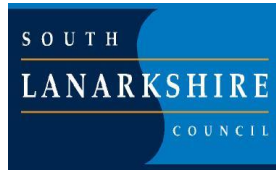


**Education Resources
Curriculum and Quality Improvement Service**

Establishment Improvement Plan 2019 - 2020

Beckford Primary School





**Education Resources
Curriculum and Quality Improvement Service**

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2. Establishment Strategic Improvement Plan
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National Improvement Framework Key Priorities		
<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. 		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children’s progress School 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 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		
2018/19	2019/20	2020/21
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.	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 environment, where all learners are increasingly engaged and motivated in their learning. The use	To review Active Literacy Policy with a specific focus on Media and Talking and Listening to ensure attainment and achievement continues to increase in Literacy and English by creating a literacy rich learning environment, where all learners are increasingly engaged and motivated

<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. With a particular focus at Primary 1, 3 and 6.</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>of digital technology to enhance learning will also be a focus.</p> <p>To continue to build on positive attainment and achievement in Maths and Numeracy, with a particular focus of planning at Primary 2, 4, 5 & 7. A maths rich learning environment, where all learners are increasingly engaged and motivated in their learning will continue to be built on, extending the learning environment to outdoors experiences. The use of digital technology to enhance learning will also be a focus.</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>	<p>in their learning. The use of digital technology to enhance learning will continue to be a focus.</p> <p>To review pathways for Maths and Numeracy and build on extending the learning environment to outdoors experiences. The use of digital technology to enhance learning will also continue to be a focus.</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 review learning pathways at all stages for Physical Education and Rights Education.</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 – 1.2, 2.2, 2.4, 2.7
Pupils	Learning Circles – (see assembly calendar for planned sessions)	HGIOUR – Theme 1: Our Relationships Theme 3: Our School and Our Community Pupil Questionnaires
Parents	Parent Council Meetings Parent Consultation Night	HGIOS 4 QIs Core – 3.2 Additional – 2.6 Questionnaires

National Improvement Framework Key Drive	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School 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 • 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)

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2019-20

Strategic Priority 1: 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 environment, where all learners are increasingly engaged and motivated in their learning. The use of digital technology to enhance learning will also be a focus.

National Improvement Framework Key Priorities			
<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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		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
Additional active literacy training to accommodate change of stages for some members of staff.	HT LITERACY COACH (C Reilly)	August – September 2019	

To widen the range of genre available for the development of reading skills including the use of poetry and plays.	HT LITERACY COACH (C Reilly)	October 2019 onwards	
Continue to build a progressive and coherent talking and listening programme, including building on the implementation of the TLQ (Talking, Listening and Questioning Programme) at Primary 1 (This will include supporting two other pilot schools with the TLQ Programme).	HT Talking and Listening Improvement Working Party Leads (L Campbell & L Blair) TLQ – P1 Class Teacher F Bradley, SALT – L Mulholland & Educational Psychologist – K Green	September 2019 onwards	
Adopt coherent, progressive planning and assessment of talking and listening skills.	All staff	January 2020	
To build on the progressive and coherent moving image education programme for pupils in P4-7 and introduce programme to P1-3.	HT Media improvement Working Party Lead (G Moir)	September 2019 onwards	
To review, plan and implement Handwriting policy from P1-3.	LITERACY COACH (C Reilly)	October 2019 onwards	
To review the use of digital technology to support learning and teaching of Literacy.	All staff PT	September 2019 onwards	
Targeted pupils to engage in identified targeted interventions (e.g. Catch Up Literacy, IDL, Toe by Toe, Hornet).	HT Support Staff	August 2019 onwards	
Family Learning opportunities focusing on Active Literacy Approach.	All staff	September onwards	

Strategic Priority 2: To continue to build on positive attainment and achievement in Maths and Numeracy, with a particular focus of planning at Primary 2, 4, 5 & 7. A maths rich learning environment, where all learners are increasingly engaged and motivated in their learning will continue to be built on, extending the learning environment to outdoors experiences. The use of digital technology to enhance learning will also be a focus.

National Improvement Framework Key Priorities			
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		Skills for Learning, Life and Work	
		Professional Learning	
		Leadership (Change and Improvement)	
Key Actions (How)	*Lead Person	*Timescale	*Comments
Professional learning for staff in Primary 2, 4, 5 and 7 with regards planning and assessment and teaching methodologies and approaches.	HT & PT	September 2019 onwards	
Pathways developed for Early Level, beginning of First Level and working within	Improvement working party (F Bradley, C Reilly, D McDonald)	September 2019 onwards	

Second Level will be implemented and expanded on. Pathways for Primary 2, 4, 5 & 7 will be developed and introduced.	led by PT (M McCann)		
Targeted pupils to engage in identified targeted interventions (Catch Up Numeracy, IDL numeracy pilot, Power of 2).	HT Catch Up Numeracy Coordinator (D McDonald) Support Staff	August 2019 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)	October 2019 onwards	
To provide opportunities for peer observations of the planning, implementation and assessment of Numeracy and Maths.	All staff	October 2019	
Family Learning opportunities focusing on Numeracy.	All staff	TBC	

Strategic Priority 3: To continue to enhance and improve the health and wellbeing of our pupils and families through a social, emotional and mental health programme and the review of our Anti-Bullying policy.

