



Education Resources
Curriculum and Quality Improvement Service

Establishment Improvement Plan 2021 – 2022

Robert Smillie Memorial Primary School



Together we learn we grow.



**Education Resources
Curriculum and Quality Improvement Service**

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<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 children and young people’s health and wellbeing; and Improvement in employability skills and sustained positive school leaver destinations for all young people. 		
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		Implementing Curriculum for Excellence
		Meeting the Needs of all Learners’, GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)
Strategic Priorities 3 Year Cycle		
<p>As a Scottish Attainment Challenge school our focus is on Numeracy, Literacy and HWB. Our aim is to: (1) Continue to improve attainment in Literacy, especially Reading for all pupils. (2) Continue to improve attainment in Numeracy and Mathematics for all pupils. (3) Improve Writing standards of attainment. (4) Improve Health and Wellbeing across the curriculum by creating a whole school learning culture that cultivates habits and attitudes that enable young people to face difficulty and uncertainty calmly, confidently and creatively.</p> <p>In the light of COVID-19 these priorities remain a key focus for the children of RSMPS. There has been a change in some timescales due to Covid 19.</p>		

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Strategic Improvement Planning for Establishment: Overview of Strategic Priorities for Session 2020 2021

Strategic Priority	PEF	Intended Impact	Measures of Success	Actual Impact
1. Developing a consistent approach to learning, teaching and assessment in Literacy and English	√	Improve writing skills through the implementation of Talk for Writing Programme	Percentages of children attaining a level. Writing standardised assessment scores / teacher professional judgements.	Impact on writing is beginning to be seen but COVID-19 had an impact pace of anticipated change. In 21/22 we will continue to embed practices to ensure that outcomes continue to improve.
2. Recovery curriculum	√	Enforced change in practices so as to ensure that all children continue to receive high quality education despite National restrictions due to the Global Pandemic.	Pupil engagement in remote learning.	We learned a lot from lock-down 1 and were able to put in place positive strategies to help children engage with learning. We supported families well through the pandemic and as a result our academic results were stronger than expected.
3. CoPI	√	Embed Community of Philosophical Enquiry to improve talking and listening as well as health and wellbeing.	Improvements in Literacy and English figures across all year groups.	We were unable to start this as Covid-19 changed priorities to the Recovery Curriculum

Strategic Priority 1a: Literacy and English: Community of Philosophical Enquiry (CoPI)

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Key Actions (How)	Lead Person	Timescale	Comments
Developing knowledge and skills of CoPI for all teaching	Omar Kettlewell *Claire Cassidy	October 2021 onwards	*Partnership with Dr. Claire Cassidy (University of Strathclyde) to aid in staff training and development CAT and in-set sessions as outlined in WTA.

staff through core training and support with practice.			Opportunities for teachers to observe practice and for collaborative working.
Implementation of CoPI to enhance Talking and Listening throughout school.	All teaching staff/ Claire Cassidy.	From October 21	<p>PwC Plan - Brief outline of sessions</p> <p>Sessions 1-4 (delivered as twilights after school). <i>These sessions will provide teachers with knowledge and skills to start using CoPI in class. Following session 4 teachers should attempt to use and implement CoPI. The delivery of these sessions should be as close together as possible to best equip teachers in taking CoPI forward.</i></p> <p>Session 5 (delivered as half day on in-service (November 15th)) <i>This will give teachers the opportunity to work with Claire in reflecting on their practice and identifying next steps.</i></p> <p>3 Days development planning (Following in terms 3 and 4) Time for working with OK to best support PwC embedment, SIP and supporting staff development.</p>
Continue to improve core resources to support CoPI (reading materials etc).	Roland Peck/ Omar Kettlewell/ Claire Cassidy All teaching staff	Throughout the year	<p>Identifying appropriate material suitable to support T&L across whole school.</p> <p>Development of teacher professionalism to enable teachers to identify suitable resources to support learning and teaching.</p>
Introductory CoPI sessions for parents	Omar Kettlewell	January - April 2021/22	This will offer parents an opportunity to engage and contribute to developments in learning and teaching and offer home supports.
Literacy and language pedagogic framework outlined. Continuing development of a consistent approach to learning, teaching and assessment in Literacy and English.	Roland Peck, Fiona McPherson, teaching staff		Professional discussion to develop understanding of how NLC Active Literacy, Talk for Writing, and CoPI combine to give comprehensive literacy curriculum, leading to a school policy statement.

Strategic Priority 2: Health and Wellbeing: Review the design, rationale and curriculum pathways of our Health and Wellbeing programme so as to refresh our offer and improving the health wellbeing of our young people.

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Key Actions (How)	*Lead Person	*Timescale	*Comments
Draft a statement / curriculum rationale for Health and Wellbeing for RSMP	GK	August 2021 – Inset 2	Time to consider what we have learned through the pandemic, to take stock of changes within society that are having an impact on the health and wellbeing of our children. Use our reflections to bring a clear focus to our rationale for improvement and change.
Identify strengths and areas for development within our Health and Wellbeing curriculum. (SWOT)	GK	CAT sessions	Professional collegiate discussions to reflect on our current HWB pathways, CfE and the changing needs of young people in the light of pandemic and current culture.
Prioritise, Plan and Begin.	GK	CAT sessions	Secure agreement from staff as to the key priorities and the order for taking these forward. Plan to ensure professional development work needed can be undertaken. Begin the work of developing staff skills, changing our professional practice and ensuring all resources are made available where needed.

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Key Actions (from previous plans)		
<p>Review and amend working practices in light of COVID-19 restrictions, including how we:</p> <p>Teach Health and Wellbeing. Following Covid-19 we recognise the need to prioritise some aspects of children’s H&WB by amending our H&WB curricular pathway / programme.</p> <p>Continue to look for improvements to learning and teaching in Literacy and English.</p> <p>Reengage parents and families in the wider life of the school.</p> <p>Continue to find ways to further improve our equity offer.</p>		

National Improvement Framework Key Priority

Closing the attainment gap between the most and least disadvantaged children.

Contextual analysis:

Our roll for 2021/2022 will be between 215 and 220 school aged children across 9 classes. We have a 40/40 nursery class provision that delivers 1140 hours to all nursery aged children. We also have an enhanced provision Nurture Class of 8 children who travel to Robert Smillie from their base schools across South Lanarkshire Council.

Robert Smillie is currently in the final year of the current Scottish Attainment Challenge programme, in which we have bid for additional funding to bridge the attainment gap in the core areas of literacy, numeracy and health and wellbeing.

We are on this programme as we have a very high number of pupils (90%) who are from SIMD 1 and SIMD 2.

We have children from the Travelling Community who are all in SIMD 3 (about 4%).

From the other 6% of children, some are FME, or have multi-agency support such as social work.

We currently have around 60% of children who receive support – most at class level through adaptations to core programmes.

We look at all our children as our ‘target group’ and we seek to measure their performance against SLC averages and against national averages.

Scottish Government Recovery Planning Additional Teacher Allocation

Staffing Allocation	Rationale of use:	Desired Outcomes:	Impact:
1.2 FTE	With this allocation, coupled with PEF and SAC staffing we are able to offer additional teacher support to all classes. Class teachers and SMT will identify priorities within each class to target children with support needs and gaps in learning.	Ensure that pupils targeted receive additional support to help improve their learning outcomes.	