Establishment Name:

Aileymill Primary

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Signatures:

Head of Establishment	Catriona Miller	Date	June 2020

| Quality Improvement Officer | Alison McLellan | Date | |

Our Vision, Values and Aims

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, creating an aspirational environment where our pupils can become **Literate, Numerate and Compassionate** individuals.

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

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 2018-2019
Session 2019-2020
Session 2020-2021

National Priorities	Session 2018-19	Session 2019-20	Session 2021-22
Improvements in attainment, particularly in literacy and numeracy	70% of pupils making a year for a year progress in reading (based on data from 2017-18) 80% of pupils secure at Early Level for Literacy 73% of pupils secure at First Level for Literacy 70% of pupils secure at Second Level for Literacy 87% of pupils secure at Early Level for Numeracy 75% of pupils secure at First Level for Numeracy 60% of pupils secure at Second Level for Numeracy (based on data for 2017-18)	Early Level Targets: Reading 90%, Writing 85%, L&T 93%, Numeracy 90% Secure at Early Level First Level Targets: Reading 70%, Writing 70%, L&T 90%, Numeracy 78% Secure at First Level Second Level: Reading 83%, Writing 60%, L&T 70%, Numeracy 75% Secure at Second Level Develop an agreed Aileymill Pedagogy Refine evaluative classroom visits to focus on differentiation	Further improvement in attainment
Closing the attainment gap between the most and least disadvantaged children	5% Improvement in Attendance Nursery to highlight the importance of regular attendance to parents through their Care and Learning Reports Nursery will track progress of SIMD 1 and 2 children	Refine remit for new Admin staff member in line with authority attendance policy; targeting specific families with support to encourage improvement in attendance Ensure staff understanding of SNSA data and its application in	Further improvement in attendance

		developing a robust Teacher's Professional Judgement	
Improvement in children and young people's health and wellbeing	All relevant wellbeing data carefully monitored and updated and used to inform teacher and school interventions Continue to monitor PEF interventions to ensure best value Begin process of becoming an AUTISM FRIENDLY SCHOOLand Nursery Continue to develop independent access to outdoor space within the Nursery	Aileymill to pursue Bronze and Silver Autism Friendly Schools Award Aileymill to purse Rights Respecting Schools Award Gold Continue to offer targeted therapeutic support	
Improvement in employability skills and sustained positive school leaver destinations for all young people	Continue to develop Visible Learning in terms of a shared language of learning throughout the school Continue to refine the reporting process in partnership with parents and pupils Continue to embed skills based language throughout the nursery	Aileymill pupils (including at Early years) able to articulate (appropriately to their age and stage) the Aileymill Language of Learning	

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
NIF Driver Assessment of children's progress Teacher professionalism Performance information	**HGIOS?4** 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support	**Other Drivers** **HGIOELC?** 1.2 Leadership of learning 1.4 Leadership and management of practitioners **RRS** Article 28: (Right to education): Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
Early Level Targets: Reading 90%, Writing 85%, L&T 93%, Numeracy 90% Secure at Early Level First Level Targets: Reading 70%, Writing 70%, L&T 90%, Numeracy 78% Secure at First Level Second Level: Reading 83%, Writing 60%, L&T 70%, Numeracy 75% Secure at Second Level

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Develop a shared understanding of what pedagogy looks like at Aileymill; what a good Aileymill lesson looks like (WAGALLL!!), across the curriculum	Aug '19 – Jun '20 Aug – Oct 2019	All staff, pupils and parents SLT and all teaching and support staff SLT	Posters, leaflets Dedicated collegiate time
1.2 Refine class evaluations to reflect new pedagogy with a focus on differentiation			
1.3 Refine Literacy policy to reflect the inclusion of handwriting and the new writing policy, then ensure all staff following policy	Aug – June 2020	SLT and all teaching and support staff	None
1.4 Refine Numeracy policy to reflect the roll out and adaptation of SEAL in the upper stages and to include the use of Number Talks, then ensure all staff following policy	Aug '19 – June '20	SLT and all teaching and support staff	
1.5 Ensure staff confidence in the use of SNSA data to inform TPJ, to determine the success of PEF interventions and to define gaps	Aug '19 – June '20	SLT and all teaching and support staff	All necessary IT All necessary SEAL, NL and SfL resources
1.6 Continue to provide targeted Support for Learning across P1 – P7	Aug '19 – June '20	1.5 FTE SfL teacher, 0.6 FTE EYECO	
1.7 Nursery to introduce Electronic Profile Tracking at ante-pre school	Aug '19 – June	Nursery staff	BYOD access
1.8 Word Aware intervention at Early level including Nursery	September – June	Nursery staff, infant teachers, CMO Literacy EYECO	Staff training, Word Aware resource pack
1.9 Introduce a play based approach to SEAL in the nursery linked to Numeracy Homelink Bags	September 2019		SEAL resources as required

Evidence of Impact
• TPJs as indicated • SNSA data tagged to highlight PEF interventions and used to inform TJPs and lesson planning • Improved Reading ages and SWST scores for targeted pupils • Classroom observations and learning conversations with pupils

