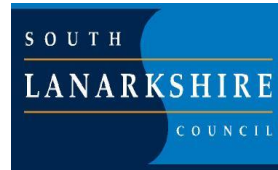**Education Resources**
Curriculum and Quality Improvement Service

Establishment Improvement Plan

2017 - 2018

Beckford Primary School

Education Resources
Curriculum and Quality Improvement Service

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National Improvement Framework Key Priorities
- 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.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
- School leadership - Teacher professionalism - Parental engagement - Assessment of children's progress - School 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	Transforming Learning and Teaching 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		
2016/17	**2017/18**	**2018/19**
To increase attainment and achievement in Literacy and English by creating a literacy rich learning environment, where all learners are increasingly engaged and motivated in their learning. Particularly across first and second level.	To continue to increase attainment and achievement in Literacy and English by creating a literacy rich learning environment, where all learners are increasingly engaged and motivated in their learning. Particularly across the areas of	To increase attainment and achievement in Literacy and English by creating a literacy rich learning environment, where all learners are increasingly engaged and motivated in their learning. There will be a particular focus on Writing

To enhance and improve the health and wellbeing of all of our pupils and families through a social, emotional and mental health programme.	Writing and Talking and Listening. To increase attainment and achievement in Maths and Numeracy: by creating a maths rich learning environment, where all learners are increasingly engaged and motivated in their learning. Particularly across early and first level in numeracy. To continue to enhance and improve the health and wellbeing of all of our pupils and families through a social, emotional and mental health programme.	and Talking and Listening. To increase attainment and achievement in Maths and Numeracy: by creating a maths rich learning environment, where all learners are increasingly engaged and motivated in their learning. Particularly across first and second level in numeracy. To continue to enhance and improve the health and wellbeing of all of our pupils and families through a social, emotional and mental health programme.

Strategic Improvement Planning for Establishment   Session: 2017-2018

National Improvement Framework Key Priorities	Collaboration and consultation
- 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.	(list stakeholders): - Pupils - Parents/Carers - Staff and Partners

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
- School leadership - Teacher professionalism - Parental engagement - Assessment of children's progress - School 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	Transform Learning and Teaching/Implement CfE 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
To increase attainment and achievement in Literacy and English by creating a literacy rich learning environment, where all learners are increasingly engaged and motivated in their learning.	√	Improvements to planning and assessment approaches, to ensure progression, challenge and support. Greater consistency in the delivery of quality learning and teaching brisker progress towards achieving	Monitoring – class visits/observations, professional dialogue at planning meetings and through peer observations. Increased attainment.	

There will be a particular focus on Writing and Talking and Listening.		benchmarks. Increase % of children achieving expected levels across Literacy and particularly in Writing by 5%. Narrow the gap for those children in receipt of FME and or living in SIMD 1 or 2. Pupils will be more engaged in their learning and have increased opportunities to transfer their learning across all curricular areas, and develop their skills for life, learning and work. Pupils will confidently and responsibly use digital technology to enhance literacy learning opportunities.	Pupil Feedback. Teacher prediction and judgments (at identified and agreed points throughout the session). Improved standardised and National assessment data Increased levels of parental engagement through family learning events.	
To raise standards, expectations and attainment levels in Maths through excellence in learning and teaching across and beyond the curriculum.	√	Improvements to planning and assessment approaches to ensure progression, challenge and support. Greater consistency in the delivery of quality learning and teaching and brisker progress towards achieving benchmarks.	Monitoring – class visits/observations, professional dialogue at planning meetings and peer observations. Increased attainment Pupil Feedback Teacher prediction and	

		Increase % of children achieving expected levels in Numeracy by 5%. Narrow the gap for those children in receipt of FME and or living in SIMD 1 or 2. Pupils will be more engaged in their learning and have increased opportunities to transfer their learning across all curricular areas, and develop their skills for life, learning and work.	judgments (at identified and agreed points throughout the session). Improvement in standardised and National assessment data. Increased levels of parental engagement through family learning events.	
To enhance and improve the health and wellbeing of all of our pupils and families through a social, emotional and mental health programme.	√	A Nurturing ethos will be evident across the establishment. A robust tracking approach will be adopted for all pupils, in particular the most vulnerable.	Pupil information from HWB PASS test. Pupil information from Boxall. Profile for targeted pupils only. Decrease in pupil absence rates (5%) and late coming (10%). Increased attendance at family learning events. Tracking data will be available for all pupils in literacy/numeracy/HWB.	

