



Education

Establishment Improvement Plan

2022 - 2023

Bun Sgoil Achadh na Creige/ Rockfield Primary School



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Overview of Establishment 3 Year Cycle of Improvement Plan Priorities - Optional

Session: 22-23

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 	<ol 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

2022 – 2023:	2023 – 2024:	2024– 2025:
<ul style="list-style-type: none"> 1.1Self- Evaluation for self-improvement 1.2 Leadership for learning 2.3 Learning, Teaching and Assessment 2.5 Management of resources to promote equity 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion 	<ul style="list-style-type: none"> 1.1Self- Evaluation for self-improvement 2.3 Learning, Teaching and Assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2Raising attainment and achievement/Securing children’s progress 2.2 Curriculum 	<ul style="list-style-type: none"> 1.1Self- Evaluation for self-improvement 2.3 Learning, Teaching and Assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2Raising attainment and achievement/Securing children’s progress 2.2 Curriculum

<p>3.2 Raising attainment and achievement/Securing children's progress 2.7Partnerships 2.5 Family Learning</p>	<p>2.6 Transitions 2.7Partnerships 2.5 Family Learning</p>	<p>1.4 Leadership and Management of Staff 3.3 Increasing creativity and employability</p>
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Strategic Improvement Planning for Establishment: Overview of Links to Key Policies	Session: 22-23			
<p>National Improvement Framework Key Priorities</p> <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?	
	Pupils	Aug	September	Share and explain pupil version of SIP Gather suggestions of after school/lunchtime clubs from pupils to inform plans. Each class will take full responsibility for one aspect of leadership (road safety group, sustainability group, clan events etc.)
		Sept-May		
Fortnightly		Weekly/daily	Big Blether Assemblies ELC “ Little voices, big ideas” floor books	

	Staff	<p>Termly- reflected in collegiate plan within WTA</p> <p>Termly</p> <p>Term 2/</p>	<p>Collegiate Staff Meetings- Self - Evaluation sessions based on s.e yearly plan Staff Meetings. SIP Check in points (Dec/March)</p> <p>Staff working groups.</p> <p>Professional learning groups linked to SIP priorities</p> <p>Planned peer observation/ support groups</p> <p>Support Staff Group Meetings</p>
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		<p>Parents/Carers Partners</p>	<p>August</p> <p>Oct/Nov</p> <p>Sept-March</p> <p>Sept-March</p> <p>Weekly</p>	<p>Share and explain summary of SIP +Recovery Plan</p> <p>Evaluate effectiveness of this throughout year at check in points through Parent Council feedback, Parent Questionnaires.</p> <p>Parent Focus Groups planned:</p> <p>Parental Involvement Group (parents of children attending Learning Centre)</p> <p>Joint working with SW Family Support Workers to provide Family drop in sessions</p> <p>Joint partnership with Community Dvpt Worker/Hope to Oban and Hope Kitchen to support curriculum delivery</p> <p>Partnership Project with Speech and Language Team</p>
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 	<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 		

	<p>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</p>	<ul style="list-style-type: none"> • 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>Refresh approaches to self-evaluation across the school</p>	<p>All practitioners will have a rich and deep understanding of data (quantitative and qualitative) and will develop analytic skills which will support next steps/ interventions for learners leading to evidence of progress in key areas for learners.</p> <p>All parents/carers, partners and learners will have an understanding of the improvement priorities of the school and contribute to the review of impact of these through a range of formal and informal ways.</p>	<p>All practitioners will demonstrate an understanding of the range of quantitative and qualitative data in place at school and class level. Class/ELC level data will be used by practitioners to plan targeted interventions and to report back on the impact of these- reflected in pupil progress meetings, twice a year.</p> <p>60% of parents/ carers will contribute their views/ suggestions in taking forward school improvement priorities through a range of ways. These will then be taken forward as part of a “You said/We Did” approach.</p> <p>80% of parents will participate in at least one event that promotes family engagement / family learning</p> <p>All practitioners will have the opportunity to “look outwards” to explore good practice in a range of comparative settings within both local cluster and wider authority. All teachers will be able to describe</p>	<p>No</p> <p>Partially- through HWB Teacher/Family Liaison Officer</p>

