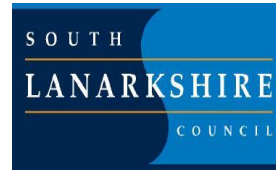


**Education Resources
Curriculum and Quality Improvement Service**

Establishment Improvement Plan 2018 - 2019

Beckford Primary School





**Education Resources
Curriculum and Quality Improvement Service**

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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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		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		
2017/18 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	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	2019/20 To review Active Literacy Policy for spelling, reading and writing to ensure attainment and achievement continues to increase in Literacy and English by creating a literacy rich learning

<p>in their learning. Particularly across the areas of Writing and Talking and Listening.</p> <p>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.</p> <p>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.</p>	<p>learning. There will be a particular focus on Talking and Listening.</p> <p>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.</p> <p>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 the review of our Promoting Positive Relationships and Behaviour policy.</p>	<p>environment, where all learners are increasingly engaged and motivated in their learning.</p> <p>To continue to build on positive 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, extending the learning environment to outdoors experiences.</p> <p>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 the review of our Anti-Bullying policy.</p>
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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.

Collaboration and consultation

Who?	When?	How?
Staff	Ongoing – (see - CAT sessions & Inset Day overview plan)	HGIOS 4 QIs Core – 1.3, 2.3, 3.1, 3.2 Additional – 1.4, 1.5, 2.6, 3.3
Pupils	Learning Circles – (see assembly calendar for planned sessions)	HGIOUR – Theme 1: Our Relationships Theme 4: Our Health and Wellbeing Pupil Questionnaires
Parents	Parent Council Meetings Parent Consultation Night	HGIOS 4 QIs Core – 3.1 Additional – 2.6 Questionnaires

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
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 Talking and Listening.	*	Raised attainment in Literacy (Reading, Writing, Talking and Listening) across all stages (targeted focus on P2 - reading and P5 group - writing).	<p>CfE achievement of a level results for (Reading, Writing, Talking and Listening) in P1, P4 and P7 increased by at least 5%.</p> <p>Increased attainment for targeted children in literacy (Reading, Writing, Talking and Listening); gaps in learning for these children will have reduced.</p>	
2. 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.	*	Raised attainment in Maths and Numeracy with a specific focus on P5 and P7.	<p>CfE achievement of a level results in Numeracy and Mathematics for P1, P4 and P7 increased by at least 5%.</p> <p>Increased attainment for targeted children in numeracy; gaps in learning for these children will have reduced, numeracy/maths age will have increased on average by at least 6 months.</p>	
3. 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 the review of our Promoting Positive Relationships and Behaviour policy.	*	Improved HWB Outcomes for all children with additional targeted interventions for identified children.	<p>All pupils will be aware of the wellbeing indicators and be able to assess how they are developing within each.</p> <p>Targeted children's emotional barriers to learning reduced and their health and wellbeing improved.</p> <p>Targeted children's resilience and coping strategies improved.</p>	

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 Talking and Listening.

National Improvement Framework Key Priorities		
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LITERACY			
Key Actions (How)	*Lead Person	*Timescale	*Comments
Additional active literacy training to accommodate change of stages for some members of staff.	HT LITERACY COACH (C Reilly)	August – September 2018	
Develop a progressive and coherent talking and listening programme, including building on the implementation of the TLQ (Talking, Listening and Questioning Programme) at Primary 1.	HT Talking and Listening Improvement Working Party Leads (F Bradley & C Reilly) TLQ – P1 Class Teacher F Bradley, SALT – L Mulholland & Educational Psychologist – K Green	September 2018 onwards	
Adopt coherent, progressive planning and assessment of talking and listening skills.	All staff	January 2019	
A progressive and coherent media programme will be implemented by staff which pupils from P4-7 will benefit from.	HT Media improvement Working Party Lead (G Wilson)	September 2018 onwards	
Ensure opportunities for peer observations of the implementation of talking and listening learning and teaching sessions.	All staff	April 2019	
Targeted pupils to engage in identified targeted interventions (e.g. Catch Up Literacy, IDL, Toe by Toe, Hornet).	HT Support Staff	August 2018 onwards	
Family Learning opportunities focusing on Active Literacy Approach.	All staff	TBC	

Strategic Priority 2: 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.

