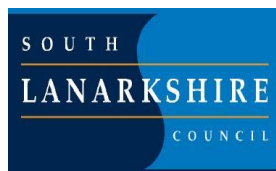


**Education Resources
Curriculum and Quality Improvement Service**

**Establishment Improvement Plan
2022-2023**

Mount Cameron Primary School
Bun-sgoil Beinn Chamshroin





**Education Resources
Curriculum and Quality Improvement Service**

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Codes

Our priorities are the building blocks for our Resource Plan, Service Plans and School Improvement Plans

Our Council Vision



Improving the quality of life for everyone in South Lanarkshire

Our Purpose



Inspiring learners, Transforming learning, Strengthening partnerships

Our Values



Fairness, empathy and the commitment to make a difference to the lives of all learners

Our priorities for 2022/23 and beyond



Improve health and wellbeing to enable children and families to flourish.



Ensure inclusion, equity and equality are at the heart of what we do.



Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy.



Support children and young people to develop their skills for learning, life and work.



Empower learners to shape and influence actions on sustainability and climate change.



#itsSLC

<https://www.southlanarkshire.gov.uk>



Overview of Establishment 3 Year Cycle of Improvement

2022-2023	2023-2024	2024-2025
Improve health and wellbeing to enable all children to flourish in school - Music & wellbeing focus	→	
Continue improvements relating to raising attainment in literacy with focus on writing		
Raising attainment in numeracy	→	
Review, implement and evaluate approaches to reporting on progress to parents and recognition of achievements		
Closing the poverty related attainment gap (SLC Pupil Equity Spreadsheet)	→	
	Science (Learning Community) TBC	
		Modern Languages 1+2 – Consideration of Gaelic in consultation with Calderglen and parents
Pupil Voice and ongoing consultation with parents and staff will be integral to all improvement priorities		

Strategic Improvement Planning for Establishment Session: 2022-2023

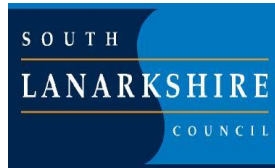
Strategic Priority 1	Outcome	Measures
<p>Improve health and wellbeing to enable all children and families to flourish</p>	<ul style="list-style-type: none"> Almost all children will identify the positive impact on their wellbeing following access to the SNUG & Outdoor learning, wellbeing experiences and specific targeted health & wellbeing interventions Attendance and late-coming of targeted children will show an increase of at least 5% All children will have increased opportunities for musical experiences which will impact on engagement and wellbeing 	<ul style="list-style-type: none"> Glasgow Motivation and Wellbeing Profile Monthly attendance and lateness tracking Music & wellbeing pupil survey Appropriate individual measure depending on intervention e.g. Talking and Drawing Pupil Questionnaire
<p>Rationale for priority - based on school self-evaluation</p> <p>Through consultation with parents, children and staff, Health and Wellbeing continues to be identified as a major priority following the covid-19 pandemic. The school has seen major changes over the last two years with an increased focus on the emotional wellbeing of all children and the closure of Place to Be a service which served a small number of children's needs across the school. There is a need to continue to develop the wellbeing room (Snug), continue to develop the role of the YFCW, target children and families whose attendance and late-coming is impacting on learning. There is also a need to more rigorously monitor the impact of health and wellbeing of children using the (Glasgow Wellbeing & Motivation Profile) – started but further work required to use this information to inform next steps. Emotion Works has been implemented during 2021-2022 and this will continue into 2022-2023 to evaluate impact in more detail. Specific links will be made with literacy/writing priority and emotion works.</p> <p>Following consultation on improvement priorities with parents, there is scope to review music and opportunities within and out-with the curriculum which may impact on wellbeing. E.g. Re-engagement with the Gaelic Fèis. Children had very few opportunities to benefit from music activities during the pandemic therefore there is a need to ensure a more balanced wider expressive art curriculum.</p>		
<p>Link to NIF Priorities & Drivers</p>	<p>Links to HGIOS4 & HGIOELC</p>	<p>Links to SLC Education Resource Themes</p>
<p>NIF P3 NIF Drivers - BDF</p>	<p>1.1, 2.2, 2.3, 2.4, 3.1</p>	<p>Pedagogy, Learner Engagement, Strengthening Relationships, Curriculum, Learner Pathways</p>

