



Smithton ELC and Primary

ESTABLISHMENT IMPROVEMENT PLAN

SESSION 2023-24



Contents

1. Improvement Project 1
2. Improvement Project 2
3. Improvement Project 3
4. Improvement Project 4
5. Additional Tasks

Improvement Project 1: Financial Education

Purpose: To ensure best practice across the school for 21st century financial understanding and to promote family engagement around financial understanding and concepts.

Priorities

NIF Priority:

Closing the attainment gap between the most and least disadvantaged children

NIF Driver:

Parent/carer involvement and engagement

HGIOS/HGIOELC Quality Indicator:

2.2 Curriculum

HGIOURS Theme:

Our learning and teaching

Highland Council Priority:

We will ensure the highest quality of learning and teaching for each and every learner

RESOURCES	ACTIVITIES	EVIDENCE	SHORT TERM IMPACT (weeks/months)	MEDIUM TERM IMPACT (months/years)	LONG TERM IMPACT (years/decades)
Staff Volunteers Time Money Research base Materials Equipment Technology Partners	Conduct <ul style="list-style-type: none"> - Workshops - Meetings Deliver <ul style="list-style-type: none"> - Services Develop <ul style="list-style-type: none"> - Products - Curriculum - Resources Train Provide Assess Facilitate Partner Work with	Plans Events Topic Areas Articles Participation Community involvement	Learning Awareness Knowledge Attitude, Skills Opinions Motivations Aspirations Staff will decide what stays and goes in the financial curriculum and decide on benchmarks for each level as a moderation exercise.	Action Behaviour Practice Decision making Policies Social action Parents will join in for budgeting sessions at school and for home learning. YP will role play with cashless improvisations and understand the concept of transactions	Conditions Social Economic Civic Environmental Young people will be more in control of their finances and understanding value of earnings, givings and budgeting

CONTEXT/CONDITIONS OF YOUR WORK

This was in the improvement plan the first year of COVID but there were constant disruptions, and we were unable to tackle this whole school and as an opportunity to engage with families. Instead of just working within ten and costing items as 1p or 2p we need to make this more realistic e.g. working withing £10. We also need to consider cashless society, benefits, wages, etc and the concept of money and exchange. This can be a whole school from ELC to P7 project including enterprise and DYW. We already work closely with Christians Against Poverty for P7 and for parents so this would be our community focus brought into school as well. The previous lead for this improvement retired so the new DHT will take this through the year.

In-Depth Action Plan 1

Implementation Process <i>(Actions – detail of how you aim to achieve the desired impact)</i>	By whom <i>(Use positions or group titles.)</i>	Time scale and Progress <i>(Be specific – do not use ongoing. Can traffic light to indicate status)</i>	Resources <i>(Any costs inserted here should be major spend relating to equipment or training)</i>	Monitoring <i>(This should state how and by whom and may related to particular desired outcomes or individual actions)</i>
Many Banks have Financial Educational packages for schools. Undertake an audit of these and suitability to attach to ACfE levels.	J.L	End of October 2023	Should all be available on-line	J. L - J. L has undertaken Northern Alliance cpd to develop play pedagogy and the theme is Financial Ed. Trial use of P3 level activities related to banking educational packages
Implement trial P3 Financial Ed play package that integrates cross curricular.	J. L	End December	As above assimilated and stored to fit in with levels	JL to record progress and use this as a stimulus for INSET discussion.
Financial Education week to include parents. Week long life skills related family friendly financial education activities. Some specialist people will be invited to a workshop day for parents including citizens advice, banking bodies, community persons. Pupils presentations and games made.	J. L	TERM 4	Money aware professionals invited to workshops.	Build up of resources to organize a week of financial awareness linking in with Es and Os.
Financial Education IDL theme for all classes last term utilizing a stimulus pack following on from J. L trial in P3.	All teachers	Term 4	Pack for each ACfE stage	Success level indicated by IDL context week where a Financial Education question is created and answered by pupils concerned.
Evaluation:				
Evidence: <i>Has J. L 's Northern Alliance cpd had an impact on the direction of Financial Ed support for all ages/stages? How have pupils gained knowledge, skills and experiences for financial educational programs? How has the school and community benefitted from Financial Education week in school? Is there a legacy of continuing work for Smithton Primary to continue to promote Financial Education?</i>			<i>Financial education week taken place with evaluative comments Children actively using financial language in their self, peer and collective evaluations of work undertaken. Packages ready for implementation following year.</i>	
Key				
Establishment/Cluster wide action	ELC based action	Primary based action	Secondary based action	School specific action (if cluster)



Believe! You Will Achieve!