National Improvement Framework Key Priorities		
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HEALTH AND WELLBEING			
Key Actions (How)	*Lead Person	*Timescale	*Comments
To build on staff confidence to use strategies to support learners through our 'Ready, Respectful and Safe' Programme within the classroom and playground, to support children who face emotional barriers to learning.	HT Pivotal Level 1 Instructors (PT – M McCann and A Graham)		
To build on bespoke programme (Place2Be) to help support the social and emotional issues our children and parents are currently facing; increasing the number of sessions available for one to one support for targeted pupils, as well as offering one-to-one sessions for parents.	HT Place2Be Project Manager (E Ashmole) Nurture Teacher (L Blair)	August 2019 onwards	
To review our Anti-Bullying Policy (in reference to SLC's Policy Treat Me Well)	HT Pivotal Level 1 Instructors (PT – M McCann and A Graham) Pupil Council	September 2019 onwards	
To build a Wellbeing tracking tool for all pupils.	HT	August 2019	
Family Learning events organised across the year.	PT	Ongoing	
To build on Learning Community Transition Programme inclusive of P6, P7 and S1 pupils.	HT PT P6 & P7 teachers P6, P7 & S1 Transition Improvement Working Party	August 2019	
Targeted Group of children (Primary 2 upwards) to take part in Forest Schools Programme.	HT L Blair (Nurture Teacher) B Blair (Support Staff)	September 2019	

Nurture Teacher and Member of Support Staff to complete Level 2/3 Forest Schools Training.	L Blair (Nurture Teacher) B Blair (Support Staff)	September 2019	
To plan and implement a DYW focus week for all stages.	All staff	November 2019	

Establishment Maintenance Improvement Planning

Session:

2019-20

National Improvement Framework Key Priorities <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 (from previous plans)		
<ul style="list-style-type: none"> To build on self-evaluation process within the school by completing (year 1 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, through extra-curricular and pupil leadership opportunities.

**Pupil Equity Fund
Planning and Reporting
2019-2020**

The Gap:

Please provide an overview of your school's poverty related attainment gap making reference to data.

Look at the 5 key indicators for closing the poverty related attainment gap:

Attainment, Attendance, Exclusion, Participation and Engagement.

What is the gap for these 5 areas? How does your data for SIMD 1-2 + FME compare with your data for SIMD 3-10 without FME.

Attainment

- **Literacy – Reading – A gap of 16.29 % between children living in SIMD 1 & 2, plus FME and SIMD 3-10 not on FME.**
- **Literacy – Writing – Small gap of 4.87% between children living in SIMD 1 & 2, plus FME and SIMD 3-10 not on FME.**
- **Literacy – Listening and Talking – A gap of 17.82% between children living in SIMD 1 & 2, plus FME and SIMD 3-10 not on FME.**
- **Numeracy – Small gap of 1.79% between children living in SIMD 1 & 2, plus FME and SIMD 3-10 not on FME.**

Attendance

- **Our attendance of children living in SIMD 1 & 2, plus FME between SIMD 3-10 not on FME is 2.6%.**

Exclusion

- **With regards exclusion only 0.6% (1 out of 145 pupils) of the children living in SIMD 1 & 2 have been excluded during the 2017-18 period and 2018-19 period. During the 2018-19 session 4% (1 out of 25 pupils) of the children living between SIMD 3-10 were excluded.**

<p>Professional dialogue/Planning the Learning meetings.</p> <p>Learner conversations</p> <p>Classroom observations</p> <p>Data from individual interventions, e.g. Catch Up Literacy, 5 Minute Box, phonic assessments, TLQ assessments (RAPT – Renfrew Action Picture Test and TALC – Test of Abstract Language Comprehension)</p> <p>Staff engagement and evaluation from professional learning</p> <p>Individual target monitoring</p> <p>Self-evaluation</p> <p>South Lanarkshire Active Literacy Audit tool</p>																														
<p>Outcomes:</p> <p>CfE achievement of a level results in Numeracy and Mathematics for P1, P4 and P7 increased by at least 5% by June 2020.</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> <p>A progressive and coherent numeracy programme will be implemented with a focus on active numeracy strategies.</p> <p>Staff capacity, confidence and knowledge of methodologies and progression increased significantly following professional learning, with a particular focus on Primary 2, 4, 5 and 7.</p>	<p>Intervention 2: Numeracy</p> <p>Work in this area will continue to build on our existing improvement work on numeracy from 2018/19:</p> <ul style="list-style-type: none"> Professional learning for staff in teaching methodologies and approaches with a specific focus on numeracy pathways and progression in Primary 2, 4, 5 and 7. This will build on improvement work from 2018/19. This work will be further enhanced through the support of an experienced consultant and the school numeracy improvement working party. Staff will build on the aims and principles of the school numeracy position statement introduced last session, this will include the implementation of active learning approaches in all classes. Staff will engage in professional learning, peer visits and team teaching to help share good practice and evaluate impact. 	x		X	X	X	X	X																						

