



Education

Establishment Improvement Plan

2022 - 2023

School Name: Rhu Primary School



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

Session: 2022 - 2023

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

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 	<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

Strategic Priorities 3 Year Cycle

2022 – 2023:

2023 – 2024:

2024 – 2025:

<ul style="list-style-type: none"> ● All staff to fully implement and embed Maths for Mastery approach across the whole school. ● Relaunch of Sumdog diagnostic assessment and use of GL assessments to provide quantitative data for auditing pupil progress in numeracy and mathematics. ● Working party to focus on moderation activities to support staff in a better understanding of agreed standards in number processes across Early, First and Second levels. ● Track progress in and promote reciprocal reading skills. ● Develop community engagement with the whole school community as part of working towards a Reading Schools Bronze Award. ● Working party to focus on moderation activities to support staff in a better understanding of agreed standards in writing within school and across the HALCO. ● Work towards Rights Respecting Schools Gold Accreditation including embedding the school vision and values and agreed aims with all stakeholders. 	<ul style="list-style-type: none"> ● Review The Parental Engagement Strategy through family learning. ● Revisit Child Protection Policy. ● Align our STEM curriculum, designed in 2020-2021, to the SSERC learning and Primary Cluster Program in STEM whilst further encompassing wider achievement and opportunity for pupils. ● To review personalised support and audit interventions to support pupils requiring additional support or further depth or extension using the Argyll and Bute Staged Intervention process across the whole school. ● Phase 2 Playground improvement ● Implement the new curriculum rationale, curriculum design to inform future strategic planning. ● Moderation of writing to continue across the HALCO cluster. ● Embed the new curriculum rationale and curriculum design. 	<ul style="list-style-type: none"> ● Develop understanding and moderation for consistency and agreed standard in talking and listening levels across the curriculum. ● Develop a series of DYWF Masterclasses for pupils, with parental and community engagement at the heart. ● Enhance transitions throughout the school and with renewed focus in key stages – P1/P7. ● Wider achievement opportunities tracked and provided for all pupils. ● All staff to embed the new curriculum rationale and curriculum design. ● Review the impact of the whole school nurture strategy on the wellbeing, and inclusion of all pupils.
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<ul style="list-style-type: none">• Ensure the wellbeing, and inclusion of all by creating, developing and then implementing a whole school nurture strategy.• Launch a new school website in partnership with the Parent Teacher Council.• Using the Rights Respecting Schools Gold Accreditation as a vehicle to begin to revisit and review curriculum rationale, curriculum design to inform future strategic planning.• Involve all stakeholders in the review and implementation of Rhu Primary School's positive relationships policy.	<ul style="list-style-type: none">• Ensure the wellbeing, and inclusion of all by working on implementing a whole school nurture strategy.	
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Strategic Improvement Planning for Establishment: Overview of Links to Key Policies

Session: 2022 - 2023

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

Collaboration and Consultation

Who?	When?	How?
Staff	Term 1 - Term 4	Staff meetings
Parents	Term 1 - Term 4	Newsletter/ Google meets/Workshops/ shared learning/PTC
Pupils	Term 1 - Term 4	Focus group/ committees

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 	<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 & 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)

