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| **Strategic Improvement Planning for Establishment: Overview of Links to Key Policies** | | | Session: 2023-2024 | | | |
| **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 attainment, particularly in literacy and numeracy. | | | **Collaboration and Consultation** | | | |
| **Who?** | **When?** | |
| Staff | Term 1-Term 4 | |
| Parents | Term 1 – Term 4 | |
| Pupils | Term 1-Term 4 | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | **Argyll and Bute Education Key Objectives** | | | |
| * School and ELC leadership * Teacher and practitioner professionalism * Parent/carer involvement and engagement * 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 & employability/ Developing creativity & skills for life & learning | | * 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** | | |
| 1. Track progress in Pre-Accelerated Reader accessing pupils. Identifying resources to bridge early reading with Accelerated Reading.      1. Develop community engagement with the whole school community as part of working towards a Reading Schools Bronze Award. 2. Target setting for staff development and review in maths mastery pedagogy with G.Houston EO –Maths and BD, EM 3. Continue to work towards Rights Respecting Schools Gold Accreditation 4. Using the Rights Respecting Schools Gold Accreditation as a vehicle to begin to revisit and review curriculum rationale, curriculum design to inform future strategic planning. 5. Involve all stakeholders in the review and implementation of Rhu Primary School’s positive relationships policy. 6. Ensure the wellbeing, and inclusion of all by creating, developing and then implementing a whole school nurture strategy. 7. Launch a new school website in partnership with The Parent Teacher Council. | Accelerated Reader (AR) shows significant gains for all pupils accessing it. Rhu Reading Data identifies a drop in Primary 2-Primary 3 before pupils fully transition and become more independent with AR. This data drop sees pupils reading below chronological age and this pattern if allowed to continue would present with a greater number of readers off track in their learning. Without strong reading much of the curriculum can become inaccessible. A strong foundation on reading opens learning opportunities.  Resources correlating with the Rhu Phonics Program and ORT readers should be tracked for appropriate bridging between the two reading programs to ensure there is no data drop. Our ANST teacher will support work here.  Implementation and consistent use of AR and the P1-3 phonics program will be monitored by the working party and senior management team to support reading at these stages. Teachers time spent with the resource in class will be monitored termly and the difficulty of books used as class texts. The pedagogy of teaching reading skills will be monitored and support given through CPL opportunities where applicable.  A measure of pupil confidence with AR will be taken in Primary 3 and a parental refresher evening applicable to parents of pupils at the early stages of the program to ensure a triangulation of understanding and implementation.  A review and a repurchase of reading materials used in Primary 1-3 will be conducted.  The teacher leading AR will move class stages to support this improvement priority and further develop and improve the high standard of reading attainment at Rhu.  This improved reading focus will impact on all learners and improve their independence and advocacy within their learning.  When pupils are evaluating their learning journeys through our seesaw platform to parents, evidence of stronger literacy skills are apparent.  Pupils can select and enjoy reading texts, sharing these wider and reading for pleasure.  More pupils across all classes move from being on track to exceeding expectations. This data will be used to move the learning on and enhance reading planning and preparation.  ‘Wrinkly Readers’, will continue to come into school to support 1:1 reading with pupils.  Form a partnership with the Helensburgh Hub as part of their Literacy initiative to access volunteers to support 1:1 reading throughout the school.  Seek parental or family volunteers to maintain the school accelerated reader library.  Continue to use our reading ambassadors to support reading throughout the school.  Facilitate weekly assembly time to promote reading and our Reading Schools Award.  Seek and submit information for our Bronze Award by October 2023.  Pupils will foster a love of reading with others, it will impact their relationships, self-esteem and reflective time to discuss texts and authors on an individualised basis. The gift of time and interest here will have a big impact. The motivation to foster this relationship will encourage greater reading and conversation around literature.  Following lesson observations in Maths Mastery (April-June 2023) teachers will have shared mastery observations from Gemma Houston (Argyll and Bute Council, TeeJay Mastery Author, Maths No Problem Author and Glasgow Counts Creator) and school staff. The observations will take place in August and September 2023. Teachers following discussions with Gemma will target set for themselves areas of development within their teaching.  Staff will have a staff meeting collegiate pedagogy session in September and in October and be encouraged to attend the CLPL maths twilight sessions building numeracy pedagogy and improving teaching and learning in maths.  Further observations in January-March from Brendan Docherty (Education Manager Argyll and Bute Council) will look at the impact of the development targets on the delivery of high quality teaching and learning.  Our cross cluster collegiate relationships will be strengthened within the HALCO areas and internal maths moderation will begin to move to external moderations with other Argyll and Bute Schools.  Numeracy attainment and achievement continues to show tracking gains for all pupils and will exceed Argyll and Bute stretch aims.  Rhu Primary seek to maintain and stretch maths and numeracy data collectively from P1,4 & 7 pupils in the 90th percentile.  The Progress over time numeracy data shows an improvement in all pupils in 2022-2023 cohort P4, 6 and 7. Less than 5% of pupils in P2 and P3 remained on the same sub level but the target group is P6 with 22% of pupils not making the expected progress over time.  