<p>Further develop approaches to wellbeing, equality and inclusion through nurture approaches and further development of pupil participation</p>	<p>All children, families, staff and partners will have a shared understanding of the place of children’s rights within Rockfield and how this is reflected in our nurture approaches. Children will be able to articulate what nurturing approaches are in place to support them and evaluate the ways in which these are making a difference to their lives in school. Groups of identified learners will benefit from targeted support to improve attendance and reduce late coming which will lead to increased pupil participation, attainment and achievement.</p> <p>All learners will have access to a range of opportunities to participate in clubs/ activities at lunchtime and after school, participate in leadership within class led whole school improvement projects and initiatives.</p>	<p>and explain the impact of this on their practice and support this with learner data related to progress and achievement/ developmental milestones/ complex needs milestones.</p> <p>Attendance for identified groups of learners will improve by 10% with an expected level of 95% attendance over the school year.</p> <p>Incidences of persistent late coming will drop by 50% for each targeted learner by March 2023.</p> <p>100% of learners will engage with at least one after school/lunchtime club for a minimum period of 4 weeks.</p> <p>100% of children with complex needs will have the opportunity to participate in an after school club with appropriate support in place.</p>	<p>Yes</p>
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	<p>Pupils with complex needs will benefit from a total communication approach and a high quality communication environment. This will be reflected in the ongoing work to review the curriculum for children with complex needs.</p> <p>Targeted planning of wider opportunities for pupil participation and wider achievement.</p> <p>Learners will benefit from targeted nurture approaches to support their wellbeing, attainment and achievement in and beyond the school day.</p>	<p>Pupils with complex needs will be observed to use a range of communication approaches supporting the progress they experience through individual milestones. This will be measured through wellbeing and involvement scales, and tracking of progress through complex needs milestones trackers. This will also be evidenced through a 20% decrease in reports of incidents of aggression.</p> <p>All classes will take on an individual lead for identified area of development / improvement- all learners will describe their involvement in these projects and be able to articulate the impact of their work in simple terms through learning conversations, achievement walls and learning journals.</p> <p>Groups of learners accessing targeted nurture support, will demonstrate improved scores in each wellbeing indicator over time (score of 7 or more out of ten) Depending on pupils this may be reflected in improved engagement (Leuven Scales), improved attendance and improved attainment – this will be reflected in individual impact statements.</p> <p>All children will be able to understand and describe the difference between bullying behaviour and friendship fall outs.</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>
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<p>Raise attainment in writing</p>	<p>Children will demonstrate improved skills in conflict resolution and restorative practice and there will be reduced incidence of reported “ bullying”</p> <p>Talk for Writing approaches will be embedded across all classes which will lead to increased motivation and engagement in writing with resulting improved attainment in writing across the school.</p> <p>Phonics/ Spelling approaches will be further embedded with evidence of application of skills in writing in a range of contexts.</p>	<p>All children will be able to describe the measures of support in place within our school to address any incidents of bullying behaviour and know how to access help. Confidence in approaches to dealing with bullying behaviour will be demonstrated through 70% positive feedback from Pupil and Parent questionnaires and focus groups.</p> <p>80% of all learners will make expected progress through a level in writing. 75% of learners will demonstrate age equivalence or exceed chronological age in spelling, based on standardised assessments. In cohorts where there are an increased number of children with additional support needs (p6), all children will demonstrate progress over time in writing, with 70% demonstrating age equivalence in spelling by May 2023.</p>	<p>Yes</p>
<p>Raise attainment in Gaelic Literacy</p>	<p>Learners who make expected or greater than expected progress in Gaelic listening and talking, reading and writing. Learners who are motivated and engaged in the Gaelic language reflecting pride in their place within the school community as young Gaels.</p>	<p>Majority of learners will make appropriate progress in all aspects of Gaelic Literacy. 70% of learners, who do not have significant additional support needs, will make expected/greater than expected progress through a level, being mindful that cohorts are relatively small. Progress will be measured through a range of data-MCNG assessments at P1/4/7, standardised assessments in Gaelic, progress through a level. The remaining 30% will</p>	<p>Yes</p>

