



# Obsdale Primary

ESTABLISHMENT IMPROVEMENT PLAN

SESSION 2022.23




# Contents

1. Strategic 3 Year Overview (optional)
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Overview of Establishment 3 Year Cycle of Improvement Plan Priorities - Optional			2022 - 2025	
<b>National Improvement Framework Key Priorities</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy</li> </ul>				
National Improvement Framework Key Drivers	HGIOS/HGIOELC	HGIOURS	Highland Council Education Priorities	GME Priorities
<ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer engagement and involvement</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children's progress</li> <li>3.3 Increasing creativity and employability/Developing creativity and skills for life and learning</li> </ul>	Theme 1 Our relationships Theme 2 Our learning and teaching Theme 3 Our school and community Theme 4 Our health and wellbeing Theme 5 Our successes & achievements	<ul style="list-style-type: none"> <li>We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation.</li> <li>We will maximise health and wellbeing for all children and young people to give them the best possible start in life.</li> <li>We will ensure the highest quality of learning and teaching for each and every learner.</li> <li>We will develop leadership skills at all levels of the system for now and the future.</li> </ul>	<ul style="list-style-type: none"> <li>Education Scotland Advice on Gaelic Education focus: high quality immersion experiences improving fluency Gaelic ethos</li> <li>Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase</li> <li>Initiatives that promote and support the use of Gaelic in the home, in communities and extra-curricular experiences</li> <li>Activities to support Gaelic language and culture (arts, media, creative industries, workplace)</li> <li>Local Authority Gaelic Language Plan priority</li> </ul>
Strategic Priorities 3 Year Cycle				
2022.23	2023.24	2024.25		
1.2 Leadership of Learning 2.1 Safeguarding and child protection 2.3 Learning, Teaching and Assessment 2.7 Partnerships	1.1 Self-evaluation for self-improvement 2.2 Curriculum 2.4 Personalised support	1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.5 Family learning 2.6 Transitions		

3.1 Ensuring wellbeing, equality and inclusion	3.2 Raising attainment and achievement/securing childrens progress	3.3 Increasing creativity and employability/Developing creativity and skills for life and learning
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Strategic 3 Year Overview (hyperlink to content - optional)		2022 - 2025
Performance Information	Key Priorities	School Leadership
<ul style="list-style-type: none"> <li>Staff to gain confidence in analysis and interpretation of data-national, local and school to identify trends and ways forward.</li> <li>Track groups of children and areas over time.</li> <li>Continue regular and systematic engagement with data to monitor learner progress and take appropriate action.</li> </ul>	<ul style="list-style-type: none"> <li>Our learners will demonstrate improved attainment in literacy and numeracy against measured prior levels of learning and targeted interventions will be in place for learners who require support and challenge.</li> <li>Our learners will be more actively engaged in their learning and more involved in planning, evaluating, and sharing the work and life of the school.</li> <li>Staff will have an increased knowledge and understanding of effective learning and teaching strategies to ensure the needs of all our learners are met.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers will influence the direction of school improvement through collaborative partnerships, school self-evaluation and development opportunities.</li> <li>Parents and stakeholders will have opportunities to contribute to school improvement planning.</li> <li>Learners to have increased opportunities to lead and influence aspects of their learning, achievement, and school improvement.</li> </ul>
School and ELC Improvement		Teacher and Practitioner Professionalism
<ul style="list-style-type: none"> <li>Regular professional dialogue at collegiate sessions to reflect on the impact of our SIP priorities on pupil learning.</li> <li>Use and understand HGIOS/HGIOELC challenge question documents to evaluate practice.</li> <li>Create opportunities to involve our parents and pupils in school improvement planning.</li> <li>Further engage with all themes of 2.2.2., 3, 2.4 and 3.1 (HGIOS 4) through SLT observations and peer visits to other classes and schools.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from class observations will help individuals to identify areas for development which will be acted on, monitored, and evaluated.</li> <li>Teachers will engage in CPD linked to our SIP and from areas identified in their PRD.</li> </ul>	



Curriculum and Assessment	ASG Priority	Parent/Carer Engagement and Involvement
<ul style="list-style-type: none"> <li>• All staff to continue to develop understanding and use of all tracking, monitoring progress and prediction systems.</li> <li>• Use benchmarks, standardised, diagnostic, national assessments to inform teacher judgement and plan next steps in teaching and learning.</li> <li>• Continue programme of regular discussions with teachers and pupils to analyse tracking information to inform and review interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff across the ASG will learn and work together to improve literacy attainment for all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and plan a wide range of opportunities to increase parental participation in their child's learning and become involved in the school community.</li> <li>• Develop a range of opportunities with parents and pupils to share progress and identify next steps in each child's learning and achievement.</li> <li>• Ensure consultation of SIP with parents is meaningful and subsequent actions directly impact learners' outcomes.</li> </ul>