<ol style="list-style-type: none"> 1. Raise attainment in numeracy through maths mastery approaches. 2. Relaunch Sumdog. 3. Quantitative evidence to be gathered and used to track pupil progress. 	<p>Numeracy attainment and achievement continues to show tracking gains for all pupils.</p> <p>Supported by strengthening curriculum knowledge, teaching, learning and assessment in numeracy.</p> <p>Implementation and consistent use of manipulatives to support numeracy learning across all stages.</p> <p>All staff confident in using the Argyll and Bute progression framework, play pedagogy, TeeJay to support the Maths Mastery approach and Maths No Problem.</p> <p>Develop a measure of progress in pupil confidence using maths anxiety questionnaires with P5, P6 and P7 pupils.</p>	<p>ACEL, XBRA, Sumdog, assessment signpost and GL data. ACEL and XBRA monitoring and analysis in October, February and May.</p> <p>Moderation and teacher professional judgement.</p> <p>Working knowledge of Education Scotland NPLR.</p> <p>Departmental moderation within school to have a shared understanding of agreed standards.</p> <p>Strengthened cross-cluster collegiate relationships within HALCO.</p> <p>All staff knowledge and application of mastery through examples such as TeeJay mastery, maths no problem and number talks.</p> <p>Pupil voice, scores from maths anxiety questionnaires and parent comments to be obtained and used as part of next year's SQIP.</p>	<p>Y</p>
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<p>4. Track progress in and promote reading with the whole school community.</p>	<p>Literacy, in particular reading attainment and achievement shows a marked improvement across all curricular areas.</p> <p>Accelerated reader zone of proximal development growth for all pupils and appropriate target setting to give clear guidance and next steps.</p> <p>Early identification of pupils showing dyslexia traits or barriers to reading.</p> <p>Almost all pupils meet or exceed national benchmarks with particular focus on pupils in Primary 1, Primary 4 and Primary 7.</p> <p>Most pupils at the end of Primary 2 will access the Accelerated Reader resource.</p> <p>Review reading books and materials used across Primary 1 and Primary 2.</p> <p>Support staff with reciprocal reading to ensure depth of knowledge and understanding of texts read.</p>	<p>ACEL and XBRA monitoring and analysis in October, February and May.</p> <p>Accelerated reader diagnostics analysed by class teacher and SLT.</p> <p>Key focus on Primary 4 whose added value growth as Primary 3 pupils was 3 months over the 8 month monitoring period. This year added value growth to be 4 months.</p> <p>Key focus on Primary 7 whose added value growth as Primary 6 pupils was 8 months over the 8 month monitoring period. This year added value growth to be maintained at 8 months.</p> <p>Target teacher gathering and collation of evidence and overview of interventions for dyslexic pupils.</p> <p>Shared reading expectations shared throughout the school. Which include the time spent reading in class, accessing the resource and target setting.</p> <p>Formative assessment through pupil discussion groups around texts read.</p> <p>Pupil voice and parent comments to be obtained and used as part of next year's SQIP.</p>	<p>Y</p>
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	<p>Work towards Reading Schools Bronze Award involving the whole school community and all stakeholders.</p> <p>Introduce reading ambassadors to support readers across the whole school.</p>		
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<p>5. Embedding the school’s vision and values and reviewing and refreshing the school’s aims.</p> <p>6. All stakeholders to be involved in the review and implementation of Rhu Primary School’s positive relationships policy.</p>	<p>The new and revised set of vision and values to be embedded across the whole school community as we work together towards developing our aims.</p> <p>Positive relationships policy - all stakeholders understand and are confident in our positive relationships policy and are clear how we support all our pupils to develop and sustain positive relationships.</p> <p>This will be woven through the school and curriculum by UNICEF RRS which provides an excellent framework for our children.</p>	<p>We will build on our Silver RRS award and aim for a two year journey towards Gold accreditation.</p> <p>Our aim will be to create our own sketchnote/infographic for Rhu. This will give our school community ownership of our vision, aims and values.</p> <p>Embedding our school values in day-to-day life can help shape each pupil’s understanding of the world.</p> <p>Giving responsibility to students. We can have an impact by using values in our policies and expectations for behaviour and our activities/work within the wider community will all go a long way to developing pupils’ abilities to show initiative, contribute to others and gain respect and tolerance.</p>	<p>Indirectly</p>
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Note: This section of the Improvement Plan can be made available to all relevant stakeholders to provide an overview of the session’s priorities.

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2022 - 2023

Strategic Priority 1:

Title: Raise numeracy attainment through mastery approaches to maths

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
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- 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

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information

HGIOS 4 and Early Learning and Childcare Indicators

- 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

Argyll and Bute Education Key Objectives

- 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
<p>Audit the progress of the working party session 2021 -2022</p> <p>Recent moderation, assessment and tracking have highlighted pupil attainment in numeracy in some Primary 2 and Primary 5 pupils. This does include pupils who are new to the school. Focus next session will be in raising attainment for these targeted pupils in P3 and P6.</p>	<p>M.Air PT and Maths Mastery working party</p> <p>P3 – Mrs Hart/ Mrs Frain Bell P6 Mrs Cowan/Mrs Taylor/ Mrs McGill</p>	<p>August 2022</p> <p>Throughout Session 2022-203</p> <p>Sumdog diagnostic - September 2022 and January 2023</p> <p>XBRA uplift - October, February and May</p> <p>Tracking and monitoring meeting - October/November 2022 and March/April 2023</p>	<p>Review the improvement journey and audit progress to date.</p> <p>Plan the next steps of the journey.</p> <p>School numeracy benchmarks should continue to meet and exceed national standards for almost all pupils.</p> <p>Tracking and monitoring meetings to discuss body of evidence for assessment decisions. All teaching and support staff involved in this.</p> <p>Primary 3 and Primary 6 will continue to see growth and improvement in both the groups of targeted pupils from last session 2021 - 2022 and from this session 2022-2023. This will be monitored through XBRA and Sumdog diagnostic assessment.</p>

