



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

Establishment	Ardrishaig Primary School and ELC
Area	MAKI
Session	2017-2018



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SIGNATURES			
Head of Establishment	<i>S. McAdam</i>	Date	12/06/17
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 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 March 2006.

2. Our vision, values and aims

Vision -

Our vision is to work together to provide a happy, caring, safe environment which nurtures self-esteem and respect for others, where everyone feels valued, confident and motivated to achieve their full potential and become responsible members of society.

Values –

Values:

- Achievement
- Confidence
- Responsibility
- Citizenship
- Happiness
- Inclusion

Our vision is prominently displayed in areas throughout the school, is included on all school newsletters, on our school Facebook page and on our school website. School values form a basis for school assemblies and behaviour management across the school.

The vision, values and aims have not been updated in a number of years due to a turn-over of Head Teachers and we are now in a more settled phase where it makes sense to re-evaluate the vision, values and aims in line with local and national key objectives in order to keep it up-to-date. This will be reflected within our priorities for the coming school session.

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. 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.
Pupils	Pupil views sought through school assemblies, pupil questionnaires, class discussions and one-to-one discussions.
Parents	Parents views and engagement is encouraged through a variety of communications including social media, school returns, informal discussions and questionnaires.
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>Ardrishaig 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 2016-2017 – 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 ★ 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 <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. ★ 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 <input type="checkbox"/> Strategic planning for continuous improvement ★ Implementing improvement and change

Establishment Priority 4 – Leadership of Change

Progress and Impact:

Priority 4 - Raising attainment through teacher leadership.

1. Embed shared reading to strengthen community links and promote reading for enjoyment at first level. (JM) – Not achieved due to staffing
2. Embed in-house training for support staff and explore and develop opportunities for support staff to lead within the school. (JG) – partially achieved but changes in staffing and long term illness made this input only superficial.
3. Leading within the ELC and developing staff leadership within the unit. (AM) – Staffing was extremely inconsistent in the ELC this school year but we have been able to develop robust planning structures, recording structures for Developmental Milestones and HWB and tracking structures for Literacy, numeracy and HWB. Impact – robust tracking measures to inform planning and next steps for pupils and ensure a smooth transfer of information at transition.
4. Eco council – developing pupil leadership (JG and EC) – Chair of eco-committee appointed and pupils have made links with local garden centre. Pupil council – developing pupil leadership (JM) – Impact - Pupil council surveyed parents at our first parents' evening on areas parents felt could be improved. Results from the survey are that school grounds is an area of concern. Pupil Council researched, designed and ordered a reading shed from a local supplier to meet needs indicated by parents and pupils. Parent Council funded this project.

Next Steps

Targets continuing from above priority are:

- Continue to develop and embed pupil leadership across the school.
- Continue to develop and embed in-house training for support staff.
- Attempt family shared reading again.

4. Review of Progress for Session 2016-2017 – 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 ★ 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. <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 ★ Effective use of assessment ★ Planning, tracking and monitoring

Establishment Priority 1 and 2 – Learning, Teaching and Assessment

Progress and Impact:

Priority 1 - Raising attainment and promoting achievement in Literacy and numeracy.

1. Moderation – In session 2016-17 we continued to develop our professional collaboration through moderation. Impact - In term 1 staff led on a cluster development project based on the Argyll and Bute Moderation Cycle on Tools for Writing. The moderation cycle is embedded in our practice at APS and staff were able to facilitate robust professional discussion with practitioners from local cluster schools to develop a common vocabulary and shared understanding in order to form evidence based teacher judgements. Staff member facilitated CfE stage

level groups to agree on Learning Intentions, Success Criteria and assess pieces of writing based on these criteria.

In term 2 staff moderated 'money' through a whole school Enterprise topic that included nursery to third level. The culmination was a whole school enterprise day where pupils were able to sell items they had made in class. Through this topic Pupils in P5-7 had experiences pitching to staff from the local bank, High School staff and the Parent Council Vice Chairperson for capital investment. Impact – pupils had a relevant context for learning in order to form a deep understanding of money skills.

Term 3 focus of moderation was 'reading comprehension'. Impact – pupils improved reading skills through direct focus on comprehension skills, this will improve reading ages across P1-7.

Priority 2 - Raising attainment and promoting achievement through curriculum design.