## Improvement Project 1: Raising attainment in Literacy

**Purpose: We require a consistent approach to teaching, learning and assessment and a clear progression in Literacy for all.**

### Priorities

**NIF Priority:**

Improvement in attainment, particularly in literacy and numeracy

**NIF Driver:**

Curriculum and assessment

**HGIOS/HGIOELC Quality Indicator:**

2.3 Learning, teaching and assessment

**HGIOURS Theme:**

Our learning and teaching

**Highland Council Priority:**

We will ensure the highest quality of learning and teaching for each and every learner

**GME Priority (for GME and Secondary):**

Choose an item.

RESOURCES	ACTIVITIES	EVIDENCE	SHORT TERM IMPACT (weeks/months)	MEDIUM TERM IMPACT (months/years)	LONG TERM IMPACT (years/decades)
<p><b>Time</b> for staff, pupils and parents. WTA/CAT calendar, In-service days and PRDs</p> <p><b>Resources</b>- assessments, PM Writing materials and reading materials</p> <p><b>Money</b> required for Stephen Graham training and PM Writing materials.</p> <p><b>Money</b> required for purchasing new decodable reading materials for the younger pupils and reading materials to accompany the PM writing resource.</p> <p><b>Money</b> required for phonic resources.</p> <p><b>Materials</b>-writing, phonics and reading materials.</p> <p><b>Volunteers</b> to help with reading.</p>	<p><b>Conduct</b></p> <ul style="list-style-type: none"> <li>- Staff training/meetings</li> <li>- Assessment calendar for whole school</li> <li>- ECERS audit for indoor environment</li> </ul> <p><b>Deliver</b></p> <ul style="list-style-type: none"> <li>- Writing training Stephen Graham</li> <li>- Recap reading training sessions for all staff</li> <li>- Emerging literacy training in ELC/P1</li> <li>- Words up training ELC/P1</li> <li>- Phonological awareness discussions in ELC/P1</li> <li>- Parent sessions in supporting children at home with Literacy</li> </ul> <p><b>Develop</b></p> <ul style="list-style-type: none"> <li>- Whole school writing progression</li> <li>- Whole school phonics progression</li> <li>- Phonological approach to reading</li> </ul>	<p>Baseline assessments</p> <p>Termly writing assessments/moderation</p> <p>CAT Calendar training</p> <p>Planning and tracking discussions</p> <p>Staff meeting minutes</p> <p>Policies</p> <p>Self-Evaluation</p> <p>Pupil, parent, and staff feedback</p>	<p>Impact on teaching pedagogy in the teaching of writing, reading, and spelling - <b>Improved learning and teaching across the literacy curriculum. Improved motivation and aspirations from all pupils.</b></p> <p>Improved awareness of Literacy benchmarks.</p> <p>Improved skills in assessing literacy and using assessment to support future learning and teaching. <b>Improved awareness for all children of the skills they are learning, why they are learning and acquiring skills and how newly acquired skills can be transferable.</b></p> <p>Improved awareness from parents about how to support their children with literacy at home. <b>Impact</b></p>	<p>Improvement in literacy attainment due to consistent practice across whole school.</p> <p>Teaching, learning and assessment in literacy will be consistent across the whole school.</p> <p>Improved behaviour in literacy lessons due to increase in childrens motivation and aspirations.</p> <p>Staff will have increased confidence in submitting SPP and ACEL using literacy assessments. Impact on childrens awareness of their own learning, skills, knowledge, understanding and achievements</p> <p>Staff, children and parents' awareness of literacy curriculum and literacy policy development.</p>	<p>Increased attainment in all areas of literacy across the whole school.</p>

	<ul style="list-style-type: none"> <li>- Assessment timetable and expectations</li> <li>- Literacy pathways</li> </ul> <p><b>Work with</b></p> <ul style="list-style-type: none"> <li>- Stephen Graham writing training</li> <li>- THC literacy training sessions</li> <li>- ASG writing moderation strategies</li> </ul>		<p><b>on childrens attitude to their learning</b></p>		
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### CONTEXT/CONDITIONS OF YOUR WORK

There is some good practice demonstrated in the teaching and learning of Literacy but there is not a consistent approach across the whole school and there are very different approaches used.

