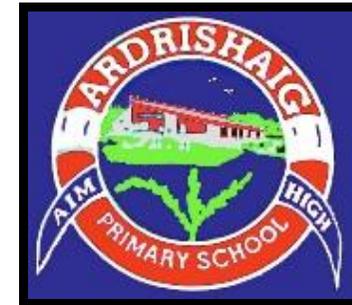




Argyll and Bute Council: Community Services: Education
Annual Standard and Quality Report and Establishment Improvement Plan

Establishment	Ardrishaig Primary School
Area	Mid Argyll
Session	2018-2019



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SIGNATURES			
Head of Establishment	<i>S. McAdam</i>	Date	08/06/18
Education Officer		Date	

1. Establishment Context

Ardrishaig Primary School and Early Learning Centre is focused on providing the best educational experiences for our young people. We have a strong school ethos based on our Vision, Values and Aims underpinned by a Growth Mindset. Staff at the school are committed, enthusiastic and passionate about teaching and learning and provide a wide range of experiences for pupils. We work collegiately as a staff to further improve and develop aspects of the curriculum and use professional moderation to quality assure the work we do.

We have traditionally had a very active and supportive parent council who have fundraised for many items for the benefit of all pupils. And we are developing our community links through school projects, eco-committee and pupil council.

We are committed to developing the profession and have had many Probationer Teachers and Student Teachers placed with us. The school has been going through a transition of staffing over the last 2-3 years which is now becoming more stable.

The school has been allocated an amount of Pupil Equity Funding based on the number of Free School Meal Entitlements we had in session 2015-16.

The school was last inspected in December 2018 and was commended on the teamwork of staff, a nurturing and inclusive environment, confident pupils who are active role in developing aspects of the school, our self-evaluation and leadership of the school.

2. Our vision, values and aims

In session 2017-18 the school refreshed its vision, values and aims with all stakeholders and designed the following:

At Ardrishaig Primary and ELC we work together to provide a *happy, caring, safe* and *motivating* learning environment.

At our school:

- ♥ we are positive learners and have a *Growth Mindset*.
- ♥ we all take part in our school and are involved in making decisions.
- ♥ we accept others for who they are and treat people how we would like to be treated.
- ♥ we work as a team.
- ♥ we have fun learning and we always try our best.

At the heart of our school vision are our values:



3. Summary of our self-evaluation engagement process

Participants	Engagement Details
Staff (teaching and non-teaching)	Boston Consulting Group Matrix used as a structure at staff development day to pinpoint areas of strength and areas for development based on HMLe report and supporting questionnaires. Using the 80% 20% rule staff have identified priorities at levels of developing, embedding and maintaining. This has been detailed using Driver Diagrams.
Parent Council	Parent council views sought over the year during meetings for areas of strength and development. Parents views and engagement is encouraged through a variety of communications including social media, school returns, informal discussions and questionnaires.
Pupils	Pupil views sought through school assemblies, pupil questionnaires, class discussions and one-to-one discussions.
Volunteers working in school	
Community Partners	Through school events held over the year community partner views are sought on an informal basis.
Local Cluster	Local cluster Head Teachers discuss issues common to all schools at MASCG meetings and are collaborating on cluster priorities for next session.
Local Authority	Local authority provide priorities for Education Service and communication through Education Officer.
Overall impact of stakeholder engagement	<p>Ardrihaig Primary School and ELC strives to engage with all stakeholders to assess developments and plan for the future of the school. Over the 2016-17 session stakeholders were involved in this process in a variety of consultations on an individual and group basis:</p> <ul style="list-style-type: none"> » Feedback from parent workshops » Consultation at parents' evenings » Parent focus groups » Parent council » Surveys and questionnaires » Collegiate working and professional discussion » Pupil surveys and questionnaires » Pupil focus groups » Pupil council » Self Assessment <p>Engagement between stakeholders and school is structured and positive and aim to positively impact outcomes for pupils. Views are sought throughout the year to improve policy structures and learning experiences.</p>

4. Review of Progress for Session 2017-2018 – Leadership and Management

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 1.3 Leadership of Change – Themes:
<ul style="list-style-type: none"> ★ Raise educational attainment and achievement for all ★ Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> 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 	<ul style="list-style-type: none"> ★ School Leadership ★ Teacher Professionalism ★ Parental Engagement ★ Assessment of children's progress ★ School Improvement ★ Performance Information 	<ul style="list-style-type: none"> ★ Improvement in attainment, particularly in literacy and numeracy. ★ Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people. 	<ul style="list-style-type: none"> ★ Developing a shared vision, values and aims relevant to the school and its community ★ Strategic planning for continuous improvement ★ Implementing improvement and change

Establishment Priority – Leadership of Change

Progress and Impact:

1. Revise school Vision, Values and Aims
Session 2017-18 saw a redesign of the school's vision, values and aims with all stakeholders having opportunities to feed into the new VVA. One of the main issues raised by pupils with the previous school vision was that it wasn't in child friendly language. The new vision, values and aims are now much more accessible to the children as it is in their words. The new vision, values and aims is promoted throughout the primary and ELC, highlighted in each newsletter that goes home to parents and is used as a basis for promoting positive behavior throughout the school.
2. Use of data to plan for interventions
Through monitoring and tracking conversations and meetings throughout the year staff have been becoming more confident in accessing a variety of data (SIMD, Risk Matrix, standardised assessments, observations, information from learning platforms). This has fed into staff being more confident in planning for interventions for individuals and groups of pupils. Some achievement gains have been significant while others will be measured over a longer period of time. Staff have worked in collegiate teams to have robust discussions around achievement of a level. Teams were engineered so that teachers that will be working with P1, 4, 7 pupils next year were included in the relevant discussion in order to build for transition planning and also plan for a more seamless progression of learning for pupils.
3. Professional Learning and Moderation
All staff meetings are linked to relevant GTCS standards and HGioS 4 indicators in order for staff to clearly develop their Professional Updates. Opportunities in developing practitioner skills in moderation, IT, literacy, numeracy, HWB have been accessed by staff across the school.

