



Education

Establishment Improvement Plan 2024 - 2025

School Name: Lochgoilhead Primary and ELC

Contents:

1. Overview of Establishment 3 Year Cycle of Improvement Plan Priorities
2. Strategic Improvement Planning for Establishment
3. Operational Improvement Planning (Action Plan) for Establishment
4. Establishment Maintenance Improvement Planning
5. Pupil Equity Funding | Planning and Reporting

Overview of Establishment 3 Year Cycle of Improvement Plan Priorities

Session: 2024-2025

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in achievement, particularly in literacy and numeracy.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> • School and ELC leadership • Teacher and practitioner professionalism • Parent/carer engagement and family learning • Curriculum and assessment • School and ELC 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	<ul style="list-style-type: none"> • Raise educational attainment and achievement for all • Use performance information to secure improvement for children and young people • Ensure children have the best start in life and are ready to succeed • Equip young people to secure and sustain positive destinations and achieve success in life • Ensure high quality partnership working and community engagement • Strengthen leadership at all levels

Strategic Priorities 3 Year Cycle

2024 – 2025:	2025 – 2026:	2026 – 2027:
Develop the curriculum to raise attainment and ensure achievements for all through STEM and Outdoor Learning. Raise engagement and attainment in Literacy from P1-P7 Raise engagement and attainment in Numeracy from P1-P7	Develop the curriculum to raise attainment and ensure achievements for all through STEM and Outdoor Learning. Raise engagement and attainment in Literacy from P1-P7 Raise engagement and attainment in Numeracy from P1-P7.	Develop health and wellbeing opportunities to promote awareness of the benefits of this which am to promote an engagement in learning leading raising attainment. Raise engagement and attainment in Literacy from P1-P7 Raise engagement and attainment in Numeracy from P1-P7.



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Strategic Improvement Planning for Establishment: Overview of Links to Key Policies		Session: 2024-2025	
National Improvement Framework Key Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in achievement, particularly in literacy and numeracy. 		Collaboration and Consultation	
		Who?	When?
		Pupils	By May 2025
		Parents	By May 2025
		Staff	By May 2024
National Improvement Framework Key Drivers		Argyll and Bute Education Key Objectives	
HGIOS 4 and Early Learning and Childcare Indicators <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer engagement and family learning Curriculum and assessment School and ELC improvement Performance information 		<ul style="list-style-type: none"> Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels 	
Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)

Develop the curriculum to raise attainment and ensure achievements for all through STEM and Outdoor Learning.	Higher pupil engagement and attainment in STEM Higher engagement in Family learning in STEM	Track engagement and progress during STEM Teaching and Learning projects/Young STEM Leaders /STEM Nations Award. Increased pupil participation in Teaching and Learning Track engagement and progress through Forest Schools and Wild Passports criteria. Questionnaires and surveys (start and end of the year)	Yes
Raise engagement and attainment in Literacy from P1-P7	Higher pupil engagement and attainment in Literacy	Literacy attainment data- XBRA/ACEL/GL Assessments- P2,P3, P5 and P6, SNSA P1, P4 and P7 used to inform planning and next steps in learning. Literacy checklist completed as a baseline assessment and again in May 2025 and areas within Numeracy identified to make improvements	
Raise engagement and attainment in Numeracy from P1-P7.	Higher pupil engagement and attainment in Numeracy	Numeracy attainment data - XBRA/ACEL/GL Assessments- P2,P3, P5 and P6, SNSA P1, P4 and P7 used to inform planning and next steps in learning. Numeracy checklist completed as a baseline assessment and again in May 2025 and area identified within Literacy to make improvements.	

Note: This section of the Improvement Plan can be made available to all relevant stakeholders to provide an overview of the session's priorities.

Operational Improvement Planning (Action Plan) for Establishment:			Session: 2024-2025
Strategic Priority 1:	Title: Develop the curriculum to raise attainment and ensure achievements for all through STEM and Outdoor Learning.		
National Improvement Framework Key Priorities			
<ul style="list-style-type: none">Placing the human rights and needs of every child and young person at the centre of educationImprovement in children and young people’s health and wellbeingClosing the attainment gap between the most and least disadvantaged children and young peopleImprovement in skills and sustained, positive school-leaver destinations for all young peopleImprovement in achievement, particularly in literacy and numeracy.			
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives	
<ul style="list-style-type: none">School and ELC leadershipTeacher and practitioner professionalismParent/carer engagement and family learningCurriculum and assessmentSchool and ELC improvementPerformance information	<ul style="list-style-type: none">1.1 Self Evaluation for self-improvement1.2 Leadership for learning1.3 Leadership of change1.4 Leadership and management of staff1.5 Management of resources to promote equity2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning teaching and assessment2.4 Personalised support2.5 Family learning2.6 Transitions2.7 Partnership3.1 Ensuring wellbeing, equality and inclusion3.2 Raising attainment and achievement/Securing children's progress3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	<ul style="list-style-type: none">Raise educational attainment and achievement for allUse performance information to secure improvement for children and young peopleEnsure children have the best start in life and are ready to succeedEquip young people to secure and sustain positive destinations and achieve success in lifeEnsure high quality partnership working and community engagementStrengthen leadership at all levels	
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress

<p>STEM Nations Award</p> <p>Strand 1 Leadership in STEM</p> <ul style="list-style-type: none"> -Further STEM CPD with SSERC and led by Paul Malcolm (Primary Science Development Officer) -Staff take forward STEM in their own modelling Teaching from STEM CPD - Staff develop the rationale and design of our STEM curriculum collegiately. We are learning to weave sciences, technologies, engineering, mathematics and digital skills together. - Staff have confidence in the process of change and have contributed to the plan for improvement. Staff are reflecting on our practice to ensure changes lead to improvement, social justice and equity for learners. -Older children lead STEM learning with younger children. -Staff engage in self-evaluation of taking STEM forward in their setting. <p>Strand 2 STEM Family Learning</p> <ul style="list-style-type: none"> -STEM Workshops with families through Share the Learning events -Projects set for home to complete to strengthen home-school links <p>Strand 3 Employability and STEM Partnership working</p> <ul style="list-style-type: none"> -Further STEM CPD with SSERC and led by Paul Malcolm -STEM Workshops with identified partners, possibly involving family learning opportunities -STEM Focus Weeks celebrating STEM Teaching and Learning -Raising the profile of STEM skills and careers, promoting STEM careers. - Creativity, entrepreneurship and innovation are being introduced to STEM learning. - The expertise of young people themselves is helping to build our digital skills. <p>Strand 4 STEM Curriculum and learner pathways</p>	<p>Amanda Walsh Gail McCorquodale Louise Blair Linda Leyland</p>	<p>By May 2025</p>	<p>All pupils will have equitable access to STEM with more pupils engaging in STEM.</p> <p>Staff are fully engaged in integrating STEM within their Teaching and Learning, actively seeking ways to incorporate aspects of STEM in their practice.</p>
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<p>-Continue with Young STEM Leaders</p> <p>-Give pupils the opportunities to plan their own STEM learning</p> <p>-Interviews with Engineers to address stereotypes and bias</p> <p>-Forest Schools and Wild Passport criteria</p> <p>-Self and Peer Assessment opportunities</p> <p>-STEM competition in line with Cluster and the GRAB Trust</p> <p>-Approaches to raising attainment and achievement, including in literacy and numeracy, through STEM are being trialled.</p> <p>Strand 5 Equity and Equality in STEM</p> <p>-Interviews with Engineers to address stereotypes and bias</p> <p>-All children accessing STEM opportunities across setting, learning adapted to suit needs of all children.</p> <p>-STEM opportunities enhance wellbeing and outcomes for learners.</p> <p>-Opportunities to promote equality, diversity, inclusion and equity through STEM are being explored</p> <p>-STEM learning materials, books and displays are being reviewed to ensure they promote diversity and tackle stereotypes.</p> <p>-Staff audit available STEM resources, including digital technologies, to see what can be used to enhance learning. This includes a focus on learning resources which tackle stereotypes and promote equity and equality through positive STEM role models. Staff are exploring ways to use our indoor and outdoor spaces creatively to support STEM.</p>			
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Operational Improvement Planning (Action Plan) for Establishment:

Session: 2024-2025

Strategic Priority 2:

Title: Raise engagement and attainment in Literacy from P1-P7

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in achievement, particularly in literacy and numeracy.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives		
<ul style="list-style-type: none"> • School and ELC leadership • Teacher and practitioner professionalism • Parent/carer engagement and family learning • Curriculum and assessment • School and ELC 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	<ul style="list-style-type: none"> • Raise educational attainment and achievement for all • Use performance information to secure improvement for children and young people • Ensure children have the best start in life and are ready to succeed • Equip young people to secure and sustain positive destinations and achieve success in life • Ensure high quality partnership working and community engagement • Strengthen leadership at all levels 		
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress	
General To consider the tracking and monitoring of all aspects of Literacy, ensuring we have robust systems in place. The learning, teaching and assessment cycle is used to map and moderate across aspects of Literacy. Listening and Talking	Gail McCorquodale Amanda Walsh Louise Blair	By May 2025	All pupils will have equitable access to Literacy with more pupils engaging in Literacy leading to higher attainment.	

<p>Development of oral language at the heart of all approaches of literacy and we have strategies in place for both universal and targeted support.</p> <p>Opportunities to engage in a wide range of formal and informal listening and talking opportunities.</p> <p>Children develop oral language through high quality interactions and teaching of listening and talking.</p> <p>Reading</p> <ul style="list-style-type: none"> -Clear strategies for explicitly modelling based upon the children's current level of development, phonemic awareness, phonics, vocabulary comprehension and fluency. -To continue with a whole school approach to planning high quality experiences within literacy and across the curriculum considering natural connection between listening, talking, reading and writing. <p>We celebrate and promote reading in our experiences, interaction and spaces.</p> <ul style="list-style-type: none"> -To refresh Reading materials across the school to promote enjoyment in Reading. This would ensure that children have a diverse, high-quality texts that engage interests and enhance learning. -To consider vocabulary Development and planned opportunities across a a range of learning experiences and contexts to support progress. <p>Writing</p> <ul style="list-style-type: none"> -To consider changing the progressive programme for writing that ensure pupils can develop skills in different genres. The teaching of this make use of naturally occurring meaningful context as well as drawing on the support commercially produced resources where appropriate. <p>We track physical readiness for writing and use this to support targeted and universal approaches to the foundation's skills of literacy.</p> <ul style="list-style-type: none"> -Writing is assessed against the targeted (and co-developed) Success Criteria of that task. Ranges of evidence are looked at holistically against the benchmarks. 			<p>Tailored intervention in place to support and challenge pupils in Literacy.</p> <p>Staff engage in CPD to enhances Teaching and Learning which improves outcomes for all learners.</p>
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Operational Improvement Planning (Action Plan) for Establishment:			Session: 2024-2025	
Strategic Priority 3:	Title: Raise engagement and attainment in Numeracy from P1-P7.			
National Improvement Framework Key Priorities				
<ul style="list-style-type: none">Placing the human rights and needs of every child and young person at the centre of educationImprovement in children and young people’s health and wellbeingClosing the attainment gap between the most and least disadvantaged children and young peopleImprovement in skills and sustained, positive school-leaver destinations for all young peopleImprovement in achievement, particularly in literacy and numeracy.				
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators		Argyll and Bute Education Key Objectives	
<ul style="list-style-type: none">School and ELC leadershipTeacher and practitioner professionalismParent/carer engagement and family learningCurriculum and assessmentSchool and ELC improvementPerformance information	<ul style="list-style-type: none">1.1 Self Evaluation for self-improvement1.2 Leadership for learning1.3 Leadership of change1.4 Leadership and management of staff1.5 Management of resources to promote equity2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning teaching and assessment2.4 Personalised support2.5 Family learning2.6 Transitions2.7 Partnership3.1 Ensuring wellbeing, equality and inclusion3.2 Raising attainment and achievement/Securing children's progress3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning		<ul style="list-style-type: none">Raise educational attainment and achievement for allUse performance information to secure improvement for children and young peopleEnsure children have the best start in life and are ready to succeedEquip young people to secure and sustain positive destinations and achieve success in lifeEnsure high quality partnership working and community engagementStrengthen leadership at all levels	
Key Actions (How)		Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress
Curriculum -Mathematical vocabulary is developed consistently across all stages. There is a clear progression in methods used across the school.		Amanda Walsh Gail McCorquodale	By May 2025	All pupils will have equitable access to Numeracy with more pupils engaging

