



Education

Establishment Improvement Plan 2021 - 2022

School Name: Iona Primary School

Contents:

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

Overview of Establishment 3 Year Cycle of Improvement Plan Priorities - Optional

Session:

National Improvement Framework Key Priorities

- 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; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information 	<ol style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	<ul style="list-style-type: none"> • Raise educational attainment and achievement for all • Use performance information to secure improvement for children and young people • Ensure children have the best start in life and are ready to succeed • Equip young people to secure and sustain positive destinations and achieve success in life • Ensure high quality partnership working and community engagement • Strengthen leadership at all levels

Strategic Priorities 3 Year Cycle

2021-2022:	2022-2023:	2023-2024:

Strategic Improvement Planning for Establishment: Overview of Links to Key Policies		Session:		
<p>National Improvement Framework Key Priorities</p> <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; and • Improvement in employability skills and sustained positive school leaver destinations for all young people. 		Collaboration and Consultation		
		Who?	When?	How?
		Staff	Bi-weekly	Discussions
		Pupils	Monthly	GDM
		Partners	Every session	S-Monkey
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives		
<ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information 	<ol style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning 	<ul style="list-style-type: none"> • Raise educational attainment and achievement for all • Use performance information to secure improvement for children and young people • Ensure children have the best start in life and are ready to succeed • Equip young people to secure and sustain positive destinations and achieve success in life • Ensure high quality partnership working and community engagement • Strengthen leadership at all levels 		
Priorities	Proposed Impact	Measures	Linked to PEF (Y/N)	

<p>Introduce a Guided Approach to Pedagogical Enquiry</p>	<p>Increase the quality of educator and learner interactions. Increase consistency of the quality of interactions and learning across all stages. Empower the educators as agents of professional learning and development. Increase pupil engagement, challenge and learning efficacy.</p>	<p>Records of sessions Individual feedback from educators Attainment data within tracking and monitoring of learning.</p>	<p>No</p>
<p>Focus on Writing to raise attainment</p>	<p>Writing standards will increase for all and will show a measurable difference over the year.</p>	<p>Introduction of Read Write Inc. materials in Early (P1) and First Level. Introduction of Talk for Writing and timetabled Grammar sessions in Second Level.</p>	<p>No</p>
<p>Re-engagement with the wider community</p>	<p>Post Lock Down, the school will hold regular events to bring the community together.</p>	<p>Planned events School shows Soup Lunches Winter Quiz Nights</p>	<p>No</p>

Operational Improvement Planning (Action Plan) for Establishment: Iona PS

Session: 2021-2022

Strategic Priority 1:

Title: Introduce a Guided Approach to Pedagogical Enquiry

National Improvement Framework Key Priorities

- 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; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators		Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information 	1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning		<ul style="list-style-type: none"> • Raise educational attainment and achievement for all • Use performance information to secure improvement for children and young people • Ensure children have the best start in life and are ready to succeed • Equip young people to secure and sustain positive destinations and achieve success in life • Ensure high quality partnership working and community engagement • Strengthen leadership at all levels
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
Introduce GAPE to the staff team and dig into the contents, theory and expected outcomes.	HT	August inservice day	The educators will be more self reflective and will feel supported to start the GAPE programme. Feedback and continuous assessment by the HT

<p>Work in partnership with Bunessan PS and Dervaig PS to implement and monitor.</p> <p>Implementation of the 4 week cycle</p>	<p>HT Iona PS HT Bunessan PS HT Dervaig PS</p> <p>All educators</p>	<p>November inservice day</p> <p>August- April</p>	<p>will determine confidence and speed to roll out.</p> <p>Support and moderation of the GAPE programme.</p> <p>Self reflection and pedagogical discussions will impact on children's learning and experience of the curriculum. Educators will meet individual development needs.</p> <p>There will be increased pupil engagement, challenge and learning efficacy.</p> <p>Assessment evidence will be collected through observations of improvement by the adult team and the children.</p>
--	---	--	---

Operational Improvement Planning (Action Plan) for Establishment: Iona PS			Session: 2021-2022
Strategic Priority 2:	Title: Focus on Writing to Raise Attainment		
National Improvement Framework Key Priorities <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; and Improvement in employability skills and sustained positive school leaver destinations for all young people. 			
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives	
<ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	<ul style="list-style-type: none"> Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels 	
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress
Acquire new Read Write inc scheme for Early (P1) and First level.	HT	July 2021	Materials to be ready for Staff August 2021.

<p>Acquire New Nelson Grammar for second level.</p> <p>Acquire Talk for Writing by Julia Strong and Pie Corbett</p> <p>Sharing of Data and staff discussions on strategies being introduced.</p> <p>Monitoring of practice and tracking of progress.</p> <p>Tracking of attainment</p> <p>Working collaboratively with Bunesan PS and Dervaig PS</p>	<p>Teaching staff and HT</p> <p>Teaching staff and HT</p> <p>All staff teams</p>	<p>August inservice</p> <p>Monthly agenda item</p> <p>Summative assessment material to be used to support teacher professional judgement.</p> <p>Moderation opportunities to be timetabled for each inservice day.</p>	<p>Staff will have a clear understanding of the priority and will become familiar with the new materials and strategies being introduced.</p> <p>Monthly review of individual progress, achievement and next steps. Assessment of material and practice.</p> <p>Each child will make at least 12 months progress against the attainment data from June 2021.</p> <p>Moderation will support teacher professional judgement.</p>
--	--	--	---

Operational Improvement Planning (Action Plan) for Establishment: Iona PS			Session: 2021-2022
Strategic Priority 3:	Title: Re-engagement with the Wider Community		
National Improvement Framework Key Priorities			
<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; and Improvement in employability skills and sustained positive school leaver destinations for all young people. 			
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives	
<ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children’s progress School improvement Performance information 	1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children’s progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	<ul style="list-style-type: none"> Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels 	
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress
Plan a calendar of events over the year	Wholes staff	August	Coverage across the year particularly during the winter.