1. Maths pathways were continuously developed and embedded in practice. Impact – pupils learning pathways are continuous and monitored to inform planning and next steps.
2. Monitoring and Tracking – Through collegiate working staff developed a format for recording tracking and monitoring discussion. This has been very successful and has been used for literacy, numeracy and other curricular areas. Impact – teachers are able to plan specific interventions for pupils as necessary.
3. Homework – staff, parents and pupils were consulted on homework. The overwhelming response was that homework was important to all stakeholders. Stakeholders views were that open ended tasks were preferable and staff in P4-7 have taken this on board and have started using homework grids with pupils being able to choose from a variety of open ended tasks. Impact – improved pupil engagement with homework.
4. Reading – Through collegiate discussions staff have identified a need for a resource for P4-7 pupils to extend skills, motivate readers (especially boys) and promote a love of reading. Resource chosen due to research and discussion with local schools is Accelerated Reading. Resource has been purchased for roll-out in session 2017-18
5. Wider Achievement – tracking for this not achieved due to additional demands for information and unplanned inputs coming on line (PEF funding, Education Strategy and Vision).

Next Steps

Targets continuing from the above priorities:

- Moderation for session 2017-18 to include bundling of Es and Os – this will tie into holistic assessments for literacy and numeracy.

- Cluster Moderation to take forward development of holistic assessments.
- Accelerated Reading to be implemented for session 2017-18
- Monitoring and tracking format to be further developed.

4. Review of Progress for Session 2016-2017 – Successes and Achievements

OCTF	NIF DRIVER	NIF PRIORITY	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. ☐ 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			
<p>Progress and Impact:</p> <ol style="list-style-type: none"> 1. Children are involved in the planning and decision making process with their class teachers. Impact- Pupil voice is evident throughout school. Across the school children are engaged with learning and participate and contribute well in lessons. 2. A strong and supportive staff team has been developed across partner schools. Impact – Staff feel less isolated and have a wider collegiate group to share and develop practice. 			

3. Staff have ensured that each child's wellbeing is considered as part of their ability to achieve success. Impact – Children's wider achievements both in and out of school are celebrated and recognized in their learning logs, school assemblies and on the entrance display
4. Staff promote positive relationships in the playground and classroom and also through the Young Sports Leaders programme. Impact– Children enjoy better relationships with their peers, young leaders feel entrusted to take these developments forward.
5. Our CCEW in ELC has been trained in delivering PAtHs sessions in sessions to N4 and N5 pupils. Impact –Pupils have responded very well to these sessions and have begun to show a better understanding of how to regulate their emotions. This will be continued and embedded next session.

Next Steps:

- Use PEF funding to purchase PAtHs packs for P1-7.

4. Review of Progress for Session 2016-2017 – Successes and Achievements

OCTF	NIF DRIVER	NIF PRIORITY	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. ☐ 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 3 – Raising attainment and achievement

Progress and Impact:

Priority 3- Raising attainment and promoting achievement through engagement of children, families and the wider community.

1. Explore and develop opportunities for Gaelic Language learning within the community (school, local, wider) – pupils in the nursery benefitted from opportunities to experience Gaelic for everyday conversations, rhymes and songs. Parents had some communication regarding Gaelic in the nursery but this was not consistent. Gaelic CCEW was involved in gaging interest in renewing Guhan Beagha (Little Gaelic Voices) and although there was some interest in the community she was unable to secure parents to take on management of the group. Gaelic CCEW was involved with planning and organising the Tarbert Feis and in supporting the local Gaelic conversation group. Due to staffing this was only for a period of time.
2. Develop outdoor learning environment green space for the school and wider community. Parent council worked hard to secure grant funding for an outdoor classroom through Tesco Bags of Help but were unsuccessful. They have taken forward other grant application opportunities for this. Parent council have funded a reading shed for pupil council to improve school ground. Mrs McAdam and Mr McAdam re-built the outdoor classroom area/gathering space to be used for learning and play opportunities. Impact – additional spaces for learning and playing and reduction of misbehaviour at playtimes.
3. Explore and develop parent learning series on Growth Mindset. - Primary 7 pupils have created videos on Growth Mindset to be used as a learning resource for parents and pupils. Videos are embedded on the school website and have been promoted through the school Facebook page.
4. Develop parent engagement sessions on curriculum and curriculum development. This has not yet been achieved and will carry over to next session.
5. Embed use of Learning Overview reporting format and Learning Logs as a vehicle to report on achievement and progress of pupils. Learning updates and pupil learning profiles have been further developed and embedded this year to increase the communication with parents on the progress and achievement of pupils. Impact – parents are better informed of the progress and achievement of their children and how to support learning at home.