<p>-Plans ensure that learners have opportunities for problem and reasoning as a core offer of the curriculum.</p> <p>Curriculum plans acknowledge efficient and accurate developmentally appropriate strategies for calculation that also support transition.</p> <p>Connect has been carefully selected to ensure pupils have the building blocks they need for later work.</p> <p>Once key facts and methods are understood plan allow learners to apply their learning in different contexts.</p> <p>Plans engineer successful opportunities to connect concepts within and between topic sequence.</p> <p>Plans rule out the acquisition of common misconceptions.</p> <p>Pedagogy</p> <p>Instruction practices are systematic, with new content introduced in a logical order, building on what pupils know.</p> <p>Class instruction and pedagogies make sense to pupils.</p> <p>Task design ensure that pupils are clear about what they need to do and the equipment they use to ensure success.</p> <p>Assessment</p> <p>Pupils know what they are improving and can talk about this.</p> <p>Plans incorporate opportunities for assessing pupils' knowledge of methods, problem solving and reasoning.</p> <p>Summative tests are kept to a minimum and when they are used the findings are used to inform classroom planning.</p> <p>Maths and Numeracy is celebrated and promoted in our experiences, interaction and spaces.</p> <p>Systems</p> <p>Staff have a clear understanding of interventions required in class and in school and how to access these.</p> <p>The school can readily explain and qualify potential change in data due to robust tracking.</p>	<p>Louise Blair</p>	<p>in Numeracy leading to higher attainment.</p> <p>Tailored intervention in place to support and challenge pupils in Numeracy.</p> <p>Staff engage in CPD to enhance Teaching and Learning which improves outcomes for all learners.</p>
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<p>Mechanisms exists for curriculum construction, sequencing and improvement.</p> <p>Staff have opportunities to develop their own subject and subject-specific pedagogical knowledge.</p> <p>Parents are kept informed of their children’s progress in Maths and Numeracy.</p> <p>Culture</p> <p>Proficient in Numeracy and Maths is celebrated.</p> <p>Pupils appreciate the ways in which maths underpins advances in technology and science.</p> <p>We make sure to utilise all aspects of the curriculum to ensure that practical application of Maths and Numeracy skills.</p>			
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Operational Improvement Planning (Action Plan) for Establishment:		Session:2024-2025
Strategic Priority 1 ELC:	Title: Develop the curriculum to raise attainment and ensure achievements for all through STEM and Outdoor Learning.	
<div>National Improvement Framework Key Priorities</div> <ul style="list-style-type: none">• Placing the human rights and needs of every child and young person at the centre of education• Improvement in children and young people’s health and wellbeing• Closing the attainment gap between the most and least disadvantaged children and young people• Improvement in skills and sustained, positive school-leaver destinations for all young people• Improvement in achievement, particularly in literacy and numeracy.		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives

<ul style="list-style-type: none">• School and ELC leadership• Teacher and practitioner professionalism• Parent/carer engagement and family learning• Curriculum and assessment• School and ELC improvement• Performance information	<ul style="list-style-type: none">1.1 Self Evaluation for self-improvement1.2 Leadership for learning1.3 Leadership of change1.4 Leadership and management of staff1.5 Management of resources to promote equity2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning teaching and assessment2.4 Personalised support2.5 Family learning2.6 Transitions2.7 Partnership3.1 Ensuring wellbeing, equality and inclusion3.2 Raising attainment and achievement/Securing children's progress3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	<ul style="list-style-type: none">• Raise educational attainment and achievement for all• Use performance information to secure improvement for children and young people• Ensure children have the best start in life and are ready to succeed• Equip young people to secure and sustain positive destinations and achieve success in life• Ensure high quality partnership working and community engagement• Strengthen leadership at all levels	
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<p>Staff to engage with SSERC Training and CPD Training offered by Paul Malcolm, using this to inform their practice.</p> <p>Staff to engage with Outdoor learning training through CLPL catalogue.</p> <p>Staff to engage with ELC CPD opportunities regarding children development.</p> <p>STEM opportunities for learning provided by provoking curiosity and creativity, accessing both indoors and outdoors.</p> <p>Outdoor Education opportunities provided by stimuli from with indoors or outdoors.</p> <p>STEM and Outdoor sessions include as part of Stay and Play sessions</p> <p>Observations of STEM and Outdoor Learning to take account of engagement and motivation for Numeracy using Up, Up and Away or LAD/Leuven Scale/Developmental Milestones recording (Observation carried out regularly)</p> <p>ELC pupils to be part of wider community learning sessions with our local ranger, Rob Trevis-Smith.</p> <p>ELC pupils to be part of STEM workshops where possible during the year.</p> <p>ELC to be part of STEM Focus Week and Outdoor Learning Day</p>	Melissa Connor Kylie Walsh	By May 2025 (SIP Reviews terminal)	



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Operational Improvement Planning (Action Plan) for Establishment:			Session:2024-2025	
Strategic Priority 2 ELC:	Title: Promote Numeracy and Literacy to raise children’s engagement			
National Improvement Framework Key Priorities				
<ul style="list-style-type: none">Placing the human rights and needs of every child and young person at the centre of educationImprovement in children and young people’s health and wellbeingClosing the attainment gap between the most and least disadvantaged children and young peopleImprovement in skills and sustained, positive school-leaver destinations for all young peopleImprovement in achievement, particularly in literacy and numeracy.				
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators		Argyll and Bute Education Key Objectives	
<ul style="list-style-type: none">School and ELC leadershipTeacher and practitioner professionalismParent/carer engagement and family learningCurriculum and assessmentSchool and ELC improvementPerformance information	<ul style="list-style-type: none">1.1 Self Evaluation for self-improvement1.2 Leadership for learning1.3 Leadership of change1.4 Leadership and management of staff1.5 Management of resources to promote equity2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning teaching and assessment2.4 Personalised support2.5 Family learning2.6 Transitions2.7 Partnership3.1 Ensuring wellbeing, equality and inclusion3.2 Raising attainment and achievement/Securing children's progress3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning		<ul style="list-style-type: none">Raise educational attainment and achievement for allUse performance information to secure improvement for children and young peopleEnsure children have the best start in life and are ready to succeedEquip young people to secure and sustain positive destinations and achieve success in lifeEnsure high quality partnership working and community engagementStrengthen leadership at all levels	
Key Actions (How)		Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress
Staff to engage with ELC CPD opportunities linked with Literacy and Numeracy.		Melissa Connor Kylie Walsh	By May 2025 (Reviewed termly)	

