



Lairg and Rosehall Cluster

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ESTABLISHMENT IMPROVEMENT PLAN

SESSION 2023.24

Overview of National and Local Priorities			
National Improvement Framework Key Priorities <ul style="list-style-type: none"> 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 		National Improvement Framework Key Drivers <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer engagement and involvement Curriculum and assessment School and ELC improvement Performance information 	
HGIOS/HGIOELC/ HGIOURS	Highland Council Education Priorities	GME Priorities	Health and Social Care Standards
<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of 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 <p>Theme 1 Our relationships Theme 2 Our learning and teaching Theme 3 Our school and community Theme 4 Our health and wellbeing Theme 5 Our successes & achievements</p>	<ul style="list-style-type: none"> We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system. We will develop leadership skills at all levels of the system for now and the future, building a culture of empowerment and professional capital. We will maximise health and wellbeing for all children and young people to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in. We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through provision of high-quality services. 	<ul style="list-style-type: none"> Education Scotland Advice on Gaelic Education focus: high quality immersion experiences improving fluency Gaelic ethos Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase Initiatives that promote and support the use of Gaelic in the home, in communities and extra-curricular experiences Activities to support Gaelic language and culture (arts, media, creative industries, workplace) Local Authority Gaelic Language Plan priority 	<ul style="list-style-type: none"> I experience high quality care and support that is right for me. I am fully involved in all decisions about my care and support. I have confidence in the people who support and care for me. I have confidence in the organisation providing my care and support. I experience a high-quality environment if the organisations provides the premises.

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Establishment Improvement Priorities	Linked NIF Priority	Linked NIF Driver	Linked Highland Priority	Linked QI	Linked GME Priority	Linked H&SCStandard
Rights Respecting Schools	Placing the human rights and needs of every child and young person at the centre	Teacher and practitioner professionalism	We will maximise health and wellbeing for all children and young people	3.1 Ensuring wellbeing, equality and inclusion	Choose an item.	I experience high quality care and support that is right for me
Developing a Curriculum Rationale	Placing the human rights and needs of every child and young person at the centre	Curriculum and assessment	We will develop leadership skills at all levels of the system	3.1 Ensuring wellbeing, equality and inclusion	Choose an item.	I am fully involved in all decisions about my care and support
Improving Attainment in Writing	Improvement in attainment, particularly in literacy and numeracy	Performance Information	We will raise attainment and achievement for all	3.2 Raising attainment and achievement/securing children's progress	Choose an item.	I experience a high quality environment if the organisation provides the premises

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Action Plans

Improvement Priority 1 Action Plan:	Rights Respecting Schools	Lead: Lesley Morrison	
<p>The aim of Rights Respecting School seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture. The aim is to improve well-being and develop every child's talents and abilities to their full potential. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted. The UNCRC is now enshrined in Scots Law and national policy/guidance places heavy weight on putting the rights of children and young people at the centre of what we do. The United Nations Convention on the Rights of the Child (CRC) is made known to children, young people and adults, who use this shared understanding to work for improved child wellbeing, school improvement, global justice and sustainable living.</p>			
<p>Expected outcomes:</p> <ul style="list-style-type: none"> • Children are healthier and happier • Children feel safe • Children have better relationships • Children become active and involved in school life and the wider world • Actions and decisions affecting children are rooted in, reviewed and resolved through rights. • Children, young people and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation • Learning and teaching in a way that respects the rights of both educators and learners and promotes wellbeing. • Children are empowered to enjoy and exercise their rights and to promote the rights of others locally and globally. • Duty bearers are accountable for ensuring that children experience their rights. 	<p>Measures:</p> <ul style="list-style-type: none"> • Questionnaires • Evaluations • Review your current strengths and areas for development against the outcome descriptors for Silver-Jamboard • SSES • Action plan • SIP plan progress • Accreditation • Evidence from plans • GMHPs 	<p>QI</p> <p>3.1 1.1 1.2</p>	<p>When? Who?</p> <p>2023-2024 Session</p> <ul style="list-style-type: none"> • Led by HT • Staff • Pupils • Parent Council • Parents • Pupil Council