National Improvement Framework Key Priorities		
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NUMERACY

Key Actions (How)	*Lead Person	*Timescale	*Comments
Professional learning for all staff in teaching methodologies and approaches with a specific focus on mental agility.	HT & PT	September 2018 onwards	
A whole school pathway to be developed to ensure a coherent approach to learning and teaching from early level through to second and beyond.	Improvement working party led by PT (M McCann)	September 2018 onwards	
Targeted pupils to engage in identified targeted interventions (Catch Up numeracy, IDL numeracy pilot).	HT Catch Up Numeracy Coordinator (D McDonald) Support Staff	August 2018 onwards	
Teachers involved in 'in-house' moderation of Maths and Assessment Work (with a particular focus on developing holistic assessments) to Support Teacher Confidence and Professional Judgement of a level.	HT Moderation Co-ordinator (L Bradley)	November 2018 onwards	
Family Learning opportunities focusing on Numeracy.	All staff	TBC	

Strategic Priority 3: 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 the review of our Promoting Positive Relationships and Behaviour policy.

National Improvement Framework Key Priorities		
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		Leadership (Change and Improvement)

HEALTH AND WELLBEING			
Key Actions (How)	*Lead Person	*Timescale	*Comments
To build on bespoke programme (Place2Be) to help support the social and emotional issues our children and parents are currently facing; introducing one to one support and group sessions for targeted pupils.	HT Place2Be Project Manager (E Nicolette) Nurture Teacher (L Blair)	August 2018 onwards	
To implement relaxation/nurture programme for targeted pupils in the sensory room.	HT Nurture Staff (L Blair & B Barrett) L Campbell	September 2018 onwards	
To review Promoting Positive Behaviour and Relationships policy, working in partnership with Pivotal Education.	HT Pivotal Level 1 Instructors (PT – M McCann and A Graham) Pupil Council	June 2018 onwards	
Family Learning events organised across the year (1 per term)	PT	Ongoing	
Review of 'Home Learning' policy and after school club	HT Pupil Council	August 2018	
To build on Learning Community Transition Programme inclusive of P6, P7 and S1 pupils.	HT PT P6 & P7 teachers	August 2018	
Targeted Group of children (Primary 3 and 4 stages) to take part in Forest Schools Programme – supported by Clyde and Avon Valley Landscape Partnership.	HT Karen Dobbins _ Clyde and Avon Valley Landscape Partnership Development Officer	September 2018	
Nurture Teacher and Member of Support Staff to be trained in Level 2/3 Forest Schools Training.	L Blair (Nurture Teacher) B Blair (Support Staff)	September 2018	

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<p>Key Actions (from previous plans)</p>		
<ul style="list-style-type: none"> • To build on self-evaluation process within the school by completing (year 3 of 3 of self-evaluation cycle) and introducing self-evaluation with pupils through HGOURS. • To continue to develop cohesive planning, assessment and tracking programme across the school with a specific focus on leuven’s scale of engagement, in line with Tackling Bureaucracy recommendations. • To continue to increase pupil engagement in learning and the life and ethos of the school. 		

National Improvement Framework Key Priority

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

Contextual analysis (what is the gap?):

Beckford Primary School has a current role of 175 pupils, organised across 7 classes. We also accommodate a nurture base, Rowan Cottage, which can be accessed by P.1-3 pupils from across the authority. This is a small supported group with a maximum of 8 children within it.

Currently, 83% of our pupils live within SIMD area 1 or 2. These children are within all classes across the school although there are a higher proportion within P.1, P.2, P.3 and P.6 classes. Within these SIMD areas 31% are in receipt of school meals and we know anecdotally that at least 12 families across stages 1-3 have not claimed but are entitled. We are also aware that although living in SIMD deciles 1 or 2 a number of our pupils come from relatively affluent homes (11%/20 pupils). Similarly we know of pupils living in areas 3-9 who experience poverty related issues (6 pupils/ 3%). Therefore, 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 well in most aspects of Literacy and Numeracy, close to SLC and National averages a careful analysis of figures shows that many children in receipt of free school meals are significantly underperforming, with some of the biggest gaps identified at Primary 1 (reading) Primary 2 (across all areas), Primary 4 (numeracy) and Primary 5 (numeracy). Our efforts this year will be to close this gap by initially 5%.

Literacy	Learning & Teaching	Teaching Staff (additional)	45	Team Teaching - Primary 2 and Primary 5	CfE Levels and tracking information from targeted interventions.	
Numeracy	Learning & Teaching	Teaching Staff (additional)	45	Team Teaching - Primary 2 and Primary	CfE Levels and tracking information from targeted	
HWB	Learning & Teaching	Consultant	142	Active Schools Activities	PASS assessments, Learning Circle dialogue	
HWB	Family & Communities	Commercial Resources	42	Resources to support enhanced transition activities	PASS assessments, Learning Circle dialogue, Parent Questionnaires	
HWB	Leadership	Consultant	142	Introduction of Pivotal Programme to review Policy of Promoting Positive Relationships and Behaviour	PASS assessments, Learning Circle dialogue, HGIOS Qis, Parent Questionnaires	