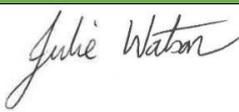


# Annual Improvement Establishment Plan

<b>Establishment</b>	Barcaldine Primary School
<b>Area</b>	Oban, Lorn and the Isles
<b>Session</b>	2019-20

ESTABLISHMENT LOGO HERE

SIGNATURES			
<b>Head of Establishment</b>		<b>Date</b>	20/6/19
<b>Education Officer</b>		<b>Date</b>	

**Our overall evaluation of our establishment's capacity for continuous improvement:**

Quality Indicator		School	Inspection
1.3	Leadership of change	3	
2.3	Learning, teaching and assessment	4	4
3.1	Ensuring wellbeing, equity and inclusion	4	
3.2	Raising attainment and achievement	4	4
1.1	Self-evaluation	3	

**Gradings**

Excellent	6
Very Good	5
Good	4
Satisfactory	3
Weak	2
Unsatisfactory	1

<b>OCTF – KEY OBJECTIVE 1 - Raise Educational Attainment and Achievement for all</b>	
<b>NIF Priority: Assessment of children’s progress</b>	<b>Quality Indicator:3.2 Raising attainment and achievement</b>
<b>What do you want to be better? How do you know this is an improvement priority?</b>	
<p>Our recent HMIE inspection report identified that we should further build on opportunities for children to take ownership of their own learning. This will support children to have a clear understanding of their next steps across their learning and raise educational attainment.</p> <p>Through self-evaluation and reflection, staff and pupils need a clearer vision of learning pathways in numeracy and maths to show a greater level of achievement and attainment over time.</p>	
<b>Outline your improvement activity/intervention</b>	
<ol style="list-style-type: none"> <li>1. Staff to develop a child friendly progression pathways for numeracy based on A&amp;B progression. This will ensure children can take ownership of their learning and progress at an appropriate pace and challenge. The impact on the children will be raised attainment in numeracy and will be monitored by regular assessments (formative and summative) and by gathering a range of evidence of achievements.</li> <li>2. Children will be supported to evaluate their own learning against agreed success criteria and have discussions to decide on their next steps. Children will become confident explaining their learning and their next steps.</li> <li>3. Children will be supported to choose, gather and organise their own evidence of their learning, and so take responsibility to show what they have learnt in their Learning Journey Profile.</li> </ol>	
<b>Who is/are responsible for leading this?</b>	<b>Timescale(s)</b>
HT / class teacher	Aug 2019- May 2020
<b>What actually happened? What improvement(s) were achieved? How do you know? What evidence do you have?</b>	
This will be completed within the parameters of the timescale(s)	
<b>Next Steps</b>	

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**OCTF – KO2 – Use Performance Information to secure improvement for children and young people**

<b>NIF Priority: Assessment of children’s progress</b>	<b>Quality Indicator: 3.2 Raising attainment and achievement</b> <b>2.3 Learning, teaching and assessment</b> <b>2.7 Partnerships</b>
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**What do you want to be better? How do you know this is an improvement priority?**

Our recent HMIE inspection report identified that we should continue to develop a robust system to assess, track and monitor children’s’ progress over time which will help raise attainment.  
 We need to develop a summary document for each pupil to show attainment over time. This can then be used to monitor progress over time and highlight any attainment gaps.  
 We need to ensure that formative assessments are planned and recorded as further evidence of achievement and used to inform the next steps in learning.

**Outline your improvement activity/intervention**

1. Develop Tracking and monitoring for use by pupils, teachers and parents. The first format will take the form of a list of planned teaching and learning outcomes, at the beginning of each term and an evaluation at the end of the term. This will be shared with parents as a new reporting format.
2. The second format will be a record of achievement of a level which will be discussed between teaching staff at intervals throughout the year.
3. We will establish tracking and monitoring of attainment and achievement over time. This will take the form of a summary sheet for each pupil, which will be updated 3 times per year, recording their current levels of achievement, standardised assessments, indication of their current working level and any ASN interventions.
4. Improve assessment by ensuring AiFL is embedded in the classroom. We will work in partnership with staff at Easdale and Luig to plan, deliver and assess the impact of a range of AiFL techniques each term.
5. Develop one holistic assessment task per term.