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<ul style="list-style-type: none"> Addressing pupils' participation and rights will improve relationships, learning and teaching as well as pupil achievement and attainment. 				
QI 1.5 Management of Resource		QI 1.3 Leadership of Change		QI 1.1 Self-evaluation for self-improvement
Implementation/Actions	Time /Resource	Who?	When?	Progress
1. Inform the whole school community that the school is working on the RRSA Including pupils, staff and parents.	Teachers-Website RRS SIP Shared-14 th August School Website Seesaw	HT Staff Parent Council-PC Parents- Seesaw	Term 1 In-set 14 th August	
2. Measure starting point: Pupil and staff questionnaires completed	RRS questionnaire	HT CT Pupils	Term 1 2023	
3. Become familiar with the United Nations Convention on the Rights of the Child	HWB Planner Website Teacher lessons WTA-12th Sept - Inservice	All staff Pupils	Term 1 2023	
4. Create and start pupil-led Steering Group in place Include Steering Group actions in Action Plan for Silver.	Book creator Our Journey	HT Pupil led steering group	Fortnightly group starting week 2	
5. RRS assemblies – introducing a Right each time	Share on Seesaw	HT CT Pupil led	Fortnightly- cluster	
6.Introduce class charters	Share on website	CT pupils	Term 1 2023	
7. Review your school practice against the Silver Outcome Descriptors for each of the three RRSA Strands “RAG rate” each descriptor and record in the RAG column of the Action Plan for Silver. Find some guidance and the Action Plan for Silver from website.	Plan	All staff	Dec 2023	
8.Complete the Action Plan for Silver	Plan	All staff	March 2024	

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Use the “RAG rating” to prioritise your areas for development. Identify actions to strengthen each Strand, and record these on your Action Plan for Bronze document				
9.Submit action plan for Bronze	Plan	HT CG	Jan 2024	
10.Achieving Bronze - Virtual training for one afternoon, facilitated by a Professional Adviser and joined by fellow teachers to share your progress with other schools at the same stage.	Website Plans	All staff	Oct/Nov 2023 tbc	
11.Starting RRSA- online training course to start RRSA journey	CPD PRD	All staff	Oct/Nov 2023 tbc	
12. Introduce the RRSA Three Strands into school community	Seesaw Parent Council			
13.Carry out actions from Action Plan for Silver until you think you are ready for Silver accreditation	Action Plan	HT	Term 2 and 3 submit June 2024	
14.Measure your progress: Pupil and staff questionnaires are recompleted	Questionnaires	HT	June 2023	
15.Complete the School Evaluation: Silver form	Evaluation	HT	May 2024	
16.Contact your Professional Adviser Silver accreditation visit	Contact	HT	June 2024	
17.Learning opportunities to teach children their rights and responsibilities linked to the principles of RRSA.	Lessons	Teachers	Regular lessons	
18.Opportunities for active involvement in, and contribution to, their local communities and wider global and sustainable issues.	Links	CT Volunteers	Throughout session	
19.Ongoing opportunities to develop existing school groups e.g. ECO Schools, Pupil Council, linked to principles of RRSA	Groups Meetings	CT HT Pupils	Throughout session	

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Improvement Priority 2 Action Plan:	Curriculum Rationale	Lead: Lesley Morrison	
<p>As part of their learner journey, all children and young people in Scotland are entitled to experience a coherent curriculum from 3 to 18, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world. This project will support stakeholders to take curricular aims and translate them into practice through considerations, activities and ways of working to support the process of curriculum making. Development of a Curriculum Rationale will ensure that everyone within the school is clear about what they are aiming to achieve through the curriculum. When a school has a rationale for its curriculum, it means that everyone involved with the school can answer the question, 'What do we want for our children and how will we work together to achieve this?'</p>			
<p>Expected outcomes:</p> <ul style="list-style-type: none"> • Learners will feel listened to and know that their voice is central to the planning and design of the curriculum. • Learners will be able to describe the skills they are developing through their learning and how they might use these in the future. • Learners will participate in regular review and design of the curriculum. • Learners will develop as global citizens and will move into positive and sustained destinations beyond school. 	<p>Measures:</p> <ul style="list-style-type: none"> • Review examples • Baseline activities • Consult over vision questions • Consult children/YP • Professional reading and reflection -CPD • Map current approaches • Answer Challenge Questions SSES • Design a Rationale • Identify changes and measure impact • Review and monitor-Evidence 	<p>QI</p> <p>3-1 1.1</p>	<p>When? Who?</p> <p>2023-2024 Session</p> <ul style="list-style-type: none"> • Led by HT • Staff • Pupils • Parent Council • Parents • Pupil Council