<p>Further develop high quality agreed approaches to Learning, Teaching and Assessment</p>	<p>Learners who can apply their knowledge and understanding of the Gaelic language across a range of situations and contexts.</p> <p>Shared understanding of high quality teaching and learning across the school, supported by key guidance and expectations. Clear evidence of the impact of this will be evidenced through observed groups of engaged learners who make expected or greater than expected progress in the key areas of Literacy, Numeracy and Health and Wellbeing. Learners will benefit from the shared opportunities staff members will have to work collaboratively, sharing and supporting good practice.</p> <p>Reviewed approaches to assessment and moderation, leading to increased confidence, shared understanding and well-judged assessment of progress for learners. This will then be used to inform next steps in learning and enable targeted interventions</p>	<p>make a trajectory of progress as evidenced through attainment data over time.</p> <p>All Gaelic learners will be able to describe the impact of learning Gaelic in school and in the community. They will demonstrate pride in their learning through increased visual presence of achievements in displays, participation in Gaelic assembly and Gaelic newsletter production.</p> <p>Consistent high quality learning will be observed and evidenced across all aspects of the school/ELC through focused observations of learning and engagement, evidenced three times during the session. 90% of focused pupil groups, will articulate the learning taking place and how they will apply this learning for life, work and learning.</p> <p>Achievement of a level for all children will be based on a range of good quality assessment evidence.</p>	<p>Partially</p>
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	to be more effective for identified groups of learners.		No
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Note: This section of the Improvement Plan can be made available to all relevant stakeholders to provide an overview of the session's priorities.

Operational Improvement Planning (Action Plan) for Establishment:			Session: 22-23
Strategic Priority 1:	Title: Further develop approaches to self-evaluation		
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 <li style="background-color: yellow;">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	NGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives	
<ul style="list-style-type: none"> <li style="background-color: yellow;">School and ELC leadership Teacher and practitioner professionalism <li style="background-color: yellow;">Parent/carer involvement and engagement Curriculum and assessment <li style="background-color: yellow;">School and ELC improvement <li style="background-color: yellow;">Performance information 	<ul style="list-style-type: none"> <li style="background-color: yellow;">1.1 Self Evaluation for self-improvement <li style="background-color: yellow;">1.2 Leadership for learning <li style="background-color: yellow;">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 <li style="background-color: yellow;">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 <li style="background-color: yellow;">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 <li style="background-color: yellow;">Strengthen leadership at all levels 	
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress
Further develop “ Listen and Respond” Focus groups within the school community that will contribute to and	EME- Caroline Fothergill HT/ Laura Fawdry DHT	September 22- June 23	Developments and actions from school improvement focus groups will

<p>influence school improvement. This will involve the creation of the following groups:</p> <p>Parent/Carer Groups from EME, GME, ELC and Learning Centre.</p> <p>Partners in Learning Group (Partners who contribute to the life and work of the school)</p> <p>Supporting our Learners Group (Support Staff)</p> <p>Each group will focus on an aspect of school life linked to our 3 year strategic self -evaluation plan.</p> <p>Continue to develop pupil voice throughout whole school through our strategic “Wee HGIOS” plans.</p> <p>Each class will also take on an aspect of school improvement, plan, implement and report back e.g. Road Safety, Playground Improvement, Sustainability, Promoting equality etc.,</p> <p>Follow up actions from all groups will be communicated through a range of platforms based on a “You said, We did” approach.</p> <p>Further develop practitioner understanding of data through dedicated time within the collegiate</p>	<p>Learning Centre- Caroline Fothergill HT</p> <p>GME- Kerrie Kennedy</p> <p>ELC/Sgoil Araich- Elaine Campbell DHT</p>		<p>impact positively on all learners in the following ways:</p> <p>Increased opportunities for all learners in developing leadership skills and pupil voice, to clearly and explicitly shape and influence school improvement.</p> <p>A wide range of data both qualitative and quantitative (progress and achievement, standardised assessment, SNSA, pupil feedback) used at classroom teacher/ practitioner level to assess small tests of change which will lead to timely and effective intervention for learners ensuring that all children are meeting their potential.</p>
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calendar, following which a shared set of expectations around the gathering and analysis of data will be developed and evidenced through the class “ Big Book” of evidence			
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Operational Improvement Planning (Action Plan) for Establishment:			Session: 22-23
Strategic Priority 2:	Title: Further develop approaches to wellbeing, equality and inclusion through nurture approaches and further development of pupil participation		
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. 			
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 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 	
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress

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Operational Improvement Planning (Action Plan) for Establishment:			Session: 22-23
Strategic Priority 3:	Title: Raise attainment in writing		
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. 			
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 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 	
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress

<p>Further develop Talk for Writing approaches through expansion of pedagogy across all genres of writing.</p> <p>Develop clear Rockfield guidance in planning and implementing Talk for Writing learning experiences.</p> <p>Continue to develop tools for writing pedagogy using refreshed Rockfield guidance for phonics/ spelling based on research based phonics acquisition.</p> <p>Share effective practice with cluster schools as part of locally agreed sharing of practice in writing event planned for Nov 22.</p>	<p>Claire Campbell-PT</p> <p>Claire Campbell-PT/Elaine Campbell DHT</p> <p>Claire Campbell-PT</p>	<p>March 2023</p> <p>December 2023</p> <p>March 2023</p> <p>December 2023</p>	<p>75% of learners will make expected or greater than expected progress in all aspects of writing. The remaining 25% will make measurable progress as demonstrated through attainment over time, reflected in a range of assessment information.</p> <p>75% of learners will make expected or greater than expected progress in spelling. The remaining 25% will make measurable progress as demonstrated through attainment over time, reflected in a range of assessment information.</p>
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Operational Improvement Planning (Action Plan) for Establishment:

Session: 22-23

Strategic Priority 4:

Title: Further develop high quality agreed approaches to Learning, Teaching and Assessment

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

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information

HGIOS 4 and Early Learning and Childcare Indicators

- 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

Argyll and Bute Education Key Objectives

- 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

Key Actions (How)

Staff groups will complete professional learning related to

Lead Person

Caroline Fothergill-HT

Timescale

September- December 2022

Success Criteria to facilitate evaluation of learners' progress

75% of learners will make expected or greater than expected progress in all

<p>Explore use of Seesaw App in Learning Centre to gather and share evidence/assessment of learning with pupils, staff and parents.</p> <p>Agree through self-evaluation which aspects of moderation cycle require to be strengthened within our school</p> <p>Raise awareness of the local moderation digital platform and agree approaches to its use across school and ELC.</p> <p>Further develop staff/practitioner understanding of achievement of a level. Develop supportive peer partnerships for moderation linked to Literacy and Numeracy within school and within cluster.</p> <p>Evaluate and review current standardised assessments in Reading according to best practice</p>	<p>David Ainscough/Dominic Garvin- CT's</p> <p>Elaine Campbell-DHT/ Laura Fawdry DHT</p> <p>PEF funded PT</p> <p>Claire Campbell-PT/ Elaine Campbell-DHT</p>	<p>Dec 2022</p> <p>March 23</p> <p>March 23</p>	<p>Pupils attending the Learning Centre will each have a range of assessment evidence to support teacher judgement of progress through complex needs milestones. 100% of Parents/ Carers whose children attend the Learning Centre will give positive evaluative feedback.</p> <p>Judgements of learners' progress will be accurate and insightful, based on a range of evidence over time. This will lead to clear, effective interventions the impact of which can be measured over time. This will lead to all learners making appropriate progress through a level.</p>
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Operational Improvement Planning (Action Plan) for Establishment:		Session: 22-23
Strategic Priority GME:	Title: Raise attainment in Gaelic Literacy	
National Improvement Framework Key Priorities	Argyll and Bute Gaelic Language Plan Targets GLP 1 Promoting a positive image of Gaelic GLP 2 Increasing the learning of Gaelic GLP 3 Increasing the use of Gaelic	
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 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

Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<p>Based on most current practice and guidance, and as part of self-evaluation and collegiate working, develop and implement a Raising Attainment in Gaelic Literacy strategy.</p> <p>Review Gaelic Literacy Learner pathways, making amendments where necessary. This will include the review of Gaelic phonics progression and guidance in line with evidence based approaches.</p> <p>This will include the review of Gaelic phonics progression and guidance in line with evidence based approaches.</p> <p>Plan and implement opportunities for GME pupils to use and apply their Gaelic language skills in a range of settings and contexts. This will involve the re-establishment of the monthly Gaelic community café.</p>	<p>Kerrie Kennedy- DHT Gaelic</p> <p>Kerrie Kennedy-DHT Gaelic</p> <p>Kerrie Kennedy-DHT Gaelic</p> <p>Kerrie Kennedy-DHT Gaelic/Caroline Fothergill-HT</p> <p>Kerrie Kennedy-DHT</p>	<p>August 2022-March 2023</p> <p>June 2023</p> <p>March 2023</p> <p>March 2023</p> <p>March 2023</p>	<p>70% of GME pupils will make expected/ greater than expected progress in all aspects of Gaelic Literacy. The remaining 30% will make measurable progress as evidenced through a range of assessments.</p> <p>Observations will demonstrate that all learners will be observed to use and extend their Gaelic conversation skills in a range of ways.</p> <p>All learners will be able to recognise and show pride in their achievements through Learning Journals, celebrations of learning with parents and wider community.</p> <p>Assessments will reflect that 70% of pupils make appropriate progress</p>