Next Steps:

Targets continuing from the above priority:

- Continued development of the school grounds for enhanced opportunities for learning and play.
- Continued development of reporting to parents through use of Learning Logs and Learning Updates.

4. Review of Progress for Session 2016-2017

OCTF	NIF DRIVER	NIF PRIORITY	HGIOELC - QI 2.3
<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. 	<ul style="list-style-type: none"> * Effective use of assessment * Planning, tracking and monitoring.

Establishment Priority 5– Raising attainment and promoting achievement through the delivery of provision for Early Learning and Childcare.

Progress and Impact:

1. Explore and develop use of Early Years Literacy Tracking.
Literacy tracking for 3/4 (December) and 4/5 (December and June) year olds achieved. Staff have attended Learning and Development training organised through the Early Years Team on literacy a numeracy tracking.
2. Develop and embed reporting on achievement and progress for parents.
In the 2016-17 session a format for planning has been developed which links CfE outcomes with Learning Intentions and Success Criteria. This forms a basis of focused learning opportunities and experiences within the nursery. Impact - Learning is assessed in line with the chosen Learning Intentions and reported to parents through photos and written mini reports for each topic covered. Parents and pupils are encouraged to comment on the learning from each topic completed through the pupil Learning Logs.
3. Explore and develop opportunities for parents to engage with aspects of the ELC. – This has not been achieved due to multiple changes in staffing and will be taken forward in the 2017-18 session.
4. Explore and develop school moderation to include ELC. Staff in the ELC have been involved in moderation activities for the local cluster moderation project and whole school moderation on money. The nursery submitted examples of writing at N4 and N5 stages and participated in the whole school enterprise topic on money. Pupils made items to sell to parents at a mini-market on March 22nd. Impact –

well planned, progressive learning opportunities are enabling pupils to access learning at a deeper level.

5. Develop and embed approaches for 2-year-old provision. Staff have been resourced with appropriate documents and policies to support approaches for 2 year olds and more targeted training will be organised if 2 year olds are enrolled. Impact – well planned, targeted learning opportunities available for 2 year olds.
6. Explore, develop and embed Curriculum for Excellence subjects in planning and assessing learning opportunities. See number 2 and 4 above.

Next Steps:

Targets continuing from the above priority:

- Developing shared finishes and other opportunities for parental engagement.
- Continued development of Learning Logs and communication of progress and achievement.

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	Some progress made on this target in session 2016/17	
2.3	Learning, teaching and assessment	Very good progress made on this in session 2016/17 Very strong work in moderation and tracking achieved this session (2016/17)	
3.1	Ensuring wellbeing, equity and inclusion	Good progress made on these targets in session 2016/17	
3.2	Raising attainment and achievement	Good progress made on these targets in session 2016/17.	
3.2	Securing children's progress - ELC	Staffing in the nursery only became settled in April 2017 so although progress made on targets more work to embed is necessary.	

6.	Priorities for improvement in the current year	2017-2018
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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		x
2	Learning Provision	x		x	x	x	x		
3	Successes and Achievements – Wellbeing, equity, inclusion	x		x	x	x	x	x	x
4	Successes and Achievements – raising attainment.	x		x	x	x	x		
5	Early Learning and Childcare	x	x	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 ★ 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

	What are we going to do now? Specific actions related to priority	Measures of Success
1	Revisit the school's vision, values and aims with all stakeholders.	Revised vision, values and aims agreed with all stakeholders. Revised VVA promoted throughout the school and community (classrooms, open areas, communications with parents, social media, parent council, pupil council, school assemblies).
2	Ensure that teaching staff (and non-teaching staff where appropriate) have detailed knowledge of individual pupils including SIMD data and risk matrix information in order to deliver equity for all children.	Shared understanding of where the school's attainment gap is, including pupils included in the poverty attainment gap. Planning for interventions for individual children based on SIMD and attainment data gathered through learning and teaching observations, assessments and tracking

	What are we going to do now? Specific actions related to priority	Measures of Success
		and monitoring. Information gathered to add to evidence/data for Achievement of a Level Survey.
3	Extend opportunities for teaching and non-teaching staff to develop their expertise through professional learning.	Professional learning to link to PRDs and GTCS standards. Peer observations to be implemented termly. Cluster moderation on holistic assessment to agree on shared standards. Continued development of in-house training for non-teaching staff.