Next Steps

1. Continue to promote school Vision, Values and Aims with staff, pupils, parents and community members.
2. Continue to embed the use of data to inform learning and teaching.
3. Identify whole school CPD in line with school improvement plan to create cohesion from ELC through to Primary, teaching staff through to support staff.

4. Review of Progress for Session 2017-2018 – Learning Provision

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 2.3 Learning, Teaching and Assessment – Themes:
<ul style="list-style-type: none"> ★ Raise educational attainment and achievement for all <input type="checkbox"/> 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 	<ul style="list-style-type: none"> ★ School Leadership ★ Teacher Professionalism ★ Parental Engagement <input type="checkbox"/> Assessment of children's progress ★ School Improvement <input type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> ★ Improvement in attainment, particularly in literacy and numeracy. ★ Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. ★ Improvement in employability skills and sustained positive school leaver destinations for all young people. 	<ul style="list-style-type: none"> ★ Learning and engagement ★ Quality of teaching <input type="checkbox"/> Effective use of assessment ★ Planning, tracking and monitoring

Establishment Priority – Learning, Teaching and Assessment

Progress and Impact:

1. Collegiate development of music progression.

Through staff meetings, music progression has been developed based on the progression of learning framework from Aberdeen and Craignish Primary. Staff scrutinized a number of music resources and the school has purchased a 3 year license for an online learning platform that will support practitioners in delivering music lessons for singing, pitch, rhythm and composition. This resource is being used in ELC to Primary 7.

2. Development of IT skills

Through the appointment of an acting Principal Teacher with the remit of developing the use of IT to enhance learning throughout the school, a progression pathway has been developed, sessions on internet safety have been delivered across the school, P7 pupils led a parent workshop on internet safety, pupils in P5/6 have had experience of being 'lead learners' in coding and other app use, pupils across the school have accessed lessons on a variety of apps to enhance learning.

3. Development of early literacy skills through Argyll and Bute Literacy pilot

The school's primary 1 teacher took the lead on implementing the new Argyll and Bute Literacy pilot policy on the Early Acquisition of Literacy. Through this staff member the school has been involved in the work the Northern Alliance has been leading in the area of Literacy, a new phonics approach for the school has been developed. Pupil's learning in literacy has been very strong with almost all P1s achieving Early Level in all areas of Literacy. Strategies and resources have been shared with staff in ELC to further support and accelerate literacy learning in Early Level.

4. Continued development of L1+2 French

All teaching Staff continued to embed French language learning through the use of the Power Language Platform. Two teaching staff took up the opportunity to develop their skills in French by taking part in a twilight programme. Nursery pupils took part in the Mid Argyll transition project which included learning French through stories and songs.

Next Steps

1. Staff to clearly identify programmes within the online platform to be used at each level. Add newly developed Education Scotland and Argyll and Bute music resources to tools for practitioners to access.
2. Further development of pupils as 'lead learners' in IT as resource in taking forward IT skills across the school to enhance learning.
3. Further involvement with year 2 of the Argyll and Bute Literacy pilot, embedding the policy within Primary 1 and disseminating approach to P2/3 teachers to continue to develop a whole school approach.
4. For staff to continue to embed French in their teaching practice. To develop L3 in session 2018-19.

4. Review of Progress for Session 2017-2018 – Successes and Achievements

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 3.1 Ensuring Wellbeing, Equity and Inclusion – Themes:
<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 <input type="checkbox"/> Strengthen leadership at all levels 	<ul style="list-style-type: none"> ★ School Leadership ★ Teacher Professionalism ★ Parental Engagement ★ Assessment of children's progress ★ School Improvement ★ Performance Information 	<ul style="list-style-type: none"> ★ Improvement in attainment, particularly in literacy and numeracy. ★ Closing the attainment gap between the most and least disadvantaged children. ★ Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people. 	<ul style="list-style-type: none"> ★ Wellbeing ★ Fulfilment of statutory duties ★ Inclusion and equality

Establishment Priority – Ensuring Wellbeing, Equity and Inclusion

Progress and Impact:

1. Whole school implementation of PAThS
One staff member in the ELC and two staff members in the Primary have been trained in delivering PAThS. School based training session was led by staff members to develop the use of PAThS from ELC to Primary 7. All classes and nursery are delivering PAThS lessons with an reported improvement in pupil's ability to understand emotions and self regulate behaviours. Developing a PAThS approach has developed staff understanding of behavior and how to manage pupils who are weak at self regulating their behavior.
2. Termly tracking of HWB indicators.
All teachers are tracking SHANARRI indicators on a termly basis. Teachers know their pupils well and pertinent information is shared through tracking conversations to ensure smooth transition between classes (i.e. new school year).
3. Promoting positive behavior
Pupil involvement in the redesign of the school Vision, Values and Aims has had a positive impact. Pupils know the school aims and rules well and this is used as a basis for promoting positive behavior and managing incidents of dysregulation. The school Vision, Values and Aims is prominently displayed throughout the school and is used in classes and at assembly times to further develop pupil's skills and understanding.
4. Global Education
100% of pupils participated in our whole school topic learning about the Pelandaba Orphans. Pupils learning was positively impacted by learning about Zimbabwe and the Pelandaba Orphans charity, working with the founder of the charity and a local artist. Pupils created artwork, cards, songs and dances, a fashion show and jewelry. The final open afternoon was very well attended by families raising a total of £1020 for the charity. It was a huge success!

Next Steps

1. Continue to embed PAtHs. Develop opportunities to peer observe and observe at other schools through PEF funding. Develop ways of sharing messages taught through PAtHs with parents.
2. Termly tracking to continue.
3. Promoting positive behaviour – continue to develop staff and pupil capacity.
4. Identify other global education links through the curriculum.

4. Review of Progress for Session 2017-2018 – Successes and Achievements

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 3.2 Raising attainment and achievement
<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 <input type="checkbox"/> 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 	<ul style="list-style-type: none"> ★ School Leadership ★ Teacher Professionalism ★ Parental Engagement ★ Assessment of children's progress ★ School Improvement ★ Performance Information 	<ul style="list-style-type: none"> ★ Improvement in attainment, particularly in literacy and numeracy. ★ Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. ★ Improvement in employability skills and sustained positive school leaver destinations for all young people. 	<ul style="list-style-type: none"> ★ Attainment in literacy and numeracy ★ Attainment over time ★ Overall quality of learners' achievement ★ Equity for all learners

Establishment Priority – Raising attainment and achievement

Progress and Impact:

1. Implementation of Accelerated Reading (P4-7)

All pupils in Primary 4-7 have been enrolled in the Accelerated Reading Programme. The gains for almost all the pupils have been above 1 year with significant gains in comprehension being recorded through the YARC standardised testing for P5 and 6 pupils. Pupils report enjoying having the independence to choose their own books by authors and about subjects that interest them. Teachers report that there has been an increase in motivation to read for almost all pupils. A few pupils in P2-3 were also identified as achieving significantly above age levels and have also been enrolled in Accelerated Reading and are recording reading ages 2+ chronological age.

2. Raising attainment in Maths

All classes P2-P7 have been using Sumdog as a resource to improve attainment in maths. The best results have been seen in P3/4 and P5/6 with steadily increasing results. Primary 3/4 won an Argyll and Bute wide Sumdog competition with a number of pupils placing in the top 10. Pupils report enjoying using Sumdog to practice skills and especially like the competitive aspect of the games.

3. Moderation

Staff members in the ELC and primary continue to engage in moderation activities each term. The most successful moderation this session was on information handling with a clear progression developed.

Next Steps:

1. Continued use of Accelerated Reading, provision of new books at a variety of bands to be planned for in session 2018-19.
2. Developed use of Sumdog as home-school link.
3. Moderation plan over multiple years to be developed.

4. Review of Progress for Session 2017-2018 – Successes and Achievements: Raising Attainment and achievement - ELC

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI
<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 	<ul style="list-style-type: none"> ★ School Leadership ★ Teacher Professionalism ★ Parental Engagement ★ Assessment of children's progress ★ School Improvement ★ Performance Information 	<ul style="list-style-type: none"> ★ Improvement in attainment, particularly in literacy and numeracy. ★ Closing the attainment gap between the most and least disadvantaged children. ★ Improvement in children and young people's health and wellbeing. ☐ Improvement in employability skills and sustained positive school leaver destinations for all young people. 	<p>QI 2.3</p> <ul style="list-style-type: none"> ★ Learning and engagement ★ Quality of interactions ★ Effective use of assessment Planning, tracking and monitoring <p>QI 2.5</p> <ul style="list-style-type: none"> ★ Engaging families in learning <p>QI 3.2</p> <ul style="list-style-type: none"> ★ Progress in communication, early language, mathematics and health and wellbeing. ★ Children's progress over time. ★ Overall quality of children's achievement ★ Ensuring equity for all children.

Establishment Priority – ELC

Progress and Impact:

1. Tracking and monitoring – Literacy, Numeracy, Developmental Milestones
Tracking documents for literacy, numeracy and developmental milestones are used by staff on a weekly basis to plan for learning, next steps and as a tool to identify depth and breadth and assessment opportunities. Developmental milestone trackers are monitored on a termly basis with Literacy and Numeracy trackers being monitored at June for N4 pupils and at December and June for N5 pupils. All trackers are shared with feeder primaries as transition records to support with smooth progression of learning for pupils. Use of trackers led to identifying areas for staff development and training with the lead officer for PE and area PT for Learning Support.
2. Develop numeracy rich environment
Through our PRD process a lead member for Numeracy was identified and training was accessed by this staff member. Numeracy activities in the outdoors has been a focus of development with more numeracy and maths activities accessible to pupils in the outdoor area. Practitioners report an increase in engagement in maths and numeracy across the board with almost all pupils. Use of the numeracy and maths trackers has lead to a development of specific activities in order to assess and move learning on in specific areas of numeracy and maths.
3. Develop literacy rich environment
Through our PRD process a lead member for Literacy was identified and training was accessed by this staff member. Literacy within the indoor area of the ELC is profusive with many opportunities for pupils to engage with literacy focused provocations. Staff report a high engagement with almost all pupils in literacy activities including letter sounds, stories, songs and rhymes, identifying names and words, enjoyment of books, role play and fine motor skills. Links with the PT with remit for leading within the ELC has led to development in literacy in line with the Argyll and Bute Early Acquisition of Literacy policy. Resources from the Highland literacy progression has also been accessed to develop literacy in the ELC in line with input from the Northern Alliance Literacy pilot with a focus this session on developing fine motor control skills and looking at interactions and the development of oral language.

4. Embed PAtHS approach

Almost all children engage with weekly PAtHS sessions, with some pupils being supported with short inputs on a one-to-one basis. Staff report that children are speaking more about emotions and are able to identify more emotions. Parents have commented that they are seeing strategies, such as self-regulation by doing turtle, being used at home.

5. Develop opportunities for parental engagement

Parents were consulted through the development of a new parental engagement strategy this session. Parents fed back about how and when they would like to be involved within the nursery. This was developed and shared finishes and Bookbug sessions were planned around the feedback given by parents. Staff implemented story sacks this session and have seen very good engagement with all pupils and families.

6. Pilot Seesaw to document learning and increase parental engagement

During this session ELC staff developed their skills with online learning profiles through the use of Seesaw. The Primary 3/4 teacher was instrumental in leading this and supporting the staff with setting up and using the app. Seesaw is being piloted with the pupils that are in their pre-school year with parent feedback being positive, particularly around the immediacy of information.

Next Steps:

Targets continuing from the above priorities:

- Continued development of indoor maths and numeracy rich activities
- Further develop Literacy provision and links with Outdoor Learning
- Extend staff capacity to deliver PAtHS sessions with further training
- Fully implement Seesaw across all families

5. Our overall evaluation of our establishment's capacity for continuous improvement:

HGIOS?4	Quality Indicator	School self-evaluation	Inspection evaluation
1.3	Leadership of change	good	
2.3	Learning, teaching and assessment	good	
3.1	Ensuring wellbeing, equity and inclusion	good	
3.2	Raising attainment and achievement	good	good
1.1	Self-evaluation	good	Very good

6.	Priorities for improvement in the current year	2018-2019
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Number	Priority	Main driver of priority:			Alignment to:				
		Self-Evaluation School Review VSE	Education Scotland Report	OCTF Our Children, Their Future	A&B Business Outcomes	NIF	HGIOS?4 QI	Wellbeing Wheel	Partnership Working
1	Leadership and Management	X		X	x	X	X		
2	Learning Provision	X	x	X		X	X		x
3	Successes and Achievements	X	x	X		X	X	x	
4	Raising Attainment and Achievement	X	x	X		X	X		
5	Successes and Achievements – Raising attainment and achievement ELC	x		X		X	X	x	x

7. Action Plan – Priority Number 1 – Leadership and Management

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 1.3 Leadership of change – Themes:
<ul style="list-style-type: none"> ★ Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> 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 <input type="checkbox"/> Ensure high quality partnership working and community engagement ★ Strengthen leadership at all levels 	<ul style="list-style-type: none"> ★ School Leadership <ul style="list-style-type: none"> <input type="checkbox"/> Teacher Professionalism ★ Parental Engagement ★ Assessment of children's progress ★ School Improvement <ul style="list-style-type: none"> <input type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. ★ Improvement in employability skills and sustained positive school leaver destinations for all young people. 	<ul style="list-style-type: none"> <input type="checkbox"/> Developing a shared vision, values and aims relevant to the school and its community ★ Strategic planning for continuous improvement ★ Implementing improvement and change

	What are we going to do now? Specific actions related to priority	Measures of Success
1	Whole school nurture audit – Education Scotland resource	All staff members (teaching and non-teaching) to engage with audit process for whole school nurture approach. Areas for development and specific aims to be identified. Dependent on number of aims identified - rolling programme for aims developed.
2	Whole school CPD based around nurture – When the adults change, everything changes	All staff members (ELC, teaching and non-teaching) will engage with professional reading around whole school nurture approach. All Staff members to have opportunities to lead discussion around chapters of identified text (When the adults change, everything changes – Paul Dix).
3	Whole school (ELC-P7) roll out of Seesaw as online learning portfolio.	100% of pupils in ELC – P7 will have an online learning portfolio through Seesaw. Pupils will have at least one posting per week. 75% of parents will engage with this on a weekly basis.
4	Development of pupil leadership through lead learners in curricular areas (IT, Languages) and leading playtime and after school clubs.	Specific teaching of leadership skills through curricular areas for all pupils using the Argyll and Bute Skills Framework. Teachers to identify pupils with particular skills to be 'lead learners' in specific areas to have opportunities to support younger learners.

	What are we going to do now? Specific actions related to priority	Measures of Success
5	Improved clarity in communication between home and school.	Newsletters, letters and other communication to be linked specifically with language identifying how this fits in with what the school is working towards (Vision, Values and Aims, Family Learning, Reporting, Website, Facebook, etc.)

