



Forth Primary School & ELC

Improvement Plan 2022-2023

Respect, Trust, Confidence and Endeavour



Key Actions:

How are we going to achieve these priorities?

Priority 1: Raise Attainment in Reading

- Audit books available for pupils within the reading corner and how reading is encouraged and promoted within the playroom and outdoors within the ELC.
- Audit current delivery of approaches to teaching reading skills across the ELC and school.
- Ensure a consistent, progressive approach to reading pedagogy across all stages.
- Develop early reading skills through purposeful play in the ELC and early stages.
- Incorporate moderation opportunities across stages/levels.
- Develop an assessment overview for all stages to ensure robust tracking and monitoring of attainment in reading.
- Create an assessment pathway for Forth Primary School.
- Extend our targeted support interventions as appropriate based on our assessment, attainment data and identification of pupil needs.
- Roll out staff training in relation to reading intervention programmes.
- Work in partnership with parents to develop skills to support pupils in reading and phonics in the school and ELC.
- Provide resources to support reading skills at home.
- Develop pupil leadership roles through Reading Ambassadors.
- Promote a love of reading through the Reading Schools Initiative allowing us to achieve Reading Schools status.

Priority 2: Improve Health and Wellbeing of Pupils through Universal and Targeted Approaches

- Audit the school and ELC approach to teaching and learning within Health and Wellbeing (Including ongoing development of Emotion Works).
- Roll out Healthy Schools programme across all levels.
- Identify formative assessment approaches for health and wellbeing with a view to early identification of pupil needs.
- Use baseline assessment to identify target groups and plan accordingly to support learners' needs.
- Develop Play Pedagogy across the ELC and P1-2.
- Develop Outdoor Learning Pedagogy across the ELC and all stages within the school.
- Track and monitor pupil engagement across play and outdoor learning to ensure experiences are rich and stimulating.
- Work in partnership with our YFCL Worker/SSA and parents to support wellbeing of families across various stages within the school.
- Ensure wellbeing conversations feature within pupil progress meetings.

Outcomes and Measures:

How will we know we have achieved this?

Priority 1: Raise Attainment in Reading

- A wide range of reading material and opportunities for reading will be evident within the playroom and outdoor area of the ELC.
- Use audit to determine next steps in planning effective teaching of reading skills across the ELC and school.
- Forward plans, floor books, pupil work and classroom visits evidence consistency of approach across all stages.
- Playroom observations will evidence opportunities for reading and progression of reading skills.
- Planned opportunities for moderation and opportunities to gather staff feedback identified within the Annual Calendar.
- Regular appropriate assessment will be undertaken as defined within the pathway. Pupil Progress Meetings will provide opportunities for tracking and monitoring within Progress and Achievement SEEMIS Programme.
- Attainment in reading will increase from 78.6% to 83.2% in our first year.
- Target pupils will be identified based on our baseline assessments and interventions put in place with regular monitoring of impact.
- All staff trained will be competent and confident in the delivery of the interventions evidence will be gathered through staff survey.
- Parental feedback will demonstrate an increased confidence in supporting literacy following workshops and demonstration of use of resources.
- Pupil and staff feedback will measure reading motivation and engagement.

Priority 2: Improve Health and Wellbeing of Pupils through Universal and Targeted Approaches

- An identified, progressive programme of study will be in place for delivering the HWB curriculum across levels at all stages in ELC and School.
- All pupils will self-assess against the wellbeing indicators, staff will observe pupils and track progress across indicators which will be triangulated by SMT during learning conversations.
- All pupils will complete the Glasgow Wellbeing Survey to help identify target groups.
- Boxall Profiles will be completed for pupils in the target group to support identification of pupil need.
- Play Pedagogy will be evident across the ELC, P1 and P2 through playroom and classroom observation.
- Learning and teaching will incorporate planned experiences for Outdoor Learning across all stages and promoted widely using our school app.
- All staff will use the Leuven Scale to track and monitor pupil engagement systematically to identify appropriate next steps.
- Pre/post parent surveys will identify an increase in skills and confidence in supporting their child's wellbeing and development.
- Pupil Progress records will evidence discussion content and next steps.