Strategic Priority 2	Outcome	Measures
<p>Continue improvements relating to raising attainment in literacy with a particular focus on writing</p>	<ul style="list-style-type: none"> Across the school, there will be a closer alignment of CFE performance between reading and writing (aggregated data from P1,4,7) by 5% Close the poverty related attainment gap in writing by at least 10% Children will demonstrate increased motivation for writing School will be awarded the Reading School's Award 	<ul style="list-style-type: none"> Termly progress & tracking Writing Motivation survey results Assessment & Moderation activity Targeted writing intervention evaluations of progress (writing club, writer in residence etc.) Engagement tracking focus on writing
<p>Rationale for priority - based on school self-evaluation</p> <p>During session 2021-2022 significant work was done on the teaching of spelling. There is now a need to look at the other important components which also contribute to raising attainment in writing while ensuring the rigor of teaching around spelling continues. There is a significant poverty related attainment gap in writing across the school and overall children perform less well in writing as they do in reading. From progress and tracking meetings, writing jotter monitoring and professional discussion, there is a need to review the pedagogy in writing to ensure greater consistency and to ensure that all children have more regular opportunities to write across the curriculum. In some classes, children are not writing often enough and progression in writing lessons and skills are not explicit. There is also a need to look at how to support less able children in writing and to provide increased differentiation in this area. There is also a need to work closely with parents to share expectations around the development of writing and to provide support on how they may contribute to this agenda. (This will be picked up in the reporting progress priority also)</p> <p>Analysis of data has identified a gender issue in P4 (cohort 2021-2022) where girls significantly outperform boys in writing. There is a need to look at engagement in writing in boys particularly at this stage.</p>		
<p>Link to NIF Priorities & Drivers</p>	<p>Links to HGIOS4 & HGIOELC</p>	<p>Links to SLC Education Resource Themes</p>
<p>NIF P1,2 NIF Drivers - CDEF</p>	<p>1.1,2,2, 2.3, 2.4, 3.2</p>	<p>Pedagogy, Learner Engagement, Strengthening Relationships, Curriculum, Learner Pathways</p>

Strategic Priority 3	Outcome	Measures
<p>Raising attainment in numeracy</p>	<ul style="list-style-type: none"> • Staff will be increasingly confident to teach numeracy • Children across the school will demonstrate increased competence in numeracy • Poverty Related attainment Gap will reduce by 4% in numeracy • Increase attainment by at least 3% (Aggregated P1,4,7 ACEL data) 	<ul style="list-style-type: none"> • Evaluation of staff training and identified next steps • SNSA Results • MALT Assessments • Evaluations of targeted interventions and improvements notes
<p>Rationale for priority - based on school self-evaluation</p>		
<p>In Numeracy (English Department), there is an equity gap of 10.8% between children living in SIMD 1+2/FME and children living in 3-10. Standards of attainment have dipped in the last two years due to the impact of covid 19 and we are keen to address this. We are keen to now take this forward in line with South Lanarkshire Councils strategic vision for the implementation of the Maths Recovery Programme. There are specific gaps in numeracy across the school and therefore we have identified Numicon as a key strategy to take forward this session and pilot.</p>		
<p>Link to NIF Priorities & Drivers</p>	<p>Links to HGIOS4 & HGIOELC</p>	<p>Links to SLC Education Resource Themes</p>
<p>NIF P1,2 NIF Drivers - CDEF</p>	<p>1.1,2.2, 2.3, 2.4, 3.2</p>	<p>Pedagogy, Learner Engagement, Strengthening Relationships, Curriculum, Learner Pathways</p>