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	Head Teacher	June 2018	October 2017 April 2018 June 2018	All Staff Parents and families Community members Business Partners	Time dedicated through WTA Parent Council Meetings Pupil Council Meetings Updates for school displays/social media/communications
2	Head Teacher	June 2018	October 2017 April 2018 June 2018	All Staff	Time dedicated through WTA
3	Head Teacher PT Acting PT	June 2018	October 2017 April 2018 June 2018	All Primary and ELC staff	Time dedicated through WTA SCEL framework

Evidence of Impact on learners (success measures) - How do we know that outcomes for learners have improved?	
1	Pupils, parents, partners and staff are all involved in the creation of the school's VVA.
2	All teachers have well-developed skills of data analysis which are focused on improvement for learners.
3	All teachers have opportunities to review and refresh their pedagogical practice to positively impact teaching and learning.

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 ★ 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

	What are we going to do now? Specific actions related to priority	Measures of Success
1	Collegiate development of progression of Expressive Arts provision, specifically music, throughout the school from ELC to P7.	100% of teachers will feel more confident in teaching music skills, know the progression of skills and have had input into which resources best meet the needs of the school and pupils. 100% of teachers will be able to plan stand alone or topic linked music lessons that include challenge and support.
2	Collegiate development of progression of IT skills from ELC to P7.	100% of teachers will be able to use IT to enrich learning experiences in class based on a skill progression (to be developed).
3	Continued development of pupils involved in class visits to observe and feed-back on teaching and learning.	A small group of pupils from P6 and P7 will be trained in observing lessons and giving feedback based on observations. Pupils will be involved in one observation per term.
4	Collegiate development of phonics programme through involvement in Argyll and Bute phonics strategy group.	Progression of phonics skills will be developed and taken forward by all Early/First Level Teachers.

	What are we going to do now? Specific actions related to priority	Measures of Success
5	Continue to improve confidence in and application of literacy skills by supporting parent involvement.	Improved parental engagement at workshops and in supporting pupils at home – linked to open afternoon.
6.	Continue to develop L1+2 using French PLP year 2.	100% of pupils have confidence in using vocabulary in PLP year 1 and 2 and can have simple common conversations in French.

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	June 2018 *see driver diagram	October 2017 April 2018 June 2018	Teaching staff pupils	Teaching resources for music skills Music equipment and other resources Time for peer evaluation of resources Supply cover
2	Acting PT	June 2018	October 2017 April 2018 June 2018	Teaching staff Clerical assistant Pupils Parents	iPad, iPad apps, Apple TV units, storage units (capital expenditure) Time for working party to develop progression
3	HT	June 2018	October 2017 April 2018 June 2018	Teaching staff pupils	Time
4	PT and P1-3 Teachers	June 2018	As identified by strategy group	Class teachers support staff Local Authority HT Parents	Additional resources for identified phonics/reading interventions (PEF) Time as per WTA
5	Class Teachers	June 2018	January 2018 June 2018	HT Parents SMT	

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
6	Class Teachers	June 2018	November 2017 June 2018	HT SMT	Possible need for classroom resources?

Evidence of Impact on learners (success measures) - How do we know that outcomes for learners have improved?	
1	Almost all learners are able to demonstrate their ability to transfer creativity skills to new contexts.
2	Almost all learners are able to understand the importance of developing their own digital skills for learning, life and work and can apply their skills across the curriculum.
3	Pupils involved in this project feel empowered by having a say in the quality of their learning experiences and how to improve.
4	Almost all pupils in P1-3 are attaining appropriate levels in reading, writing and talking and listening.
5	Almost all pupils have improved skills in reading as a result of parental involvement and interventions used in school.
6	All pupils P1-7 have accessed French vocabulary for PLP year 2.

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 ★ 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. 	<ul style="list-style-type: none"> ★ Wellbeing ★ Fulfilment of statutory duties ★ Inclusion and equality

	What are we going to do now? Specific actions related to priority	Measures of Success
1	Whole school implementation of PATHS approach.	100% of pupils in the primary and ELC will be given the opportunity to engage and participate in PATHS lessons. The intended impact will be a reduction in incidents in misbehaviour and an increase in pupils’ ability to understand and regulate emotions resulting in a better wellbeing of pupils.
2	Termly tracking and monitoring of HWB indicators.	All teachers and ELC staff will track HWB based on SHANARRI indicators for individual pupils once per term.
3	New Vision, Values and Aims will be the basis for behaviour interventions.	All classes will have new VVA displayed, use this as focus for class rules and a basis of dealing with incidents of misbehaviour.
4	Whole school Global Education topic on Pandalaba Orphans.	100% of pupils will participate in global community action of learning about, fundraising for and teaching others about the Pandalaba Orphans.

