



# Obsdale Primary and ELC

ESTABLISHMENT IMPROVEMENT PLAN

SESSION 2023-24

*Respectful Happy Caring Creative Achieving*



| Overview of National and Local Priorities   |  |  |  |                                       |  |   |
|---|--|--|--|---------------------------------------|--|---|
| <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>   |  |  | <b>National Improvement Framework Key Drivers</b> <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>   |                                       |  |   |
| HGIOS/HGIOELC/<br>HGIOURS   | Highland Council Education<br>Priorities   |  | GME Priorities   |                                       | Health and Social Care<br>Standards  |   |
| <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><a href="#">2.3 Learning, teaching and assessment</a></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> <p>Theme 1 Our relationships<br/>Theme 2 Our learning and teaching<br/>Theme 3 Our school and community<br/>Theme 4 Our health and wellbeing<br/>Theme 5 Our successes &amp; achievements</p> | <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. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.</li> <li>We will develop leadership skills at all levels of the system for now and the future, building a culture of empowerment and professional capital.</li> <li>We will maximise health and wellbeing for all children and young people to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.</li> <li>We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through provision of high-quality services.</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> |                                       | <ul style="list-style-type: none"> <li>I experience high quality care and support that is right for me.</li> <li>I am fully involved in all decisions about my care and support.</li> <li>I have confidence in the people who support and care for me.</li> <li>I have confidence in the organisation providing my care and support.</li> <li>I experience a high-quality environment if the organisations provides the premises.</li> </ul> |   |
| Establishment<br>Improvement<br>Priorities  | Linked NIF Priority  | Linked NIF Driver                        | Linked Highland Priority   | Linked QI                             | Linked GME Priority  | Linked H&SC Standard  |
| <b>Improvement in quality and consistency of teaching across the school.</b>  | Improvement in attainment, particularly in literacy and numeracy   | Teacher and practitioner professionalism | We will raise attainment and achievement for all   | 2.3 Learning, teaching and assessment | Choose an item.  | I experience high quality care and support that is right for me |



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| <b>Improvement in planned progressive HWB opportunities for all children.</b> | Placing the human rights and needs of every child and young person at the centre | Improvement in children and young people's health and wellbeing                  | We will maximise health and wellbeing for all children and young people | 3.1 Ensuring wellbeing, equality and inclusion | Choose an item. | I am fully involved in all decisions about my care and support |
| <b>Improvement in childrens ownership of their learning through profiling</b> | Improvement in skills and sustained, positive school-leaver destinations for all | Placing the human rights and needs of every child and young person at the centre | We will develop leadership skills at all levels of the system           | 1.2 Leadership of learning                     |                 | I am fully involved in all decisions about my care and support |
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## #Action Plans

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| <b>Improvement Priority 1 Action Plan:</b>  | Raising the attainment of Literacy and Numeracy through high quality of teaching and Learning  | <b>Lead: J Haines</b>  |  |
| <b>Please detail the information/data which has prompted this work:</b> Observations, planning ad tracking meetings, moderation, jotter monitoring, feedback from staff and children. QI 2.3 is at satisfactory   |  |  |  |
| <b>Expected outcomes:</b> Improved quality and consistency of learning and teaching across the school.<br>Agreement on quality teaching and learning looks in every class in the school.<br>Visual poster displayed in every class.<br>Raised attainment in Literacy and Numeracy by 8% | <b>Measures:</b> Staff engagement with professional research, PRD meetings linked to Power up your Pedagogy to inform improvement.<br>Lesson observations, jotter sampling planning and tracking meetings, moderation discussions, assessments | <b>QI</b> 1:1 self evaluation for self improvement<br>2:3 learning, teaching and assessment.<br>3:2 raising attainment and achievement | <b>When? Who?</b><br>All staff, pupils and parents |
| <i>QI 1.5 Management of Resource</i>  |  | <i>QI 1.3 Leadership of Change</i>   | <i>QI 1.1 Self-evaluation for self-improvement</i> |