<p>Review range of assessments used in GME literacy in order that they are fit for purpose and reflect coherence and progression.</p> <p>Capitalise on opportunities for team teaching, sharing skill sets across GME department to ensure Gaelic Language is promoted effectively at every available opportunity.</p>	<p>Kerrie Kennedy- DHT Jonathan MacDonald- CT</p>	<p>December 2022</p>	<p>through a level using Progress and Achievement data/ACEL data</p> <p>Learners across P67G will be observed to be using and applying the Gaelic Language consistently in and out of class.</p>
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Pupil Equity Funding | Planning and Reporting

School Name: Rockfield Primary School

School Report on PEF Expenditure and Impact 2022 2023**Pupil Equity Funding must be used to deliver activities, approaches or resources which are clearly additional to universal local improvement plans.****Identify:**

- Who is the target group? Consider the six family priority types (lone parent, minority ethnic, families with disabled adult or child, young mothers (under 25), families with child under one, larger families (3+ children). What is the gap? SIMD data? FSME? Community context?
- Think about your equalities groups that may be disproportionately affected by deprivation.
- What data did you use to identify this? ACEL achievement, SNSA data, Standardised assessment information, School tracking information, Wellbeing app
- To be included:
 - School locality (rural, urban, remote rural, etc.) <https://www.gov.scot/binaries/content/documents/govscot/publications/transparency-data/2017/05/rural-schools/documents/rural-schools-list-2017-xlsx/rural-schools-list-2017-xlsx/govscot%3Adocument/Rural%2Bschoools%2Blist%2BMay%2B2017.xlsx>
 - % FSME
 - % SIMD 1/2 and other bands as appropriate

A consideration for longer term planning of approaches, with funding confirmed for 4 years, should be considered in the targets below.

School Report on PEF Expenditure and Impact 2022 2023

Rockfield Primary is classed as an urban school which has a large catchment area within Oban and the surrounding area.

All children have been impacted by Covid related school closure although there is a minority of learners who have been more disproportionately affected:

- Learners who did not engage fully and consistently with remote online learning- despite support and the provision of digital devices
- Learners with complex needs who did not have opportunities for inclusion
- Learners with additional support needs who require a highly personalised approach
- Learners who were already identified as learners with lower participation/ wider achievement rates
- GME Learners who were unable to fully experience a total immersion/immersion approach during the period of extended school closure. This not only has had a significant impact on their Gaelic language learning but also on their motivation as Gaelic learners (significant majority of GME pupils)

Our targeted groups and associated projects are shown below:

Target Group 1- Children who have limited or no opportunities for wider achievement out with school.

Learners whose attendance rates fall beneath 95% and for whom there are regular absences without good explanation

Learners who have additional support needs

Learners for whom we hold wellbeing information indicating lower levels of engagement and participation and/or who consider themselves low scorers for active or included within the wellbeing wheel.

Data which has been used to identify these children:

Wellbeing Wheels – where children score below 7 in the wellbeing indicators of “included” and “active”.

Pupil participation data- data taken from tracking of attainment/achievement spreadsheets and individual pupil progress sheets- Feedback from class “Anything” books where children have contributed their ideas and suggestions for wider achievement opportunities.

Target Group 2- Children who struggle to self-regulate, have significant family pressures, have a history of trauma ad attachment difficulties or who have challenges in forming and sustaining friendships.

Data which has been used to identify this group:

Wellbeing wheels- where children score below 7 in the wellbeing indicators on “included”, “responsible” and “respected”

ASN data from Wellbeing App

Free school meal entitlement- currently 24% of EME learners are entitled to free school meals- not all however are experiencing an attainment gap.