Action Plan – Priority Number 1 – Leadership and Management

Specific Action	Lead Responsibility	Timescale for completion	Monitoring and evaluation checkpoints	Those involved including partners	Resources including Pupil Equity Funding
1	All ELC and school staff	June 2019	August 2018 October 2018 January 2019 June 2019	ALL staff Educational Psychology PT Learning Support – Primary and ELC	Education Scotland – Whole school nurture audit
2	HT and PT	June 2019	monthly	ALL staff	PEF funding – resources - £320 – When the adults change, everything changes Paul Dix (20 copies)
3	PT (acting – IT remit)	June 2019	October 2018 January 2019 March 2019	All teaching staff	In house training for Seesaw app.
4	P6/7 Teacher	June 2019	August 2018 November 2018 February 2019	All teaching staff	
5	HT and Clerical Assistant	June 2019	December 2018 June 2019		

Evidence of Impact on learners (success measures) - How do we know that outcomes for learners have improved?

1	All staff will have a greater understanding of whole school nurture approach this will result in better outcomes for pupils struggling to regulate behaviour and increase readiness to learn. There will be a cohesive approach to managing misbehaviour and pupils will benefit from this support.
2	As above.
3	Almost all pupils will report engagement in reflecting on and sharing learning (motivation to use Seesaw to record and reflect on learning). Stronger home-school links resulting from 75% of parents engaging directly with their child’s learning portfolio weekly.
4	All pupils in P1-4 will benefit from accessing new skills through the support of ‘lead learners’ (P5-7 pupils). Almost all pupils will be able to take forward skills learned through sessions with ‘lead learners’ to enhance their learning in class. ‘Lead learners’ will report an increased confidence in leadership skills.
5	Parent survey results will show a 40% improvement in view on clarity of communication between home and school.

7. Action Plan – Priority Number 2 – Learning Provision

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 2.3 Learning, teaching and assessment – Themes:
<ul style="list-style-type: none"> ★ Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people ★ Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> 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 	<ul style="list-style-type: none"> ★ School Leadership <ul style="list-style-type: none"> <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement ★ Assessment of children's progress ★ School Improvement <ul style="list-style-type: none"> <input type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> ★ Improvement in attainment, particularly in literacy and numeracy. ★ Closing the attainment gap between the most and least disadvantaged children. <ul style="list-style-type: none"> <input type="checkbox"/> Improvement in children and young people's health and wellbeing. ★ Improvement in employability skills and sustained positive school leaver destinations for all young people. 	<ul style="list-style-type: none"> ★ Learning and engagement ★ Quality of teaching <ul style="list-style-type: none"> <input type="checkbox"/> Effective use of assessment ★ Planning, tracking and monitoring

	What are we going to do now? Specific actions related to priority	Measures of Success
1	Develop provision for L3	Pupils in P5, 6 and 7 will have blocks in additional languages (Spanish, Gaelic, French).
2	Develop an updated planning format.	New planning format including all pertinent areas (Es Os, Benchmarks, etc) and result in a reduction of teacher workload.
3	Create a whole school presentation policy	New presentation policy which all stakeholders, particularly pupils, will have participated in developing.
4	Embed new Vision, Values and Aims	All staff and pupils will be confident in referring to VVA within class and school contexts.
5	Development of community links	Pupils will have an increased opportunity to be involved with community groups/events (Ardrishaig Community Trust, Horticultural society, Christmas Lights on, Ardfenaig, etc)
6	Year 2 of Literacy Pilot ** See appendix attached**	** See appendix 1 **
7	Continue to develop music provision using progression and resource from session 2017-18	All pupils will receive music blocks on singing, rhythm and pitch, composition

Action Plan – Priority Number 2 – Learning Provision

Specific Action	Lead Responsibility	Timescale for completion	Monitoring and evaluation checkpoints	Those involved including partners	Resources including Pupil Equity Funding
1	HT, Mrs MacGillp, Miss Clark	June 2019	August 2018 December 2018 April 2019	P5-7 pupils Parents	Power Language Platform
2	HT	December 2018	August 2018 December 2018	All teaching staff	
3	HT	June 2019	August 2018 October 2018 February 2019 May 2019	All teaching staff Pupil Council Pupils Parents	
4	Class Teachers	June 2019	December 2018 June 2019	All staff Pupils	
5	HT, PTs	June 2019	August 2018 October 2018 February 2019 May 2019	All staff Pupils	
6 * see appendix 1*	PT	June 2019	8 Twilights throughout the year	P1-3 Teachers Pupils (P1-3)	PEF – allocation of £400 to buy resources to support acquisition of early literacy skills particularly at P2/3 level.
7	J. Green	June 2019	October 2018 January 2019 May 2019	All teaching staff	

Evidence of Impact on learners (success measures) - How do we know that outcomes for learners have improved?