### In-Depth Action Plan 1

Implementation Process	By whom	Time scale and Progress	Resources	Monitoring
1. Look at tracking and data from SNSA and ACEL. Staff to self-evaluate against HGIOS 2.2	CT/SLT	September 22	Attainment trackers SNSA ACEL	SLT to collate information and use to inform SIP action plan
2. WTA/CAT calendar agreed. Time for literacy CPD – Writing training, wraparound spelling, reading comprehension, listening, and talking, morphological spelling and phonics	CT/SLT	June 22	WTA/CAT calendar	Finalised WTA/CAT calendar. Time set aside end of term 2/beginning of Term 3 to evaluate WTA so far
3. Writing survey issued to all parents and children. SIP shared with Parent Council in September.	SLT	August 22	Writing survey results	SLT to collate responses from children and use to inform CTs. SLT to collate response from parents and use to plan parental engagement workshops.

4. CTs to meet as an ASG for half day sessions on 12 <sup>th</sup> September and 22 <sup>nd</sup> February to discuss writing moderation strategies. Unmarked examples to be taken to meetings.	CTs/SLT	12.09.22 22.02.23	Unmarked writing assessments Marking criteria	ASG meeting to agree to criteria for sessions. SLT to share instructions with CTs SLT to give staff writing assessment dates for the year-one per term. SLT to collate data from assessments.
5. Establish levels and needs by gathering baseline assessments in Term 1. Phonological awareness, Phonic assessment, Burt reading test, SWST, BPVS Writing assessment dates, genre and criteria to be agreed for each term. SLT to share new attainment trackers.	CTs/PEF/ASNT/SLT	Aug/Sept 22	Writing assessment instructions and marking criteria Term 1, 2 3, 4	SLT to share new attainment trackers in August. CTs to input results from baseline and writing assessments into tracker. SLT to use data to inform priorities
6. SLT to share THC Literacy training for 22/23 session with staff. All staff to sign up for training as part of PRD.	CTs/PEF/ASNT/SLT	8.09.22 6.10.22 16.11.22 19.01.23 4.02.23	THC literacy training dates. PRD dates in August.	SLT to share dates in August 22. SLT to schedule PRDs for staff in August 22 and staff to create CPD action plan.
7. All teaching staff to attend Stephen Graham writing training throughout the 22/23 session. SLT to share PM Writing resources purchased and staff to begin to use them from term 1 2022. Staff to attend follow up Stephen Graham sessions to discuss progress.	SLT/CTs	27.10.22/03.11.22 24.11.22/01.12.22 12.01.23/16.01.23 22.02.23/02.03.23 23.03.23/27.04.23	PM Writing resources	Staff to use PM Writing resources for writing lessons to improve teaching and learning. Staff to use strategies from Stephen Graham training in writing lessons to improve teaching and learning.
8. Some staff attending Literacy for all in a world of diversity.	SLT/CT	SLT/PEF 2 days CT 4 twilights across the session	Literacy assessments Planning/tracking discussions	
9. Staff to work with Literacy development officer (SAC) to develop their knowledge of reading and spelling.	LDO/SLT/CT	Term 2		

**Evaluation:**

- How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?
- How well do our questioning strategies enhance the learners' experience and enable higher-order thinking skills?
- How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching?
- How well do we make use of a range of valid, reliable, and relevant assessment tools and approaches to support the improvement of children and young people's learning?
- How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups?

**Evidence:**

Phonological awareness screen, Phonic assessments, Single word spelling test, Burt reading test, PM Benchmarks





- How effectively do we involve learners and parents in planning and evaluating learning?
- How well do we communicate the purpose of learning and give effective explanations for all learners?
- How well do we enable all children and young people to engage in self- and peer-assessment to improve their learning? How do we know this benefits learning?

### Key

Establishment/Cluster wide  
action

ELC based action

Primary based action

Secondary based action

School specific action (if  
cluster)



## Improvement Project 2: Equality and Diversity

**Purpose: To celebrate and reflect the diversity of our school community through the curriculum we offer, providing positive role models our pupils can identify with.**

### Priorities

#### NIF Priority:

Placing the human rights and needs of every child and young person at the centre

#### NIF Driver:

School and ELC improvement

#### HGIOS/HGIOELC Quality Indicator:

3.1 Ensuring wellbeing, equality and inclusion

#### HGIOURS Theme:

Our school and community

#### Highland Council Priority:

We will ensure the highest quality of learning and teaching for each and every learner

#### GME Priority (for GME and Secondary):

Choose an item.

