



Ben Wyvis Primary and ELC

ESTABLISHMENT IMPROVEMENT PLAN

SESSION 2023-24

GROWING TOGETHER AND INSPIRING EACH OTHER: CARING, COURAGEOUS, CURIOUS AND CONNECT.



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&SC Standard	
Learning Teaching and Assessment	Improvement in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> • School and ELC improvement • Curriculum and assessment 	We will raise attainment and achievement for all	3.2 Raising attainment and achievement/securing children's progress 2.3 Learning, teaching and assessment	Choose an item.	I experience high quality care and support that is right for me	

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Health and Wellbeing	Improvement in children and young people's health and wellbeing Placing the human rights and needs of every child and young person at the centre of education	<ul style="list-style-type: none"> School and ELC improvement 	We will maximise health and wellbeing for all children and young people	3.1 Ensuring wellbeing, equality and inclusion	Choose an item.	I am fully involved in all decisions about my care and support
Early Learning and Childcare	Improvement in children and young people's health and wellbeing Improvement in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> School and ELC improvement 	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.	3.2 Raising attainment and achievement/Securing children's progress 3.1 Ensuring wellbeing, equality and inclusion	Choose an item.	I experience high quality care and support that is right for me I experience a high-quality environment if the organisations provides the premises.

ASG Developments in yellow

3 Action Plans

Improvement Priority 1 Action Plan:	Learning, Teaching and Assessment	Lead: Head Teacher			
<p>This project has been developed in response to dips in attainment in writing. Last session we introduced trackers for attainment which need to be developed, ensuring that they inform our practice. Feedback from parents and pupils has also led to these areas being prioritised within the School Improvement Plan, identifying the need to share next steps and displaying more pupil work. A collaborative lead visit also identified learning and teaching as an area for improvement. Teaching staff evaluated the current practice within learning and teaching as satisfactory. Although this is progress from our self-evaluations last session we have identified areas for improvement.</p> <p>As this is a national priority and The Highland Council education priority we will also be working as an ASG (Associated Primary Group) to ensure that assessment and moderation practice is collegiate, transparent and of high quality in order to inform next steps. Working collegiately will ensure equity across a varied ASG including pupils from disadvantaged backgrounds.</p>					
Expected outcomes:	Measures:	QI	When? Who?		
<ul style="list-style-type: none"> Increased attainment in writing. Tracking system in use across the whole school informing practice and experiences for learners. 	Formative and Summative Assessments Scottish Online Formative Assessments (SOFA): P2,3,5,6	3.2 Raising attainment and	HT/ DHT/ CT		

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<ul style="list-style-type: none"> Shared understanding and increased knowledge of benchmarks and what achievement of a level looks like ELC to P7 	Scottish National Standardised Assessments (SNSA): P1,4,7 SOFA assessments Moderation of assessment and tracking: Highland Trackers Best Practice Visits Teacher/EYP observations Jotter Sampling ACEL data – P1, P4 and P7. Highland Numeracy Progression (HNP) assessments	achievement/securing children's progress 2.3 Learning, teaching and assessment	Monitoring calendar – throughout session. Termly planning and attainment conversations ACEL data – twice a session DHT with CTs	
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
Review our current approach to profiling. Develop consistency across the school. Ensure learners profiles are shared through progression week more frequently.	Collegiate	SMT and CTs	Term 1-4	
Review and develop our Learning and Teaching Policy with pupils and staff and parents	Parent session x 2 Pupil session x 2 Staff collegiate x 1 Inset session x 1	Parents and SMT Pupils and SMT SMT and CTs SMT and all staff	Term 1 and 2	
Teaching staff to attend training on Writing, reviewing whole school approach and benchmarks. Ensure children are aware of next steps in learning.	5 collegiates	CTs	Terms 1-4	
Develop the use of wall displays to support the learning and teaching within the classroom for literacy. Writing learning visit	Collegiate x1 Learning visit x2	CTs SMT x 1 and peer x1	Terms 2,3	
Role of Literacy Leaders to be developed	5 meetings	CT lead and pupils 2 per class	Terms 1-4	
PEF support to targeted groups and individuals for literacy and numeracy.	PEF PSA time	PEF PSA and Teacher	3 days PSA 2 days teacher	
Consistent use of orange slice assessment tool for writing.	2 x 45mins	CTs and DHT	Term 2 and 4	