<p>Continue with Book of the Week for scaffold learning for all children.</p> <p>Provocations to draw children to Literacy and Numeracy stimuli -Natural and concrete (changed frequently to maintain curiosity and interest in learning)</p> <p>Observation of Literacy and Numeracy to take account of engagement and motivation for Numeracy using Up, Up and Away or LAD/Leuven Scale/Developmental Milestones recording (Observation carried out regularly)</p> <p>Peer observations of sessions delivered by Education and Childcare Workers to share good practice. Self-reflection using HGIOSEL.</p> <p>Specific resources identified to support the needs to learner ensuring breadth and depth of learning from those who require support to those who need to be challenged. Sensory resources used for children with ASN.</p> <p>Environmental to have Literacy and Numeracy resources indoors and outdoors.</p> <p>Bookbug integrated into Stay and Play sessions more frequently.</p> <p>Bookbug resources to be launched with children and parents together to celebrate a love of Reading during a Stay and Play session when these are received.</p> <p>Add to the Literacy and Numeracy lending library to encourage choice.</p> <p>Children to be part of Literacy Focus Week where a love of Reading is promoted.</p> <p>Seesaw engagement with parents/carers. Ask them to post in reply to their children's progress or to post activities from home so staff can comment.</p> <p>Storytelling sessions with Shona Cowie/Local library.</p> <p>Children to be involved in live author sessions if this is possible.</p> <p>Parents and Carers to share learning from home as this is the child's primary learning environment. Home School communication promoted to support child with learning at home.</p>			
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Operational Improvement Planning (Action Plan) for Establishment:			Session:2024-2025	
Strategic Priority 3 ELC:	Title: Planning and Assessment to reflect children’s individual learning journeys			
National Improvement Framework Key Priorities <ul style="list-style-type: none">Placing the human rights and needs of every child and young person at the centre of educationImprovement in children and young people’s health and wellbeingClosing the attainment gap between the most and least disadvantaged children and young peopleImprovement in skills and sustained, positive school-leaver destinations for all young peopleImprovement in achievement, particularly in literacy and numeracy.				
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators		Argyll and Bute Education Key Objectives	
<ul style="list-style-type: none">School and ELC leadershipTeacher and practitioner professionalismParent/carer engagement and family learningCurriculum and assessmentSchool and ELC improvementPerformance information	<ul style="list-style-type: none">1.1 Self Evaluation for self-improvement1.2 Leadership for learning1.3 Leadership of change1.4 Leadership and management of staff1.5 Management of resources to promote equity2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning teaching and assessment2.4 Personalised support2.5 Family learning2.6 Transitions2.7 Partnership3.1 Ensuring wellbeing, equality and inclusion3.2 Raising attainment and achievement/Securing children's progress3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning		<ul style="list-style-type: none">Raise educational attainment and achievement for allUse performance information to secure improvement for children and young peopleEnsure children have the best start in life and are ready to succeedEquip young people to secure and sustain positive destinations and achieve success in lifeEnsure high quality partnership working and community engagementStrengthen leadership at all levels	
Key Actions (How)		Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress
Staff to engage with CPD delivered by Psychologist providing support how to meet the needs of children with ASN.		Melissa Connor Kylie Walsh	By May 2025 (Reviewed termly)	



<p>Staff to engage with CPD through Council's CLPL Catalogue in relation to developing their understanding of ASN and how to best provide support.</p> <p>Strong positive relationship between home and school to support child's development.</p> <p>Staff to provide tailored support for children with sensory needs.</p> <p>Promote parents being more involved in their child's learning and encourage sharing activities from home so staff can post on their post and children's achievements.</p> <p>Observations using Up, Up and Away, LAD to measure progress across curricular areas and Leuven Scale to measure engagement and motivation.</p> <p>Provocation takes account of children's interests encouraging them to be curious about resources and their environment.</p> <p>Planning accounts for individual needs of children ensuring differentiation of support where required.</p>			
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Operational Improvement Planning (Action Plan) for Establishment:			Session: 2024-2025
Strategic Priority GME:	Title:		
National Improvement Framework Key Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in achievement, particularly in literacy and numeracy. 		Argyll and Bute Gaelic Language Plan Targets <p>GLP 1 Promoting a positive image of Gaelic</p> <p>GLP 2 Increasing the learning of Gaelic</p> <p>GLP 3 Increasing the use of Gaelic</p>	
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators		Argyll and Bute Education Key Objectives
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Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress

Operational Improvement Planning (Action Plan) for Establishment:			Session:
Developing in Faith (Denominational Schools only)		Title:	
National Improvement Framework Key Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in achievement, particularly in literacy and numeracy. 		Developing in Faith Themes <ul style="list-style-type: none"> DiF 1 Honouring Jesus Christ as the way, the truth and the life DiF 2 Developing as a community of faith and learning DiF 3 Promoting gospel values DiF 4 Celebrating and worshipping DiF 5 Serving the common good 	
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators		Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer engagement and family learning Curriculum and assessment School and ELC 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 		<ul style="list-style-type: none"> Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress

Establishment Maintenance Improvement Planning – Optional

Session:2024-2025

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in achievement, particularly in literacy and numeracy.

National Improvement Framework Key Drivers

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer engagement and family learning
- Curriculum and assessment
- School and ELC improvement
- Performance information

HGIOS 4 and Early Learning and Childcare Indicators

- 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

Argyll and Bute Education Key Objectives

- Raise educational attainment and achievement for all
- Use performance information to secure improvement for children and young people
- Ensure children have the best start in life and are ready to succeed
- Equip young people to secure and sustain positive destinations and achieve success in life
- Ensure high quality partnership working and community engagement
- Strengthen leadership at all levels

Key Actions (from previous plans):



Pupil Focus Groups (ECO, Rights and Pupil Council) will continue to share their voice, act and make improvements.

Rights Group- Will take forward Action to sustaining GOLD status

ECO Group- Will work towards sixth Green Flag

OCTNE (ongoing from 2023-2024)- Work towards achieving bronze level, maybe silver level within the OCTNE framework, implementing two Nurture Principles (Bronze level) and four Nurture principles (Silver level) by Nov 2024. Plan for GOLD in 2025.



Pupil Equity Funding must be used to deliver activities, approaches or resources which are clearly additional to universal local improvement plans.**Identify:**

- Who is the target group? Consider the six family priority types (lone parent, minority ethnic, families with disabled adult or child, young mothers (under 25), families with child under one, larger families (3+ children). What is the gap? SIMD data? FSME? Community context?
- Think about your equalities groups that may be disproportionately affected by deprivation.
- What data did you use to identify this? ACEL achievement, SNSA data, Standardised assessment information, School tracking information, Wellbeing app
- To be included:
 - School locality (rural, urban, remote rural, etc.) <https://www.gov.scot/binaries/content/documents/govscot/publications/transparency-data/2017/05/rural-schools/documents/rural-schools-list-2017-xlsx/rural-schools-list-2017-xlsx/govscot%3Adocument/Rural%2Bschools%2Blist%2BMay%2B2017.xlsx>
 - % FSME
 - % SIMD 1/2 and other bands as appropriate
 - % ASN - is there a link with those affected by poverty?

A consideration for longer term planning of approaches, with funding confirmed until 2026, should be considered in the targets below.**School details (rolls, class composition)**

Lochgoilhead Primary and ELC is situated in a remote, rural area. We have 7 children in our ELC who are from 3-4 years. We have 12 children from P1-P3 and 12 children from P4-P7.

School vision, values and aims

Our Vision is "We see ourselves at the heart of a nurturing community where all learn to be the best they can be". Our values are Happiness, Respect and Ambition and are the foundation of everything that happens here. Our Vision, Values and aims are underpinned by Children Rights from the UNCRC.

Local Context

It is a family school where children, families, staff and friends can feel at home. The school and ELC is a happy, bright and welcoming place where achievements and learning are celebrated by everyone.

The school serves the children from Lochgoilhead and Carrick area. As we are a small remote, rural school, staff know children and families very well, having strong bonds and excellent working relationships built on trust and mutual respect. We have a deep understanding of each child and their individual needs. Learning and Teaching is tailored to meet each pupil's needs, ensuring that we provide both support and challenge.

Factors affecting progress

Our cycle of improvement allows for capacity building of staff, identifying strategic process to build and ensure our plan is manageable and realistic, allowing flexibility to adapt to unplanned challenges.