<p>Recent moderation, assessment and tracking have highlighted an increase in pupil attainment in numeracy in last year's focus classes, which were Primary 3 and Primary 6 (next year's Primary 4 and Primary 7). Focus next session will be to continue to support these pupils with their numeracy and mathematics understanding as they work towards achieving a level.</p> <p>All staff will have opportunity for further moderation work in numeracy to ensure all have a shared understanding of quality and attainment at each level.</p>	<p>P4 - Mrs Munro P7 - Mr Dickie</p> <p>All Staff</p>	<p>Throughout Session 2022-2023 Sumdog diagnostic - September 2022 and January 2023 XBRA uplift - October, February and May Tracking and monitoring meeting - October/November 2022 and March/April 2023</p> <p>February INSET</p>	<p>Primary 4 and Primary 7 will continue to see growth and improvement in both the groups of targeted pupils from last session 2021 - 2022 and from this session 2022-2023.</p> <p>Primary 7 ACEL will be/greater than 85% - this data reflects the number of pupils from this cohort who achieved First Level in P4 in 2017/18 and takes into account pupils who have left/arrived.</p> <p>Primary 4 ACEL will be/greater than 90% - this data reflects the number of pupils from this cohort who achieved Early Level in P4 in 2017/18 and takes into account pupils who have left/arrived.</p> <p>Moderate within school the XBRA, ACEL and benchmarks for number processes to come to a shared understanding of standards.</p>
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<p>Staff will handover Rhu maths and Argyll and Bute Numeracy and Mathematics Frameworks in addition SEAL maths planners for pupils from (P1-P6) not meeting numeracy targets and discussion will take place to plan robust progression for these learners.</p>	<p>All staff/M.Air PT</p>	<p>August 2022 Tracking and monitoring meeting - October/November 2022</p>	<p>Planners given to new teachers from previous teacher where applicable. XBRA levels, ACEL and signpost information shared with all staff. Termly maths planners will be completed and teachers will liaise with the target teacher regarding pupil progress.</p>
<p>All staff will have analysed assessment data (SNSA, XBRA, ACEL, Sumdog diagnostic) to identify trends within their numeracy and maths, strengths and areas of weakness. The working party will collate and evaluate findings.</p>	<p>Maths mastery working party</p>	<p>September 2022 - December 2022</p>	<p>Stronger collegiate understanding of strengths and areas for improvement at Rhu. Targeted improvement can begin to raise numeracy attainment across the whole school. Planning pace and challenge appropriate for all learners.</p>
<p>Planned observations of identified PEF children in class by target teacher. All classes are consistently using manipulatives and they are accessible for all pupils.</p>	<p>Mrs McGill/All Staff</p>	<p>Tracking and monitoring meetings November 2022 and March 2023</p>	<p>Detailed observations shared with all staff with a focus on strategies that work for individual pupils.</p>
<p>All classes are consistently using manipulatives and they are accessible for all pupils.</p>	<p>All staff</p>	<p>Ongoing Quality assurance calendar - Term 3</p>	<p>All Pupils can use pictorial and concrete materials to discuss their learning and solve maths problems.</p>
	<p>All staff / Maths Mastery working party</p>	<p>All year</p>	<p>Staff will be informed of the professional learning offers for session</p>

<p>Staff will use mastery approaches within their teaching from last year's inset and TeeJay mastery training.</p>	<p>All staff / Maths Mastery working party</p>	<p>Quality assurance calendar - Term 3</p> <p>All year</p> <p>Quality assurance calendar - Term 3</p>	<p>2022- 2023 for mathematics - SEAL, using concrete materials, using concrete materials - professional learning resource and Numbertalks.</p> <p>Almost all staff use mastery approaches to deliver their numeracy curriculum at Rhu. Staff have a shared understanding of what mastery approaches are and the next step is to discuss this method with the cluster.</p> <p>Through team teaching opportunities staff will feel more confident in using journaling and Maths Mastery approach to teaching numeracy and mathematics across the curriculum.</p>
<p>Relaunch Sumdog across the whole school.</p>	<p>All staff / Maths Mastery working party</p>	<p>Diagnostic assessment September 2022 and January 2023</p>	<p>Staff to use the diagnostic assessment at the start of the session 2022 - 2023. All staff to introduce a Sumdog time within their timetable to support teaching and learning.</p> <p>All staff to be confident in analysing individual data from the diagnostic</p>