Parental engagement session with a focus on writing.	1x 1 hour	PEF teacher SMT CTs	Term 3	
ASG tracking, data and attainment	2 x collegiate	ASG HTs and CTs	22.08.23 16.01.23	
SNSA/ SOFA training for all teaching staff across Dingwall ASG	CT: 1x collegiate 90mins PSAs: 1x session	ASG HTs and CTs	31.10.23 12.09.23	
ASG Literacy training on HLP and resources available for learning and teaching	CT 1 x collegiate	ASG HTs and CTs	tbc	
ASG Literacy moderation of writing Teachers to be split into stages. Bring 3 pieces of writing for moderation – top, middle and bottom. Choose a piece of writing which matches the benchmarks. Moderation of writing and exemplar piece at end of level to be collated and bound for a reference book across the ASG.	1x session inset	HT and CT	12.09.23	
ASG Numeracy – training how to use the HNP online numeracy assessments	1 x collegiate	HT and CTs	tbc	
ASG Using digital tools to raise attainment in literacy and numeracy. Training session for all PSAs on use of, for example, Read and Write	Inset training sessions	HC Digital Lead and PSAs	12.09.23	
ASG ELC: Mairi Mackay and Gillian Semple to talk to staff re: benchmarks and raising attainment. Care inspectorate guidelines and inspection process. Cross moderation – learning journals	Inset training	Childcare Manager and EYESO with ELC staff	21.02.23	
ASG Self-evaluation and next steps Entire ASG to review, evaluate and inform next steps of this year's SIP.	Inset training session	HT/ CT/ ELC/ PSAs	2.5.23	



Improvement Priority 2 Action Plan:	<i>Health and Wellbeing</i>		Lead: Head Teacher Catriona McDowall Depute Head Teacher Emma Dalseme		
<p>Last session an improvement priority focused on wellbeing with the aim of increasing engagement and readiness to learn. We used PEF funding to put targeted interventions in place. We received positive feedback from staff, parents and pupils and would like to build on this across the whole school, developing a whole school approach. Feedback after parent appointments (ELC to P7) recognised the progress made to support children with anxiety and emotions, however recognised the need to build on positive play and active experiences for our learners.</p> <p>Staff self-evaluation recognised the progress made last session but identified playtime experiences as an area to focus on. The pupil council carried out a survey about play experiences which also identified the playground as a priority. All children who took part could identify areas for improvement.</p> <p>When we set up the Literacy Leaders we became aware that the children don't know each other across the school, only 5 out of 22 children knew each other. We recognised to the need to build relationships and encourage the children to interact across stages. Due to the pandemic many of our children in their younger years were unable to interact with peers. Some of our parents highlighted building relationships as an area to develop.</p> <p>Rights Respecting Schools is a national priority and is part of the NIF and HSCS (Health and Social Care Standards), we have agreed as an ASG that placing the human rights and needs of every child and young person at the centre of education would be a key driver for school improvement. This will also build on last years improvement developing pupil voice.</p>					
<p>Expected outcomes: Improved ethos impacting positively on learning experiences Children are healthier and know how to keep safe, active and healthy. Progression for Health and Wellbeing being used consistently across the school. Achievement of Bronze Rights Respecting Schools. School community will have a clear understanding of what Rights Respecting School means. Children will have opportunities to explore and play within the playground, engaging in rich learning experiences. Children will feel happy and safe within the playground building friendships with a wide range of peers.</p>	<p>Measures: Wellbeing wheel Termly planning and attainment conversations Playground incidents and accidents log Survey to pupils, staff and parents. Playground observation HGIOURS</p>	<p>QI 3.1 Ensuring wellbeing, equality and inclusion</p>	<p>When? Who? CTs with pupils SMT with CTs SMT Parents, pupils and staff.</p> <p>Wellbeing Wheel term 1 and 4 Playground log term 1 and 3 Survey term 3</p>		
		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	
Aigas Session for ELC to P7 through PEF funding	50 min session per class	ELC to P7 – HT	Term 2		



Health and Wellbeing focus weeks – nutrition and keeping ourselves safe	2 x focus weeks	ELC to P7	20.11.23 3.6.24	
Review the daily mile and 2 hours PE	Inset 30 mins	CTs	14.8.23	
Whole school 'house' activities	2x40 mins class time	CTs	8.12.23 16.2.24	
Set up playground friends and develop playground experiences	Timetable with termly check ins Inset and pupil council	All staff and children	Term 1-4	
Set up community sharing shed for non-perishable produce (shelved and ready to be used).	Class project	CT	Term 1-4	
ASG Health and Wellbeing Moderation Introduction to Glasgow wellbeing profile THC health and wellbeing resources (SharePoint). Staff /pupil questionnaire on wellbeing	In service In class	Simon Scott, ASG	11 th & 12 th September 2023 Term 2	
ASG Sign up to the Rights Respecting schools using UNCRC website (free to all Highland Schools) Notify school community that we are working on the RRSA	Term 1-2	HT/RRS Lead/ Pupil steering group	August – December 2023	
ASG Familiarise pupils and staff with UNCRC during lessons and whole school assemblies	Term 1-2	HT/RRS Lead/ Pupil steering group	August – December 2023	
ASG Pupil led steering group with a mix of all ages Complete school questionnaire	Term 1-2	HT/RRS Lead/ Pupil steering group	August – December 2023	
ASG Review school practice against silver checklist for each of the RRSA strands	Term 1-2	HT/RRS Lead/ Pupil steering group	August – December 2023	
ASG Complete action plan for silver Contact RRS Advisor (Professional Advisor Scotland North)	Term 1-2	HT/RRS Lead/ Pupil steering group	August – December 2023	