The school continues to work in partnership with parents and the community striving to work together to create and support learning opportunities for children across all settings.

There have been historic issues with staff retention in school. Sustainability of school improvement can be a challenge. We continue to refer to Davies (2022) to build continuity and progression in our SIP allowing for capacity building within staffing levels and identify strategic processes to build on to ensure the implementation 'The key focus of a strategically focused school needs to be developing complex and deep learning that provides an education sustaining children on their life's journey. Brent Davies (2011) 'Leading the strategically focussed school'.

The previous three-year strategic intent and current three-year strategic intent continues to be based on Davies (2011) to build continuity and progression into our SIP. It allows for capacity building within our staffing levels, and identified strategic processes to build on to ensure the implementation of the plan is manageable and realistic, while allowing flexibility to adapt to unplanned challenges.

Primary Data- ACEL achievement, SNSA data, Standardised assessment information, GL Assessments, Parallel Spelling, School tracking information, Wellbeing app, Child's Plans, Children's report, parents' evenings, observations will be collated to inform progress.

ELC Data- Up, Up and Away, LAD, Leuven Scale, Developmental Milestones, 'All about me', 'More about Me', Parent's meeting, Reports, Child's Plans.

Primary Setting**Target Group 1: STEM and outdoor learning**

To engage with all pupils, (no less than 80% of pupils, preferably higher) delivering rich STEM learning experiences of Teaching and Learning, specifically across each aspect of STEM. In June 2024, confidence in science increased by 20%, confidence in Technology rose by 80%, confidence in engineering rose by 20% and confidence in addressing gender balance rose by 100%. We would hope to increase confidence by 10% to reach 90% of all pupils or higher.

To further promote STEM learning and Outdoor Learners with less engaged learners (20% identified, we aim for 10% increase) from identified pupils ensuring a balance of support and challenged where required. Children will continue to have more practical experience of each aspects of STEM led by our class teachers who are building teaching capacity through taking back in SSERC training/Courses led by out STEM lead and OWL as well as experts who will work as learning partners to deliver more bespoke learning experience such as Steve Wright through Geology, Space engineers, local ranger sessions (pond dipping, biodiversity etc/Forest School sessions (Wild Passports framework), Scottish Junior Forrester Award (SJFA) framework.

Target Group 2: Promote and Develop Literacy Teaching and Learning

To engage with all pupils (no less than 80% of pupils, preferably higher) delivering rich learning experiences of Literacy, ensuring equity of support through interventions provided, specifically those whose Reading levels are not where they are expected for their age and stage. Overall, our children have experienced a dip in Reading/Listening and Talking as Reading/Listening and Talking has decreased by 26% over the last three years. From February 2023-February 2024, 68.42% have progressed up at least one progress measure, 0% have remained the same. We predict with Literacy interventions, our Literacy levels for P1, P4 and P7 will increase by 71.43%. This is in line with the authority stretch aim targets in Literacy of 73.5%. We predict that 80% children in P1 will achieve Early level in all three organisers and 20 % in two organisers. We predict in P4, 75% will achieve First Level in all three organisers and 25% in two organisers. We predict that 66.76% of children will achieve in Second level in three organisers and 33.33% in two organisers.

Literacy interventions identified are implementing strategies form 'Teaching children how to listen' and games to develop good listening and social skills as this will help to set the right context for learning. Literacy interventions will also be Nessy for those who find spelling more difficult, more rigorous use of Accelerated Reade/SNSA and GL assessments to help identify barriers to learning ensuring that children are continually progressing, adults will listen to children read daily and ask thoughtful questions to elicit understanding of their reading building on higher order comprehension skills.

To further promote Literacy with less engaged learners from identified pupils while ensuring a balance of support and challenged where required.

Target Group 3: Develop Numeracy Teaching and Learning

To engage all pupils and families(no less than 80%, preferably higher) with rich learning experiences of Numeracy, ensuring equity of support through intervention provided, specifically those who Numeracy levels are not where they are expected for their age and stage. Overall, our children have experienced a dip in Numeracy as Numeracy has decreased by 40% over the last three years. From February 2023 and February 2024, 63.16% of our P1, P4 and P7 pupils have increased by 63.16%. We predict with Numeracy interventions, our Numeracy levels for P1, P4 and P7 will increase by 85.71%. This exceeds the authority national stretch aim of 80.5%.

To further promote Numeracy with less engaged learners from identified pupils whilst ensuring a balance of support and challenged where required.

ELC Setting

Target Group 1 Develop the curriculum to raise attainment and ensure achievements for all through STEM and Outdoor Learning.

To engage all pupils and families with rich STEM learning experiences of Teaching and Learning, specifically up to 80% of pupils, considering, 40% of children who will need bespoke learning experience due to ASN needs.

To promote STEM learning and Outdoor Learners with less engaged learners from identified pupils whilst ensuring a balance of support and challenged where required. A higher Focus on STEM, will increase engagement for at least 80% or more of our pupils, offering more bespoke practical experience for our learners with individual learning pathways. Children will continue to have more practical experience of each aspect of STEM led by our class teachers who are building teaching capacity through taking back in SSERC training/Courses led by out STEM lead and OWL.

Commented [DE1]: Authority stretch aim in Literacy for 2024-25 is up to 73.5%

Commented [DE2]: Authority stretch aim in Numeracy for 2024-25 is up to 80.5%

Target Group 2 : Promote Numeracy and Literacy to raise children's engagement

To engage all pupils and families with rich Literacy and Numeracy learning experiences of Teaching and Learning, specifically 40% children who have an individual learning journey. To use observations to inform Highland Numeracy and Literacy trackers ensuring progress is in line with their age and stage where this is an appropriate method of assessment to use. Literacy interventions identified are implementing strategies from 'Teaching children how to listen' and games to develop good listening and social skills as this will help to set the right context for learning.

To promote Literacy and Numeracy learning and Outdoor Learners with less engaged learners ensuring a balance of support and challenged where required, specifically our 40% of children will ASN.

Target Group 3 Planning and Assessment to reflect children's individual learning journeys

To ensure effective planning and observations take account of learner individual needs, ensuring support and challenge is provided by staff. Up, Up and Away will be used to observe 40% with ASN. LAD observations will be used to observe 60% of children.

Pupil Equity Funding | Planning and Reporting

What are you planning to do with your PEF Allocation?

- Proposals to address identified issues within Literacy, Numeracy and/or Health and Wellbeing.
- How have you consulted with and involved parents/carers and pupils in the process?
- Aim and expected impact of proposals.
- Plans to work in partnership with other schools/local partners/providers, if applicable
- Link to Our Children, Their Future
- Link to HGIOS 4 Quality indicators / NIF

How will progress be measured

(what, when and how)?

- How will you know your interventions are having an impact/improving outcomes?
- Proposals for measuring impact (including specific reference to targeting young people most affected by poverty).
- Data, new and existing, which will be required.
- Plans for how data will be collected and reported.