<p>Pupils will begin journaling as a way of recording maths thinking. With the support of members of staff from the Maths Mastery Working Party team teaching opportunities will be facilitated to support the introduction of this across the whole school.</p>	<p>All staff / Maths Mastery working party</p>	<p>Term 3 - February/March 2023</p>	<p>reports that are generated through consistent use of this valuable resource.</p>
<p>After the launch of the video that was shared during school closure have face to face parental workshops (learning festival) for all parents/carers across the whole school to promote using the Maths Mastery Approach and to increase a positivity around numeracy.</p>	<p>Maths Mastery working party</p>	<p>Term 3 - February/March 2023</p>	<p>A good attendance at workshops and to involve parents in sharing their confidence around numeracy and mathematics learning.</p>
<p>Develop a measure of progress in pupil confidence in numeracy and mathematics learning - using maths anxiety questionnaire.</p>	<p>Acting depute Mrs MacGillivray</p>	<p>Term 2 October 2022 - December 2023</p>	<p>Use the data from the questionnaires and pupil voice to inform our teaching and learning.</p>

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2022 - 2023

Strategic Priority 2:

Title: Track and promote reading with the whole school community.

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education
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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 	<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
<p>SLT and staff to engage in reading lesson peer observations across the whole school to see how accelerated reader is working in other year groups..</p> <p>Pupil attainment in reading, through star assessments, to be measured at periodic points throughout the year as detailed in the quality assurance and assessment calendar. Continue to target set and celebrate success</p>	<p>SMT/ all staff</p> <p>All staff/Mrs Munro</p>	<p>August - December 2022</p> <p>Quality assurance calendar - Term 1 and Term 2</p> <p>August 2022, October 2022, December 2022, March 2023 and June 2023.</p> <p>Tracking and monitoring meetings October/November 2022 and March/April 2023.</p>	<p>Shared accelerated reader experience for all pupils across the school. Sharing good practice with colleagues.</p> <p>All staff are trained on specific features for the programme and continue to effectively target set for pupils and evaluate and interpret all pupil AR data to bring about targeted improvements.</p>

<p>PEF pupils and pupils off track with reading to be identified by class teachers and information given to target teacher.</p>	<p>All staff/Mrs McGill PEF funded role</p>	<p>August - October 2022 P2 to P6 October - December 2022 P1</p>	<p>Whole school added value to increase by 1 month to 9 months for the period August 2022 to April 2023. Qualitative data gathered through observations and discussions. Summative data gathered and reviewed regularly.</p>
<p>P1 pupils to use the Highland Literacy Phonological Awareness as an assessment tool.</p>	<p>Mrs Mucdoch</p>	<p>Starting August 2022</p>	<p>95% of pupils will complete the Highland Literacy Phonological Awareness by February 2023. Data will evidence increased attainment for all pupils. Fluency of reading and comprehension of text will be improved. Intervention planned and evaluated.</p>
<p>Create cosy reading areas both within and outwith the school building. Support pupils in the upper primary classes and a parent/carer group to</p>	<p>SLT/All Staff/ Mrs Stewart/ Pupils</p>	<p>Term 1 and 2 - outside areas Term 3 - indoor library area</p>	<p>Increase in pupils reading for pleasure, recording evidenced through pupil and parent questionnaires.</p>