Operational Improvement Planning (Action Plan) for Establishment: Session:

National Improvement Framework Key Priorities
- Improvement in attainment, particularly in literacy and numeracy;
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- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
• School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School 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	Transform Learning and Teaching/Implement CfE Meeting the Needs of all Learners', GIRFEC and Statutory Duties Skills for Learning, Life and Work Professional Learning Leadership (Change and Improvement)

Strategic Priority 1: To increase attainment and achievement in Literacy and English by creating a literacy rich learning environment, where all learners are increasingly engaged and motivated in their learning. There will be a particular focus on Writing and Talking and Listening.

Key Actions (How)	*Lead Person	*Timescale	*Comments
Additional active literacy training to accommodate change of stages for some members of staff.	HT	Nov '17	
Develop a range of consistent, engaging approaches to talking and listening across the school.	All staff	On going	
Adopt coherent, progressive planning and assessment of talking and listening skills.	All staff	Dec '17	
Resources purchased to support talking and listening programme and learning through play.	PT	Oct '17	
Ensure opportunities for moderation of writing and talking and listening using the benchmarks.	All teaching staff	On going	
Train additional member of support staff in Catch Up Literacy	HT	Oct '17	
A variety of engaging Literacy resources sent home to parents following workshops and other family engagement events.	HT	On going	
Professional story tellers will visit the school and build on the work started in 2016-2017. They will work with children to deepen their understanding of telling and making stories, supporting reading, writing, and listening and talking development across the whole school	PT	Feb '17	

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Strategic Priority 2: To raise standards, expectations and attainment in Maths through excellence in learning and teaching across and beyond the curriculum.

Key Actions (How)	*Lead Person	*Timescale	*Comments
A progressive and coherent numeracy programme will be developed by staff and used consistently by all.	All teaching staff in school	Dec '17	
Staff knowledge and confidence of methodologies and approaches to the teaching of Maths improved through professional learning opportunities.	All teaching staff in school	April '18	
Pupils in need of targeted interventions identified and progress tracked rigorously.	HT	Ongoing	
Dedicated programmes established for pupils using 'Catch Up' Maths materials and Success Maker.	HT/Support Staff	Oct '17	
Teachers involved in moderation of Maths and Assessment Work to Support Teacher Confidence and Professional Judgement of a level.	All teaching staff in school and across LC	Ongoing	
The profile of maths raised within the school, including regular opportunities to engage families in learning.	Maths/family learning co-ordinator (member of staff funded thorugh PEF)	Ongoing	
Continue school TLC Group for Tapestry Programme	2 X Leaders of Learning	Ongoing	

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Strategic Priority 3: To enhance and improve the health and wellbeing of all of our pupils and families through a social, emotional and mental health programme.

Key Actions (How)	*Lead Person	*Timescale	*Comments
Two additional members of staff (1 x teaching, 1 x support) will undertake 3-day nurture training and will share responsibility for Nurture to help ensure sustainability across the school. HT	HT	Ongoing	
Continue to establish nurturing approaches across the school, to include application for Nurturing School status.	Nurture teacher/ early years worker/ HT	Ongoing	
Establishment of relaxation/ sensory room.	PT/Nurture Teacher	Dec '17	
Bespoke programme (Place2Be) to help support the social and emotional issues our children and parents are currently facing; comprising of one to one support and group sessions	HT	Ongoing	
Introduction of SULP programme in Primary 1-3 to support children with communication/ emotional/ social difficulties.	PT and teaching staff	Oct '17	
Continue Parent and Child Breakfast Club	HT	Ongoing	
Review of 'Home Learning' policy and after school club	HT and pupils	Nov '17	
Family Learning events organised across the year (1 per term)	All staff and family learning coordinator	Ongoing	
Review of Positive Behaviour Policy	HT and pupils	Feb '18	

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Key Actions (from previous plans)

- To continue to develop cohesive planning, assessment and tracking programme across the school for all curricular areas, in line with Tackling Bureaucracy recommendations.
- To improve the transition process between stages and from Primary 7 to Secondary (LC Target).
- To continue to increase pupil engagement in learning and the life and ethos of the school.