| <b>Implementation/Actions</b>   | <b>Time Resource</b>   | <b>Who?</b>  | <b>When?</b>  | <b>Progress</b> |
|---|--|--|---|-----------------|
| Launch Pedagogy improvement at first INSET. Teachers to engage with pedagogy research and approaches to teaching throughout the year.   | Inset/CAT <ul style="list-style-type: none"> <li>• Behaviour</li> <li>• Daily Review</li> <li>• Presenting</li> <li>• Practice</li> <li>• Differentiation</li> </ul> | All teachers   | INSET-14 <sup>th</sup> August<br>CAT – 2 <sup>nd</sup> November<br>25 <sup>th</sup> January<br>25 <sup>th</sup> April |                 |
| Teachers to engage with HGIOS 4 self-evaluation throughout the year to support their own development, improvement and impact.<br>EYPs to engage with HGIOELC self-evaluation  | Inset  | All teachers and EYPs  | 14 <sup>th</sup> August 2023  |                 |
| Teachers to implement writing teaching approaches with pm writing resources.  | Weekly planned sessions  | All teachers   | August 23 - June 24<br>evaluate progress termly   |                 |
| Further develop confidence and consistency in delivery of literacy approaches, e.g. Phonics, Wrap Around Spelling, Literacy for all etc<br>EYPs to develop confidence of emerging literacy and words up strategies      | Weekly planned sessions  | All teachers<br>ASNT to support with Literacy for all<br>HT to support with Phonics<br>PT to support with spelling/reading<br>EYPs | August 23 - June 24<br>Termly check ins and training needs actioned at staff meetings                                 |                 |
| Implementation of new planning documents to ensure pupils learning is planned progressively, delivering all learner entitlements within Curriculum for Excellence.<br>ELC to engage in training for responsive training | CCR  | All teachers/HT<br>EYPs/EYSO   | Termly progress measured at planning/tracking meetings  |                 |
| ELC referring to literacy and numeracy progressions to support planning of play experiences.  | Staff meetings   | All EYPs   | Termly progress meetings with KW  |                 |
| Teachers to moderate termly with stage partner, writing assessments, class visits and planned feedback sessions   | CAT-termly   | All teachers   | 21 <sup>st</sup> September<br>30 <sup>th</sup> November<br>15 <sup>th</sup> February<br>23 <sup>rd</sup> May          |                 |
| Teachers to participate in moderation activities across the ASG   | Inset<br>CATs x 3  | All teachers   | Sept/Feb INSET ½ day<br>6 -10Nov  |                 |

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|  |  |                 | 15 -19 Jan<br>4 – 8 March CAT   |  |
| Staff development in collaborative learning approaches to ensure delivery of experiences that are active, social, contextual and engaging for learners which leads to deeper learning. | Staff meetings/weekly planned sessions | All staff       | August 23 – June 24<br>Blether check ins at staff meetings                                    |  |
| Teachers to have termly tracking meetings to review and analyse data to support raising attainment   | Termly                                 | All teachers/HT | 4 - 8 Sept<br>13 - 17 Nov<br>26 -1 Mar<br>13 – 17 May   |  |
| Development of concise Learning, Teaching and Assessment guidance, revisiting areas such as AifL strategies, differentiation and feedback  | Inset/CAT                              | All staff       | Daily<br>CAT – 2 <sup>nd</sup> November<br>25 <sup>th</sup> January<br>25 <sup>th</sup> April |  |
| All staff to support children to engage with their learning, setting and reviewing targets regularly   | In class                               | All staff       | Monthly   |  |
| Teachers to seek feedback from children about the quality of lessons. How good is our school?  | In class                               | All teachers    | Monthly   |  |
| Parent engagement session to share new writing resources   | In class on an open afternoon          | P6/7            | Term 2  |  |
| Review of improvement priority 1   | INSET                                  | All teachers    | June INSET  |  |

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| <b>Improvement Priority 2 Action Plan:</b>  | Health and Wellbeing  | <b>Lead: J Haines/O MacKinnon</b> |  |  |
| <b>Please detail the information/data which has prompted this:</b> Currently no HWB progression in place and we also need to develop further pupil participation and pupil voice and out tracking of HWB. Observations, planning and tracking meetings, staff discussions |   |                                   |  |  |
| <b>Expected outcomes:</b> Improved opportunities to maximise health and wellbeing experiences and ensure equality and inclusion for all children.<br>Increased pupil participation and pupil voice in the Life and Ethos of the school                                    | <b>Measures:</b> Teachers using HWB progression, tracking of HWB, children knowing and understanding the wellbeing indicators, observations, planning and tracking meetings, class charters, wellbeing surveys, themed days |                                   | <b>QI</b> 1.1 self evaluation for self improvement<br>2:3 learning, teaching and assessment<br>2.5 Family learning<br>3.1 Ensuring wellbeing, equality and inclusion<br>3:2 raising attainment and achievement | <b>When? Who?</b><br>All staff, pupils and parents |
| QI 1.5 Management of Resource   |   | QI 1.3 Leadership of Change       |  | QI 1.1 Self-evaluation for self-improvement        |
| <b>Implementation/Actions</b>   | <b>Time Resource</b>  | <b>Who?</b>                       | <b>When?</b>   | <b>Progress</b>                                    |