Priority 1 – Raise Attainment in Reading

Key links to South Lanarkshire Council Education Resources Priorities:

- Improve health and wellbeing to enable families to flourish
- Ensure inclusion, equity and equality are at the heart of what we do
- Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy
- Support children and young people to develop their skills for learning, life and work
- Empower learners to shape and influence actions on sustainability and climate change

https://www.southlanarkshire.gov.uk/downloads/file/14808/education_resources_plan_202122

NIF Priorities:

<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/>

NIF Drivers:

Key links to Scottish Attainment Challenge Strategic Equity Plan (SEF):

<https://www.gov.scot/publications/strategic-equity-fund-national-operational-guidance-2022/pages/6/>

HGIOS/ELC?4 QIs:

<https://education.gov.scot/improvement/self-evaluation/how-good-is-our-early-learning-and-childcare/>

<https://education.gov.scot/improvement/self-evaluation/hgios4/>

NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION

ACHIEVING EXCELLENCE AND EQUITY

- Improvements 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
- Improvement in employability skills and sustained, positive school leaver destinations for all young people



- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assessment of Children's Progress
- School Improvement
- Performance Information



- Pedagogy
- Learner Engagement
- Strengthening Relationships
- Curriculum and Learner Pathways



HGIELC:

2.3
2.5
2.7
3.2





HGIOS:

1.1
2.3
2.4
2.3
2.5
2.7
3.2

Actions	Timescales	Responsible Staff	Outcomes and Measures of Success
<ul style="list-style-type: none"> • Audit books available for pupils within the reading corner and how reading is encouraged and promoted within the playroom and outdoors within the ELC. • Audit current delivery of approaches to teaching reading skills across the ELC and school. • Ensure a consistent approach to reading pedagogy across all stages. • Develop early reading skills through purposeful play in the ELC and early stages. • Incorporate moderation opportunities across stages/levels. • Develop an assessment overview for all stages to ensure robust tracking and monitoring of attainment in reading. • Create an assessment pathway for Forth Primary School. • Extend our targeted support interventions as appropriate based on our assessment, attainment data and identification of pupil needs. • Roll out staff training in relation to reading intervention programmes. 	<p>August – October 2022</p> <p>August – October 2022</p> <p>August – December 2022</p> <p>August 2022 – June 2023</p> <p>August 2022 – June 2023</p> <p>September 2022</p> <p>September 2022</p> <p>August 2022 – June 2023</p> <p>August – October 2022</p>	<p>All Early Years Practitioners</p> <p>All School and ELC Staff</p> <p>All School and ELC Staff</p> <p>All Early Years Practitioners</p> <p>HT/PT</p> <p>All Staff</p> <p>HT/PT</p> <p>HT/PT/SSA/SST</p> <p>HT/PT</p>	<ul style="list-style-type: none"> • A wide range of reading material and opportunities for reading will be evident within the playroom and outdoor area of the ELC. • Use audit to determine next steps in planning effective teaching of reading skills across the ELC and school. • Forward plans and classroom visits evidence consistency of approach across all stages. • Playroom observations will evidence opportunities for reading and progression of reading skills. • Planned opportunities for moderation and opportunities to gather staff feedback identified within the Annual Calendar. • Regular appropriate assessment will be undertaken as defined within the pathway. Pupil Progress Meetings will provide opportunities for tracking and monitoring within Progress and Achievement SEEMIS Programme. • Target pupils will be identified based on our baseline assessments and interventions put in place with regular monitoring of impact. • All staff trained will be competent and confident in the delivery of the interventions evidence will be gathered through staff survey.

<ul style="list-style-type: none"> • Work in partnership with parents to develop skills to support pupils in reading and phonics. • Provide resources to support reading skills at home. • Develop pupil leadership roles through Reading Ambassadors. • Promote a love of reading through the Reading Schools Initiative. 	<p>August 2022 – June 2022</p> <p>October 2022</p> <p>August 2022 – June 2023</p> <p>August 2022 – June 2023</p>	<p>All Staff</p> <p>HT/PT/SSA</p> <p>PT</p> <p>PT/CT</p>	<ul style="list-style-type: none"> • Parental feedback will demonstrate an increased confidence in supporting literacy following workshops and demonstration of use of resources. • Pupil and staff feedback will measure reading motivation and engagement.
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Priority 2 – Improve Health and Wellbeing of Pupils through Universal and Targeted Approaches

