



Education Resources
Curriculum and Quality Improvement Service

Establishment Improvement Plan 2017 - 2018

Blacklaw Primary School





**Education Resources
Curriculum and Quality Improvement Service**

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National Improvement Framework Key Priorities		
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National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
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		Implementing Curriculum for Excellence
		Meeting the Needs of all Learners’, GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)
Strategic Priorities 3 Year Cycle		
To raise attainment in reading, writing and numeracy/ mathematics.		
2017-18	2018-19	2019-20
<ol style="list-style-type: none"> Improve consistency of learning and teaching in P1-7 Literacy – Reading (Higher Order Reading Skills). Raising attainment in P1-7 Literacy – Writing (Focus on staff training and implementation of NL Active Literacy). Continue to raise attainment in numeracy, ensuring that ‘Number Talks’ is fully embedded. Numeracy and Mathematics: Planning for progression and developing a growth mindset. (LC priority) 	<ol style="list-style-type: none"> As 2017-18 but with focus on application and analyzing skills. As 2017-18 but ensure that learning and teaching approaches are consistent across all stages. Raise attainment in numeracy by embedding a progressive Problem Solving approach across all levels and applying these skills in real life contexts. Developing our Young Workforce: Spotlight on skills including thinking skills. (LC priority) 	<ol style="list-style-type: none"> As 2018-19 but with focus on creating and evaluating skills. Consolidation of the work done in 2017-19 with an emphasis on moderation. Review pedagogy, ensuring differentiation, pace and challenge. Developing our Young Workforce: Spotlight on Skills. (LC priority)

<p>National Improvement Framework Key Priorities</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children and young people’s health and wellbeing; and • Improvement in employability skills and sustained positive school leaver destinations for all young people. 		<p>Collaboration and consultation (list stakeholders):</p> <ul style="list-style-type: none"> • Pupils • Parents/Carers • Staff and partners
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
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		Meeting the Needs of all Learners’, GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)

Strategic Priority	PEF	Intended Impact	Measures of Success	Actual Impact
<p>Improve consistency of learning and teaching in P1-7 Literacy – Reading (Higher Order Reading Skills).</p>	<p>✓</p>	<p>Greater consistency in the delivery of quality learning and teaching and progress towards achieving benchmarks.</p>	<p>Position statement/ policy for AiFL across the school</p> <p>Learning Visits</p> <p>Peer Observation/ Sharing of good practice</p> <p>Increased attainment</p> <p>Pupil Feedback</p>	
<p>Raising attainment in P1-7 Literacy – Writing (Focus on staff training and implementation of NL Active Literacy).</p>	<p>✓</p>	<p>Increase %of children achieving expected levels in Literacy (writing) by 10%.</p> <p>Increase in levels of professional discussion in relation to attainment and internal moderation activities.</p>	<p>All staff complete training in Active Literacy Approaches – Writing</p> <p>Teacher prediction and judgments (at identified and agreed points throughout the session)</p> <p>Consistent approaches to feedback to learners</p> <p>Position statement/ policy for AiFL across the school</p>	

Strategic Priority	PEF	Intended Impact	Measures of Success	Actual Impact
Continue to raise attainment in numeracy ensuring that 'Number Talks' is fully embedded.	✓	<p>Implementation of 'Number Talks' at all stages.</p> <p>Families are more engaged in working with their children to support learners to calculate mentally.</p>	<p>Attendance at Family Learning – Number Talks Workshop</p> <p>Learning visits</p> <p>Learner Conversations</p> <p>Pupils observed talking about strategies used to find solutions</p> <p>Peer Visits/ Sharing of good practice</p> <p>All staff trained in 'Number Talk' approaches</p> <p>Position statement/ policy for AiFL across the school</p> <p>Mental maths homework programme revised</p>	
Numeracy and Mathematics: Planning for progression and developing a growth mindset (LC priority).	✓	<p>Growth mindset approach embedded in pedagogy in numeracy and maths in all classes.</p> <p>Learners adopt an 'I can't –yet' attitude to their learning in numeracy/ maths.</p>	<p>Learning Visits</p> <p>Learner Conversations</p> <p>All staff trained in Growth Mindset</p> <p>'Growth Mindset' approaches embedded within school ethos through whole school assemblies and focussed class lessons</p>	

National Improvement Framework Key Priority

- Closing the attainment gap between the most and least disadvantaged children.

