



Kinlochleven Primary School

ESTABLISHMENT IMPROVEMENT PLAN

SESSION 2024-25



Respect Aspiration Resilience Equity



Overview of National and Local Priorities

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

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

HGIOS/HGIOELC/ HGIOURS		Highland Council Education Priorities		GME Priorities		Health and Social Care Standards	
<ul style="list-style-type: none">• 1.1 Self-evaluation for self-improvement• 1.2 Leadership of 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 <p>Theme 1 Our relationships Theme 2 Our learning and teaching Theme 3 Our school and community Theme 4 Our health and wellbeing Theme 5 Our successes & achievements</p>		<ul style="list-style-type: none">• We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.• We will develop leadership skills at all levels of the system for now and the future, building a culture of empowerment and professional capital.• We will maximise health and wellbeing for all children and young people to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.• We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through provision of high-quality services.		<ul style="list-style-type: none">• Education Scotland Advice on Gaelic Education focus: high quality immersion experiences improving fluency Gaelic ethos• Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase• Initiatives that promote and support the use of Gaelic in the home, in communities and extra-curricular experiences• Activities to support Gaelic language and culture (arts, media, creative industries, workplace)• Local Authority Gaelic Language Plan priority		<ul style="list-style-type: none">• I experience high quality care and support that is right for me.• I am fully involved in all decisions about my care and support.• I have confidence in the people who support and care for me.• I have confidence in the organisation providing my care and support.• I experience a high-quality environment if the organisations provides the premises.	
Establishment Improvement Priorities		Linked NIF Priority	Linked NIF Driver	Linked Highland Priority	Linked QI	Linked GME Priority	Linked H&SCStandard
Raising attainment in Numeracy		Improvement in attainment, particularly in literacy and numeracy	School and ELC improvement	We will raise attainment and achievement for all	1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, teaching, and assessment 2.7 Partnerships 3.2 Raising attainment and achievement	Choose an item.	Choose an item.

Assessment and moderation	Improvement in attainment, particularly in literacy and numeracy	Teacher and practitioner professionalism	We will raise attainment and achievement for all	1.3 Leadership of change 2.3 Learning, Teaching and Assessment 3.2 Raising attainment and achievement/ securing children's progress	Choose an item.	Choose an item.
Raising attainment in literacy	Improvement in attainment, particularly in literacy and numeracy	School and ELC improvement	We will raise attainment and achievement for all	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement/ securing children's progress	Choose an item.	Choose an item.

Action Plans

Improvement Priority 1 Action Plan: Year 1		Raising Attainment in Numeracy		Lead: HT/DHT	
Please detail the information/data which has prompted this work: Inspection outcomes, Achievement of a Level data together with summative and diagnostic assessments identify a need to focus on improving attainment in numeracy.					
Expected outcomes: Increased attainment in numeracy and maths at all levels for all children. Teacher confidence to increase particularly in the planning cycle and ensuring progression for all children. A consistent approach to maths and numeracy across the school Higher learner participation in the creation of success criteria and understanding of the maths and numeracy curriculum.		Measures: SOFA and SNSA as well as Highland Numeracy Diagnostic Assessments Feedback from the children around maths and numeracy lessons and their attitudes toward it Tracking and monitoring will show improved attainment across maths and numeracy for all children. Teacher’s survey shows increased confidence and use of numeracy and maths strategy across the year.		QI 3.2 Raising attainment and achievement 2.3 Planning, tracking and monitoring 2.3 Quality of teaching 2.3 Learning and engagement	
				When? Who? HTs – tracking meetings/focus groups CTs – use of maths planners and progressions criterion All – ACEL and NSA analysis HTs – teacher survey August 2024 and May 2025	



Using a range of resources to take a developmental approach to basic facts, knowledge and strategy.	Ensuring staff have adequate and robust training for the resources they pick to use and understand the effective implementation.	2.3 Quality of teaching	HT to gather feedback from children through focus groups	
Contextualised learning that is meaningful and links to skills for life and work.	Shared planning opportunities across classes and with Numeracy Support Officer.	2.2 Skills for life, learning and work	Learning observations	
All staff to use the Highland Numeracy resources effectively and consistently.	Planning meetings to reflect progressive and engaging planning	2.3 Planning, tracking and monitoring	Review planning at tracking meetings	
QI 1.5 Management of Resource		QI 1.3 Leadership of Change	QI 1.1 Self-evaluation for self-improvement	
Implementation/Actions	Time Resource	Who?	When?	Progress
Survey teachers to gauge understanding and confidence as a baseline at the start of the session.	HT	August 2024	Google Survey from NSO	HT to send link to teachers. Feedback gathered and impact noted. Feedback to inform next steps.
Gather baseline information via SNSA, SOFA, assessment mechanisms used within the school for Numeracy, Highland Numeracy Diagnostic Assessments and ACEL judgements based on benchmarks.	CT/SLT	August 2024	School tracking	SLT to analyse data throughout the year and use information to support discussions during planning and tracking meetings.
Refreshed Highland Numeracy Framework and planners to be shared with all staff involved.	SLT/ER	June - August 2024	Refreshed HNP Framework & Planners (accessed via Sharepoint)	SLT to monitor confidence and use through planning & tracking meetings. (termly)