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QI 1.5 Management of Resource		QI 1.3 Leadership of Change		QI 1.1 Self-evaluation for self-improvement
Implementation/Actions	Time /Resource	Who?	When?	Progress
<p>20. Watch short films of HTs talking about their curriculum drivers.</p> <p>https://education.gov.scot/improvement/self-evaluation/primary-curriculum-improvement-toolkit/</p> <p>Complete: Where are we now? Curriculum Rationale Starter Questions</p>	<p>WTA 7-9-23</p> <p>Collate responses and summarise for baseline purposes –</p>	<p>HT</p> <p>CT</p>	<p>Term 1 2023-2024</p>	
<p>21. Stakeholders to identify unique features of our school community to inform the vision of our curriculum and will consider the questions:</p> <p>What do our learners and community need to thrive in the 21st Century? What sort of young people do we hope to develop? What do we believe about our learners? (Intent/Implementation/Impact)</p> <p>Draft Rationale.</p> <p>See example from Cadder Primary page 29 Add to 3 l's</p>	<p>WTA 7-9-23</p> <p>Collate survey- Share on Seesaw</p>	<p>HT</p> <p>PC</p> <p>PUPILs</p> <p>CT</p> <p>EYP</p> <p>PSA</p> <p>Parents</p>	<p>Term 1</p> <p>20-10-23</p>	
<p>22. Children and Young People to Engage with HGIOURS</p> <p>Theme 2: PLAN: Find out if your school's curriculum is meeting pupils' needs. DO: Create a report/map/presentation of what your school offers to pupils at different stages. Discuss this with pupils. Look at how the school supports learning when pupils need extra support, for example, extra help in the class, time with a support for learning teacher.</p> <p>REFLECT and SHARE: What do pupils like about what your school offers? Can you identify how the curriculum is helping pupils to develop skills for work and their future life? Do pupils think your curriculum should include anything different? Are pupils receiving their entitlement</p>	<p>SM /ELC used to develop</p> <p>WTA 20-10-23</p> <p>Surveys-parent</p> <p>Pupil led groups</p> <p>Staff surveys</p>	<p>ELC</p> <p>EYP</p> <p>CT</p> <p>CY</p>	<p>Term 2</p>	

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to learning for sustainability and supported to become global citizens? How do you know?				
23. Staff engagement with information and support materials using a shared reading activity: Building the Curriculum 3/Refreshed Curriculum Narrative/ TED Talk/Sketchnote/Meta Skills Toolkit /UNCRC Write thoughts, feelings and questions using the Brainstorming tool on page 4 of the service design tools resource.	WTA 20-10-23 Tools resource	CT EYP	Term 2	
24. Mapping exercise to outline current: pedagogy, assessment, and partnerships. Complete Challenge Questions on: Monitoring and Tracking and Progression and identify areas for development. Add to pedagogy and assessment sections of 3 I's (Intent/Implementation/Impact) Draft Rationale. See example from Cadder Primary page 29	WTA 20-10-23	CT EYP	Term 2	
25. Look at examples of Curriculum Rationales and start to build our own. Agree formats with stakeholders. Utilise skills of team to design.	WTA 8-11-23 Share with stakeholders	CT EYP	Term 3	
26. Re-visit Curriculum Rationale Starter Questions baseline and responses to 3 key vision questions, identify changes and note impact. Summarise in an evaluation. SLT to collate and summarise in SIP evaluation.	WTA 8-11-23 Share with stakeholders	CT EYP	Term 2	
27. Share Rationale. Build in time to review and update as part of ongoing self-evaluation and monitoring approaches. SLT to add curriculum review to WTA and SE/Monitoring calendars each year.	17-4-24 Share with stakeholders	CT EYP	Term 4	