Improvement Project 2: Knowledge and Strategies

Purpose: To embed numeracy knowledge and strategies and to apply these skills using problem solving techniques and using concrete materials from ELC – P7

Priorities

NIF Priority:

Improvement in attainment, particularly in literacy and numeracy

NIF Driver:

Curriculum and assessment

HGIOS/HGIOELC Quality Indicator:

2.3 Learning, teaching and assessment

HGIOURS Theme:

Our learning and teaching

Highland Council Priority:

We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation

RESOURCES	ACTIVITIES	EVIDENCE	SHORT TERM IMPACT (weeks/months)	MEDIUM TERM IMPACT (months/years)	LONG TERM IMPACT (years/decades)
Staff Volunteers Time Money Research base Materials Equipment Technology Partners	Conduct <ul style="list-style-type: none"> - Workshops - Meetings Deliver <ul style="list-style-type: none"> - Services Develop <ul style="list-style-type: none"> - Products - Curriculum - Resources Train Provide Assess Facilitate Partner Work with	Plans Events Topic Areas Articles Participation Community involvement	Learning Awareness Knowledge Attitude Skills Opinions Motivations Aspirations Raise profile of knowledge and skills Ensure all are familiar with Highland Numeracy from ELC to P7 Identify interventions to support learning Identify ways to provide depth to those who are performing beyond their level	Action Behaviour Practice Decision making Policies Social action Review current Smithton programme including trackers and moderation using benchmarks ELC – P7 Consistent approach that has flexibility for learning Parent/all staff understanding of methodology so there is no confusion for the young people	Conditions Social Economic Civic Environmental Number confidence, knowledge and strategies used. Application of number to money and all aspects of maths with confidence Estimation skills better so there is less wastage e.g. use of water

CONTEXT/CONDITIONS OF YOUR WORK

Having a number of staff changes over the last six years has disrupted our whole school policy of applying the Highland Numeracy Programme from ELC to P7 in a coherent way for planning, assessing and teaching methodology. This is an ideal time to embed these concepts and as the PT was the lead development officer for a time across Highland, she is willing to take this on to support all staff and parents around home learning. All staff need to go back and check that all foundations are there and to take this forward to applying for problem solving and creativity. More time is

required for staff to learn how best to use e.g. numicon across the levels and the value of concrete before abstract. A debate about 'chimney sums' particularly with parents will be interesting this year!



In-Depth Action Plan 2

Implementation Process <i>(Actions – detail of how you aim to achieve the desired impact)</i>	By whom <i>(Use positions or group titles.)</i>	Time scale and Progress <i>(Be specific – do not use ongoing. Can traffic light to indicate status)</i>	Resources <i>(Any costs inserted here should be major spend relating to equipment or training)</i>	Monitoring <i>(This should state how and by whom and may related to particular desired outcomes or individual actions)</i>
To be completed by PT August 2023				
Calendar for Diagnostic assessments to be created and shared with staff <ul style="list-style-type: none"> Recording and grouping using results 	IG / KM	Aug – Sept '23 Sept Inset (half day)	Digital Diagnostic Assessments Groupings Sheet	Sept Inset Departmental Meetings SMT Classroom observations & CT attainment meetings
Pedagogy: *Knowledge / Strategy for number and number processes * All staff to understand the difference between knowledge and strategy * Encourage connected teaching of knowledge and strategy * Basic Facts – games: card games etc	IG / KM	June '24	Highland Numeracy Progression Card games	Departmental Meetings SMT Classroom observations & CT attainment meetings
*Teaching Model – Concrete / Pictorial / Abstract * Develop understanding of principles of the Teaching Model for CTs * New concepts - concrete materials used * Examples of materials and how to use them – Numicon, ten frames, Cuisenaire rods * Revision of Thinkboards * Audit of resources	IG / KM	June '24	Concrete materials audit	Departmental Meetings SMT Classroom observations & CT attainment meetings
*Stages of Thinking * Teaching approaches revised * structure and delivery - weekly timetables	IG / KM	June '24	PowerPoint	Departmental Meetings SMT Classroom observations & CT attainment meetings

Evaluation:

(Write key questions to use at planned review times during the session – you can use the linked Challenge Questions in HGIOS, HGIOELC and HGIIOUS. Use these with learners, staff and partners to evaluate progress towards meeting the desired outcomes. This will help you write in evaluative language and will be used to inform your next Standards and Quality Report.)

