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Quality Improvement Plan 2022-2023 Burrelton Primary School

Primary School Data Profiles

*Primary school data profiles are available on the analysis suite at:

http://eric/pkcteam/sites/HeadteacherMeetings/Shared%20Documents/Attainment%20Suite/Nursery_Primary/Attainment%20Suite%20School%20Profile%20revised.xlsm

Select your school and wait for it to pull the information into one place (can take a few seconds). The profiler tool will collect summary data from each of the relevant profile areas for your school, however you may wish to open individual profilers to access more specific data that targets your needs.

You can then create a word document or print directly to include in your Quality Improvement documentation.

Updates to the analysis suite will be picked up any time you create a new profile. Please email: ECSInformation@pkc.gov.uk if you have any further questions or issues.

Further training opportunities in how to effectively use the new analysis suite and School Data profiles will be made available in due course.

3 Year Overview*

Performance Information 2020-2023	Key Priorities 2020-2023	School Leadership 2020-2023
<p>There is no single measure that will provide a full picture of performance. We want to use a balanced range of measures to evaluate Scottish education and take action to improve.</p> <ul style="list-style-type: none"> Engagement with data such as SNSA and school-based assessment (GL Assessment) alongside teacher judgment 	<p>Outline the school's key priorities, linking in with self-evaluation evidence.</p> <ul style="list-style-type: none"> Literacy – Writing and Listening & Talking. Staff observations identify these as areas for development Expressive Arts – review programmes. Staff identify this as an area for development Health and Wellbeing (continue to embed, as per 2021-2022 QIP - play approaches to learning, children's rights in relation to RRS and nurturing approaches to learning and teaching) 	<p>Highly effective leadership is key to ensuring the highest possible standards and expectations are shared across a school to achieve excellence and equity for all.</p> <ul style="list-style-type: none"> Leadership capacity will be developed through teaching staff taking on lead roles in the QIP Pupil leadership capacity will be developed through participation in groups e.g. House Captain and Committee groups across the school
School Improvement 2020-2023		Teacher Professionalism 2020-2023
<p>Evaluating learning, teaching and assessment and the quality of what goes on in classrooms will tell us how good the experience is for children.</p> <ul style="list-style-type: none"> Observations and monitoring of Learning and Teaching against HGIOS 4 principles Use this information to inform planning and assessment 		<p>The quality of teaching is a key factor in improving children's learning and the outcomes they achieve.</p> <p><i>What will be the key areas for career long professional learning and professional growth in your school or LMG?</i></p> <ul style="list-style-type: none"> Staff will engage in professional development through engagement in CPD opportunities such as observation and the modelling of L & T by professional colleagues.
Assessment of Children's progress 2020-2023	LMG Priority 2020-2023	Parental Engagement 2020-2023
<p>We need to know the size of the attainment gap at different ages and stages, across Perth and Kinross and in individual schools and LMGs, in order to take the right action to close it.</p> <ul style="list-style-type: none"> Engagement with data such as SNSA and school-based assessment (GL Assessment) alongside teacher judgment Use this information to inform planning and next steps in pupil learning 	<p>Linked to key LMG Quality Improvement activities.</p> <ul style="list-style-type: none"> Implement a cohesive programme of planned moderation opportunities with individual schools across the BHS LMG. Staff will work with children and young people across the LMG to raise attainment in 1 + 2 language programme. 	<p>International evidence confirms that parental involvement and engagement in children's learning supports improved attainment and achievement.</p> <ul style="list-style-type: none"> Opportunities to participate in the development of the curriculum and open day/ evening events.

*Schools will be familiar with this template of the 3-year plan linked to the 6 key drivers of improvement within the NIF.

Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

Improvement Outcome: Attainment in Literacy will improve in specific areas (detailed below)		
NIF Priority: <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children. Improvement in employability skills and sustained, positive school-leaver. 	NIF Driver(s): <ul style="list-style-type: none"> Assessment of Children's progress School Improvement Performance information 	HGIOS4 QI(s): Learning and Teaching
School Lead: Mrs Angela Thomson (Head Teacher)	Completion Date: June 2023	Review Date: January 2023
What impact will you measure? <i>What's going to be different or better?</i>	How will you measure it? What and by when?	Progress at Review Date
Universal Support		
<ul style="list-style-type: none"> Attainment in Listening & Talking and Writing (active listening/ talking and text summarisation/ general presentation) will be improved. A more consistent approach to the Learning and Teaching of Listening & Talking and Writing will be considered, developed and evaluated. Pupils will be able to apply knowledge/ skills gained in different contexts across the curriculum and in different learning environments. 	<ul style="list-style-type: none"> Pupil progress in Literacy (Listening & Talking and Writing) will be measured at key times during the session by ongoing teacher assessment. Teacher judgement and evaluation against the Literacy Benchmarks will be used to identify any potential gaps. Moderation with other schools will be developed and there will be evidence of visits between schools of a similar demographic. 	
Targeted Support		
<ul style="list-style-type: none"> Daily/ weekly (as appropriate) targeted support by class teacher and support staff with individuals for Literacy 	<ul style="list-style-type: none"> As above 	

Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

Improvement Outcome: Attainment in Expressive Arts will improve in specific areas (detailed below)		
<p>NIF Priority:</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children. Improvement in employability skills and sustained, positive school-leaver. 	<p>NIF Driver(s):</p> <ul style="list-style-type: none"> School Leadership School Improvements Teacher Professionalism 	<p>HGIOS4 QI(s):</p> <p>2.3 Learning and Teaching 3.2 Attainment</p>
<p>School Lead: Mrs Fiona Glass (Principal Teacher)</p>	<p>Completion Date: June 2023</p>	<p>Review Date: January 2023</p>
<p>What impact will you measure? <i>What's going to be different or better?</i></p>	<p>How will you measure it? What and by when?</p>	<p>Progress at Review Date</p>
<p>Universal Support</p>		
<ul style="list-style-type: none"> Achievement in Expressive Arts (art, music, dance and drama) will be improved. A more consistent approach to the Learning and Teaching of Expressive Arts will be evident by revamping and refreshing a whole school programme/ staff participating in CPD/ purchase of additional resources/ development of new space if necessary. Pupils will be able to apply knowledge/ skills in different contexts across the curriculum. 	<ul style="list-style-type: none"> Pupil progress in Expressive Arts will be measured by teacher judgement and observations. Assessment of pupil experiences and engagement against the Expressive Arts Benchmarks. Assessment by teacher judgement and observations at key points during the session. 	
<p>Targeted Support</p>		
<p>N/A</p>		

Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

Improvement Outcome: Health and Wellbeing		
<p>NIF Priority:</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children. Improvement in employability skills and sustained, positive school-leaver. 	<p>NIF Driver(s):</p> <ul style="list-style-type: none"> School Improvements 	<p>HGIOS4 QI(s):</p> <p>2.3 Learning and Teaching 3.2 Attainment</p>
<p>School Lead: Teaching Staff</p>	<p>Completion Date: June 2023</p>	<p>Review Date: January 2023</p>
<p>What impact will you measure? <i>What's going to be different or better?</i></p>	<p>How will you measure it? What and by when?</p>	<p>Progress at Review Date</p>
Universal Support		
<ul style="list-style-type: none"> Nurturing approaches in place throughout the school will be further developed and refined through CPD, staff discussions to ensure a consistent approach. Further develop and embed the use of the CIRCLE Inclusive Classroom Scale to support inclusive learning. Learning through play across the school will continue to be developed to ensure all learning styles are supported. Rights Respecting Gold Award strategies will be used throughout the school in conjunction with Perth and Kinross Values to further embed and evolve a rights based community. 	<ul style="list-style-type: none"> Class, group and individual observations Staff engagement Engagement in CPD sessions and application of knowledge gained Class observations Class, group and individual observations Engagement in CPD sessions and application of knowledge gained Whole school observations 	
Targeted Support – Bespoke curriculum in place for pupils requiring enhanced nurturing and play based approaches		

Pupil Equity Fund 2022-2024 Planning and Reporting

PEF Allocation £11025

Although the original PEF planning table has been included below, it is recommended that schools move to the **online version** of PEF planning using the **Closing the Gap Planning Tool**. More information about this tool, along with comprehensive guidance will be shared with schools in due course.

Schools are encouraged to refer to National and PKC PEF Guidance to support planning decisions.

Improvement Outcome	Theme <i>i.e. Attendance, Attainment etc.</i>	Key Data	Intervention/Approaches	Measures of Impact	School Lead	Projected Spend (£)	Projected Spend Timescale
Literacy	Attainment	SNSA GL Assessment Tee Jay Assessment	<ul style="list-style-type: none"> Extending staff hours to work with individual and small groups of pupils using a bespoke curriculum 	<ul style="list-style-type: none"> Scrutiny of attainment data 	HT	£9000	August 2022- June 2023
HWB		Staff observations	<ul style="list-style-type: none"> Pupils to attend RDA opportunities and other trips as appropriate 	<ul style="list-style-type: none"> Teacher observation 	HT	£1500	August 2022- June 2023

*Approximately £500 is ring fenced for PKC support.