Allow the children to lead to develop skills for life and employability.	Children	Ongoing	Feedback from the Island Community
--	----------	---------	------------------------------------

Operational Improvement Planning (Action Plan) for Establishment:			Session:
Strategic Priority GME:	Title:		
National Improvement Framework Key Priorities <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; and Improvement in employability skills and sustained positive school leaver destinations for all young people. 		Argyll and Bute Gaelic Language Plan Targets <p>GLP 1 Promoting a positive image of Gaelic GLP 2 Increasing the learning of Gaelic GLP 3 Increasing the use of Gaelic</p>	
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators		Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children’s progress School improvement Performance information 	1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children’s progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning		<ul style="list-style-type: none"> Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress

Operational Improvement Planning (Action Plan) for Establishment:			Session:
Developing in Faith (Denominational Schools only)	Title:		
National Improvement Framework Key Priorities <ul style="list-style-type: none"> 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; and Improvement in employability skills and sustained positive school leaver destinations for all young people. 	Developing in Faith Themes <ul style="list-style-type: none"> DiF 1 Honouring Jesus Christ as the way, the truth and the life DiF 2 Developing as a community of faith and learning DiF 3 Promoting gospel values DiF 4 Celebrating and worshipping DiF 5 Serving the common good 		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators		Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	<ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 		<ul style="list-style-type: none"> Raise educational attainment and achievement for all Use performance information to secure improvement for children and young people Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life Ensure high quality partnership working and community engagement Strengthen leadership at all levels
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners’ progress

Establishment Maintenance Improvement Planning – Optional		Session:
<p>National Improvement Framework Key Priorities</p> <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; and • Improvement in employability skills and sustained positive school leaver destinations for all young people. 		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information 	<ol style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	<ul style="list-style-type: none"> • Raise educational attainment and achievement for all • Use performance information to secure improvement for children and young people • Ensure children have the best start in life and are ready to succeed • Equip young people to secure and sustain positive destinations and achieve success in life • Ensure high quality partnership working and community engagement • Strengthen leadership at all levels
<p>Key Actions (from previous plans):</p>		

Pupil Equity Funding | Planning and Reporting

School Name:

School Report on PEF Expenditure and Impact 2021-22

Identify:

- Who is the target group? What is the gap? SIMD data? FSME? Community context?
- Think about your equalities groups that may be disproportionately affected by deprivation.
- What data did you use to identify this? ACEL achievement, SNSA data, Standardised assessment information, School tracking information, Wellbeing app
- **To be included:**
 - School locality (rural, urban, remote rural, etc. <https://www.gov.scot/binaries/content/documents/govscot/publications/transparency-data/2017/05/rural-schools/documents/rural-schools-list-2017-xlsx/rural-schools-list-2017-xlsx/govscot%3Adocument/Rural%2Bschoools%2Blist%2BMay%2B2017.xlsx>)
 - % FSME
 - % SIMD 1/2 and other bands as appropriate

Pupil Equity Funding | Planning and Reporting

Staff Spend Details

* Note: - Please see information from HR regarding PEF posts

Name	Post	Start Date	Proposed End Date	Cumulative Time in Post
				years months
				years months
				years months
				years months
				years months

Highlight the Intervention for Equity addressed by your PEF interventions/projects

<https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity>

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

Spend Details

* Please note that your PEF spend plan should be shared with your AFA who will profile this budget line and monitor it monthly.

Carry Forward 2020/21

PEF Allocation 2021-22

Staffing	£	£
Supported Study	Mid-Year Spend checkpoint Identify any significant changes in expenditure.	Final spend Identify any significant changes in expenditure.
Resources		
Purchased/Commissioned Services	£	£
Other		

Pupil Equity Funding | Planning and Reporting

What are you planning to do with your PEF Allocation? <ul style="list-style-type: none"> Proposals to address identified issues within Literacy, Numeracy and/or Health and Wellbeing. How have you consulted with and involved parents/carers and pupils in the process? Aim and expected impact of proposals. Plans to work in partnership with other schools/local partners/providers, if applicable Link to Our Children, Their Future Link to HGIOS 4 Quality indicators / NIF Which organiser does the planned key actions fall within – Teaching and Learning, Leadership, Family and Community 		How will progress be measured (what, when and how)? <ul style="list-style-type: none"> How will you know your interventions are having an impact/improving outcomes? Proposals for measuring impact (including specific reference to targeting young people most affected by poverty). Data, new and existing, which will be required. Plans for how data will be collected and reported. 		What was the impact of your planned interventions? <ul style="list-style-type: none"> Do you have quantitative and qualitative data that tells the story of attainment and achievement for the target group(s)? What was the impact for pupils based on the outcome(s)/measures(s) you identified?
<u>Area, Lead Person, Organiser and Key Document Links</u>	<u>Key Actions</u> <i>This is what we are planning to improve attainment in the areas we have identified for the target groups experiencing disadvantage.</i>	<u>Outcome and Measure</u> (Success Criteria to facilitate evaluation of learners' progress) <i>This is what we want to happen for the pupils by when and by how much and includes how we will measure this.</i>	<u>Mid-Year Progress</u> (To be completed mid school year Dec/Jan.) <i>What is progress is looking like based on your planned action/outcome/measure – on track, complete, not on track? Do you need to adapt or abandon plans?</i>	<u>Impact</u> (To be completed at the end of the school year with data to be used in reporting in the SQR.) <i>How did you meet the aims set out in your proposed interventions? What data do you have that evidences impact? Identify any significant changes in expenditure.</i>