RESOURCES	ACTIVITIES	EVIDENCE	SHORT TERM IMPACT (weeks/months)	MEDIUM TERM IMPACT (months/years)	LONG TERM IMPACT (years/decades)
<p><b>Time</b> for staff, pupils, and parents. WTA/CAT calendar, In-service days, and PRDs</p> <p><b>Resources</b> – Google classroom for bullying survey, RME audit, HGIOS Equality and Diversity, reading material, EAL profiles</p> <p><b>Staff</b> – P6/7 Class teacher to lead Rights Respecting school action plan and deliver training and staff development</p> <p><b>Money</b> – new reading material to be purchased</p> <p><b>Technology</b>-Google classrooms</p>	<p><b>Conduct</b></p> <ul style="list-style-type: none"> <li>- Staff training/meetings</li> <li>- RME audit</li> <li>- Reading material audit</li> </ul> <p><b>Deliver</b></p> <ul style="list-style-type: none"> <li>- Safeguarding training</li> <li>- E&amp;D Training</li> <li>- EAL Profile training</li> </ul> <p><b>Develop</b></p> <ul style="list-style-type: none"> <li>- E&amp;D POLICY</li> <li>- Rights respecting school action plan</li> <li>- Assembly/festival planner</li> </ul> <p><b>Provide</b></p> <ul style="list-style-type: none"> <li>-Bullying survey results</li> <li>-HGIOS4 E&amp;D self-evaluation results</li> <li>-RME audit results</li> </ul>	<p>CAT calendar training</p> <p>Baseline bullying survey P4-7 data collated</p> <p>RME audit</p> <p>Planning and tracking discussions</p> <p>EAL profiles</p> <p>Staff meeting minutes</p> <p>Policies</p> <p>Self-Evaluation</p> <p>Pupil, parent, and staff feedback</p> <p>Whole school assemblies and events</p> <p>Topic displays</p> <p>Participation</p> <p>Community involvement</p>	<p><b>Improved awareness and understanding for all children of bullying incidents and the impact it can have.</b> A reduction in bullying incidents. Establish an understanding of language and its effect and the impact negative language has on people.</p> <p><b>Improved awareness of policies and equality objectives.</b> Improved reporting- safeguarding, equality and prevention.</p> <p>Improved awareness of all staff of emerging trends and patterns and address accordingly. <b>Impact will be increased awareness of inequalities in attainment and progress of their pupils and implement actions to address them.</b></p>	<p>Curriculum provides opportunities for pupils to to understand, accept and celebrate differences and diversity. <b>Improved awareness and understanding of peoples differences and all people treated equally.</b></p> <p>Throughout their time at Obsdale primary pupils will be exposed to a diverse range of positive role models they can identify with to help pupils recognise and respect peoples differences. <b>Impact will be inclusive classrooms, environments, safe places without prejudice and opprtunites to thrive.</b></p> <p>Community cohesion and improved parental engagement. <b>Impact will</b></p>	<p>Pupils have high aspirations as they are familiar with positive role models and aware of a wide range of options available to them as they progress to the next stage of their education.</p>

			<p>Impact- all staff are aware of legislation and responsibilities.</p> <p>Improved empowerment for all children to understand their rights and all children encouraged to use their voice. <b>Impact will be all children are confident to know their rights.</b></p>	<p><b>ensure all groups of pupils, parents and carers access opportunities to contribute positively to the wider life of the school. Ensuring equality and fairness in access and engagement.</b></p>	
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### CONTEXT/CONDITIONS OF YOUR WORK

There are some great practices across the school. We need to embed further practices to ensure all members of the school community are given a sense of belonging and raise levels of attainment in core subjects for vulnerable learners.

## In-Depth Action Plan 2

Implementation Process	By whom	Time scale and Progress	Resources	Monitoring
1. WTA/CAT calendar agreed. Time for E & D CPD – safeguarding training, Equality and Diversity, RME audit, EAL profiles, reading material review.	CT/SLT	June 22	WTA/CAT calendar	Finalised WTA/CAT calendar agreed by all staff. Time set aside end of term 2/beginning of Term 3 to evaluate WTA so far- all staff.
2. SLT to share Equality and Diversity improvement plan.	CT/SLT	15.08.22	SIP	SLT to monitor progress periodically and address and plan for development needs.
3. Safeguarding training	All staff	15.08.22	THC Safeguarding training, Chronologies, pastoral notes	SLT to monitor Pastoral notes and collate chronologies and inform other agencies where required.