Across all priorities	Outcome	Measures
<p>Review, implement and evaluate approaches to reporting on progress to parents and celebrate and recognize wider achievement in line with our revised school vision and values.</p> <p>Closing the poverty related attainment Gap – See separate plan for specific targets</p>	<ul style="list-style-type: none"> Staff will collaboratively develop a Reporting Progress to Parents Strategy and share this with parents for feedback There will be an increased level of parental engagement in events throughout the school session Key questions below will show an improvement in the number of parents saying they strongly agree/disagree Children will take an increased role in sharing & discussing their progress with parents 	<ul style="list-style-type: none"> Tracking participation in events Parent confidence scale/rating Revisit key questions from the HGIOS survey around parent confidence of what and how their children are learning.
Rationale for priority - based on school self-evaluation		
<p>In our How Good is our School Survey 2021-2022 we noted the following results which are a key driver for change in terms of acting upon the views of our parents -</p> <p>I receive helpful regular feedback on how my child is learning and developing? 28 strongly agree / 14 agreed / 10 disagreed / 2 strongly disagreed</p> <p>I understand how my child is progressing? 16 strongly agreed 29 agreed and 8 disagreed</p> <p>While the above is not concerning there is scope to further reconsider our Parental reporting strategy especially following Covid 19 pandemic when parents felt more detached from their child's learning (unable to come into school)</p>		
Link to NIF Priorities & Drivers	Links to HGIOS4 & HGIOELC	Links to SLC Education Resource Themes
1,2,3	1.1, 1.3,1.4, 3.1, 3.2	Pedagogy, Learner Engagement, Strengthening Relationships , Curriculum, Learner Pathways

NIF Priorities	NIF Key Drivers	How Good is Our School	SLC Education Resources Themes
<ol 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. 	<ol style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	<ol style="list-style-type: none"> Self Evaluation for self-improvement Leadership for learning Leadership of change Leadership and management of staff Management of resources to promote equity Safeguarding and child protection Curriculum Learning teaching and assessment Personalised support Family learning Transitions Partnership Ensuring wellbeing, equality and inclusion Raising attainment and achievement/Securing children's progress Increasing creativity and employability/Developing creativity and skills for life and learning 	Pedagogy, Learner Engagement, Strengthening Relationships, Curriculum Learner Pathways



**Education Resources
Curriculum and Quality Improvement Service**

Mount Cameron Primary School

Bun-sgoil Beinn Chamshroin

**SCHOOL BASED ACTION PLANS DRAFT
2022-2023**

PRIORITY 1 SCHOOL BASED ACTION PLAN

Improve health and wellbeing to enable all children and families to flourish in school

KEY TASKS	RESPONSIBILITY	TIMELINE	RESOURCES
1. Reintroduce Nurture Boxes into all classrooms (Ongoing links to Attachment informed practice)	All staff	Review box contents – August (audit) Ordering September New nurture boxes to be in place by October 2022	To be identified from audit and funded from PEF
2. Carry out GMWP screening with all children P3-7 and use results to inform aspects of H&W curriculum individual to the specific needs of the children in each class Mrs Jackson/HT to discuss P1/2	All staff	CAT Night September 2022	Online GMWP
3. Continue to implement and evaluate the impact of Emotion Works Develop leadership roles for P6/7 as wellbeing coaches? Discuss with Aliysa	All staff	CAT September 2022	Emotion works resources
4. Continue to develop Outdoor Areas - Big Planters – link to writing target Introduce all new playground equipment – train play leaders	Children – responsibility for class planter box moving forward Play Leaders for new playground equipment	Ongoing throughout the session depending on what children wish to plant Playleaders – August 2022	Aviva fund Purchase of non-fiction books specifically related to planting/growing – children’s choice
5. Deliver parent session on PPRUDB and Emotion Works to parents	SMT and other voluntary staff Involvement of children – Emotion Works Assembly?	Term 1 2022	
6. Increase opportunities across the school for musical experiences and evaluate impact on pupil wellbeing (Link with promotion of GME)	HT/SMT to source	Ongoing throughout school session	PEF – for specific class music experiences e.g. drumming workshop; singing workshops; musical drama and theatre, World Music Day June 2023 – whole school participation
7. Continue work on school values – linking to a revised system / approach to celebrating achievement within and out-with school including extended learning opportunities	PT	Term 2-3	Supported Study Funding PEF funding
8. Cost of the school day – move from position statement to policy (See PEF spreadsheet)	All staff, parents & children	August-October 2022	
9. Further implement Play Awards P1-3 to improve wellbeing of families	Mrs MacNamara and Tracey	Ongoing throughout school session	Play Resources Certificates
10. Focus project on lateness and attendance of targeted pupils Tracey + HT (See PEF spreadsheet)			
11. Continue to develop the Sunshine Group for positive transition and emotional/social support for children struggling within the playground environment. (See PEF spreadsheet)			