Rhu Primary will submit evidence for the Gold Rights Respecting School Award.  There are four key areas of impact for children at a Rights Respecting school; wellbeing, participation, relationships and self-esteem. We need to analyse these areas of impact and measure where we are as a school.  The difference that a Rights Respecting School makes goes beyond the school gates, making a positive impact on the whole community.   * Children are healthier and happier * Children feel safe * Children have better relationships * Children become active and involved in school life and the wider world   We are making the decision that every change we make in every aspect of school, from the curriculum to leadership, will be underpinned by children’s rights.  Our ethos as a school is very child-centred.  Improved overall school attendance.  Pupils have more responsibility in decision making.  Our RRS is aligned with our Eco Schools initiatives and we recently received our 8th Green Flag. These two accreditations are becoming more intertwined and the UN Sustainability Goals will inform the Eco focus and be evident in Eco Actions Plans.  Rhu Primary School will be developing our Curriculum rationale in the session 2024-2025. In preparation for this Management and staff will focus reading and research this session towards an informed Rights Respecting School Curriculum Rationale.  This will ensure for the 2024-2025 session staff are well equipped to begin the curriculum rationale journey and to be able to bring pupils, parents and other stakeholders on the journey.  The Management Team will look at Curriculum Rationale training opportunities through Argyll and Bute Council, the RIC, Northern Alliance to build Management confidence with this improvement priority.  The Rights Respecting School leading Teacher will identify a school that has used the RRS as a vehicle for Curriculum Rationale and arrange a visit or google meet for discussion and further planning considerations.  Positive relationships policy - all stakeholders understand and are confident in our positive relationships policy and are clear how we support all our pupils to develop and sustain positive relationships.  This will be woven through the school and curriculum by UNICEF RRS which provides an excellent framework for our children.  It was evident from stakeholder improvement planning in May 2023 that not all stakeholders were aware of this policy and it was not fully implemented in all classes therefore the outcome and impacts of this were not measureable.  In addition to messaging and signposting in assemblies classrooms must have evidence of the policy and address this in class, they will therefore see pupil impact and consistency of approach within the academic year 2023-24 with more positive relationships evident.  Effective interventions have continued to be delivered to support the mental health and wellbeing of children and young people across Argyll and Bute. The Educational Psychology Service has continued to lead Our Children, Their Nurturing Education (OCTNE) and with some of our Rhu strategic priorities coming to a final year of improvement we must look to building and preparing for new priorities.  Following a secondment and now the return of one of our class teachers from the Argyll and Bute Nurture Team, we wish to build on this knowledge and make preparations to begin to develop and then implement a whole school nurture strategy.  Staff need training to ensure that as practitioners they have appropriate professional learning in attachment, brain development and improvement science to ensure they are able to develop robust, evidence based whole-school approaches that are unique to our context.  It important for us to embark on the Bronze Award ‘Nurture Committed’ The accreditation and moderation model is ensuring that there is a high standard and consistency across our local authority.  All pupils will be able to navigate the outward facing page of the school. It will present as pupil friendly with an ease of accessing information to support teaching and learning at home.  All parents will have a point of reference for the school with key information easily obtained.  Families relocating making transitions into the Rhu Community can access the school website for up to date relevant information. This is of particular importance to military families.  The website has an ease of use to allow all staff to be able to use it.  Parent council input has been sought through initial meetings in April-June 2023 between the Head Teacher and the Treasurer of the Parent Council. | ACEL and XBRA monitoring and analysis in October, February and May. This will show pupil progression and patterns, trends and individuals will be highlighted here. This will inform future planning and interventions at school, class and individual levels.  Tracking Meetings in October and February. All pupils are discussed at these meetings. Anomalies in data or on watch pupils highlighted by the AR resource will be supported with a 1:1 supervised assessment for a true reading reflection.  Accelerated reader diagnostics analysed by class teacher and SLT. This will be used for planning and progression within the class.  AR diagnostics cross checked with other assessment data and teacher moderation. No one resource is perfect and therefore it is important that AR, phonics, sight words, vocabulary, onset and rhyme and reading across all curriculum areas is used and moderated.  Key focus on Primary 3 whose added value growth as Primary 2 pupils, was as a cohort, below expected levels. Many of the pupils here were reading below chronological age, the P3 teacher will meet with the HT to discuss reading every term and an analysis will be undertaken of time spent reading in class, a review of retention of phonics waves, possible Nessie interventions, ANST teacher planning for interventions and reading homework. This tracking group will be discussed throughout each term.  This year added value growth to be set at growth of 12 months for each pupil. Nessie to be trialled for P3 pupils and data gathered to assess phonological awareness with text should the value growth not be on track by December. In the first tracking meeting all pupils should have reached their AR termly target and should come to the HT for recognition, reward and praise certificates for this. Three months of growth should be apparent in the assessment at the start of each term.  