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| Teachers to engage in staff training around E&D, food and health and RSHP  | INSET/CAT                       | All staff school and ELC                     | INSET -½ day<br>September<br>CAT - 23 <sup>rd</sup> November<br>1 <sup>st</sup> February<br>13 <sup>th</sup> June           |  |
| Review Equalities and Diversity training and Policy – ensuring this is visible in all aspects of school life.  | INSET                           | O MacKinnon/All staff school and ELC         | 14 <sup>th</sup> August 2023  |  |
| Begin our journey towards becoming an accredited Rights Respecting School.   | In class                        | All staff school and ELC                     | Daily   |  |
| All staff, parents and children to develop their understanding of children’s rights  | CAT                             | All staff school and ELC, pupils and parents | Monthly newsletters/open afternoons<br>CAT - 23 <sup>rd</sup> November<br>1 <sup>st</sup> February<br>13 <sup>th</sup> June |  |
| Pupil Participation and Pupil Voice – develop increased opportunities for children to have their views heard and actively participate in leading the school improvement agenda through pupil groups; Life and Ethos, Pupil Council | In class<br>Life & ethos groups | All staff school and ELC                     | Daily<br>Fortnightly  |  |
| Planned wellbeing experiences for whole school community to build knowledge of SHANARRI  | Whole school termly             | All staff school and ELC                     | Termly  |  |
| Implement new wellbeing survey, with all children<br><br>Share new HWB element on tracker  | Whole school termly             | All teachers and children                    | Termly  |  |
| Implementation of new RME calendar   | In class                        | All teachers and EYPs                        | August 23 – June 24   |  |
| Parent engagement session to share HWB progress  | In classes one open afternoon   | Staff and pupils                             | Term 3  |  |
| Review of improvement priority 2   | INSET                           | All teachers                                 | June INSET  |  |

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| <b>Improvement Priority 3 Action Plan:</b>  | Pupil profiling   |                                  | <b>Lead: J. Haines/ O. MacKinnon</b>  |  |
| <b>Please detail the information/data which has prompted this work:</b> Profiling at the very early stages of development. Observations, planning and tracking meetings, staff discussions, parent and pupil feedback |   |                                  |   |  |
| <b>Expected outcomes:</b> To ensure all childrens learning has purpose, coherence and to ensure progression. To ensure children have ownership for and share their learning through profiling                         | <b>Measures:</b> Childrens profiles, children and parents' feedback |                                  | <b>QI</b> 1.2 Leadership of learning<br>2.5 Family learning<br>3.3 Increasing creativity and employability/Developing creativity and skills for life and learning | <b>When? Who?</b><br>All staff, pupils and parents |
| QI 1.5 Management of Resource   |   | QI 1.3 Leadership of Change      |   | QI 1.1 Self-evaluation for self-improvement        |
| <b>Implementation/Actions</b>   | <b>Time Resource</b>  | <b>Who?</b>                      | <b>When?</b>  | <b>Progress</b>                                    |
| Seesaw to be used as a temporary rial into online profiling. Check all staff set up on seesaw and review seesaw profile   | INSET/staff meeting   | All staff school and ELC         | 14 <sup>th</sup> August   |  |
| Launch seesaw to parents with policy  |   | All teachers and EYPs            | September 2023  |  |
| Effective profiling and reporting self-evaluation to be carried out ensuring the ingredients of profiling are delivered, learning conversations, target setting, links to DYW, parental engagement                    | All teachers and EYPs   | All teachers and EYPs            | Staff meetings  |  |
| Teachers to share with children what a personal profile is and sit alongside them to introduce them to personal online profiling. Digital leaders to buddy up and help younger children                               | In class when necessary   | All teachers and children        | August 23 to June 24  |  |
| PT/HT to visit other school using Google sites for profiling and feedback at a staff meeting in preparation to move forward with this improvement in 24-25 session  | PT management time/staff meeting                                    | O.MacKinnon/all teachers.        | TBC   |  |
| Parent engagement sessions during open afternoons to check all parents are accessing seesaw and seek feedback   | In classes one afternoon per term                                   | All staff and pupils and parents | One per term  |  |
| Moderation of online profiling  | Staff discussion  | All teachers                     | Staff meeting Jan 24  |  |
| Identified next steps from moderation to be developed and actioned  | Staff discussion  | All teachers                     | Feb 24<br>SIP 24-25   |  |
| Review of improvement priority 3  | INSET   | All teachers                     | June INSET  |  |