- Teacher's self -evaluations
- HGIOS4 evaluations
- Increase vocabulary at Early Level

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

NIF Driver	**HGIOS?4**	**Other Drivers**
School Improvement Parental engagement Performance information	3.2 Raising attainment and achievement 3.1 Ensuring wellbeing, equality and inclusion 2.4 Personalised support	**HGIOELC?** 1.2 Leadership of learning 1.4 Leadership and management of practitioners **RRS** Article 28: (Right to education): Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
• 5% improvement in attendance • Continued support for all pupils with Home Learning provided by the school   • Attendance figures, qualitative and quantitative feedback from Family Home Learning, and FAMILIES CONNECT •

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 New Admin staff member to prioritise monitoring of attendance, continued focus on Aileymill Attends, strict adherence to Authority attendance policy	August 2019- June 2020	SLT, Admin staff	SEEMIS
1.2 Continue to offer a broad range of support to targeted families, including Family Home Learning P1 – P7	August 2018	Teaching staff, Barnardo's staff, CLD staff parent volunteers	All resources as identified by staff, parents and pupils

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.3 FAMILIES CONNECT project run in conjunction with CLD	Sept 2018	CLD staff, Nurture staff, , nursery staff, identified parent volunteers	As required
1.4 Begin VLOGGING monthly on Twitter and FB, create comic book versions of the S&Q and SIP and distribute to all families	Aug 2019- Jun 2020	Parental Involvement Team, SLT, pupils, Janice Boyle	Camera, dedicated time, other resources as required
1.5 Early phasing of 1140 hours in Nursery	Aug 2019- Jun '20	All Nursery staff	Staff, resources, catering

Evidence of Impact
3% improvement in attendance   - Attendance figures, qualitative and quantitative feedback from Family Home Learning, and FAMILIES CONNECT   - Increased parental involvement e.g. attendance at events/parent's night etc

Priority 3 Improvement in children and young people's health and wellbeing		
NIF Driver School Improvement Teacher professionalism	**HGIOS?4** 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support	**Other Drivers** **HGIOELC?** 1.2 Leadership of learning 1.4 Leadership and management of practitioners **RRS** Article 28: (Right to education): Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable

- Continued reduction in incidents of aggression and inappropriate behaviour (quantitative data)
- Continued improvement in pupils' perception of their safety and inclusion (GIRFEC survey data)
- Continued reduction in number of pupils on EU pathway
-

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Continue to work with provider to deliver high quality therapeutic intervention to targeted pupils	August 2018	SLT, service provider	Appropriate service provider
1.2 Continue to develop our GIRFEC pathway, tweaking paperwork to ensure effectively targeted interventions and to avoid unnecessary bureaucracy	Aug – June 2019	SLT, Nurture team, Support for Learning Team, class teachers	As required by identified staff
1.3 Work with Local Authority to become an Autism Friendly School and Nursery	Aug – June 2019	SLT, Louise Quigley, EYECO, Autism Support Group, Local Authority Autism working party	As required by identified staff
1.4 Introduce the SEE ME programme at Second Level to raise awareness of children's mental health	Sep – June 2019	SLT, Grant Anderson, class teachers and ASN staff	Lesson pack
1.5 Continue with PATHS programme, ensuring that the ethos of PATHS is embedded in the daily routines of the Nursery for all new staff	Aug- June 2019	All staff	Paths programme, PATHS training

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.6 Introduce Fruit and Vegetable garden in the Nursery to develop knowledge and understanding of Farm to Fork to encourage healthier eating choices	August – June 2019	All staff, parents	Gardening resources as identified

Evidence of Impact
- Reduction in numbers of pupils on enhanced GIRFEC pathways   - Reduction in instances of inappropriate behaviours in both classrooms and playground   - Continued improvement in pupil wellbeing (data collected and analysed by PT Wellbeing)   - Aileymill receiving recognition as an Autism Friendly School

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

NIF Driver School Improvement Teacher professionalism Parental engagement	**HGIOS?4** 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 1.3 Leadership of change 2.7 Partnerships	**Other Drivers** **HGIOELC?** 1.2 Leadership of learning 1.4 Leadership and management of practitioners **RRS** Article 28: (Right to education): Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
• Pupils can confidently articulate their progress in learning and identify next steps using the Aileymill Language of Learning • Parental participation in Family Learning courses increased •

Tasks to achieve priority	**Timescale**	**Those involved – including partners**	**Resources and staff development**
1.1 Embed Aileymill Language of Learning P1-P7	Aug-June 2019	SLT, Working party, school staff	Dedicated time from 195 hours, posters, parent leaflet
1.2 Continue to develop Family Learning Courses in conjunction with Partners	Aug – June 2019	SLT, CLD, Social Work, Inverclyde Academy	As identified
1.3 Nursery to work in conjunction with CLD to develop a range of cookery projects with parents	Aug – June 2019	SLT, CLD, parents	As required

Evidence of Impact
- Aileymill Language of Learning Policy developed   - Pupils using this to articulate their learning   - Pupil's learning logs   - Classroom observations   - HGIOS4 school evaluations   - Teacher evaluations   - Feedback from partners including parents