4. Begin Rights Respecting schools bronze award - Class charters to be created by each class	CT/Pupils	September 22	Rights respecting schools action plan, class charters	CTs to share Class charters on school blog, monitor, review and evaluate. SLT to review progress of bronze award and create action plan.
5. Google classroom created and Bullying survey completed by P4-7 pupils	CT/Pupils/SLT	September 22	Google classroom/THC Bullying survey	SLT to collate responses from children and use to inform CTs. SLT to monitor bullying events across the school. SLT to monitor attendance.
6. Equality and Diversity staff training	All staff	September 22	THC power point slides and resources	
7. HGIOS Equality and Diversity to be completed by all staff	All staff	September 22	HGIOS E & D starter	
8. Assembly/Festival planner produced and shared to include diversity topics, different themes exploring different cultures and religions	SLT/ CT	September 22		
9. Diversity ambassadors created	SLT/CT	October 22		
10. RME audit to ensure the school's curriculum promotes development of the school values and celebrates and reflects the diversity of our school community through the curriculum we offer.	SLT/CT	November 22	RME audit, RME Es and Os, planning discussions, assembly planner, whole school theme days hall displays.	SLT/CT to monitor diversity and cultural inclusion is covered across the school. SLT to monitor the frequency and quality of RME teaching across the school.
11. Schools reading curriculum reviewed and refined. CTs to ensure language in all learning material materials is non-racist, sexist or discriminatory.	SLT/CT	November 22	Book list, planning discussions	SLT to collate information and purchase new resources if needed to ensure diversity is celebrated through the choice of books available for children to read either as whole class texts or through reading as pleasure.
12. All staff to receive training on completing and monitoring EAL profiles.	CT/SLT/EAL lead	Term 2	EAL profiles, Big bear banter, share point	SLT to arrange training with Jenny Gray. SLT/CT to monitor the provision for EAL pupils. SLT to keep register of the children with EAL and their home language with profile on share point.
13. Termly tracking meetings -data tracking and analysis reports showing breakdown of ethnicity, disability and gender.	CT/SLT	Term 1, 2, 3 and 4	Planning and tracking	SLT to arrange termly planning/tracking meetings with CTs and monitor outcomes.



			discussions and monitoring sheet. Assessment data each term	SLT to analyse attainment and progress data annually to track trends and patterns and plan to address these in the following year.
14. Monitor pupils access to extra-curricular opportunities, including sports clubs.	CT/SLT	Term 1, 2, 3 and 4		SLT to monitor and collate data and seek to address any inequalities in pupils' access to these.
15. Create An Equality and Diversity policy for Obsdale Primary.	All staff	Term 3/4	THC E&D policy	SLT to consult and share with Parent Council and parents and carers. Plan to monitor, evaluate the policy and ensure that everyone is actively implementing it so that gaps and any need for further development is recorded and effectively planned for.
16. Consult with pupils, staff, and parents on how the policy is working and how it could be improved. Monitor and review practice.	All staff, pupils, and parents	23/24 session	Obsdale E&D policy	SLT to monitor and report on inclusion.

**Evaluation:**

- How well do all staff know and understand GIRFEC, the wellbeing indicators, and the United Nations Convention on the Rights of the Child?
- How well do all staff understand their role and responsibility in supporting learners' health and wellbeing?
- How well do we know and take account of local and national documents and guidance?
- How well do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included?
- How well do children and young people show consideration for others and demonstrate positive behaviour and relationships?
- How well do we listen to and involve children and young people in making decisions about their wellbeing, their lives and their future?
- How well do we ensure that all staff undertake regular professional learning around legislation, statutory requirements and codes of practice?
- How well do we know the steps we have taken have improved outcomes for children?
- How well can we demonstrate improved attainment for groups and individuals facing barriers to learning, including poverty?
- Have we successfully established an inclusive learning environment? How do we know?
- To what extent does our school celebrate diversity?

**Evidence:**

Attendance levels, The Highland Council Bullying Survey,



<ul style="list-style-type: none"> <li>• How well does our school ensure that the curriculum is designed to develop and promote equality and diversity, eliminate discrimination?</li> <li>• How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community?</li> </ul>				
<b>Key</b>				
Establishment/Cluster wide action	ELC based action	Primary based action	Secondary based action	School specific action (if cluster)

Additional Tasks	Responsibilities
Create a school positive behaviour policy.	All staff, parents and pupils.
Develop childrens profiles.	All staff, parents and pupils.