<p>take responsibility for maintaining the accelerated reader library.</p> <p>Work towards a Reading School Bronze Award.</p> <p>Create reading ambassadors across the upper primary stages who support a reading buddy system with younger pupils.</p> <p>As part of the overall work towards a Bronze Award pupil voice and collation of evidence to be completed by the reading ambassadors.</p> <p>Develop community links to promote reading across the Rhu community. Work towards a cross generational reading programme. Create a way to share texts with others.</p> <p>Introduce reciprocal reading skills across the whole school. Supporting the engagement with class and group novels.</p>	<p>Mrs Cowan/all staff/ P6 pupils</p> <p>Mrs Cowan/all staff/ Reading ambassadors.</p> <p>All staff/Mrs Cowan</p> <p>All staff/ AR Working Party</p>	<p>Term 1 - launch with book fair and pre-school visit and reading ambassadors</p> <p>All year.</p> <p>All year</p> <p>Term 3 - quality assurance calendar</p>	<p>Celebrating the number of pupils reading more than 1,000,000 words per academic session.</p> <p>Pupils will share their favourite reading space with others.</p> <p>Pupils will lead the library system.</p> <p>All pupils will confidently talk about their favourite book and why it is their favourite.</p> <p>Accredited with the Reading Schools Bronze Award.</p>
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<p>Support given to staff through team teaching opportunities and shared professional dialogue. A member of staff to lead this as an aspect of curriculum development.</p> <p>Promote reading and reciprocal reading skill through parental workshops, drop in reading sessions and shared starts.</p> <p>Review the P1 and P2 reading materials, checking for relevance, diversity and promotion of class and group novels that have been purchased as part of the AR launch.</p> <p>Develop ways of evidence gathering of the impact of play pedagogy on Primary 1 and 2 literacy learning experiences.</p>	<p>Mrs Munro/Mrs Cowan/Mrs Barker AR working party</p> <p>AR working party/ Mrs Air/ Mrs Madonia/ Miss Eaton</p> <p>Mrs Air/ Mrs Madonia/ Miss Eaton</p>	<p>Term 3 - quality assurance calendar Term 4</p> <p>Term 3 and Term 4 - ready for implementation in 2023 - 2024</p> <p>Term 3 and Term 4 - ready for full implementation in 2023 - 2024</p>	<p>Enjoyment and promotion of reading and availability of reading materials in the Rhu community.</p> <p>All staff and pupils confident in using the four strategies of reciprocal reading: prediction, clarification, questioning and summarising.</p> <p>Increased parental engagement in promoting and supporting reading. An increase in younger pupils confidently sharing texts and developing reciprocal reading skills.</p> <p>Evidence to form basis of curriculum rationale and design for 20233 - 2024</p>
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Operational Improvement Planning (Action Plan) for Establishment:

Session: 2022 - 2023

Strategic Priority 3:

Title: Continue our Rights Respecting Schools journey and embed the school vision and values and review and refresh Rhu Primary School aims.

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education
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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 	<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
<p>Continue to create Class Charters, Rights Respecting Schools displays in all classrooms</p> <p>Analysis of pupil and staff questionnaires will be used to start the Gold</p>	<p>All staff/ Lead Mrs Hart</p> <p>All staff/ PTC/ RPSA/Parents/Community</p>	<p>September 2022</p> <p>October 2023</p>	<p>All pupils will continue to participate in creating a charter for their class and feed into a school charter.</p> <p>All classes will have a designated Rights Respecting School display.</p> <p>Working party will analyse pupil and staff data to inform next steps for pupils, staff and</p>

<p>Accreditation journey. For example involving pupils in writing and developing the school's 'Promoting Positive Relationships Policy', School improvement planning, Standards and Quality Report etc.</p>	<p>Lead on pupil and parental voice on school policies - Mr Dickie</p>	<p>Reflect on during the school year Completed February 2023</p>	<p>parents as we start our Gold Accreditation journey. A positive relations policy to replace the school behaviour management policy. Reframing how we support positive behaviour and interactions. Written, developed and supported by the school community.</p>
<p>Continue to develop the community representation of our core group and increase the community voice in this way.</p>	<p>All Staff, Leads Mrs Hart and Mr Dickie</p>	<p>September 2022</p>	<p>Involve members of the community for both short and long term projects. Consider how stakeholders and partners can share expertise and maintain continuity.</p>
<p>Embed the school's vision and values. Revisit and review the school aims.</p>	<p>All staff/ RRS working party</p>	<p>Start August 2022 - completed by September 2022</p>	<p>The pupil designed mural will be painted, with an input from all pupils, in the playground by one of the entrances to the playground.</p>
<p>Completion of online modules purchased for CLPL for support staff and new teaching staff.</p>	<p>Some staff</p>	<p>August - December 2022</p>	<p>All Rhu staff will complete the online training and show</p>