Evidence:

(List key sources of evidence - be specific; average attendance levels, baseline attainment information, survey results)

Key



Establishment/Cluster wide action	ELC based action	Primary based action	Secondary based action	School specific action (if cluster)
-----------------------------------	------------------	----------------------	------------------------	-------------------------------------



Improvement Project 3: Practical maths

Purpose: To experience maths in the environment and applying knowledge and strategies of numeracy to shape, measure and data handling

Priorities

<p>NIF Priority: Placing the human rights and needs of every child and young person at the centre</p> <p>NIF Driver: School and ELC improvement</p>	<p>HGIOS/HGIOELC Quality Indicator: 2.2 Curriculum</p> <p>HGIOURS Theme: Our learning and teaching</p>	<p>Highland Council Priority: We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

RESOURCES	ACTIVITIES	EVIDENCE	SHORT TERM IMPACT <small>(weeks/months)</small>	MEDIUM TERM IMPACT <small>(months/years)</small>	LONG TERM IMPACT <small>(years/decades)</small>
<p>Staff Volunteers Time Money Research base Materials Equipment Technology Partners</p>	<p>Conduct</p> <ul style="list-style-type: none"> - Workshops - Meetings <p>Deliver</p> <ul style="list-style-type: none"> - Services <p>Develop</p> <ul style="list-style-type: none"> - Products - Curriculum - Resources <p>Train Provide Assess Facilitate Partner Work with</p>	<p>Plans Events Topic Areas Articles Participation Community involvement</p>	<p>Learning Awareness Knowledge Attitude Skills Opinions Motivations Aspirations</p> <p>Practical sessions regularly across the ELC and school not necessarily timetabled as 'maths' Confidence to use equipment Developmental understanding of arbitrary measurements Parent Council engagement about 21st century concepts e.g. do we still teach analogue time telling?!</p>	<p>Action Behaviour Practice Decision making Policies Social action</p> <p>Clear plan from ELC to P7 Resources to match needs Inventory taken and organised clear understanding of application of maths working collaboratively</p>	<p>Conditions Social Economic Civic Environmental</p> <p>Problem solving and working together Spatial awareness and estimation skills Interpreting data and questioning it in life Better understanding of the world around us</p>

CONTEXT/CONDITIONS OF YOUR WORK



This is a perfect time to improve the resources that we use and ensure they are 21st century focused e.g. why would we use a trundle wheel alone and not a laser distance tool? Seeing shape and measure in the environment and applying through IDL will encourage a transfer of skills and if staff plan carefully across the year perfect timing for data, shape and measure will be helpful for the learners. For young people from ELC to P7 learning in a collaborative way and using every day problem solving techniques will link real life with learning at school

In-Depth Action Plan 3				
Implementation Process	By whom <i>Lynne Parke PT</i>	Time scale and Progress	Resources	Monitoring
Staff Questionnaire (EMT, CT, PSA and EYPs) to review how and when practical maths is being implemented across the school and identifying gaps in knowledge, skills, and resources from Early Years to Primary 7.	LP	Feedback provided to EMT and staff by end of Term 1.	Google Questionnaire created by LP	Data collected to be reviewed by EMT and shared with Staff during a staff meeting. Moderation of areas for development to be reviewed during Stage partner moderation and monitoring weeks with SMT.
Audit of the current practical Maths resources across the school linked to shape, Measure and Data Handling.	LP	End of Term 1	Management time.	Unused or broken resources to be disposed of. LP will use feedback from Staff Questionnaire to create a list of resources required by the school.
Developing outdoor learning resources for Maths- playground/Outdoor learning area/ Outdoor learning Cupboard.	LP	Across Term 2	Management Time	PT and EMT classroom observations and feedback from Staff
Attending the Highland Numeracy Champions Training	LP	Across Term 1 & 2		Feedback of useful training and resources to be shared with CTs, PSAs and EYPs
Supporting opportunities for external partners to become involved in developing children's understanding of Maths knowledge and skills in the real world.	LP	Termly	Management time	
Evaluation:			Evidence:	
1.1 Self Evaluation for Self- Improvement <ul style="list-style-type: none"> How do we know that the changes we have made have improved outcomes for children? 1.2 Leadership of Learning			Comparing the data collected from NSAs 2022/23 for shape/measure/data handling to the data collect in 2023/2024.	