<b>Who is/are responsible for leading this?</b>	<b>Timescale(s)</b>
HT / class teacher	Aug 2019 – May 2020

**What actually happened?  
How do you know? What evidence do you have?**

<b>This will be completed within the parameters of the timescale(s)</b>
<b>Next Steps</b>

<b>OCTF – KO3 – Ensure children have the best start in life and are ready to succeed</b>	
<b>NIF Priority: School Improvement</b>	<b>Quality Indicator: 2.5 Family Learning 2.6 transitions 2.7 partnerships</b>
<b>What do you want to be better? How do you know this is an improvement priority?</b>	
<p>Family Learning is a national priority identified in the NIF and within the Early Years Service within Argyll and Bute. We currently do not have a family learning programme and need to create a plan to ensure our children and families are supported in our local community.</p> <p>In a multi-composite class, in a small enclosed classroom space, there are issues with providing enough opportunities to learn through play, especially for the younger children. With our newly installed outdoor cabin we now have wider opportunities to develop this aspect of learning.</p>	
<b>Outline your improvement activity/intervention</b>	
<ol style="list-style-type: none"> <li>1. Work with our Outdoor Playgroup leaders to create a Family Learning Plan.</li> <li>2. Work in partnership with our Family Learning Advisor and our newly formed Outdoor Playgroup to deliver family learning, based on our plan.</li> <li>3. Evaluate the impact on our Family learning opportunities by questionnaires, discussions and numbers attending.</li> <li>4. Research current ideas and policies regarding the benefits for play.</li> <li>5. Produce guidelines for play at Barcaldine Primary School.</li> <li>6. Develop active play for P1/P2 along with our Outdoor Playgroup.</li> <li>7. Carry out a baseline and a follow up assessment to evaluate the impact of play for our P1/2s.</li> </ol>	
<b>Who is/are responsible for leading this?</b>	<b>Timescale(s)</b>
	<b>Aug 2019 – Apr 2020</b>

<b>HT / class teacher</b>	
<b>What actually happened? How do you know? What evidence do you have?</b>	
<b>This will be completed within the parameters of the timescale(s)</b>	
<b>Next Steps</b>	

<b>OCTF – KO4 – Equip young people to secure and sustain positive destinations and achieve success in life</b>	
<b>NIF Priority: School Improvement</b>	<b>Quality Indicator: 2.6 Transitions 2.7 Partnerships</b>
<b>What do you want to be better? How do you know this is an improvement priority?</b>	
Through discussions at LAHT meetings, it is agreed that our transition programme with Oban High School is good in terms of social and emotional wellbeing. We have highlighted a need to improve the curricular transition and moderate learning across the levels from primary to secondary school.	
<b>Outline your improvement activity/intervention</b>	
<ol style="list-style-type: none"> <li>1. Transition moderation with OHS. An Assessment and Moderation group will be formed from primary and secondary staff to lead the development of curricular transition forward. An in-service day will be allocated to sharing how primaries use the PAM cycle and moderate between colleagues. Primary staff will then work with secondary staff, in curricular subject areas to plan across levels and moderate. The impact for pupils will be a progression of learning on from primary, rather than a tail off, which has often been seen.</li> <li>2. There will also be a focus on recording skills development. We will use the new software SWAY with P6 pupils in preparation for transition after P7. Pupils will start to create their portfolio of skills.</li> </ol>	

Who is/are responsible for leading this?	Timescale(s)
HT / AMF group / OHS staff	In-service Nov 2019 Feedback and evaluation LAHT meeting May 2020
<b>What actually happened? How do you know? What evidence do you have?</b>	
This will be completed within the parameters of the timescale(s)	
<b>Next Steps</b>	

<b>OCTF – KO5 – Ensure high quality partnership working and community engagement</b>	
<b>NIF Priority: School improvement</b>	<b>Quality Indicator: 1.1 self-evaluation for self-improvement 2.2 curriculum 2.3 learning, teaching and assessment 2.7 partnerships</b>
<b>What do you want to be better? How do you know this is an improvement priority?</b>	
<p>Deliver a robust Health &amp; Wellbeing curriculum for children with age and ability appropriate experiences and outcomes, effective progression and the opportunities to learn with larger peer groupings.</p> <p>Reflection upon, moderation of, and evidence gathered from staff, pupils and parents following the Health &amp; Wellbeing Conferences with Achaleven Primary, Barcaldine Primary, Kilchrenan Primary, Lismore Primary and Strath of Appin Primary, give clear indication of the positive value, to the children in our very small schools, of joint working in this area. Following the 2019 Conference, as a result of professional, children’s and parental voice, it was agreed that we should plan for more meetings over the year, preferably termly, and that we should begin work on creating a joint Health &amp; Wellbeing programme and progression to ensure breadth, depth, challenge and coverage of the main aspects of this area in the Curriculum for Excellence.</p>	

Outline your improvement activity/intervention	
<ol style="list-style-type: none"> <li>1. Create, agree and adopt a joint Health &amp; Wellbeing programme with progression over 2 years with all partner schools. The programme is be designed to enable integration within a school's own curriculum design, reflecting their local context, and to support opportunities for learning before and after events. Areas not included within the plan are to remain the responsibility of individual schools to be delivered. These are to be clearly indicated.</li> <li>2. Agree a calendar for implementation in session 2019-20</li> <li>3. Establish robust moderation activities, and gather evidence of impact for evaluation during the session.</li> <li>4. Report to children, parents and authority lead on plans, progress and impact.</li> </ol>	
Who is/are responsible for leading this?	Timescale(s)
Head teachers of partner schools, and teaching staff as available.	October 2019: Programme completed and calendar agreed. Evaluation to be held following next conference in term 3.
What actually happened? How do you know? What evidence do you have?	
This will be completed within the parameters of the timescale(s)	
Next Steps	