<p>Continue to link the RRS, VVA with the 8th Green Flag Journey and the sustainability agenda throughout the school.</p> <p>Using the RRS articles, ensure the wellbeing and inclusion of all by creating, developing and start to implement a whole school nurture policy.</p>	<p>All staff/Pupils/parents/community Lead Mrs Air and Mrs Hart</p> <p>All staff/ RRS working party/ Lead Mrs Madonia</p>	<p>All year</p> <p>Start November 2022</p>	<p>awareness of their own learning in all aspects of school life. From selecting lesson resources to positive interactions with pupils.</p> <p>Our 8th Green flag will focus on the UN Global Goals. The Eco Committee will forge strong links with the Rights Respecting Schools Core Group. Application for 8th Green Flag will be completed by December 2022.</p> <p>Use the Education Scotland - Applying Nurture as a Whole School Approach as a framework to support the start of our journey.</p> <p>Use the evidence from the self-evaluation process to plan next steps.</p>
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Operational Improvement Planning (Action Plan) for Establishment:		Session:
Strategic Priority GME:	Title:	
<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. 	<p>Argyll and Bute Gaelic Language Plan Targets</p> <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 and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC 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

Operational Improvement Planning (Action Plan) for Establishment:		Session:
Developing in Faith (Denominational Schools only)		Title:
National Improvement Framework Key Priorities	Developing in Faith Themes	
<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. 	<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 and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC 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"> ● 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	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 	<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 (from previous plans):



Pupil Equity Funding | Planning and Reporting

School Name: Rhu Primary School

School Report on PEF Expenditure and Impact 2022 2023

Pupil Equity Funding must be used to deliver activities, approaches or resources which are clearly additional to universal local improvement plans.

Identify:

- Who is the target group? Consider the six family priority types (lone parent, minority ethnic, families with disabled adult or child, young mothers (under 25), families with child under one, larger families (3+ children). 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%2Bschools%2Blist%2BMay%2B2017.xlsx>

-% FSME

- % SIMD 1/2 and other bands as appropriate

A consideration for longer term planning of approaches, with funding confirmed for 4 years, should be considered in the targets below.

School Locality –The school is located in a village, although it has a fairly rural location it is quite an urban school with a high percentage of service pupils.

FSME 2.6 % Not all families who are eligible to apply for FSME do as school meals are free for P1 to P5.

SIMD 1-20 with 2.1 % of pupils in the lowest deprivation bands.

The school has a high demographic of naval families that transition at various stages throughout the school depending on the deployments and movement of service personnel. Our current role has 33.7% pupils identified as being from an armed forces family

After the success of targeted interventions during the session 2021 - 2022, it is very important that we build on this good foundation and support these pupils to continue to grow and develop and achieve during the next academic session 2022 - 2023. Many of the identified pupils are moving into key end of level classes - Primary 4 and Primary 7.

After analysis of ACEL, XBRA, AR data, signposts and writing assessments targeted intervention has been allocated for the session 2022 - 2023.

PEF is funding two teachers both in 0.2 posts to release Mrs McGill to work as a target teacher. One 0.2 post is for the full academic year the other is from 11th August 2022 to 31st March 2023.

The role of the target teacher will be to co-ordinate the three members of ANST staff, the MOD support teacher and take overall responsibility for the tracking and monitoring of PEF pupils, pupils identified in low SIMD index areas and with FSME and she will measure their educational outcomes and focus on the national strategy of closing the gap.

The target teacher will support analysis of PEF pupils specifically through literacy, numeracy and health and wellbeing. The target teacher will be responsible for reporting on PEF progress for these pupils identified and will liaise with class teachers and support staff to bring about improved outcomes for PEF learners.

The target teacher will deliver trained interventions which support and positively correlate with the school improvement planning. For example: using manipulatives to support numeracy learning, phonic interventions toe-by-toe and nesy learning.

Using dyslexia Scotland screening the target teacher will collate, gather and support decisions relating to PEF pupils.

To target the transient service families and support their wellbeing and when applicable learning gaps, the PEF teacher will liaise with the MOD 0.2 service teacher allocated for Rhu Primary.

School Report on PEF Expenditure and Impact 2022 2023

Targeted intervention for the session 2022 - 2023 will continue to support the progress made by pupils in the session 2021 - 2022. It is important that these pupils are supported for a second year so that the progress they have made can be maintained and built on. Our stretch aim for these pupils is that they not only continue their great progress this year but that the attainment gap between these pupils and their peers is minimised to ensure equity for all. The aim is that these pupils will require minimal support after this next academic session and they become confident, independent learners.

2 x Primary 2 pupils (Primary 3 in session 2022 - 2023) require continued support in all areas of literacy.