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	All Teaching Staff	Implementation by October 2017	January April June	Pupils, Early Years Team, Educational Psychology, Parents, Health	PAThS resources (PEF) Training for all staff on PAThS programme
2	All Teaching Staff	June 2018	January April June	All Staff	Time as per WTA
3	HT	June 2018	January April June	All Staff Pupils parents	Time - Training and evaluation as part of Staff Meetings
4	HT and all teaching staff.	April 2018	August 2017 January 2018 April 2018	All staff Pupils Parents Community members	Collegiate planning time as per WTA Resources for learning experiences

Evidence of Impact on learners (success measures) - How do we know that outcomes for learners have improved?	
1	All pupils have the opportunity to access lessons on feelings, emotions and self-regulation resulting in a reduction of incidents of misbehaviour.
2	All staff know and use the wellbeing indicators to understand and plan for individual pupils.
3	All staff promote a climate where children and young people feel safe and secure and ready to learn.
4	All pupils will apply and increase their achievements through active participation in their local and global community.

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

OCTF	NIF DRIVER	NIF PRIORITY	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. ★ 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	Raising attainment in literacy through the implementation of Accelerated Reading for pupils in P4-7.	100% of pupils will report an increase in the motivation to read. Teachers will report an increase of >1 year in reading age.
2	Raising attainment in maths through implementation of Sumdog for pupils in P3-7.	100% of pupils will access Sumdog for 45 minutes per week (including class and home time).
3	Raising attainment in literacy and maths through school based moderation.	100% of teachers will participate in school based moderation to build professional knowledge of progression of learning to positively impact pupils’ learning.
4	Cluster Head Teachers will work in partnership to identify dates	100% of teachers involved in cluster moderation will report an increased

	What are we going to do now? Specific actions related to priority	Measures of Success
	for sub-cluster group moderation. All identified cluster schools will engage in robust professional discussion on holistic assessments in maths for each CfE level.	understanding and use of holistic assessments for maths and numeracy.
5	Teachers will implement French year 2 (PLP).	All pupils will be able to access learning outlined in PLP for year 2.

Action Plan – Priority Number 3 – 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	P4-7 Teachers	June 2018	August 2017 January 2018 April 2018	SMT Pupils parents	AR A variety of new books (PEF) Library shelves (PEF)
2	P3-7 Teachers	June 2018	August 2017 January 2018 April 2018	SMT Pupils parents	Sumdog license (PEF) Numeracy event? (PEF)
3	HT and AMF	June 2018	August 2017 January 2018 April 2018	All teaching staff Pupils parents	Time as per WTA
4	Cluster HTs and school AMFs	August-November	August 14th or 15th – in-service day led by AM facilitators at an individual school level to build understanding of holistic assessment. Task 1 – teachers to look out planning in either literacy or numeracy (depending on cluster HT decision) to take to first co-operative group twilight. Early September - planning with cluster AMFs Week beginning September 25th – mini cluster twilight 1 – focus on developing holistic assessment. Staff to work with partners to discuss and start developing a holistic assessment for literacy or	Cluster HTs Cluster teaching staff AMFs pupils	Time as per WTA

Action Plan – Priority Number 3 – 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
			numeracy. <u>Task 2</u> – teachers to complete development of holistic assessment. <u>Week beginning November 6th</u> mini cluster twilight 2 – Teachers to evaluate holistic assessments designed against the AM tool supplied. <u>Task 3</u> – teachers to complete holistic assessment with pupils. <u>Week beginning December 4th</u> – mini cluster twilight 3 – a selection of completed assessments brought back to be evaluated against benchmarks using AM tool supplied.		
5	HT, Area PT for L1+2, Class teachers	Year 2 completed by June 2018	November – in-service on L1+2	L1+2 staff	

Evidence of Impact on learners (success measures) - How do we know that outcomes for learners have improved?	
1	Almost all children in P4-7 will increase their reading age by more than 12 months by June 2018.
2	Almost all pupils in P4-7 are attaining appropriate levels in maths and numeracy and a few are exceeding these.
3	Pupils will have very good progress through robust moderation resulting in appropriate expectations, learning intentions and success criteria.
4	Cluster teachers will be able to develop appropriate holistic assessments matched to the learning needs of their pupils resulting in robust evidence of learning.
5	Almost all pupils are able to develop and apply French vocabulary in common conversations.