Contextual analysis (what is the gap?):

Blacklaw Primary School is one of 124 primary schools throughout South Lanarkshire Council. The school is situated in the St Leonards area of East Kilbride. The school was opened in 1969 and as part of South Lanarkshire Council's Schools modernisation programme a new building was constructed and officially opened in May 2009. The current roll is 251 over 10 classes.

Of our 251 pupils, no pupils live in a home within SIMD 1 or 2, however 8.4% pupils live in a home within SIMD 3 or 4 and/or 6% pupils are in receipt of Free School Meals. These children are present at all stages and in all classes although there is a higher proportion in this year's P6 and P7 classes. We know anecdotally that at least another five children are entitled to Free School Meals but choose not to claim them. Our analysis uses intelligence beyond raw data and we encourage an individualised approach to identifying children who will be the focus of our Pupil Equity Fund Interventions.

In terms of **the attainment gap**, children are less likely to meet expected CFE levels within this group across every category. Whilst we are performing relatively well compared to SLC and National averages a careful analysis of figures shows that children in receipt of free school meals are significantly underperforming, at the Primary Seven stage in both literacy and numeracy. Our efforts this year will be to close this gap by initially 10%. We plan to target this gap through our **Raising Attainment and Learning and Teaching** priorities.

Our attainment Data for session 2016-2017 indicates that across the whole school attainment in writing and numeracy needs to further improve. We therefore intend to use some of our Pupil Equity Funding to employ two additional members of support staff who will focus on working with identified groups to raise attainment in literacy and numeracy with identified groups.

We also plan to support learners in literacy through staff training and the implementation of 'Catch Up Literacy'.

In terms of other measures of the gap;

Additional support plans and targets for all ASN pupils will be jointly written in line with CFE benchmarks, between class teachers, support staff and parents/ pupils. Engaging with the benchmarks is important in order to inform pupil targets and next steps.

Our PEPAS teacher will work in collaboration with class teachers to track pupils' engagement in after school clubs and activities.

A separate paper is available giving details of attainment data around the gap and this will also be published in our forthcoming Standards and Quality Report for 16/17.

Strategic Improvement Planning for Establishment
Pupil Equity Fund Overview

Session: 2017-2018

Allocation: £ _____ 31,200 _____

Project/Priority (details of what you are doing and who you are targeting with additional intervention)	Amount	Details of Spend	How will you provide evidence of impact?
Improve consistency of learning and teaching in P1-7 Literacy – Reading (Higher Order Reading Skills).	£7,500		
Raising attainment in P1-7 Literacy – Writing (Focus on staff training and implementation of NL Active Literacy).	£7,500		
Raise attainment in numeracy and ensure that 'Number Talks' is fully embedded.	£12,500		
Numeracy and Mathematics: Planning for progression and developing a growth mindset. (LC priority)	£2,500		

Strategic Priority 1: Improve consistency of learning and teaching in P1-7 Literacy – Reading (Higher Order Reading Skills).

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		Meeting the Needs of all Learners’, GIRFEC and Statutory Duties	
		Skills for Learning, Life and Work	
		Professional Learning	
		Leadership (Change and Improvement)	
Key Actions (How)	*Lead Person	*Timescale	*Comments
Implement new Literacy pathways in reading and comprehension to ensure a consistent approach to planning which is relevant and ensures progression	HT and P4 CT (Literacy Coordinator)	August – May (Regular review points)	

Strategic Priority 2: Raising attainment in P1-7 Literacy – Writing (Focus on staff training and implementation of NL Active Literacy).

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<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people’s health and wellbeing; and Improvement in employability skills and sustained positive school leaver destinations for all young people. 			
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		Skills for Learning, Life and Work	
		Professional Learning	
		Leadership (Change and Improvement)	
Key Actions (How)	*Lead Person	*Timescale	*Comments
Implement new Literacy pathways in writing to ensure a consistent approach to planning which is relevant and ensures progression.	HT and P4 CT (Literacy Coordinator)	August – May (Regular review points)	