1	All pupils in P5-7 will have learning opportunities in Spanish, Gaelic and German.
2	All staff will be documenting planning through new planners. 100% of staff will be more confident in benchmarks for each level and using these for assessing progress and achievement. Planners will identify pupil input in planning cycle – increasing pupil participation in taking ownership for learning.
3	100% of staff will report an improvement in presentation of work across the school. All teachers will be secure in a consistent approach across all classes.
4	All staff will display and use VVA within classrooms. Whole school assemblies to focus on developing aspects of VVA. Pupils will know the VVA and be able to identify when it is and isn't being achieved.
5	All pupils will have an increased opportunity (at least one opportunity per class) to become involved with a community event/group through their learning this session.
6	All pupils P1-3 will improve acquisition of phonics, improve level of reading and writing. * See appendix 1**
7	All pupils ELC-P7 will receive lessons in music through Active Music Digital.

7. Action Plan – Priority Number 3 – Successes and Achievements: Ensuring wellbeing, equity and inclusion

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 3.1 Ensuring wellbeing, equity and inclusion – Themes:
<ul style="list-style-type: none"> ★ Raise educational attainment and achievement for all <input type="checkbox"/> 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 	<ul style="list-style-type: none"> ★ School Leadership ★ Teacher Professionalism ★ Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. ★ Closing the attainment gap between the most and least disadvantaged children. ★ Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people. 	<ul style="list-style-type: none"> ★ Wellbeing <input type="checkbox"/> Fulfilment of statutory duties ★ Inclusion and equality

	What are we going to do now? Specific actions related to priority	Measures of Success
1	Embed use of PAThS within classes. Improvement of practice through observations at other local schools and input from Educational Psychology.	All class teachers will be confident in delivering PAThS programme and will report an improvement in emotional literacy and self-regulation of pupils.
2	Engage parents with principles of PAThS through parent engagement sessions (i.e. assembly).	Each pupil will have one family/friend attend one of two PAThS parent engagement sessions.
3	Implement a nurture/soft start group for identified pupils.	Pupils identified will show an increase in readiness to learn and emotional self-regulation.
4	Pilot 'learn together' evening sessions where parents and children can work together. (i.e. art, sport). 3 blocks of 4 weeks – Term 1 P5-7, Term 2 – P3-4, Term 3 P1-2	At least 10 families will be represented at each 'learn together' block for a total engagement of 40%

Action Plan – Priority Number 3 – Successes and Achievements: Ensuring wellbeing, equity and inclusion

Specific Action	Lead Responsibility	Timescale for completion	Monitoring and evaluation checkpoints	Those involved including partners	Resources including Pupil Equity Funding
1	Class Teachers	June 2019	February 2019 June 2019	Ed. Psych Cluster Schools	PEF funding –5 days supply to cover observation days (PAtHS) - £1,000
2	HT	June 2019	26 th October 2018 1 st March 2019	Parents	PEF funding – to cover special compliments slips for adults £250
3	PSA	June 2019	November 2018 February 2019 June 2019	Ed Psych	PEF funding – to cover resources/snacks for soft start group. £500
4	HT, PTs	June 2019	December 2018 March 2019 June 2019	Parents and local experts Class teachers	PEF funding – to cover costs of session leaders £25/hour, 3 blocks of 4 sessions = £300

Evidence of Impact on learners (success measures) - How do we know that outcomes for learners have improved?

1	At Ardrishaig Primary school our view is that pupils need to be supported through HWB to be ready to learn. That the key to raising attainment across the board and closing the achievement gap is for learners to feel nurtured. Actions 1-4 support this view by all pupils accessing learning to improve emotional literacy and self-regulation, for all pupils and particularly identified pupils (nurture/soft start group) to increase their level of readiness to learn and to begin to include parents in the equation linking engagement to improved outcomes in the classroom for all pupils.
2	
3	
4	



7. Action Plan – Priority Number 4 – Successes and Achievements: Raising attainment and achievement

OCTF	NIF DRIVER		HGIOS?4 - QI 3.2 Raising attainment and achievement – Themes:
<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 <input type="checkbox"/> Ensure high quality partnership working and community engagement ★ Strengthen leadership at all levels 	<ul style="list-style-type: none"> ★ School Leadership ★ Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress ★ School Improvement ★ Performance Information 	<ul style="list-style-type: none"> ★ Improvement in attainment, particularly in literacy and numeracy. ★ Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. ★ Improvement in employability skills and sustained positive school leaver destinations for all young people. 	<ul style="list-style-type: none"> ★ Attainment in literacy and numeracy ★ Attainment over time ★ Overall quality of learners' achievement ★ Equity for all learners

	What are we going to do now? Specific actions related to priority	Measures of Success
1	Launch and further develop tracking and forecasting document for all pupils.	All pupils will have predictive forecasting entered into the tracker.
2	Staff to collaborate through working parties to develop aspects of the curriculum (Literacy, Numeracy, Science, HWB)	Curriculum planners for areas identified developed to support attainment for all pupils.
3	Identify pupils for small group intervention (literacy, numeracy) to improve mechanics of writing, phonics and basic number concepts.	Pupils will record an improvement in writing, phonics and number concept.
4	Development of long term moderation planner.	Streamlined planning developed reducing workload increasing focus on teaching and learning.
5	Development of long term whole school topic planner.	Streamlined planning developed reducing workload increasing focus on teaching and learning.
6	Implementation of year 1 SEAL maths approach.	All pupils in P1 will have SEAL approach for maths.