Three Numeracy CAT sessions set aside across the year. The focus will be set in discussion between the Numeracy Support Officer and the staff involved. 1. 27 August 2024 2. TBC 3. TBC	SLT Teaching Staff PSAs Emily Ross Numeracy Support Officer (NSO)	June 2025	Materials shared on Numeracy Google Classroom/ Sharepoint	Finalised WTA to reflect time set aside for priority Through discussion and using materials shared on a Numeracy Google Classroom/Sharepoint set up by NSO.
Survey teachers to measure impact on how understanding and confidence of Numeracy has improved.	HT	June 2025	Google survey from NSO	HT to send link to teachers. Feedback gathered and impact noted. Feedback to inform next steps.
Gather information via SNSA, SOFA, assessment mechanisms used within the school for Numeracy and ACEL judgements based on benchmarks. Compare to baseline from August 2024 to measure impact.	CT/SLT	June 2025	Tracking and assessment information	SLT to analyse data throughout the year and use information to support discussions during planning and tracking meetings.

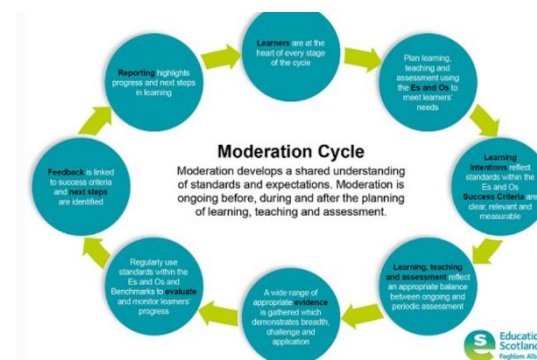
Improvement Priority 2 Action Plan: Year 2	Assessment and moderation – Moderation Collaborative	Lead: Class Teachers
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Please detail the information/data which has prompted this work:

To support a continued focus on improving learning and teaching need to consider how practice in our school compares to the process in the moderation cycle. As a team we need to establish which parts of the moderation cycle require a stronger focus.

Attainment will be tracked at an individual level using formative and summative strategies to gauge the progress of individual learners. As part of our planning and tracking meetings we need to ensure we are confident in our understanding of the standards embedded within the Experiences and Outcomes and that any gaps in progress are addressed in our ongoing planning of learning. Participation in the Moderation Collaborative will support us to ensure our judgements about learner progress are robust and reliable.



Expected outcomes:

By June 2025, data will show that all staff are using the tools to support moderation and inform learning and teaching.

By November 24, all staff will have analysed NSA and SOFA data and have planned interventions for those children not on track.

By June 2025, school tracking data will indicate increasingly accurate judgements in overall Literacy and Numeracy across the schools involved.

By June 25, almost all staff report improvement in teacher confidence in making ACEL judgements.

Measures:

Feedback from staff shows increased knowledge of moderation tools and are using them to support judgements.

SLT focus groups of pupils for Literacy and Numeracy will be carried out.

Surveys indicate almost all teachers in our school report increased confidence in analysis of data using the different reports in NSA/SOFA which has led to planning to address any gaps.

Tracking data in HT/CT attainment meetings will show borderline pupils decreasing as judgements are based on valid and reliable evidence.

Surveys at the end of the session will report increased confidence of class teachers in making ACEL judgements.

QI

2.3 Use of assessment

3.2 Attainment in literacy and numeracy

2.3 Use of assessment

2.3 Planning, tracking and monitoring

2.3 Quality of teaching

When? Who?