<ul style="list-style-type: none"> • How effectively do we share our individual and collective learning across the school? <p>1.5 Management of resources to promote equity.</p> <ul style="list-style-type: none"> • How effectively do we monitor the use and impact of available resources on learning and teaching? • How effectively are learners using a range of resources including outdoor spaces and community resources to support their learning? <p>2.2 Curriculum</p> <ul style="list-style-type: none"> • How effective is our whole school overview in ensuring children’s knowledge and skills are built over time? • Do we make best use of our partners, including international partners, to provide opportunities for young people to develop skills and achieve? <p>2.7 Partnerships</p> <p>How well do we seek out and respond positively to potential partnerships which will lead to better outcomes for the children and young people we work with?</p>	<p>Staff Feedback questionnaire at the end of the year and collegiate sessions.</p>			
Key				
Establishment/Cluster wide action	ELC based action	Primary based action	Secondary based action	School specific action (if cluster)



Improvement Project 4: Engagement Calendar Across the ELC and School

Purpose: To ensure planning of events is timely and staff, parents and young people are fully engaged in the life and work of the school

Priorities

NIF Priority:

Improvement in skills and sustained, positive school-leaver destinations for all

NIF Driver:

Parent/carer involvement and engagement

HGIOS/HGIOELC Quality

Indicator:

2.5 Family learning

HGIOURS Theme:

Our school and community

Highland Council Priority:

We will develop leadership skills at all levels of the system for now and the future

RESOURCES	ACTIVITIES	EVIDENCE	SHORT TERM IMPACT (weeks/months)	MEDIUM TERM IMPACT (months/years)	LONG TERM IMPACT (years/decades)
Staff Volunteers Time Money Research base Materials Equipment Technology Partners	Conduct <ul style="list-style-type: none"> - Workshops - Meetings Deliver <ul style="list-style-type: none"> - Services Develop <ul style="list-style-type: none"> - Products - Curriculum - Resources Train Provide Assess Facilitate Partner Work with	Plans Events Topic Areas Articles Participation Community involvement Physical calendar Parent Council, Learning Council, Community Council all involved throughout the year	Learning Awareness Knowledge Attitude Skills Opinions Motivations Aspirations All young people and staff have an awareness of upcoming events and take an active part to promote and/or participate in events	Action Behaviour Practice Decision making Policies Social action Enthusiasm for participation and involvement at local community level	Conditions Social Economic Civic Environmental Enthusiasm for community both local and national for citizenship, sustainability

CONTEXT/CONDITIONS OF YOUR WORK

This is a perfect time to improve the resources that we use and ensure they are 21st century focused e.g. why would we use a trundle wheel alone and not a laser distance tool? Seeing shape and measure in the environment and applying through IDL will encourage a transfer of skills and if staff plan carefully across the year perfect timing for data, shape and measure will be helpful for the learners. For young people from ELC to P7 learning in a collaborative way and using every day problem solving techniques will link real life with learning at school



