



Education

## Establishment Improvement Plan 2022 - 2023

Kilchattan Primary School and Early Learning and Childcare

Strategic Improvement Planning for Establishment: Overview of Links to Key Policies		Session: 2022/23		
<b>National Improvement Framework Key Priorities</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy.</li> </ul>		<b>Collaboration and Consultation – ongoing throughout the year</b>		
		Who?	When?	How?
		Parents	May & June 2022	Online Meeting & Surveys
		Children	June 2022	Meetings
		Staff	June 2022	Meetings
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"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer involvement and engagement</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Self Evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children's progress</li> <li>3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</li> </ul>	<ul style="list-style-type: none"> <li>Raise educational attainment and achievement for all</li> <li>Use performance information to secure improvement for children and young people</li> <li>Ensure children have the best start in life and are ready to succeed</li> <li>Equip young people to secure and sustain positive destinations and achieve success in life</li> <li>Ensure high quality partnership working and community engagement</li> <li>Strengthen leadership at all levels</li> </ul>		

**Priority 1: To improve the health and well-being (cognitive, physical, mental and emotional) of all pupils through physical education, physical activity and sport**

Outcomes	Impact	Measures	Linked to PEF (Y/N)
<p>We have a PE curriculum framework and progression map in place to plan, assess, track and record progress</p> <p>All pupils are engaged in regular physical activity – 60 mins per day in P1-P7, and ELC children are active throughout the day</p> <p>We provide a varied and rich outdoor learning environment: school grounds and off site</p> <p>Increased physical activity supports the social, mental and emotional well-being of all pupils, impacting on achievement and attainment</p>	<p>Increased confidence, knowledge and skills of all staff in planning, teaching and assessing a wide range of PE activities; quality of lessons is raised leading to improved pupil skill and achievement</p> <p>Increased involvement with sports groups and organisations in the wider social context, leading to improved pupil motivation and skills</p> <p>All children are given a wide range of opportunities to further develop their skills in all aspects of physical education</p> <p>Increased physical activity for all pupils during playtimes resulting in Increased physical health and confidence</p> <p>Improved mental, emotional and social well-being</p> <p>Increased self-esteem</p> <p>Increased concentration, focus, memory and motivation in all pupils resulting in increased achievement</p> <p>Outdoor learning is embedded in the curriculum: more active play, better quality of play, more positive social interaction/relationships and more enjoyment of break times</p> <p>Children develop creativity; the environment promotes learning for sustainability and fosters engagement and motivation</p> <p>Children continue to develop a greater appreciation and understanding of our local environment: social, cultural, environmental</p> <p>Children's attitudes towards their skills and achievements are positive</p> <p>Children take pride in their work; they are motivated and show resilience</p>	<p>Staff Surveys</p> <p>Pupil Surveys</p> <p>Parent Survey</p> <p>Staff Peer learning observation records</p> <p>Evidence of engagement with sports groups and organisations</p> <p>PE Strategic Curriculum Planning document in place</p> <p>Pupil and Staff Records and planning documents</p> <p>Staff observation notes based on observations and discussions with children</p> <p>Discussion with children/learning conversations documented in Block curricular/IDL planners</p> <p>Attainment Data</p> <p>Pupil well-being wheel</p> <p>Improved attendance</p>	Yes

**Priority 2: Raising Attainment in Literacy, Language and Communication: Taking a Developmental approach to Emerging Literacy**

Outcomes	Impact	Measures	Linked to PEF (Y/N)
Staff demonstrate research based practice and are able to confidently articulate the progress of each learner	Children have secure foundation skills in early reading and writing and make appropriate progress in Literacy within the Early Level and beyond.	Initial Emerging Literacy assessments completed as a baseline and on-going assessment completed during the year to track and monitor progress Evidence of attendance and feedback from family engagement workshops  Evidence of on-going interactions between school and families to provide universal and targeted support  Monitoring of learning experiences which take a developmental approach across the Early Level	No

**Priority 3: To develop 1+ 2 Languages across the school**

Outcomes	Impact	Measures	Linked to PEF (Y/N)
Children learn French (L2) from P1 at the latest.  Children learn a second additional language (L3) from P5 at the latest (BSL)  Language progressions and profiling in place  All children learn some Gaelic through cultural events and community support	Children will begin to use language to communicate appropriately and effectively in a variety of social situations  Children will develop skills for learning, life and work  Building skills and competence in language learning will boost literacy skills in the home language  Increased cultural awareness Active citizenship  Increased connection with children's Scottish culture and heritage	Evidence of a progressive and coherent curriculum Progression tracking documents Staff Survey Pupil Survey Parent/Community Survey	No