OCTF – KO6 – Strengthen Leadership at all levels	
NIF Priority:teacher professionalism	Quality Indicator:1.2 Leadership of learning
What do you want to be better? How do you know this is an improvement priority?	
In 2018-19, our class teacher took the lead on teaching and learning of writing, and developing her own professional learning in this area. She would now like to develop her skills in another curricular area, Social	

Sciences. As a relatively new teacher, this is an improvement priority to ensure quality teaching across a range of subjects.  
 It was noted in our recent HMIE report that our strengths in outdoor learning and IDL should be shared more widely. The Head Teacher would like to develop her skills in leading this across a wider range of schools.

**Outline your improvement activity/intervention**

1. The class teacher will engage in moderation work with Oban High School, linking with the social sciences department.
2. The class teacher (EM) will explore a range of resources and guidance to deliver a progressive programme of learning within the social subjects curriculum.
3. Class teacher to complete a self evaluation on the success of her learning.
4. The head teacher (JW) will develop a range of Outdoor learning lessons and opportunities, targeting a progression across early, first and second level, which will be shared with other schools.

**Who is/are responsible for leading this?**

**Timescale(s)**

**Class teacher and head teacher**

**November in-service**

**What actually happened?  
 How do you know? What evidence do you have?**

**This will be completed within the parameters of the timescale(s)**

**Next Steps**

**DEVELOPING IN FAITH (Denominational Schools Only)**

**What do you want to be better? How do you know this is an improvement priority?**

**Explicitly outline what data you have gathered to inform your decision on this priority. Qualitative, quantitative, long term or short term. Specific and focussed targets.**

**Outline your improvement activity/intervention**

**What are you trying to achieve? Specific and focussed targets.  
How will you show progress or improvement?  
What will be the impact of your intervention on outcomes for learners?  
How will this achieve excellence and equity?  
How will it close the attainment gap?**

**Who is/are responsible for leading this?**

**Timescale(s)**

**What actually happened?  
How do you know? What evidence do you have?**

**This will be completed within the parameters of the timescale(s)**

**Next Steps**

## Action Plan Summary for Stakeholders eg Parent Council, Pupils, Community Partners

Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
<b>OCTF</b> <b>Key Objective 1</b> <b>Raise Educational Attainment and Achievement for all</b>	<p>Children will be able to explain their learning progression through the use of a child-friendly progression pathway for maths.</p> <p>Attainment and achievement in maths will show progression.</p>	Head Teacher	Review Nov 2019 Review Feb 2020 Complete June 2020
<b>OCTF</b> <b>Key Objective 2</b> <b>Use Performance Information to secure improvement for children and young people</b>	<p>Clear next steps for teaching and learning will be understood by staff, pupils and parents.</p> <p>Termly learning outcomes and evaluations will be completed.</p> <p>Each child will have a summary sheet of attainment over time, which will highlight areas for improvement.</p> <p>Children's achievement within a level will be clear through a range of assessment strategies.</p>	Head Teacher	Review Nov 2019 Review Feb 2020 Complete June 2020
<b>OCTF</b> <b>Key Objective 3</b> <b>Ensure children have the best start in life and are ready to succeed</b>	<p>Children and families will have an opportunity for early years learning within their own community.</p> <p>Families will have strengthened links with the school.</p> <p>Children will learn through active play.</p>	Head Teacher	Review Nov 2019 Review Feb 2020 Complete June 2020
<b>OCTF</b> <b>Key Objective 4</b> <b>Equip young people to secure and sustain positive destinations and achieve success in life</b>	<p>Curricular transition to secondary school will be progressive.</p> <p>Children will show an enhanced awareness of their skills.</p>	Head Teacher	Review Nov 2019 Review Feb 2020 Complete June 2020
<b>OCTF</b> <b>Key Objective 5</b> <b>Ensure high quality partnership working and community engagement</b>	<p>Children will have an improved HWB curriculum through partnership working with other schools.</p>	Head Teacher	Review Nov 2019 Review Feb 2020 Complete June 2020
<b>OCTF</b> <b>Key Objective 6</b>	<p><b>Children will have an enhanced and relevant learning experience in social science.</b></p>	Head Teacher	Review Nov 2019 Review Feb 2020 Complete June 2020

<b>Strengthen Leadership at all levels</b>	<b>Children across a range of schools will experience outdoor learning.</b>		
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