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Improvement Priority 3 Action Plan:	Improvement in Attainment in Writing	Lead: Lesley Morrison	
<p>Please detail the information/data which has prompted this work: <i>This project was developed in response to dips in attainment in Writing after the covid and recovery period last session 2022-2023 We would like to continue the work done from last Year's SIP and time to implement the changes and continue progress made.</i></p>			
<p>Expected outcomes:</p> <ul style="list-style-type: none"> • Increased knowledge of planning writing lessons and assessment strategies. • Impact on Pedagogy and use of High-Quality Assessments. • Motivated to write, and understand the importance of the skill • Staff will have increased confidence in teaching and assessing writing • ACEL –Writing will be clearly linked to both ongoing teacher judgement and standardised assessments. • The teaching of writing will be consistent across the school • Consistent judgements will be given based on an increased understanding of data. • Benchmarks will be used as the tool to guide assessment and moderation discussions across the Authority. • Attainment in Literacy in particular Writing will increase. 	<p>Measures:</p> <p>How well are our approaches to raising attainment-improving outcomes for children and young people? SNSA/SOFA/ASSESSMENT ACEL data/tracking and monitoring/baseline evidence How well do we use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and in particular, at points of transition? Pupil Progress meetings/Attainment meetings ACEL How well is assessment evidence used to inform teacher judgements? Moderation-cluster ASG QAMSO Teacher plans/Events- attendance PRD/CPD records Baseline assessments- Hot/cold tasks-Big writing assessment Phonological awareness assessments Blackwell spelling tests SNSA/SOFA data</p>	<p>QI</p> <p>2.3 3.2</p>	<p>When? Who?</p> <p>2023-2024 Session</p> <ul style="list-style-type: none"> • Led by HT • Staff-CT PSA • Parental learning



QI 1.5 Management of Resource		QI 1.3 Leadership of Change		QI 1.1 Self-evaluation for self-improvement
Implementation/Actions	Time/Resource	Who?	When?	Progress
25. Establish needs by gathering baseline information via teacher survey around confidence in teaching writing amongst new staff	Survey SMT to collate and share results to inform WTA and SIP.	All teaching staff	August 2023	
26. Working Time Agreement discussed with time set aside for Writing Sessions observations- HT and Peer based on Steven Graham training delivered last session	WTA HT-obs Peer -obs Observation evidence Feedback	All teaching staff	Wb 25-09-23 Wb 27-11-23 Wb 12-2-24	
27. Writing assessments Hot/Cold pieces/mark making ELC	HT to monitor Data sheets Monitor	QAMSO Teachers EYPs	Term 1 Children's work 22-11-23 6-12-23	
28. Share new literacy policy, share the priority with Teaching Staff/ELC staff and time set aside to refresh teaching of writing	SMT School website Seesaw Staff	All	August 2023	
29. ASG Moderation Event/link to Writing and Project 3 – led by QAMSOs in each ASG. All teaching staff put into Level groups. ELC staff also to have their own group SharePoint -Writing bank	Facilitating sessions, capturing feedback, what is going well, any issues etc. In-set	Teachers and ELC staff QAMSO	11-9-2	
30. Writing Training –Steven Graham Recap -new staff	WTA Share on shared drive- materials	Teachers	22-11-23 6-12-23	
31. Attainment meetings across classes and ELC. Focus on language of learning, benchmarking when looking at	Supply budget used to allow time	Teaching Staff	2x Pupil Progress Meetings	

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progression of and through a level. Using 'Big questions' to track the progress and to predict who is on track/not on track and interventions needed. Data Spreadsheets		EYP Team	Nov/May 2X attainment meetings Sept/Feb	
32. Targets set with YP after attainment/Pupils Progress Meetings, Feedback to YP shows next steps	Supply budget used to allow time	SMT Teaching staff Pupils	2 X pupil progress meetings Nov/May SPP	
33. Staff to bring samples of pieces of work/writing assessment information that they feel supports ACEL and discuss with other members of staff. Rubric /benchmarks used to highlight key areas represented. Session to inform Feb ACEL predictions. ELC staff to bring Profiles and Development overviews to Planning and attainment meeting to discuss with SLT. Use benchmarks to track progress of individuals.	WTA 11-9-23 Inset used Overviews/writing/spelling data	SMT Teaching staff EYPs	2x year following discussions	
34. Survey teachers/ELC staff again to see if understanding and confidence has improved. Part of PRD process using Coaching wheels. Teacher feedback gathered to inform next steps.	Wb 23-8-23 session 1 17-6-23 session 2	PRD Term 1 and 4	Survey	

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