In-Depth Action Plan 4				
Implementation Process <i>(Actions – detail of how you aim to achieve the desired impact)</i>	By whom <i>(Use positions or group titles.)</i>	Time scale and Progress <i>(Be specific – do not use ongoing. Can traffic light to indicate status)</i>	Resources <i>(Any costs inserted here should be major spend relating to equipment or training)</i>	Monitoring <i>(This should state how and by whom and may related to particular desired outcomes or individual actions)</i>
Staffroom Whiteboard to be kept up to date on a regular basis, to ensure that all staff are kept abreast of school events.	Scott Hardie (PT)	Weekly	-	<p>The monitoring of this project will be based around regular dialogue and discussion between PT and EMT, the PT and teaching colleagues, and the PT and parents.</p> <p>Regular review of communication and engagement will take place at weekly staff meetings.</p> <p>Feedback from all stakeholders will be sought and acted upon throughout the school session.</p>
Timetabling of learning spaces to be coordinated and recorded.	Scott Hardie (PT)	August 2023	-	
Termly Calendars to be created to ensure that staff are made aware of, and are effectively prepared for, upcoming events.	Scott Hardie (PT)	- August 2023 - October 2023 - January 2024 - April 2024	-	
Termly 'Dates for the Diary' to be disseminated to families within our school community to keep them abreast of school activities. (via School Blog and Class Dojo)	Scott Hardie (PT)	- August 2023 - October 2023 - January 2024 - April 2024	-	
A new topic on the 'Smithton Primary Staff' Google Classroom will be created. It will be entitled, "Calendars, Timetables, & Events". This topic will collate a variety of information pertinent to both the smooth day-to-day running of the school and specific planned events.	Scott Hardie (PT)	August 2023	-	
Engagement with Culloden Library will continue. All necessary scheduling and paperwork will be drawn up.	Scott Hardie (PT)	August 2023	-	
Participation at Parent Council Meetings	Scott Hardie (PT)	Termly	-	
Coordination of whole-school Christmas Card fundraising initiative.	Scott Hardie (PT)	October 2023	-	
Formation of small 'working group' to generate ideas for developing community engagement moving forward. This will include deliberation on how the school should engage in both national and local initiatives.	Scott Hardie (PT) Parents Pupils	November 2023	-	
Meet with representatives of Smithton Free Church to discuss current level of engagement and possible future initiatives. (e.g. Christmas Carol Singing for members of church congregation.)	Scott Hardie (PT) Parents Pupils	November 2023	-	

Coordination of the school Learning Council to ensure that 'pupil voice' is effectively considered in the running of our school.	Scott Hardie (PT)	Nov '23 – Jun '24	-	
Coordinating the communication of the school's current curricular focus (Numeracy & Maths) to parents.	Scott Hardie (PT)	Nov '23 – Jun '24	-	
Coordination of a whole-school fundraising "Maths @ Home Challenge". This will create a link between the school improvement curricular focus and home.	Scott Hardie (PT)	April – May 2024	-	
Coordination of the whole-school 'Sports & Health' Week, including investigation of developing partnerships and engagement with outside agencies.	Scott Hardie (PT)	April – May 2024	Coaching Sessions: £1000 PE Equipment (Sundry Items): £500	

Evaluation:	Evidence:
--------------------	------------------

<p>Challenge questions: (HGIOS4)</p> <ul style="list-style-type: none"> • How do we ensure that relationships with parents, carers and families, the local community and partners are characterised by trust and respect? • How well do we enable parents, carers and families and the local community to contribute to the life of the school and be involved in school improvement? • How effectively do we support parents and carers to participate in, contribute to and understand their child's learning? How effectively do we communicate about progress, attainment and achievement? • Is our Parent Council representative of all the parents and carers in the school and their social, economic and cultural backgrounds? If not, what are we doing to address this? • How well do we understand our local community? Are the key features of the local community reflected in our learning pathways? • How well do we seek out and respond positively to potential partnerships which will lead to better outcomes for the children and young people we work with? • How clear are the partnership agreements we enter into? Do we involve partners at the earliest stages of planning? • How well do we identify priorities, communicate, plan, monitor and evaluate our work with partners? Are we clear what added value each partnership brings? • How well do we share skills, information, knowledge and experience across partners and partnerships? • How well do we learn from successful partnerships? Do we engage in shared professional learning opportunities with partners? • What opportunities do our learners and staff have to work with others to contribute effectively to their communities as active citizens? 	
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Key				
Establishment/Cluster wide action	ELC based action	Primary based action	Secondary based action	School specific action (if cluster)



Additional Tasks		Session 23-24
Additional Tasks	Responsibilities	
Audit and improve profiling post COVID and with improved digital network	HT	
Moderation of numeracy and maths using the CfE benchmarks	PTs in department meetings	
Calendar of annual events and responsibilities	PT (Scott Hardie)	
Review L,T,A policy based on play and enquiry based pedagogy	HT	
Data tracking, evaluations and next steps	SMT	
Global Goals, UNCRC and OECD 2030	PT (Iain Grandison) via CCR staff	
Coaching methodology across the school	HT	

