school. There are 19 children within the school who have an identified SEB unmet need. This may be as the result of an ASD diagnosis, or as a result of attachment issues arising from family trauma. We believe that these pupils require sustained access to therapeutic support in order to overcome their barriers to learning. Teachers do not have the in depth professional knowledge or skills to cope with such deeply traumatised pupils. Play Therapist will also work alongside staff to upskill them in this respect. Play Therapy will target identified children and families. The EEF notes that On average, SEL (Social and Emotional Learning) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).

Expected outcomes

1. Improved attendance of targeted children.
2. Improved wellbeing in targeted children.
3. Improved relationships between targeted children and teachers.
4. Increase in self-regulation of targeted children.
5. Improved relationships between targeted children and families.
6. Increase in targeted children's emotional self-awareness and regulation.
7. Increased self-esteem in targeted children.

Impact measures

1. Current attendance figures compared with figures from previous years.

2-7. Feedback from children and teachers. Baseline and measure later on.

5. Boxall before and after intervention.

Visible learning

Aim

To improve the overall quality of learning and teaching through focused professional learning for all teachers *and school support staff*. All teachers *and support staff* will engage in quality professional learning to improve pedagogy across the school.

Expected impact

1. Increase in teachers' inspiration to develop their practice.

2. Increase in teachers' motivation to look for evidence behind their practice.

3. Increase in awareness of importance of feedback and self-evaluation.

4. Increase in teachers' confidence in delivering a curriculum that meets the needs of all learners.

Impact measures

1-4. Oral feedback, written feedback through training survey, action research projects, practice sharing.

ASN Support Assistants

Aim

Provide backfill to release support staff to engage in high quality professional learning in targeted interventions and high quality learning experiences, to support the delivery of interventions across the school. The EEF's study of ASNs working to deliver targeted literacy and Numeracy support notes the following: Whilst these results are encouraging in themselves, taken in the context of our previous evaluations this means that *all six* projects involving TA-led literacy/numeracy interventions have shown positive impacts on pupil's learning, typically adding around three to four additional months progress (see table below). Encouragingly, there are signs that these interventions disproportionality benefit low attaining and pupils eligible for Free School Meals, and so could be effective approaches to 'narrow the gap'.

We also believe that Class teachers require the support of well -trained ASN staff in order to maintain an environment in which meaningful learning for all can take place. The information above re small group settings also comes into play when looking at additional ASN support in the school. Play Therapy will target identified children and families. The EEF notes that On average, SEL (Social and Emotional Learning) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).

Expected outcomes

1. Increased identification and implementation of targeted interventions to meet the needs of focus cohorts of children.
2. Increased number of targeted interventions implemented across the school to meet the needs of identified pupils.

Impact measures

1-2. Numbers of interventions, numbers of target children in comparison to previous year. Collaborative Action Research.

4. **Expenditure**

	Role	£	FTE / hours/No.
Teaching staff	Additional teacher to free up PTs 0.4 and support	£34,111- £45,730	1.0FTE

	transitions 0.6 Support for Learning teacher	£34,111- £45,730	1.0FTE
Support staff	Supporting target groups of children	£47,948	4 ASN
Supported study	N/A		
Lets/transport	N/A		
Resources	Creating a "safe haven"	£2,000 approx.	
Commissioned/purchased services/partners	/Play therapist Osiris Visible Learning training programme	£30,000 £8,000 approx.	0.6FTE
Other	Central funding	£7,540	
Total		£163620 - £186948	

Date this plan has been discussed with the Parent and Pupil Councils and any comments made.

- This plan was discussed with the Parent Council on February 2nd and they are in full agreement. It was discussed with the staff on Wednesday 7th February. All staff are in agreement.

There is clearly a gap of £46,266 between the two figures based on staff experience and also the estimate for Speech and Language Therapy. As we are likely to lose support at P4 – 7 which we currently receive through Barnardo's Improving Futures programme. This programme has lost its funding and will be pulled. It may be that we would look to fund another family support worker, through the authority's existing service agreement with Barnardo's.

Given the unknowns, it is not possible to be precise in terms of figures but I believe that this bid is true to the spirit of how we would wish to utilise our PEF and is based on sound, research backed, interventions.

Catriona Miller HT