Identify organiser for proposed intervention/ project

- Teaching and Learning
- Leadership
- Family and Community

Area	Key Actions	Outcome and Measure	Mid-Year Progress (Completed December-January)	Impact (Completed End of Session) How did you meet the aims set out in your proposed interventions? What data do you have that evidences impact? Identify any significant changes in expenditure.

High quality STEM and outdoor learning experiences	<p>Enriched STEM and Outdoor experiences</p> <p>Children will continue to have more practical experience of each aspects of STEM led by our class teachers who are building teaching capacity through taking back in SSERC training/Courses led by out STEM lead and OWL as well as experts who will work as learning partners to deliver more bespoke learning experience such as Steve Wright through Geology, Space engineers, local ranger sessions (pond dipping, biodiversity etc/Forest School sessions (Wild Passports framework), Scottish Junior Forrester Award (SJFA) framework.</p>	<p>To promote STEM and outdoor learning to engage 90% or more learners.</p> <p>Confidence and engagement in STEM</p> <p>August baseline as well as December 2024 and March 2025. Compare three data sets.</p> <p>Google form surveys for staff, children and families.</p>	<p>January 2025</p> <p>P5-P7 have attained their Young STEM Leaders Award. The Young STEM Leader Programme enables young people in Scotland to inspire, lead and mentor their peers through the delivery of STEM activities, events or interactions within their learning communities.</p> <p>As well as developing important leadership, communication and employability skills, the completion of a Young STEM Leader award motivated young people to progress their STEM studies leading towards positive destinations in STEM.</p> <p>Through this programme, we have promoted curiosity in STEM, allowing Young STEM Leaders to learn about the world around them in a fun, engaging and accessible way.</p> <p>We are working towards all five elements of the STEM Nations Award. We will be accredited in the summer term. We continue to celebrate, promote and builds effective practice in STEM education within and across sectors where children navigate the dynamic and exciting world of STEM. We will evaluate the impact using the STEM Nations Framework.</p> <p>We have been working closely with the GRAB Trust. Workshop 1: Children develop curiosity and understanding of the marine environment and awareness of different types of marine litter. They differentiate litter from natural things found on the beach. We identify ways of reducing and preventing marine litter.</p> <p>Workshop 2: Recycling can be confusing. Why do we recycle? What can we recycle? Where can we recycle it? All your recycling questions are answered in this workshop with children learning where to look for information on their local recycling facilities.</p> <p>Workshop 3: Starting with a powerpoint presentation all about how to enjoy festivities more sustainably. Followed by crafting activities such as making decorations /crackers/christmas gift vouchers.</p> <p>Workshop 4: We cover the life cycle of plastic talk about why it is such an incredibly useful material. We outline the problems it causes as marine litter and children learn about the global scale of the plastic problem we face. A few innovative solutions for getting rid of marine litter are highlighted. We discuss the 3 'R's and the results from Greenpeace's 'Big Plastic Count'. We use a USB camera to look at microplastics and help develop skills of scientific inquiry / investigation using practical techniques.</p>	
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			<p>Workshop 5: We talk about seaweed and the important role it plays in combatting climate change. Best run at the beach where a seaweed survey can be carried out where we identify different keystone species and record their presence. This can be followed up with a classroom activity with further discussion where we can make a pressed seaweed card.</p> <p>Staff have continued to access SSERC training where they have developed their leadership experience and shared STEM skills with their settings. Science inquiry- observing, exploring and clarifying, Christmas STEM experiences and using books to develop STEM.</p> <p>Children in the Wee Class have successfully completed their Scottish Junior Forrester Award. Children completed practical tasks and enhance their knowledge of trees, woodlands and forestry. Delivery makes use of resources and information outlined and signposted in this Handbook. Sections include: - Managing Risk - Tree and Plant ID - Woodland Habitats - Habitat Creation - Woodland Management where they planted trees.</p> <p>Children in the Big Class continue to work towards their Wild Passports. Please note that WILD Passport is a five year outdoor learning curriculum with a progressive skills curriculum where practitioner can evidence learner progression according to this framework.</p> <p>Children in both classes have taken part in Rocks, Volcanoes, Mountains/Landforms & Glaciers workshops led by Steve Wright from Ceilidh workshop. Practical workshops and resources brought science alive in a very real way. The Big class set these up to erupt and class also operate a plate tectonics model which demonstrates earthquakes & mountain building. They explored mountain landform model, a flowing glacier model and meteorite impact rocks. Presentations of Steve's experience of the volcanic eruption of lava by Eyjafjallajökull Iceland in 2010. Children explored Fossils to see how they are formed and some Minerals, which were compared and contrasted for textures and properties to work out their formation. Practical activities - float or sink, which is first experiment; smelling a few rocks; porosity/permeability; what rock dissolves; looking at crystals; how & why rocks change colour/shine/sparkle/glow with mainly light but also water; rock patterns & shape; rubbing rocks together to make sand, showing erosion and making Granite. Finally Rocks and Magnetism can be included.</p> <p>In the Wee Class, they studied glaciation, Steve shared film clips of his own adventures to glaciated areas. The class are involved in handling 'glacier goo' a material that behaves like a glacier when the class experiment with it by placing it on</p>	
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varying locations onto a landform model. I also have a glacier model that the class operate which demonstrates how and why a glacier erodes and deposits materials. Climate change relating to glaciers is included and I reveal the secrets a glacier holds that proves this.

Steve revealed the secrets a glacier holds that proves this. The class handled Meteorite Impact rocks that are rocks that have been altered by a meteorite strike, 2 are from Britain and a fun demonstration of an impact is included! Volcanoes in space will be included comparing those here on earth to ones found on several other planets and moons of planets in the solar system. They handled Volcanic rocks which had been involved in erupting my realistic Volcano models and the plate tectonics model used to show what makes our Earth unique in the solar system. Space phenomena like aurora and eclipses were explored.