Action Plan – Priority Number 4 – Successes and Achievements: Raising attainment and achievement

Specific Action	Lead Responsibility	Timescale for completion	Monitoring and evaluation checkpoints	Those involved including partners	Resources including Pupil Equity Funding
1	HT, PTs	June 2019	December 2018 February 2019 June 2019	All class teachers	WTA – time allocated
2	Literacy – MR Numeracy – HJ Science – JG HWB - JM	June 2019	December 2018 February 2019 June 2019	All class teachers	PEF funding – development of teacher knowledge and skills - supply cover 12 days £3300
3	HT	June 2019	December 2018 February 2019 June 2019	Classroom Assistant Class teachers	PEF funding – 10 hours per week Aug 18-March 19 - £3000 Possible .1 teaching staff to co-ordinate approach and give specific teaching input 1 morning per week. Cost?
4	HT	June 2019	January 2019 June 2019	All Class teachers	WTA – time allocated
5	HT	June 2019	January 2019 June 2019	All Class teachers	WTA – time allocated
6	Primary 1 teacher	June 2019	January 2019 June 2019		PEF funding – SEAL maths pack - £1000

Evidence of Impact on learners (success measures) - How do we know that outcomes for learners have improved?	
1	New forecasting and tracking document will ensure continued progress for pupils through the levels. Communication at times of transition will further inform a progression of learning for pupils. Forecasting and tracking document will assist teachers in interpreting data for more rigorous approach to planning for learning on a long term progression with an aim to increase attainment.
2	Teachers will be more confident in when skills and knowledge is taught improving a more consistent approach to teaching and learning. Once curriculum overviews are developed teachers will have a reduction of workload increasing time to focus on teaching and learning which will increase attainment at all levels.
3	Pupils targeted through small group intervention will show an increase in skills improving their access to all areas of the curriculum.
4	New moderation plan will ensure continued progress for pupils through the levels through robust professional discussion through moderation sessions. Developed progression pathways will support teachers to develop a more rigorous approach to planning for learning through deeper understanding of learning progression with an aim to increase attainment.
5	New school topic plan will ensure continued progress for pupils through teachers' development of linking learning across curricular areas. This will support teachers to develop a more rigorous approach to planning for learning with an aim to increase attainment.
6	All pupils in P1 will benefit from extended learning in maths through the SEAL approach to develop secure number concepts.

8. Action Plan – Priority Number 5 – Successes and Achievements: Raising attainment and achievement - ELC

OCTF	NIF DRIVER		HGIOS?4 - QI 3.2 Raising attainment and achievement – Themes:
<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 	<ul style="list-style-type: none"> ★ School Leadership ★ Teacher Professionalism ★ Parental Engagement ★ Assessment of children’s progress ★ School Improvement ★ Performance Information 	<ul style="list-style-type: none"> ★ Improvement in attainment, particularly in literacy and numeracy. ★ Closing the attainment gap between the most and least disadvantaged children. ★ Improvement in children and young people’s health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people. 	<ul style="list-style-type: none"> QI 2.3 <ul style="list-style-type: none"> ★ learning and engagement ★ Quality of interactions ★ Effective use of assessment ★ Planning tracking and monitoring QI 2.5 <ul style="list-style-type: none"> ★ Engaging families in learning <input type="checkbox"/> Early intervention and prevention <input type="checkbox"/> Quality of family learning programmes QI 3.2 <ul style="list-style-type: none"> ★ Progress in communication, early language, mathematics and health and wellbeing ★ Children’s progress over time ★ Overall quality of children’s achievement ★ Ensuring equity for all children.
What are we going to do now? Specific actions related to priority		Measures of Success	
1	Continue to embed tracking and monitoring of literacy, numeracy and Developmental Milestones and use to plan for core skills progression	Practitioners will report confidence in assessing and tracking pupils and ability to plan for next steps.	
2	Develop leadership by identified staff member continuing to take the lead in Numeracy and extend the indoor numeracy environment and planned focus activities.	Children will be able to access open ended tasks/activities to support development in numeracy and maths. Staff will observe an increase in confidence and acquisition of skills when recording observations using the numeracy tracker.	
3	Develop leadership by identified staff member continuing to take the lead in Literacy and develop a further Outdoor learning focus with planned outdoor story and together times. Staff training in other areas of emerging literacy by PT through	Staff will continue to observe an increased engagement by pupils with the full range of foundation literacy skills and will observe an increase in confidence and acquisition of skills when recording observations using the literacy tracker.	

	participation in Northern Alliance group.	
4	Increase staff capacity by further training all staff members in the PAtHS programme.	100% of children will be able to identify feelings and emotions and be able to 'do turtle' when appropriate. Staff will feel confident around planning for and delivering these sessions.
5	Further development of opportunities for parental engagement.	100% of parents will engage in at least one stay and play session or shared finish.
6	Extending use of IT (Seesaw) to communicate progress and achievement across all families in the ELC. Develop individual folders to keep all paper copies of trackers, observations, etc together as we move across to Seesaw as a digital learning log.	100% of parents will engage with and contribute to Seesaw by liking posts and adding some comments over the session.