Key Actions (How)	*Lead Person	*Timescale	*Comments
<p>Develop staff understanding of Literacy benchmarks in relation to writing.</p> <p>Provide opportunities for professional dialogue which take full account of the North Lanarkshire Active Literacy (Writing) resource.</p> <p>Increase parent/carer awareness of revised writing approach (workshops, information leaflets).</p> <p>Increase pupil awareness of the benchmarks making clear links to Literacy (writing) targets.</p>	<p>HT and Literacy coordinator</p>	<p>On-going from previous session but revisit in August- September 2017.</p> <p>At key planning points throughout the session.</p> <p>At forward planning meetings throughout the session and at moderation/ tracking meetings</p> <p>Initial information – Sept 17</p> <p>Throughout the session</p>	
<p>Monitor learning and teaching through activities identified in the Quality Management Calendar e.g. learning visits, peer visits, learner conversations, moderation etc. The focus will be on consistency of approach.</p>	<p>SLT, class teachers (peer visits), identified pupil groups</p>	<p>Throughout the session in line with the Quality Management Calendar</p>	
<p>Develop staff professional learning on North Lanarkshire Active Literacy Resource.</p>	<p>SLT (HT and Literacy Coordinator)</p> <p>Whole staff led by SLT</p>	<p>August 2017 inset</p> <p>August 2017 – continuing throughout the session</p>	

Strategic Priority 3: Raise attainment in numeracy and ensure that 'Number Talks' is fully embedded.

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		Skills for Learning, Life and Work	
		Professional Learning	
		Leadership (Change and Improvement)	
Key Actions (How)	*Lead Person	*Timescale	*Comments
Implement new numeracy/maths pathways to ensure a consistent approach to planning which is relevant and ensures progression.	HT and Numeracy Working Party	August – May (Regular review points)	

Key Actions (How)	*Lead Person	*Timescale	*Comments
<p>Develop staff understanding of Numeracy benchmarks.</p> <p>Provide opportunities for professional learning around the 'Number Talks' approach.</p> <p>Peer visits to classes to support new staff to the school or other staff who have not yet implemented 'Number Talks'.</p> <p>Increase parent/carer awareness of 'Number Talks' (workshops, information leaflets).</p> <p>Increase pupil awareness of the benchmarks making clear links to numeracy targets.</p>	<p>HT and Numeracy coordinator</p> <p>SLT and Numeracy Working Party</p>	<p>On-going from previous session but revisit in August- September 2017.</p> <p>In-Service Days</p> <p>Throughout the session</p>	
<p>Monitor learning and teaching through activities identified in the Quality Management Calendar e.g. learning visits, peer visits, learner conversations, moderation etc. The focus will be on consistency of approach.</p>	<p>SLT, class teachers (peer visits), identified pupil groups</p>	<p>Throughout the session in line with the Quality Management Calendar</p>	
<p>Develop on-going staff professional learning on 'Number Talks'.</p>	<p>SLT (HT and Numeracy Coordinator)</p>	<p>August 2017 – continuing throughout the session</p>	

Strategic Priority 4: Numeracy and Mathematics: Planning for progression and developing a growth mindset. (LC priority)

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<p>Key Actions (How)</p> <p>All staff trained in Growth mindset approaches through professional learning (TES online).</p>		<p>*Lead Person</p> <p>Head Teacher</p>	<p>*Timescale</p> <p>August – May (Regular review points)</p>		<p>*Comments</p>

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		Meeting the Needs of all Learners’, GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)
Key Actions (from previous plans)		
<ul style="list-style-type: none"> Revisit AiFL - modelling of Learning Intentions/ Success Criteria/ Feedback/ Next Steps and establish a position statement/ policy for AiFL across the school. Transitions – Ensure that ASP targets are jointly set between teaching and support staff and shared/ reviewed with parents and learners regularly. Establish regular opportunities for staff to share good practice to support professional learning and school improvement. Engage with benchmarks in numeracy and literacy to inform pupil targets and next steps. Self-evaluate PEPAS provision and begin implementation of SLC PEPAS strategy. Review learning and teaching approaches in maths and address challenges outlined in 'Making Maths Count' to make maths more inspiring, creating greater enthusiasm, encourage greater participation and raise attainment. Conduct a whole school audit of the school’s approach to embedding digital education into learning and teaching. Staff to participate in professional learning of 'Developing the Young Workforce Career Education Standard (3-18) and to begin to implement the standard to improve the quality and consistency of learning about work and careers to improve learners ability to make informed choices about future pathways. 		