<p>Measures:</p> <p>Attainment figures for numeracy; standardised assessments, professional judgements, summative and formative assessments.</p> <p>Professional dialogue/Planning the Learning meetings.</p> <p>Learner conversations</p> <p>Classroom observations</p> <p>Data from individual interventions, e.g. Catch Up Numeracy,</p> <p>Staff engagement and evaluation from professional learning</p> <p>Individual target monitoring</p> <p>Self-evaluation</p>	<ul style="list-style-type: none"> The allocation of an additional teacher from SAC monies will be used to support the delivery of intervention programmes including Catch-Up Numeracy, IDL (numeracy), Plus 1 and Power of 2. 																												
<p>Outcomes:</p> <p>To increase engagement in learning for targeted pupils to at least level 4 from the Leuven Scale.</p> <p>Targeted children’s emotional barriers to learning reduced and their time within the classroom increased to at least 80% of the time.</p> <p>Targeted children’s resilience and coping strategies will be improved through following identified interventions e.g. experiences with Place2Be, Sensory Room, Talk and Draw with Specialist Support Teacher, nurture input.</p> <p>Staff confidence in using strategies to support learners through our Ready, Respectful, Safe programme will increase.</p>	<p>Intervention 3: HWB</p> <p>HWB will take a central role in our improvement work as we move towards reducing the health and wellbeing poverty related gap. We plan to supplement previous work with a universal and targeted approach:</p> <ul style="list-style-type: none"> We will build upon our targeted HWB intervention developed during 2018-19 session with the support of our partners in the Third sector. The programme developed will be used to continue to help support the social and emotional issues our children and parents are currently facing; comprising of one to one support and group sessions. The addition of an extra teacher through PEF monies will continue to support this work and build capacity. The development of a whole school approach to develop proactive nurturing, restorative approach to support our children’s emotional and social wellbeing. The addition of an extra teacher through 			X	X	X	X	X	X								Y												

<p>Measures: To increase engagement in learning for targeted pupils to at least level 4 from the Leuven Scale. Targeted children’s emotional barriers to learning reduced and their time within the classroom increased to at least 80% of the time.</p> <p>Targeted children’s resilience and coping strategies will be improved through following identified interventions e.g. experiences with Place2Be, Sensory Room, Talk and Draw with Specialist Support Teacher, nurture input.</p> <p>Staff confidence in using strategies to support learners through our Ready, Respectful, Safe programme will increase.</p>	<p>PEF monies, will support this development to build a sustainable, consistent approach to whole school management through providing opportunities for further training and support to be offered within the school to promote better relationships at all levels to impact ultimately on better learning experiences and attainment for our children.</p> <ul style="list-style-type: none"> All children will have the opportunity to extra-curricular activities within the school and beyond. 																												
<p>Measures: Pass – Pupil assessment to self and school - data (May 2018 and March 2019) Learning conversations</p> <p>Annual survey of all stakeholders</p> <p>Behaviour statistics</p> <p>Professional dialogue/Planning the Learning Meetings</p> <p>Termly evaluations from Place2Be Partners.</p> <p>Evaluations from Pivotal Partners</p> <p>Tracking and monitoring (Attainment & Participation – introduction of Leuven Scale)</p>																													

Sustainability:

Please outline how you plan to mainstream or exit initiatives if required to enable sustainability in the longer term.

As one of 12 SAC schools within the authority we have been working over the last 4 years to lead sustainable improvement that will impact positively on learners. Our PEF funding has enhanced the work of this plan and provided further opportunities to enhance the ethos within the school and experiences of all learners within our school. Through professional dialogue, collegiate learning, self-evaluation and leadership at all levels, means that all members of our school community have contributed to our plans.

Having undertaken various CLPL, e.g. Active Literacy, Catch Up (Literacy and Numeracy) Pivotal training, nurture training, working alongside Maths Visiting specialist, peer visits, moderation in-house and within the learning community etc. staff will have the confidence, knowledge, skills, capability and capacity to ensure work continues after funding stops. Key staff leads will in-house train new staff when funding stops to ensure these approaches continue in the long-term. Guidance for literacy and numeracy has been developed to support staff new to the school or new to stages to support planning effectively for learning. All resources to support these approaches have been purchased and so school is fully-resourced. Strategic financial planning within school's core budget will ensure money is set aside to replace core resources, as required.

Partnership working (e.g. with active schools, specialist support team) will remain in place beyond the funding, enabling us to continue to access support for children where required. Continuing to ensure effective parental engagement in their child's education will remain a key focus beyond the funding; it is hoped the success of this will ensure staff and parents will continue to ensure such approaches remain embedded across the school.