7. Action Plan – Priority Number 5 – Successes and Achievements: Raising attainment and achievement - ELC

Specific Action	Lead Responsibility	Timescale for completion	Monitoring and evaluation checkpoints	Those involved including partners	Resources including Pupil Equity Funding
1	PT	June 2019	October 2018 December 2018 June 2019	CCEWs HT	Training and moderation through staff meetings.
2	CCEW	June 2019	October 2018 December 2018 June 2019	CCEW HT PT	Resources to support numeracy to be sourced and purchased in line with ELC budget.
3	PT and CCEW	June 2019	October 2018 December 2018 June 2019	CCEWs HT	Resources to support literacy to be sourced and purchased in line with ELC budget. Highland Literacy resources via Northern Alliance participation. PEF Funding – Experiential Play Course for Practitioners – Nov. 26 th Inservice Day - £1500 Learning provocation resources sourced in line with inservice training - £500
4	CCEWs	June 2019	October 2018 December 2018 June 2019	PT HT Parents	Training for CCEWs - in house and with Educational Psychologist.
5	PT	June 2018	October 2018 December 2018 June 2019	CCEWs HT Parents	

7. Action Plan – Priority Number 5 – Successes and Achievements: Raising attainment and achievement - ELC

Specific Action	Lead Responsibility	Timescale for completion	Monitoring and evaluation checkpoints	Those involved including partners	Resources including Pupil Equity Funding
6	CCEWs	June 2018	October 2018 December 2018 June 2019	PT HT	IT resources already available. Folders to be sourced and purchased in line with ELC budget.

Evidence of Impact on learners (success measures) - How do we know that outcomes for learners have improved?

1	Almost all children are making very good progress in literacy, numeracy and health and wellbeing as appropriate to their developmental stage.
2	High quality interactions and experiences in numeracy permeate everyday activities ensuring appropriate learning opportunities for each individual child.
3	High quality interactions and experiences in literacy permeate everyday activities ensuring appropriate learning opportunities for each individual child.
4	Almost all children make very good progress through experiences that promote learning in HWB, specifically social and emotional skills.
5	All families engage with shared learning days, these opportunities help parents to understand the significant impact of the home learning environment and there is evidence that children have an improvement in their learning.
6	Practitioners, children and parents are aware of next steps in learning and how to support and develop these areas.

8. Action Plan Summary for Stakeholders eg Parent Council, Pupils, Community Partners

Num ber	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1 Leadership and Management		All staff involved in whole school approach to nurture audit. Improved ethos, consistency of approach and reduction of incidents of misbehaviour.	All Staff	Developed by June 2019
		As above.	HT, PTs	Developed by June 2019
		Almost all pupils will show improved engagement in reflecting on and sharing learning. 75% of parents will be engaging directly with their child's learning portfolio weekly.	PT (EC)	Full implementation by June 2019
		Almost all pupils will be able to take forward skills learned through sessions with 'lead learners'. 'Lead learners' will report an increased confidence in leadership skills.	P6/7 Class teacher	Developed by June 2019
		Parent survey results will show a 40% improvement in view on clarity of communication between home and school.	HT and Clerical assistant	By June 2019
2 Learning Provision		All pupils in P5-7 will have learning opportunities in Spanish, Gaelic and German.	SM, EC, JM	By June 2019
		All staff will be documenting planning through new planners. 100% of staff will be more confident in benchmarks for each level and using these for assessing progress and achievement. Planners will identify pupil input in planning cycle – increasing pupil participation in taking ownership for learning.	HT	By June 2019
		100% of staff will report an improvement in presentation of work across the school.	HT	By June 2019
		Pupils will know the VVA and be able to identify when it is and isn't being achieved.	Class teachers	By June 2019
		All pupils will have an increased opportunity (at least one opportunity per class) to become involved with a community event/group through their learning this session.	HT, PTs	By June 2019
		All pupils P1-3 will improve acquisition of phonics, improve level of reading and writing.	PT	By June 2019
		All pupils ELC-P7 will receive lessons in music through Active Music Digital	All class teachers	By June 2019
3 Successes and Achievements		Almost all pupils will show an increase in their level of readiness to learn and to self-regulate behaviour. 60% of parents will engage with PAThS principles through school events.	HT PT and all class school staff	By June 2019

	Improved rigour of progression through levels for almost all pupils. Increased information around transition times leading to more informed transition.	HT and PTs	By June 2019
	All teachers will have access to developed curriculum overviews.	Specific class teachers for each area	By June 2019
	All pupils involved in intervention groups will show an increase in skills improving their access to all areas of the curriculum.	HT	By June 2019
	All pupils will benefit from progression pathways through the levels.	HT	By June 2019
	More rigorous approach to planning for learning with an aim to increase attainment for all pupils.	HT	By June 2019
	Almost all pupils in P1 will have a secure understanding of early level maths concepts of number.	P1 teacher	By June 2019
4 Successes and Achievements ELC	Almost all children are making very good progress in literacy, numeracy and health and wellbeing as appropriate to their developmental stage.	PT	By June 2019
	High quality interactions and experiences in numeracy permeate everyday activities ensuring appropriate learning opportunities for each individual child.	CCEW	By June 2019
	High quality interactions and experiences in literacy permeate everyday activities ensuring appropriate learning opportunities for each individual child.	PT CCEWs	By June 2019
	Almost all children make very good progress through experiences that promote learning in HWB, specifically social and emotional skills.	CCEWs	By June 2019
	All families engage with shared learning days, these opportunities help parents to understand the significant impact of the home learning environment and there is evidence that children have an improvement in their learning.	PT	By June 2019
	Practitioners, children and parents are aware of next steps in learning and how to support and develop these areas.	CCEWs	By June 2019