HT/CTs June 2025

HT November 2024

HT June 2025

HT/CTs at tracking meetings on ADD DATES

HT/CTs June 2025

QI 1.5 Management of Resource

QI 1.3 Leadership of Change

QI 1.1 Self-evaluation for self-improvement

Implementation/Actions (Please adapt to suit)	Time Resource	Who?	When?	Progress
HT's complete Google survey to register interest and identifies who will take the lead in the training sessions.	5 mins	HT	By 27 th May 2024	
Prior to first training session: School completes the <u>Assessment and Moderation Self-evaluation toolkit</u> . Head teacher and QAMSO/lead complete this to highlight areas of strength and development needs. This can also be linked into the SSES document to evidence evaluation of 2.3.	30mins	HT/Ass/Mod leader	By August 28 th 2024	
Training session 1:- QAMSO or Ass+Mod lead attends training.	1.5 hours	QAMSO or Ass/Mod school leader	August 28th	
After the training session: - Lead completes the Google form to inform which aspect of the training they are going to use within their own class. HT discusses with the lead which area/areas will be focused on e.g. planning for assessment, moderation cycle etc as part of whole school priority.	10 mins	QAMSO or Ass/Mod school leader and HT	Google form completed by 6 th September 2024	
Review session: Professional dialogue focused on chosen area. You will then have time to plan and resource your planned school network activity as discussed and agreed with HT.	1 hour	QAMSO or Ass/Mod school leader	2 nd October 2024	
Term 2 in schools: Dates to be arranged at school Session 1 – QAMSO/Ass+Mod Lead training session with their school staff	1.5 hours	QAMSO or Ass/Mod school leader and HT/SLT	Term 2 (dates to be arranged by school)	



<p>HT and QAMSO/Ass+Mod Lead agree dates for the training and the resources to be used. This would be based on self-evaluation evidence.</p> <p>The sessions would then link into HT and CT attainment meetings, with the resources used to support teacher judgement around pupils who were on track or requiring interventions.</p>				
<p>Session 2 – QAMSO/Ass+Mod Lead Review session with school staff (dates to be decided at school level)</p> <p>HT and QAMSO/Ass+Mod lead would lead a session reviewing the resources that had been used to evaluate their effectiveness.</p>	1.5 hours	QAMSO or Ass/Mod school leader and HT/SLT	Term 2 (dates to be arranged by school)	
<p>All class teachers (P1-P7) would record their predictions into P+A to show who is on track/not on track/borderline to achieve.</p>	1 hour	All staff	November 2024	
<p>Module 2:- January 15th 2025</p> <p>Training session for QASMO/Ass+Mod lead</p>	1.5 hours	QAMSO or Ass/Mod school leader	January 15 th 2025	
<p>After the training session:-</p> <p>QAMSO/Ass+Mod lead complete the shared paperwork with a focus on borderline children and benchmark gaps that have not been evidenced. This is shared with HT during attainment meeting to discuss how gaps are being addressed.</p>	1 hour	QAMSO or Ass/Mod school leader		
<p>P1,4 7 class teachers</p> <p>Attainment template completed after termly attainment meetings with class teachers</p>	1.5 hours	Class teachers	February 2025	
<p>Attainment meeting</p>	1.5 hours	HT and CLO	February 2025	



HT and CLO will meet for February attainment meeting to discuss data.				
Review session:- This session would be an opportunity to discuss what you found helpful in the supporting documentation, any areas requiring further support as well as an opportunity to discuss any questions that you may have as a result.	1.5 hours	QAMSO or Ass/Mod school leader	March 13th 2025	
Term 4 in schools: Dates to be arranged at school level QAMSO/Ass+Mod Lead Session 1 of Module 2 HT to decide on the following:- <ul style="list-style-type: none"> ❖ Is this a whole school focus ❖ P1, P4, P7 focus ❖ or a specific stage due to context QAMSO/Ass+Mod lead the training using shared presentation. HT to oversee completion of the paper work as a school and identify if any judgements had changed based on the body of evidence collated. HT may also decide to link up with cluster school or it may be part of ASG shared priority.	1.5 hours	QAMSO or Ass/Mod school leader and HT/SLT	Term 4 (dates to be arranged by school)	
May ACEL data submission All staff will update P+A with children's progress and ACEL data in preparation for reports. HT will quality assure ACEL data – how does this link in with identified pupils in the moderation paperwork/attainment meetings	As per working time agreement	Class teachers HT/SLT	Term 4 (June)	



HT will submit snapshot of data to LA				
Session 2 – QAMSO/Ass+Mod Lead Review session with school staff (dates to be decided at school level) HT/QAMSO will discuss feedback with staff as part of self-evaluation of 2.3 and 3.2 using HGIOS starter questions. SSES document can be updated with self-evaluation evidence. LA Google form completed to highlight any further development needs for future session.	1.5 hours	QAMSO or Ass/Mod school leader and HT/SLT	Term 4 (dates to be arranged by school) Google form completion by end May 2025	