Shared expectation of four adult supported reads per week for P1-3 pupils and the use of a well-documented reading record. .  All teachers following training from the Target teacher last session have the ability to be gathering and collating evidence and overviews of interventions for dyslexic pupils.  Phonics readers and ORT readers to go home in P1-3 and AR books when applicable.  Shared reading expectations shared throughout the school. Which include the time spent reading in class, accessing the resource and target setting.  Formative assessment through pupil discussion groups around texts read.  Reading School Bronze Award  Shared expectation of reading with parents through reading records in P1-3 having greater expectations of use.  Well maintained AR library.  Greater wider community knowledge of our reading initiatives.  Measures of enjoyment and engagement through positive reading relationships in the community.  Pupils confident in talking about literature, reading out loud and building social skills in the community.  The staff maths mastery questionnaire, created by the working party will go live in August.  The questionnaire will discuss manipulatives, resourcing gaps, planning documents currently used such as Argyll and Bute Progression Frameworks and Benchmarks, Rhu Primary school Planners, SEAL planners and the Scottish CfE Mapping and Benchmarking documents.  Further training needs and assessment tools, signpost, GL assessments, sumdog assessments and finally moderation of maths.  ACEL, XBRA, Sumdog, assessment signpost and GL data.ACEL and XBRA monitoring and analysis in October, February and May.  Following observations and target setting pupil data within XBRA levels, GL assessments, SNSA results and signposts will be analysed by staff and school management for Growth from August 2023 to May 2024. These gains will be compared to previous applicable measureable data.  Rhu primary School will identify an Argyll and Bute school to begin to moderate maths with, extending our shared understanding of agreed standards.  A parent evening showcase will take place in September 2023, informing parents of our maths teaching approaches and showcasing our manipulatives and our work. A survey of parents will be developed by P7 pupils and the maths working party and this data will be used to inform our next steps for our parents with regards to our maths and numeracy approaches.  The P6 cohort will have support and intervention in class and from the ANST teacher to increase the percentage over time from 78% to 85%.  The standards for the Gold Accreditation will be embedded in our school life.  Reduction by 10% in pastoral peer relationship concern sheets within school.  Children can now articulate their thoughts and opinions.  Pupils show an awareness of what equality and fairness means.  As a school, we have done a lot of work on tracking attendance, by individual pupils, year groups and as a whole school. As a measure of the RRS impact we would hope to measure and compare a second year of attendee data.  We have done a lot for the local community as a RRS and a further measure of our Going for Gold Status will be intergenerational art workshops, supporting local charities such as our foodbank and uniform hub.  Behaviour and relationships between staff and students are based on respect. Around the school the atmosphere is calm and friendly  A RRS Gold accreditation with links to our Eco Schools Scotland Action Plan, supporting and enhancing the work of both initiatives.  Pupils participate on committees such as Rights Respecting School Reps and Eco Reps.  Rights Respecting School Awards are presented at Assembly for work in school and within the local community and for charitable causes.  A survey of our pupils relating to the areas of impact within a rights respecting school will be undertaken.  Using a shared reading approach staff will identify text and academic reading, taking suggestions for and from each other.  Staff will have informed knowledge on Curriculum rationale.  Management will foster links and have had some identified training on Curriculum rationale.  RRS Leading Teacher will visit a school with RRS at the heart of their curriculum rationale.  Mark Irwin from Education Scotland will visit Rhu in October to look at our outdoor learning improvements and to talk about the curriculum from a Learning from Sustainability lens.  Embedding our school values in day-to-day life can help shape each pupil’s understanding of the world.  Giving responsibility to students.  We can have an impact by using values in our policies and expectations for behaviour and our activities/work within the wider community. It will all go a  long way to developing pupils’ abilities to show initiative, contribute to others and gain respect and tolerance.  RRS reps will measure the impact and viability of this in classes.  Policy should go live on the new website.  A bespoke measure for schools engaged with Argyll and Bute’s ‘Our Children, Their Nurturing Education’ programme was developed. Five questions to measure pupils’ perception of the wellbeing indicator for ‘achieving’ were developed using a Likert scale. A baseline current level will be undertaken at Rhu with stretch aims identified to drive this priority over the next few years.  Rhu will begin to strive towards the Bronze nurture award.   * Improved health and wellbeing * Improved attendance * Pupil reduction in counselling referrals * HWB RAG scores improved   Learners’ who find engaging with school difficult have increased engagement, attainment and attendance. Four targeted pupils identified to be tracked.  A new school website with improved functionality will go live.  The website will be accessed by parents and the community as a point of reference for key school information and documents.  Pupils will have a landing page with large user friendly buttons to take them to google classroom, Seesaw, Accelerated Reader, Glow and other appropriate resources they required for home school learning.  Initial tracking data such as number of views will be obtained after launch for two terms before making adjustments as required to support further development and improvement. | | |