<p>Key links to South Lanarkshire Council Education Resources Priorities:</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Improve health and wellbeing to enable families to flourish <input type="checkbox"/> Ensure inclusion, equity and equality are at the heart of what we do <input type="checkbox"/> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy <input checked="" type="checkbox"/> Support children and young people to develop their skills for learning, life and work <input type="checkbox"/> Empower learners to shape and influence actions on sustainability and climate change <p>https://www.southlanarkshire.gov.uk/downloads/file/14808/education_resources_plan_202122</p>		
<p>NIF Priorities:</p> <p>https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/</p>	<p>NIF Drivers:</p>	<p>Key links to Scottish Attainment Challenge Strategic Equity Plan (SEF):</p> <p>https://www.gov.scot/publications/strategic-equity-fund-national-operational-guidance-2022/pages/6/</p>	<p>HGIOS/ELC?4 QIs:</p> <p>https://education.gov.scot/improvement/self-evaluation/how-good-is-our-early-learning-and-childcare/</p> <p>https://education.gov.scot/improvement/self-evaluation/hgios4/</p>
 <p>NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION ACHIEVING EXCELLENCE AND EQUITY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input checked="" type="checkbox"/> Improvement in children and young people’s health and wellbeing <input type="checkbox"/> Improvement in employability skills and sustained, positive school leaver destinations for all young people 	 <ul style="list-style-type: none"> <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assessment of Children’s Progress <input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information 	 <p>THE SCOTTISH ATTAINMENT CHALLENGE SCOTLAND: THE BEST PLACE IN THE WORLD TO LEARN</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pedagogy <input checked="" type="checkbox"/> Learner Engagement <input checked="" type="checkbox"/> Strengthening Relationships <input checked="" type="checkbox"/> Curriculum and Learner Pathways 	 <p>Education Scotland Foghlam Alba</p> <p>HGIELC:</p> <ul style="list-style-type: none"> 2.2 2.3 2.5 2.7 3.1 <p>HGIOS:</p> <ul style="list-style-type: none"> 1.1 2.3 2.4 2.5 2.7 3.1

Actions	Timescales	Responsible Staff	Outcomes and Measures of success
<ul style="list-style-type: none"> • Audit the school and ELC approach to teaching and learning within Health and Wellbeing. • Roll out Healthy Schools programme across all levels. • Identify formative assessment approaches for health and wellbeing with a view to early identification of pupil needs. • Use baseline assessment to identify target groups and plan accordingly to support learners' needs. • Develop Play Pedagogy across the ELC and P1-2. • Develop Outdoor Learning Pedagogy across the ELC and all stages within the school. • Track and monitor pupil engagement across play and outdoor learning to ensure experiences are rich and stimulating. • Work in partnership with our YFCL Worker/SSA and parents to support wellbeing of families across various stages within the school. • Ensure wellbeing conversations feature within pupil progress meetings. 	<p>September 2022</p> <p>From September 2022</p> <p>From September 2022</p> <p>August 2022</p> <p>June 2022 – June 2023</p> <p>November 2022</p> <p>From January 2023</p> <p>August 2022-June 2023</p> <p>From September 2022</p>	<p>AI Staff</p> <p>All Staff</p> <p>All Staff</p> <p>All Staff</p> <p>Early Years Practitioners P1/P2 Teachers</p> <p>All Staff Led by PT and Mrs Andrews</p> <p>All Staff</p> <p>PT/SSA/YFCL Worker</p> <p>HT</p>	<ul style="list-style-type: none"> • An identified, progressive programme of study will be in place for delivering the HWB curriculum across levels at all stages in ELC and School. • All pupils will self-assess against the wellbeing indicators, staff will observe pupils and track progress across indicators which will be triangulated by SMT during learning conversations. • All pupils from P3-7 will complete the Glasgow Wellbeing Survey to help identify target groups. • Boxall Profiles will be completed for pupils in the target group to support identification of pupil need. • Play Pedagogy will be evident across the ELC, P1 and P2 through playroom and classroom observation. • Learning and teaching will incorporate planned experiences for Outdoor Learning across all stages and promoted widely using our school app. • All staff will use the Leuven Scale to track and monitor pupil engagement systematically to identify appropriate next steps. • Pre/post parent surveys will identify an increase in skills and confidence in supporting their child's wellbeing and development. • Pupil Progress records will evidence discussion content and next steps.

Additional Areas of Improvement 2022-23

Overarching Theme	Action Plan- Key Tasks	Priority Lead (s) <i>as appropriate</i>	Target Date (s) <i>as appropriate</i>
ASN	<p>Develop a consistent approach to recording ASN ensuring this triangulates with approaches observed, recorded and discussed with stakeholders.</p> <p>Identify any professional learning, interventions or resources needed to support learners with additional support needs</p>	Elizabeth Steele/Fraser Dickson	Ongoing
Emotion Works	Continue to promote an understanding of emotions and behaviour through Emotion Works programme, working towards accreditation.	Claire Roberts	June 2023
Covid-19 Recovery	Continue to monitor any issues relating to Covid-19 Recovery, including Health & Safety, Continuity of Learning and Digital Access	Elizabeth Steele	Ongoing
Early Intervention	Make use of additional staff to support literacy attainment at early level.	Sarah Andrews	Ongoing
Family & Parental Engagement	Work with parents/carers, including focussed work with Parent Council, to increase parental engagement in children's learning.	Elizabeth Steele	Ongoing