PRIORITY 2 SCHOOL BASED ACTION PLAN

Continue improvements relating to raising attainment in literacy with a particular focus on writing

KEY TASKS	RESPONSIBILITY	TIMELINE	RESOURCES
1. Further Develop Gaelic language progression planners for speaking Gaelic reflecting 'total immersion' and 'immersion' language development as outlined in Education Scotland Advice on Gaelic Education .	DHT/Gaelic staff	August-October 2022	Cover to allow for development where possible and depending on absence
2. Work in partnership with Calderglen High School to promote GME and to develop curricular transition contributing to the implementation of the Statutory Guidance for Gaelic Education and specifically to Gaelic Medium Education and to the specific targets in the National Gaelic Language Plan and the South Lanarkshire Corporate Gaelic Language Plan	DHT/Secondary Member of staff Calderglen	Ongoing throughout the school year	Gaelic NQT Friday morning in MC
3. Continue to monitor impact of last year's spelling developments to ensure continuity and consistency Focus on target identified by staff – ICT to enhance spelling	ICT Coordinator to support – opportunity to consider apps/hardware and software during refresh	October-December 2022	ICT/Spelling apps Possibility of IPADS PEF
4. Review the teaching of writing across the school <ul style="list-style-type: none"> - Are children motivated to write? Consult children - Pedagogy – differentiation, modelling etc. - Moderation of writing - Differentiation of writing - Writing across the curriculum - Writing on a daily basis – skills application - Attitudes to writing - Staff skills audit / how confident are they in pedagogy of writing and in implementing NLC writing (active literacy) 	DHT	Ongoing throughout school session	Allocate support staff where possible during writing blocks (May not be possible depending on needs of children) Targeted Interventions focusing on Writing; identify resources required for developing writing resources – big books; examples of texts; moderation of writing Paired writing Writing for enjoyment Writing areas in classroom – progression of what this could look like
5. Continue to gather evidence towards our Reading Schools Award and submit when ready HT/DHT/Aliysa to write action plan	Ms Saunders, Ms Dunlop	Action planning – August/September	Photographic evidence to be collated
6. Implement writing related supported study opportunities/projects for targeted children across the school e.g. spelling games club, writer in residence, etc	YFCW Class Teacher Support Assistant	Ongoing throughout school session	YFCW

PRIORITY 3 SCHOOL BASED ACTION PLAN

Raising attainment in numeracy across the school

KEY TASKS	RESPONSIBILITY	TIMELINE	RESOURCES
1. Provide whole school training in the use of numicon and pilot across the school	External trainer	November inservice day – full day training November-March – first piloting implementation	PT to arrange with Numicon Cost of training budget £1000
2. PT to visit school using materials well – good practice visit – report and feedback	PT	Term 1	
3. Purchase resources for full implementation of programme	PT/HT/Office	Term 1	Significant spend to ensure staff fully resourced to implement
4. Provide opportunities for staff to share and discuss progress of implementation Review and evaluate progress	All staff	By March 2022	
5. Roll out of SLC Maths strategy – train staff in Maths Recovery 1 member of staff trained already, 1 further application made	PT Training for Stephanie Jackson (Acting PT 0.2) Training for Jenny MacTaggart (P1 Gaelic) Complete Training for Samantha MacNamara (Acting PT 0.8)	When training is available Applications made for blocks throughout the session for each member of staff	SLC training Huge commitment of cover (HT/DHT or supply if allowed to buy in.
6. Replenish and re-organise maths resources to facilitate opportunities for numeracy through play, games and active & collaborative learning	SMT/Support Staff	August-December	PEF Funding

LINKED ACROSS ALL PRIORITIES

KEY TASKS	RESPONSIBILITY	TIMELINE	RESOURCES
1. Review how we report progress to parents and produce a clear overview for parents	All staff	CAT August 2022 + one other	None required apart from time
2. Extend opportunities for parents to learn about the curriculum and increase engagement of parents in the life and work of the school	HT Lead All staff	Across the school year	None required apart from time
3. Closing the poverty related attainment gap (See PEF spreadseet)	HT ASN Coordinator YFCW Additionality Teacher All teaching staff Support Staff	Ongoing across the school session	