Improvement Priority 3 Action Plan: Year 1	Raising attainment in literacy ➤ Reading comprehension ➤ Listening and talking	Lead: Primary DHT	
Please detail the information/data which has prompted this work: Inspection outcomes, Achievement of a Level data together with summative and diagnostic assessments identify a need to focus on improving reading comprehension skills and listening and talking skills.			
Expected outcomes: Increased attainment in reading comprehension and listening and talking at all levels for all children. Teacher confidence to increase particularly in the planning cycle and ensuring progression for all children.	Measures: SOFA and SNSA as well as agreed diagnostic assessments. Feedback from the children around literacy lessons and their attitudes toward it.	QI 3.2 Attainment in literacy 2.3 Planning, tracking and monitoring	When? Who? All – ACEL and NSA analysis SLT – tracking meetings/focus groups CTs – use of planners and progressions criterion



A consistent approach to teaching reading and listening and talking across the school.	Learning observations and views show staff have adequate and robust training for the resources they pick to use and understand the effective implementation.	2.3 Quality of teaching	x2 SLT (Term 1, Term 3) x2 Peer (Term 2, Term 4)	
Higher learner participation in the creation of success criteria and understanding of their progress and next steps in reading and listening and talking.	Tracking and monitoring will show improved attainment across reading and listening and talking for all children.	2.3 Quality of teaching	SLT Class Teachers	
Contextualised learning that is meaningful and links to skills for life and work.	Learning observations show literacy experiences are grounded in real-life contexts. Children are observed to apply their literacy skills across their learning.	2.2 Skills for life, learning and work	x2 SLT (Term 1, Term 3) x2 Peer (Term 2, Term 4)	
QI 1.5 Management of Resource				
QI 1.3 Leadership of Change				
QI 1.1 Self-evaluation for self-improvement				
Implementation/Actions	Time Resource	Who?	When?	Progress
Gather baseline information via SNSA, SOFA, assessment mechanisms used within the school for reading and listening and talking, SOFA and ACEL judgements based on benchmarks.	Tracking meetings x4 across the session (1 hour per class/per term)	Class Teachers SLT	Term 1 wk beg 30 th September Term 2 wk beg 9 th Dec Term 3 wk beg 24 th March Term 4 wk beg 26 th May	SLT to analyse data throughout the year and use information to support discussions during planning and tracking meetings.
Opportunities for children to develop skills in talking in different contexts and to different audiences to be identified in planning at class and whole school level.	Planning to be reviewed at tracking meetings x4 across the session (1 hour per class/per term)	Class Teachers SLT	Term 1 wk beg 30 th September Term 2 wk beg 9 th Dec Term 3 wk beg 24 th March Term 4 wk beg 26 th May	
Staff professional reading and discussion:	1hr	Class Teachers	September in-set	



Literacy across learning: Principles and practice (education.gov.scot)		SLT		
Literacy lead to work with DHT to review, design and agree consistent approaches to the planning, tracking and monitoring of reading and listening and talking.	x1 day supply cover in term 1, 2 and 3	Class Teacher - TBC	Confirm with supply	
Training – sign up on CPD site Listening and talking training – planning and assessment (session 1)	1hr 15mins	Class Teachers	26.08.2024	
Training – sign up on CPD site Comprehension training – making connections (session 1)	1hr	Class Teachers	08.10.2024	
Training – sign up on CPD site Listening and talking training – oral and group discussion (session 2)	1hr 15mins	Class Teachers	28.10.2024	
Training – sign up on CPD site Reading – whole class shared reading	1hr 15mins	Class Teachers	12.11.2024	
Training – sign up on CPD site Comprehension training – predication and inference (session 2)	1hr	Class Teachers	19.11.2024	
Training – sign up on CPD site Listening and talking training – debating and philosophy (session 3)	1hr 15mins	Class Teachers	25.11.2024	
Training – sign up on CPD site Reading at First Level	1hr 15mins	Class Teachers	28.11.2024	
Training – sign up on CPD site Reading at Second Level and Third Level	1hr 15mins	Class Teachers	04.12.2024	



Training – sign up on CPD site Dyslexia and reading	1hr 15mins	Class Teachers	11.12.2024	
Training – sign up on CPD site Comprehension training – questioning (session 3)	1hr	Class Teachers	14.01.2025	
Training – sign up on CPD site Comprehension Training - Monitoring and Visualising (session 4)	1hr	Class Teachers	11.02.2025	
Training – sign up on CPD site The gradual revealing of text	1hr 15mins	Class Teachers	12.02.2025	
Training – sign up on CPD site Comprehension Training - Summarising (session 5)	1hr	Class Teachers	18.03.2025	
Training – sign up on CPD site A Whole School Approach to tracking progress and literacy difficulties	1hr 15min	Class Teachers	27.05.2025	
Gather information via SNSA, SOFA, assessment mechanisms used within the school for reading and listening and talking and ACEL judgements based on benchmarks. Compare to baseline from August 2024 to measure impact.	2 hours	Class Teachers SLT	June 2025	SLT to analyse data throughout the year and use information support discussions during planning and tracking meetings.