5 x Primary 3 pupils (Primary 4 in session 2022 - 2023) require continued support in numeracy and mathematics in order to maintain progress and work towards achieving First Level.

2 x Primary 4 pupils (Primary 5 in session 2022 - 2023) require continued support to achieve First Level in numeracy and writing.

2 x Primary 5 pupils (Primary 6 in session 2022 - 2023) have not made expected progress during Primary 5. Further investigation into dyscalculia and dyslexia are being investigated and will continue at the beginning of Primary 6.

Groups of Primary 6 pupils must be supported during their transition year in Primary 7 in order to build on the progress made in numeracy and mathematics and all areas of literacy.

Further collation of information is required to continue to support pupils with a dyslexia diagnosis.

Attendance of targeted pupils will be monitored on a weekly basis and reviewed termly by Head Teacher.

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
Dawn McBride	0. Target Teacher	11th August 2022	30th June 2023	2 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 checked="" type="checkbox"/>	Social and Emotional Wellbeing	<input type="checkbox"/>	Promoting Healthy Lifestyles	<input type="checkbox"/>	Targeted approaches to Literacy and Numeracy	<input checked="" type="checkbox"/>	Promoting a High Quality Learning Experience	<input type="checkbox"/>	Differentiated Support	<input checked="" type="checkbox"/>
Employability and Skills Development	<input type="checkbox"/>	Engaging Beyond the School	<input type="checkbox"/>	Partnership Working	<input checked="" type="checkbox"/>	Professional Learning and Leadership	<input type="checkbox"/>	Research and Evaluation to Monitor Impact	<input type="checkbox"/>	Using Evidence and Data	<input checked="" type="checkbox"/>

Spend Details

Carry Forward 2021 - 2022

PEF Allocation 2022 - 2023

Staffing Supported Study Resources Purchased/Commissioned Services Other	£	£ 15,120
	Mid-Year Spend checkpoint Identify any significant changes in expenditure.	Final spend Identify any significant changes in expenditure.
	£ 7,500	£ 15,120

Pupil Equity Funding | Planning and Reporting

What are you planning to do with your PEF Allocation?

- 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

How will progress be measured (what, when and how)?

- 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.

Identify organiser for proposed intervention/project

- Teaching and Learning
- Leadership
- Family and Community

Area	Key Actions	Outcome and Measure	Mid-Year Progress (Completed December-January)	Impact (Completed End of Session) 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.
J. McGill Continuing to address issues in reading (literacy)	The target groups will demonstrate sustained progress in reading attainment. This progress in reading skills will be show in: <ul style="list-style-type: none"> • increased access to texts 	Target group will continue to make progress on their XBRA level. Working at least at the expected level for their stage.		

<p>NIF OCTF HGIOS4</p>	<ul style="list-style-type: none"> • use of accelerated reader demonstrating an increase in the number of books read in the academic session • Confidently using the four strategies of reciprocal reading strategies of prediction, clarification, questioning and summarising. • Comprehension skills • Reading fluency • Improved vocabulary • phonological awareness if applicable • supporting UCP targets for PEF pupils on individualised plans • Support parents/carers to engage with promoting reading and reading skills 	<p>Target group will continue to increase their reading age by a minimum of more than one year. Measured by STAR reading assessments and Suffolk assessments.</p> <p>Barriers to reading will continue to be identified by all staff. The target teacher will support staff with the early identification of dyslexia, collation of evidence and support with discussions with the educational psychologist.</p>		
<p>J. McGill Continuing to address issues in numeracy NIF OCTF HGIOS4</p>	<p>The target group will continue to demonstrate progress in numeracy skills as identified by SEAL planners, Argyll and Bute Numeracy and Mathematics progression framework and data from signposts.</p> <p>Skills included may be:</p> <ul style="list-style-type: none"> • number • problem solving • language of maths • using manipulatives 	<p>Progress will be measured through maths signpost, SNSA, XBRA and ACEL.</p> <p>All pupils should make gains with their XBRA tracking.</p> <p>Pupils should make one level of progress with their Sumdog diagnostic assessment.</p>		

	<ul style="list-style-type: none"> ● journaling ● abstract concepts ● problem solving <p>The target teacher will use the knowledge of pupils to create a program of suitable interventions.</p> <p>The target teacher will distribute support teachers and support assistants where applicable.</p> <p>Pupils will continue to be given extra support with using manipulatives, number talks and maths journaling to tease out thought processes.</p>			