Information from individual pupil progress sheets

Attainment data from progress and achievement/ standardised assessments

Target Group 3 -P1/ELC children who are identified as having limited vocabulary and/or poor phonological awareness In EME provision

Data used to identify group:

Developmental Milestones data/ Phonological Awareness Screening Assessment/ Progress and Achievement data at Early Level/ELC Literacy Trackers

Target Group 4 Children with complex/profound needs who have limited opportunities for wider achievement and inclusion

Data used to identify group:

Achievement/Attainment information from trackers based on progression through Complex Needs Milestone trackers

Teacher/Practitioner knowledge

Wellbeing Information including Child's Plans

Target Group 5- Children with complex/profound needs who require support with total communication approaches

Data used to identify group:

Wellbeing information and Child's Plans

Target Group 6 – Children who do not have the opportunity to learn to swim as a result of reduced opportunity and poverty

Data used to identify group- contextual knowledge (we live in a coastal area where being able to swim is a safety concern) and feedback from learners.

GME

Target Group 1

Gaelic Medium Learners who have been adversely impacted by two periods of extended school/ELC closure and who are not yet making expected progress in Early level/First Level Gaelic language acquisition.

Achievement /Attainment Information from Progress and Achievement, School Tracking systems (including standardised assessments) and ACEL data.

Free School meal entitlement- currently sitting at 10% for our GME pupils

Pupil Equity Funding | Planning and Reporting

Staff Spend Details

* Note: - Please see information from HR regarding PEF posts

Name	Post	Start Date	Proposed End Date	Cumulative Time in Post
Callum Murray	HWB Teacher	August 2021	March 2023	years 10 months
Joy Jeffry	CCEW	August 2021	March 2023	years 10 months
Kathleen Bate	Classroom Assistant	August 2020	March 2023	1 years 10 months
Mairi Dunlop	Pupil Support Teacher	August 2020	March 2023	1 years 10 months
Mairi MacInnes	ASN Assistant	June 2022	March 2023	years 1 months

Highlight the Intervention for Equity addressed by your PEF interventions/projects

<https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity>

Early intervention and prevention	<input checked="" type="checkbox"/>	Social and Emotional Wellbeing	<input checked="" type="checkbox"/>	Promoting Healthy Lifestyles	<input type="checkbox"/>	Targeted approaches to Literacy and Numeracy	<input type="checkbox"/>	Promoting a High Quality Learning Experience	<input type="checkbox"/>	Differentiated Support	<input checked="" type="checkbox"/>
Employability and Skills Development	<input type="checkbox"/>	Engaging Beyond the School	<input type="checkbox"/>	Partnership Working	<input checked="" type="checkbox"/>	Professional Learning and Leadership	<input checked="" type="checkbox"/>	Research and Evaluation to Monitor Impact	<input type="checkbox"/>	Using Evidence and Data	<input checked="" type="checkbox"/>

Spend Details	Carry Forward 2021 - 2022	PEF Allocation 2022 - 2023
Staffing ASN Assistant 7.5 hours a week-£4025 HWB Teacher- 1.0 FTE- £36,462 Pupil Support Teacher (P1-4) -0.4FTE-£23,262	£ 68,000	£ 60,000 (English) £ 6000 (Gaelic)
	Mid-Year Spend checkpoint Identify any significant changes in expenditure.	Final spend Identify any significant changes in expenditure.

<p>PT Assessment and Moderation scp1(internal appointment 1 day a week)-£8014 + backfill 1 day teaching commitment-£11,631 Childcare and Education Worker- 15 hours-£11, 214 Classroom Assistant- 0.92 hour £657 Gaelic Classroom Assistant- £6179</p> <p>Resources Sumdog Subscription- £1000 Nessy Online Learning- £1000 (for 100 learners) Digital Standardised Literacy Assessments-£1000</p> <p>Purchased/Commissioned Services Partnership Project with NHS Speech and Language Therapist, Sarah Johnston- 2 days a week to lead a total communication project for our learners with complex needs- building confidence and capacity within staff team to build and enhance skill set, support the continuing development of total communication environments and to personalise communication approaches for each pupil/parent- £22,048</p> <p>Other Rainbow Risers/ Tea, Toast and a Blether (Nurture Groups) running costs- £1000 Swimming costs for P5 cohort- £3000 Weekly swimming costs for Learning Centre Pupils- £2000 Associated transport costs for Learning Centre Pupils- £1000</p>	<p>£</p>	<p>£</p>
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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.
Target Group 1+2 Targeting learners with lower levels of pupil participation/ identified as low scoring in wellbeing indicators of nurtured/included/active. Q.I 3.1 OCTF outcome 1	Target Groups 1+2/Projects 1+2: Health and Wellbeing Teacher to be employed to strategically plan and implement the following projects: <ul style="list-style-type: none"> Blocks of after school/Lunchtime groups for children with poor participation rates Support the development of pupil leadership activities such as the monthly online 	Improved participation and wider achievement for all targeted children as reflected in : <ul style="list-style-type: none"> Wellbeing wheels showing 90% improvement in scores for included, active and achieving. Improved Attendance/Reduced incidence of late 		