STEM-January 2024	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
CONFIDENCE IN SCIENCE	20%	60%	20%		
CONFIDENCE IN TECHNOLOGY	20%	60%		20%	
CONFIDENCE IN ENGINEERING		20%	40%	20%	20%
CONFIDENCE IN ADDRESSING GENDER BALANCE	20%	80%			

STEM-January 2025	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
CONFIDENCE IN SCIENCE	50%	50%			

			<table><tr><td>CONFIDENCE IN TECHNOLOGY</td><td>50%</td><td>50%</td><td></td><td></td><td></td></tr><tr><td>CONFIDENCE IN ENGINEERING</td><td>30%</td><td>70%</td><td></td><td></td><td></td></tr><tr><td>CONFIDENCE IN ADDRESSING GENDER BALANCE</td><td>40%</td><td>60%</td><td colspan="3"></td></tr></table> <div><input type="checkbox"/> BL</div>	CONFIDENCE IN TECHNOLOGY	50%	50%				CONFIDENCE IN ENGINEERING	30%	70%				CONFIDENCE IN ADDRESSING GENDER BALANCE	40%	60%				
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CONFIDENCE IN ADDRESSING GENDER BALANCE	40%	60%																				
High quality Literacy Teaching and Learning experiences	Enriched Literacy experiences Literacy interventions identified are implementing strategies form ‘Teaching children how to listen’ and games to develop good listening and social skills as this will help to set the right context for learning. Literacy interventions will also be Nessy for those who find spelling more difficult, more rigorous	To develop Literacy approaches to teaching to reach 80% or more of our learners. STAR Testing from Accelerated Reading August baseline of Reading Oct 2024, Feb 2025 and May 2025 ACEL data Pupils’ confidence and motivation survey August baseline compared with March results	February 2025 Reading (P1-P3) Extracting XBRA data from October 2024 and February 2025, P1-P3 are showing improvements in Reading overall. In Primary 1, 75% are on track to achieve Early Level by June 2025, 25% are on track to exceed Early Level. In Primary 2, 20% are working towards their expected level of EB with enhanced support in place by June 2025, 60% are on track to achieve ER by June 2025 and 20% are not on track to achieve EB with enhanced ASN support and programmes in place. In Primary 3, 50% are on track to be attaining the expected level of EB by June 2025 and 50% are working towards EB by June 2025, with enhanced ASN support and programmes in place. Reading (P4-P7)																			

	<p>use of Accelerated Reade/SNSA and GL assessments to help identify barriers to learning ensuring that children are continually progressing, adults will listen to children read daily and ask thoughtful questions to elicit understanding of their reading building on higher order comprehension skills.</p>	<p>Measure if the increase is in line with Oct 2024, Feb 2025 and May 2025 ACEL data as well as STAR Testing to be increased by</p> <p>Compare SNSA results (June 2024) and SNSA results (June 2025) with a potential increase of 10%</p> <p>Compare GL assessments from June 2024-June 2025) with a potential increase of 10%</p> <p>'Teaching children how to listen' data will be collated in October 2024, February 2025 and May 2025.</p>	<p>Extracting the XBRA data from October 2024 to February 2025, P4-P7 are showing improvements in Reading overall.</p> <p>Extracting the XBRA data from October 2024 to February 2025, 80% of P4 children are expected to achieve First Level by June 2025, 20% of P4 children are working towards First Level by June 2025, with ASN support and programmes in place.</p> <p>GL Assessments showed 80% of P4 children scored what was expected and 20% of Primary 4 children higher than what is expected of their age and stage in Reading comprehension.</p> <p>Extracting the XBRA data from October 2024 to February 2025, 75% of children are expected to achieve their expected level for age and stage by June 2025, 25% of P5 children are working towards their expected level with ASN support and programmes in place.</p> <p>GL Assessment showed that 25% of Primary 5 children scored above and 75% of P5 children scored what would be expected for their age and stage in Reading comprehension.</p> <p>Extracting the XBRA data from October 2024 to February 2025, 50% of P6 children are working towards their expected level for the age and stage, 50% of P6 children exceed their expected levels for their age and stage by June 2025.</p> <p>GL assessments showed 50% of P6 children score what was expected and 50% of P6 children scored higher for Reading comprehension for their age and stage.</p> <p>Extracting the XBRA data from October 2024 to February 2025, 33.3% of P7 children exceed Second Level by June 2025, 33.3% of P7 children are expected to achieve Second Level, 33.3% of P7 children are working towards Second Level by June 2025 with ASN support and programmes in place.</p> <p>GL assessments showed 33.3% of Primary 7 children scored much higher, 33.3% of P7 children much lower and 33.3% of P7 children</p>	
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Commented [DE3]: Be specific about your target increase through STAR

Commented [DE4]: Can you be more specific about your target increase through both these measures? Eg. % rise from baseline bands in SNSA?

Commented [DE5]: Quantify the targeted improvement

			<p>scored what was expected for their age and stage in Reading comprehension.</p> <p>Listening and Talking (P1-P3)</p> <p>Extracting the XBRA data from October 2024 to February 2025, 75% of P1 children are on track to achieve Early Level by June 2025 while 25% are exceeding Early Level by June 2025</p> <p>Extracting the XBRA data from October 2024 to February 2025, 40% are on track to achieve Early Level by June 2025, 60% are working towards being on track for Early Level by June 2025 with enhanced 'Teaching children to Listen' in place.</p> <p>Extracting the XBRA data from October 2024 to February 2025, 50% of P3 children are on track to achieved expected levels of ER by June 2025 while 50% are working towards being on track by June 2025 with enhanced 'Teaching Children to Listen' in place as well as enhanced ASN support and programmes in place.</p> <p>Extracting the XBRA data from October 2024 to February 2025, 50% of P3 children are on track and 50% are working towards being on track for their expected levels.</p> <p>Listening and Talking (P4-P7)</p> <p>Extracting the XBRA data from October 2024 to February 2025, 20% of P4 children are exceed expected level of First by June 2025, 60% of P4 children are expected to achieve First Level by June 2025, 20% of P4 children are working towards First Level by June 2025 with ASN support and programmes in place.</p> <p>Extracting the XBRA data from October 2024 to February 2025, 100% of P5 children are on expected to achieve First Level by June 2025.</p> <p>Extracting the XBRA data from October 2024 to February 2025, 100% of P6 children are expected to achieve their expected Level for age and stage by June 2025.</p> <p>Extracting the XBRA data from October 2024 to February 2025, 100% of P7 children are epcetcd to achieve Second Level by June 2025.</p>	
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		<p>Writing (P1-P3)</p> <p>Extracting the XBRA data from October 2024 to February 2025, 25% of P1 children have exceeding their expected level and have achieved Early Level, 75% of P1 children are working towards Early Level by June 2025</p> <p>Extracting the XBRA data from October 2024 to February 2025, 60% of Primary 2 children are expected to achieve Early Level by June 2025, 20% are working towards Early Level by June 2025, 20% are not working toward Early Level with enhanced ASN supports and programmes in place.</p> <p>Extracting the XBRA data from October 2024 to February 2025, 100% are working toward their expected level ER for Primary 3 by June 2025.</p> <p>Writing (P4-P7)</p> <p>Extracting the XBRA data from October 2024 to February 2025, 20% of P4 children are exceed expected level of First by June 2025, 60% of P4 children are expected to achieve First Level by June 2025, 20% of P4 children are working towards First Level by June 2025 with ASN support and programmes in place.</p> <p>Extracting the XBRA data from October 2024 to February 2025, 50% of children are expected to achieve their expected level for age and stage by June 2025, 50% of P5 children are working towards their expected level with ASN support and programmes in place.</p> <p>Extracting the XBRA data from October 2024 to February 2025, 50% of P6 children are working towards their expected level for the age and stage, 50% of P6 children are working towards their expected levels with ASN support and programmes in place.</p> <p>Extracting the XBRA data from October 2024 to February 2025, 66.6% of P7 children exceed Second Level by June 2025 and 33.3% of P7 children are working towards Second Level by June 2025 with ASN support and programmes in place.</p>	
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High quality Numeracy Teaching and Learning experiences	Enriched Numeracy Experiences Numeracy interventions we have identified for SEAL, Sumdog, small group working, higher use of concrete materials, use of White Rose Maths PowerPoints/strategies and resources as well as support from our Numeracy lead, Gemma Houston through staff meetings, new authority planners and application of Numeracy methods suggested.	To develop Numeracy approaches in teaching to reach 80% or more of our learners. Numeracy data from end of unit tests August baseline Oct 2024, Feb 2025 and May 2025 ACEL data Mental agility measured termly using Numeracy Ninjas. Compare SNSA results (June 2024) and SNSA results (June 2025) Compare GL assessments from June 2024-June 2025)	February 2025 Numeracy and Maths P1-P3 Evidence from Sumdog and teacher's professional judgement shows that 25% of P1 children are exceeding expected progress mentally and is starting First Level. 75% of children are working towards expected progress mentally and is working towards Early Level. Extracting the XBRA data from October 2024 to February 2025, 25% of P1 children show they are going to exceed Early Level earlier than June 2025, 75% of P1 children are on track to achieve Early Level by June 2025. Evidence from Sumdog and teacher's professional judgement shows that 60% of P2 children are working towards and expected to achieve Early Level by June 2025. 20% are not expected to achieve Early Level by June 2025 with enhanced ASN support and programmes in place. Extracting the XBRA data from October 2024 to February 2025, 80% of P2 children show they are going to attain their expected level of Early Level by June 2025, 20% of P2 children are not on track to attain their expected level for their age and stage, with enhanced ASN support and programmes in place. Evidence from Sumdog and teacher's professional judgement shows that 100% of P3 children are making good progress with mental calculations. Extracting the XBRA data from October 2024 to February 2025, 100% of P3 children show that are on track to attain their expected Level of ER by June 2025. Numeracy and Maths P4-P7 Extracting the XBRA data from October 2024 to February 2025, 20% of P4 children are exceed expected level of First by June 2025, 60% of P4 children are expected to achieve First Level by June 2025, 20% of P4	
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Commented [DE6]: Does this have related assessments that you can use to quantify targeted improvement from a given baseline?