Improvement Priority 3 Action Plan:	Early Learning and Childcare	Lead: Principal Teacher – Nicola Ghee Senior EYP – Jo MacColl	
<p>We have been in our new nursery for 1.5 years and with the increase in the number of ELC pupils we have recognised the need to focus on the environment and quality interactions. With a new management team appointed in March 2023 and consistency in staffing it is the ideal time to develop our approach to planning. Feedback from Care Inspectorate, staff, parents and pupils all contributed to this priority, in addition to learning visits. The Care Inspectorate feedback in March 2023 identified Health and Wellbeing and Learning Experiences as areas for improvement in addition to developing the ELC environment. Children within OOSC would also like to develop the environment, with a particular focus on the outside space. Through floorbooks the ELC children have identified the grassy area in front of nursery as a focus for development. They would love to have the extra space for play outdoors.</p> <p>Parents have agreed that developing the outdoor space would be beneficial in addition to building peer relationships following the pandemic. Care Inspectorate feedback identified that although our quality assurance calendar is in place we need to develop a more robust approach to self-evaluation</p>			
<p>Expected outcomes:</p> <p>The children will be safe and healthy.</p> <p>The environment will allow for calm, quiet opportunities, in addition to stimulating indoor and outdoor experiences and help them to regulate themselves or their emotions.</p> <p>High quality observations and interactions.</p> <p>Consistent approach to planning that balances responsive and intended planning.</p> <p>Children are challenged and supported to follow own interests through play</p> <p>Robust quality assurance process in place feeding into next steps. Floor books and mind maps will be fully implemented to record all learning and plan next steps</p>	<p>Measures:</p> <ul style="list-style-type: none"> • Observations in profiles • Developmental Overviews • HT's monitoring - Profile and planning monitoring records • Self-evaluation floor book – comments from staff, families and children • Weekly focus sheets. • Weekly parental focus sheets. 	<p>QI</p> <p>3.2 Raising attainment and achievement/Securing children's progress</p> <p>*The Quality Framework :</p> <p>1.1 Nurturing care and support.</p> <p>2.1 Quality of the setting for care, play and learning.</p> <p>3.1 Quality assurance and improvements are well lead</p> <p>Health and Social care standards:, 4.7,4.19- 5.20,5.23,</p> <p>*Realising the ambition</p> <p>5.3 Early childhood curriculum and</p>	<p>When? Who?</p> <p>ELC staff SEYP PT</p>



			Pedagogical leadership. 2.3– Being me 3.1 How I grow and develop. 3.1 Ensuring wellbeing, equality and inclusion	
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
Health and Wellbeing Monitor handwashing, use of water bottles and hygiene e.g. self-serving snack.	Term 1 observation	HT , PT, SEYP and key workers	Term 1	
Health focus week – friendships and keep each other safe	2x week of experiences	HT , PT, SEYP and key workers	Term 2 and 4	
Introduction of new resources to create cosy/ quiet spaces with ELC and OOSC. Staff to explore effective use of space. Staff to visit another ELC setting with a focus on the environment	Inset	HT , PT, SEYP and key workers	Term 1-4	
Develop displays – include more environmental print. Staff to visit other ELC settings Develop current practice	Inset visit inset	All ELC staff	Term 3	
Develop a consistent approach to recording observations which captures children’s progress and supports planning for next steps.	Staff meeting Modelling Inset	HT , PT, SEYP and key workers	Term 1 and 2	
Calendar of learning visits and monitoring to be developed. Monitoring of profiles to ensure next steps and progression are always evident. 2 x learning visits SMT 2x learning visits SEYP and EYESO	45 min visit each room	HT and PT	Term 1 Term 2 and 3 Term 4	

Peer to peer staff learning visits x 1				
Develop resources: include more natural resources and outdoor play resources	Term 1 and 2	All ELC staff	Term 1 and 2	
ELC staff to attend Self Evaluation Training	Inset (am)	All ELC staff	Term 3	
Planning in the moment to provide a balance of responsive and intentional planning that supports learning and developmental needs of all children. Further training for staff for planning in the moment 8 staff members.	Staff meetings and inset Full day x 8	All ELC staff EYPs	Term 1-4 Term 1-4	
Introduce a floorbook approach to recording self-evaluation and the setting's improvement journey.	Inset Staff meetings	All ELC staff	Term 1 and 2	
Planning and attainment conversations to focus on pupil needs and next steps	X4 conversations	PT and EYPs	Term 1,2,3,4	
Develop staff knowledge of benchmarks	1x inset	PT and EYPs EYESO and Childcare manager	21.3.24	
PEEP Learning together sessions for families. Working in collaboration with other professionals. Train 2 more staff.	Weekly/ fortnightly 2 days per staff member	SEYP and EYPs EYPs & PT	Term 1-4	
Training focussing on high quality interactions	inset	All ELC staff + EYSO	Sept 23	
Aigas sessions x1 through PEF funding	1 session per class	All ELC and Aigas	Term 3	
Review and develop literacy policy	Staff meeting Parent consultation Pupil participation	All ELC staff, parents and pupils	Term 1-4	