<p>NIF drivers: School Improvement Parental Engagement</p>	<p>news bulletin, support the creation of digital leaders, sports leaders etc.</p> <ul style="list-style-type: none"> • Further develop opportunities for wider achievement and pupil participation by the ongoing planning and implementation of lunchtime/after school groups based on pupil voice/ need. • Work with partners to support P7 transition processes through creation of a P7 Youth Group in partnership with local youth organisations. • Support the delivery of targeted nurture groups. 	<p>coming- 50 % reduction for targeted groups.</p> <ul style="list-style-type: none"> • Improved self-regulation and readiness to learn based on teacher, pupil and parent/carer qualitative feedback • Evidence of progress in attainment and engagement as reflected in Progress and Achievement App/School tracking and ACEL levels. • 80% Improved participation and engagement from targeted P7 cohort based on qualitative data/ tracking of attainment 		
<p>Target Group 3- P1/ELC children who are identified as having limited vocabulary and/or poor phonological</p>	<ul style="list-style-type: none"> • P1 intervention group will continue, based on daily intervention activities related to development and expansion of vocabulary, development of phonological awareness, led 	<ul style="list-style-type: none"> • 90% of children in ELC and P1 making measurable progress in Highland Literacy Phonological assessments (

<p>awareness in EME provision</p>	<p>by CCEW in partnership with Class Teachers. This project will now be extended into ELC as part of focused group times. We will also explore ways in which we can share and develop this successful project with other settings- initially with Willowview ELC.</p>	<p>scoring 10 and above out of 12)</p> <ul style="list-style-type: none"> • Attainment over time will support the sustained effectiveness of this approach in terms of P4 SNSA/ACEL scores 		
<p>Target Group 4-Children with complex/profound needs who have limited opportunities for wider achievement and inclusion</p>	<ul style="list-style-type: none"> • Planned opportunities for children with complex needs to participate in weekly swimming, outdoor learning and activities within the community. 	<ul style="list-style-type: none"> • 100% of Learning Centre Pupils will have a range of opportunities to participate in opportunities which lead to improved participation and achievement 		
<p>Target Group 5- Children with complex/profound needs who require support with total communication approaches</p>	<ul style="list-style-type: none"> • Partnership Project with Sarah Johnston, Speech and Language Therapist, two days a week to support the development of total communication approaches within the learning environment, build capacity in professional learning and competence, enabling and supporting learners to access and use a range of personalised communication approaches. 	<ul style="list-style-type: none"> • 100% of learners accessing our specialised provision will make measurable progress in receptive and expressive communication • There will be a 20% reduction in incidents of aggression within our reporting systems • 90% of parents/ carers will give positive feedback of communication approaches that are 		

		<p>impacting on their children.</p> <ul style="list-style-type: none"> Measurable progress will be evident through the complex milestones trackers for all children. 		
<p>Target Group 6 – Children who do not have the opportunity to learn to swim as a result of reduced opportunity and poverty</p>	<ul style="list-style-type: none"> P4 cohort to participate in 6 week swimming block. 	<ul style="list-style-type: none"> Confident learners with basic swimming skills who are able to recognise and celebrate their achievements 		
<p>GME Target Group 1 Gaelic Medium Learners who have been adversely impacted by two periods of extended school/ELC closure and who are not yet making expected progress in Early level/First Level Gaelic language acquisition</p>	<p>Gaelic Classroom Assistant will be employed to work in partnership with Class Teacher to deliver early intervention approaches, to further enhance and support total immersion in Gaelic.</p>	<p>90% of learners in P1-4G will make measurable progress in all aspects of Gaelic Literacy as evidenced through Progress and Achievement Data + relevant standardised assessments (MCNG/Oral Language Assessments</p>		