Commented [DE7]: Using June 24 baseline can you quantify the targeted improvement – eg. % rise in bands?

		<p>children are working towards First Level by June 2025 with ASN support and programmes in place.</p> <p>Extracting the XBRA data from October 2024 to February 2025, 100% of P5 children are expected to achieve their expected level for age and stage by June 2025.</p> <p>Extracting the XBRA data from October 2024 to February 2025, 100% of P6 children are expected to achieve their expected level for age and stage by June 2025.</p> <p>Extracting the XBRA data from October 2024 to February 2025, 33.3% of P7 children exceed Second Level by June 2025, 33.3 % are expected to achieve Second Level by June 2025, 33.3% of P7 children are working towards Second Level by June 2025 with ASN support and programmes in place.</p> <p>Spelling (P1-P3)</p> <p>Evidence from High Frequency data, weekly spelling tests as well as other formal Spelling tests for 25% of P1 children show they are exceeding progress for their age and stage, 50% of P1 children are working towards their expected progress for their age and stage and 25% of P1 children are not expected to reach progress for their age and stage with enhanced ASN support and programmes in place.</p> <p>Evidence from High Frequency data, weekly spelling tests as well as other formal Spelling tests for 20% of P2 children are exceeding progress for their age and stage, 60% of P2 children show they are on track for their age and stage, 20% are not on track for their age and stage with enhanced ASN support and programmes in place.</p> <p>Evidence from High Frequency data, weekly spelling tests as well as other formal Spelling tests for 100% of P3 children show they are on track for their age and stage.</p> <p>Spelling (P4-P7)</p> <p>Extracting the XBRA data from October 2024 to February 2025, 20% of Primary 4 children exceed progress expected, 60% are on track for</p>	
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			<p>their age and stage, 20% are working towards expected levels for age and stage.</p> <p>Extracting the XBRA data from October 2024 to February 2025, 75% of Primary 5 children are on track for their age and stage, 25% are working towards expected levels for their age and stage.</p> <p>Extracting the XBRA data from October 2024 to February 2025, 50% are working towards their expected level for their age and stage, 50% exceed expected levels for their age and stage.</p> <p>Extracting the XBRA data from October 2024 to February 2025, 66.6 exceed progress for their age and stage, 33.3 are working towards expected progress for their age and stage with ASN support and programmes in place.</p>	

Pupil Equity Funding Planning and Reporting				
Staff Spend Details				
* Note: - Please see information from HR regarding PEF posts				
Name	Post	Start Date	Proposed End Date	Cumulative Time in Post



Mrs Linda Leyland	Forest Schools Teacher	August 2024	May 2025	0 years 10 months
Mrs Joni Prescott	Movement specialist- Embodiment, Dance and Yoga	February 2025	March 2025	years 2 months
				years months
				years months
				years months

Highlight the Intervention for Equity addressed by your PEF interventions/projects<https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity>

Early intervention and prevention	<input type="checkbox"/>	Social and Emotional Wellbeing	<input type="checkbox"/>	Promoting Healthy Lifestyles	<input type="checkbox"/>	Targeted approaches to Literacy and Numeracy	<input type="checkbox"/>	Promoting a High Quality Learning Experience	<input type="checkbox"/>	Differentiated Support	<input type="checkbox"/>
Employability and Skills Development	<input type="checkbox"/>	Engaging Beyond the School	<input type="checkbox"/>	Partnership Working	<input type="checkbox"/>	Professional Learning and Leadership	<input type="checkbox"/>	Research and Evaluation to Monitor Impact	<input type="checkbox"/>	Using Evidence and Data	<input type="checkbox"/>

Spend Details	Carry Forward 2023 - 2024	PEF Allocation 2024 - 2025
Hall Hire £200- Spent	£ 326	£ 4320
English and Maths Progress Tests £157.64- Spent	Mid-Year Spend checkpoint (Dec-Jan) Identify any significant changes in expenditure.	Final spend (End of Session) Identify any significant changes in expenditure.



Sumdog licenses £89.76- Spent	£ 189.29	£
Ipads £972.87		
Bruce Robertson Training £75 spent		
Forest Schools Teacher £188.47- 3 half days, £301.55- 6 hours and £326.68 6.5 hours)- £1193.64		
Ardroy Outdoor Education £695		
Health and Wellbeing sessions £420		
Successes and Achievements £100		
Forest Schools Teacher; £188.47 and £326.68		
Scottish Opera £120 (Still to be confirmed)		