

Strategic Improvement Planning for Establishment: Overview of Links to Key Policies		Session: 2023 - 2024		
<p>National Improvement Framework Key Priorities</p> <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. 		Collaboration and Consultation		
		Who?	When?	How?
		PC	Sep 2023	PC AGM
		Staff	May 23	Discussion
	Pupils	May 23	Assembly	
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 and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC 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 Outcome and Impact	Measures	Linked to PEF (Y/N)
<p>1 – Developing a Vision, values and aims for Kilninver Primary School</p>	<ul style="list-style-type: none"> • All stakeholders have been involved in the development of the school’s refreshed Vision, values and aims. • All stakeholders have developed a set of school values which are easily understood and shared with everyone • Develop a school charter based on our new values which will embed the values and rights • Explore with the community the links which could be developed to build on our skills framework and employment opportunities • Using all ideas and suggestions provided through community engagement and discussions build an appropriate curriculum rationale for Kilninver Primary School 	<ul style="list-style-type: none"> • Stakeholder evaluations demonstrates that trust is built with the school systems that have been developed and evaluation discussions show that there is a shared understanding of how the community can work together to bring the vision alive. • The learners demonstrate an understanding of expectations and there is calm, purposeful learning in all settings both indoor and outdoor. The Leaven scale and learner conversations will be used to measure impact. • Feedback will be requested from visitors and volunteers who visit the school describing pupil engagement on their tasks • The vision, values, aims and school charter promotes effective learning and effective progress which is shown through evaluative comments on plans and XBRA data. • Pupil progress and attainment are robustly tracked an monitored through an agreed system of observations to support learning through our rationale 	<p>Y – hiring hall for community event and engagement</p>

Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)
<p>2 – Developing a consistent approach across the school to the high quality learning and teaching of numeracy</p>	<ul style="list-style-type: none"> • The majority of learners mental skills will show greater fluency and flexibility as they demonstrate greater understanding of how numbers can be manipulated • Anxiety related to numeracy and maths tasks and problems will be observed to lessen in our focus group in second level. • Early and First level learners will demonstrate greater independence in solving numeracy problems and tasks as they show understanding of resources which they can use for support • Second level more able learners will demonstrate flexibility of thinking and creative use of resources to help them to solve a greater range of mathematical problems and challenges with accuracy and independence. • Family learning tasks will be designed to support families to develop an understanding 	<ul style="list-style-type: none"> • 80% or above will be on an appropriate level within the Highland strategy tracking. • 90% of our P4 and P7 group working at the correct level or above using the Highland diagnostic assessments • The SNSA results will demonstrate improvements in numeracy with our P1 group the majority achieving band 5 or above. P4 most achieving band 7 or above and our P7 group almost all achieving band 10 or above • The majority of our P1/4 and 7 pupils will match or exceed the authority stretch aims for numeracy. • Parents will report that they have a greater understanding of how the development of numeracy and math skills are approached in school and will be more confident in supporting their children at home. 	<p>Y – look for staff training and appropriate texts</p> <p>Resources to support development of CPA pedagogy</p> <p>Building library of home learning resources to support family engagement</p>

Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)
<p>3 – Developing a consistent approach across the school to the high quality learning and teaching of reading</p>	<ul style="list-style-type: none"> • Early level learners will benefit from a consistent, fast paced phonics and blending programme to support the acquisition of early reading skills • First and Second level readers will have access to high quality challenging texts to promote both reading for enjoyment and guided reading tasks • Comprehension skills will be further developed through a variety of challenges and resources, researched and developed by highly skilled staff. • A targeted group of learners, who demonstrate dyslexic tendencies will be supported by a planned literacy programme using a variety of resources and technology to support access to a range of texts. • Family learning tasks and grids will be developed to promote reading at home and support understanding of how reading and literacy skills are developed in an age appropriate manner. 	<ul style="list-style-type: none"> • P1 group of learners beginning to read/make words using all sounds by Christmas • P1 SNSA score at least band 4 or 5 by June 2024 • P4 SNSA score the majority achieving band 7 and 8 by November 2023 • P7 SNSA score most achieving band 8 or 9 by November 2023 • P1/2/3/4 PM scores showing a consistent improvement when assessed in February from September assessments • YARC scores for P2/3/4/ and those learners with dyslexic tendencies should show improvement of at least 6 – 9 months of their chronological age • Most of the P1/4/7 learners will match or exceed authority stretch aims • Families will show understanding of how using age appropriate reading texts can further support the development of literacy skills 	<p>Y</p> <p>Purchase of early reading texts</p> <p>Purchase of high quality children’s texts</p> <p>Staff training and resources to develop skills in Reflective Reading</p> <p>Technology – such as e readers and reading pens to be purchased</p> <p>Resources to be purchased to support home learning including folders to protect texts and materials to make reading diaries</p>