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

OCTF	NIF DRIVER	NIF PRIORITY	HGIOELC 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. ☐ 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 ☐ Early intervention and prevention ☐ Quality of family learning programmes <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.

	What are we going to do now? Specific actions related to priority	Measures of Success
1	Embed tracking and monitoring of literacy, numeracy and Developmental Milestones.	Practitioners will report confidence in assessing and tracking pupils and ability to plan for next steps.
2	Develop and embed open ended activities and interactions for a numeracy rich environment in line with self evaluation.	Children will be able to access open ended tasks/activities to support development in numeracy and maths.
3	Develop and embed open ended activities and interactions for a numeracy rich environment in line with self evaluation.	Children will be able to access open ended tasks/activities to support development in literacy.
4	Embed PAtHs approach.	100% of children will be able to identify feelings and emotions and be able to ‘do turtle’ when appropriate.

	What are we going to do now? Specific actions related to priority	Measures of Success
5	Development of opportunities for parental engagement.	100% of parents will engage in at least one stay and play session.
6	Further development of Learning Logs including use of IT (Seesaw) to communicate progress and achievement.	100% of parents will contribute comments in Learning Logs 75% of the time.

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 2018	October 2017 December 2017 June 2018	CCEWs HT	Training and moderation through staff meetings.
2	PT	June 2018	October 2017 December 2017 June 2018	CCEWs HT	Resources to support numeracy to be sourced and purchased in line with ELC budget.
3	PT	June 2018	October 2017 December 2017 June 2018	CCEWs HT	Resources to support numeracy to be sourced and purchased in line with ELC budget.
4	CCEW	June 2018	October 2017 December 2017 June 2018	PT HT Parents	Training for CCEWs
5	PT	June 2018	October 2017 December 2017 June 2018	CCEWs HT Parents	
6	CCEWs	June 2018	October 2017 December 2017 June 2018	PT HT	

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

Number	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	Leadership and Management	New Vision, Values and Aims observable throughout school and in communications between home and school.	HT	By June 2018
		Reduced number of incidents of misbehaviour.	HT	By June 2018
		Improved outcomes for pupils needing specific academic intervention based on SIMD and attainment data.	HT	By June 2018
		Improved confidence of teachers in making Achievement of a Level judgements based on evidence and data.	HT	By June 2018
		Improved teacher knowledge resulting in stronger teaching and learning.	HT	By June 2018
2 Learning Provision		Improved teacher confidence in teaching music.	All class teachers	By June 2018
		Increased opportunities for pupils to achieve in areas of the curriculum other than maths and language.	All class teachers	By June 2018
		Enriched teaching and learning opportunities with inclusion of IT for learning.	Acting PT	By June 2018
		Improved % of P1-3 pupils with single sound, blend and word attack skills.	PT and P1-3 class teachers	By June 2018
		Improved teacher knowledge of individual pupils through robust tracking and ability to identify specific support for individuals.	All class teachers	By June 2018
		All pupils have access to regular opportunities to embed French year 2 vocabulary.	All class teachers	By June 2018
3	Ensuring wellbeing, equity	Reduction in number of behaviour incidents.	All class teachers	By June 2018

	and inclusion	Increased number of pupils reporting they are able to understand and discuss feelings.	HT and all class teachers	By June 2018
Number	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
4	Raising attainment and achievement	Increased number of pupils reporting higher enjoyment and motivation for reading.	Acting PT and class teachers	By June 2018
		Increased amount of data relating to reading age/ability enabling teachers to meet the needs of all learners and evidence their professional judgement.	Acting PT and class teachers	By June 2018
		Increased number of pupils achieving basic number concepts tracked through Sumdog evidencing attainment of a level.	HT	By June 2018
		Increased data in literacy and numeracy to evidence and inform achievement of a level judgements.	HT and class teachers	By June 2018
5	Early Learning and Childcare	All children are making good progress in literacy, numeracy and HWB.	PT CCEWs HT	By June 2018
		Tracking systems for literacy, numeracy and Developmental Milestones record achievement and support development of next steps.	PT CCEWs HT	By June 2018
		Children in our unit have high quality experiences in literacy and numeracy on a daily basis.	PT CCEWs HT	By June 2018
		All children can recognise a range of feelings and emotions, have a strategy to self-regulate and can use this (turtle).	PT CCEWs HT	By June 2018
		All families are engaged with sharing learning sessions and workshops to support learning at home.	PT CCEWs HT	By June 2018
		All children have learning, progress, achievement and next steps shared between ELC and home.	PT CCEWs HT	By June 2018