

Education Resources
Curriculum and Quality Improvement Service

Establishment Improvement Plan

2022 – 2023



*HAMILTON LEARNING COMMUNITY
St John's Primary School, Hamilton.*



HAMILTON LEARNING COMMUNITY SCHOOL IMPROVEMENT PLANNING 2022-2023
ST JOHN'S, PRIMARY SCHOOL

STRATEGIC PRIORITY 1: AAC		
<p>OUTCOMES</p> <p>All staff will be using AAC approaches routinely as evidenced in classroom observations by May 23, tracking and FP dialogue across the session.</p> <p>Staff routinely and consistent using Makaton to share key messages across the school day.</p> <p>Visual timetables to be easily accessed by all children in all classes.</p> <p>Early stage ASN staff to implement key themes, strategies and pedagogy within SLC framework for supporting pupils with severe and profound learning needs.</p> <p>MEASURES</p> <p>Increase in understanding of key instructions and information across the ASN classes. Class teacher observations, parental feedback, tracking and FP meetings and direct observations from peers and SMT.</p> <p>Makaton and visuals being used regularly and effectively to promote communication. See in class displays and daily interactions with learners.</p> <p>Increased understanding of the needs of severe and profound learning needs. Seen in</p>	<p>KEY TASKS</p> <p>Lead teacher identified. May 22</p> <p>AAC included in inset agenda in August 22 for all staff.</p> <p>Makaton training for all staff provided by SLT on inset day Aug 22.</p> <p>Makaton signs introduced weekly in assemblies and all school reinforce this over the week.</p> <p>AAC Lead to share knowledge/ update/ refresh staff on CT and inset days across session.</p>	<p>NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES</p> <ul style="list-style-type: none"> 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.
		<p>HGIOS 4/HGIOELC</p> <ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for 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>SLC EDUCATION PRIORITIES</p> <ul style="list-style-type: none"> Improve Health and Wellbeing to enable children and families to flourish. Support Children and Young People to develop their skills for learning life and work. Ensure inclusion, equity and equality are at the heart of what we do. Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy.

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professional dialogue and learner/ staff interactions.		<ul style="list-style-type: none"> Empower learners to shape and influence actions on sustainability and climate change.
STRATEGIC PRIORITY 2: Numeracy and STEM		
<p>OUTCOMES</p> <p>Pupils will experience high quality learning and teaching in all aspects of numeracy, mathematics and STEM subjects.</p> <p>MEASURES</p> <p>Data from 21-22 shows a dip in attainment for numeracy in P4 and P5 learners. Aug 22</p> <p>P5- identified 14 learners performing below expected level.</p> <p>P6- identified 12 learners performing below expected level.</p> <p>Increase in identified learner's attainment by 8 months +, measured by MALT and maths assessments by May 23.</p> <p>Increase in awareness of STEM subjects, raised confidence of staff and enthusiasm from learners. Measured by class observations, impact on staff training, learner survey and professional dialogue, by May 23.</p>	<p>KEY TASKS</p> <p>Identify staff to lead maths and STEM across the school and to be not class committed for the session. May 22.</p> <p>Revisit maths and STEM pathways and ensure these are used consistently across the school for planning and attainment of a level. Aug- Oct 22.</p> <p>Create a timetable to allow lead teachers for maths and STEM to set up maths and STEM areas in school which can be visited by all classes. Aug 22</p> <p>Introduce maths theme per month to generate interest and excitement for learners. Aug 22</p> <p>Class teachers will use maths and STEM pathways to ensure progression and challenge for all learners. Oct 22- May 23.</p> <p>Peer visits to facilitate the sharing of good practice across stages. Nov 22</p> <p>Pupil Voice group established to gather learner feedback and ideas. Oct 22.</p>	<p>NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES</p> <ul style="list-style-type: none"> 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. <p>HGIOS 4/HGIOELC</p> <ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for 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>SLC EDUCATION PRIORITIES</p> <ul style="list-style-type: none"> Improve Health and Wellbeing to enable children and families to flourish. Support Children and Young People to develop their skills for learning life and work.

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		<ul style="list-style-type: none"> • Ensure inclusion, equity and equality are at the heart of what we do. • Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy. • Empower learners to shape and influence actions on sustainability and climate change.
STRATEGIC PRIORITY 3: RRS		
<u>OUTCOMES</u> Pupils will demonstrate enhanced emotional literacy and demonstrate this by showing appropriate and safe responses. All staff will use set scripts, new behaviour policy and a nurturing approach with learners to ensure a consistent and predictable response from all adults in the school. Learners will have a greater knowledge and understanding of Children's Rights and demonstrate this understanding through dialogue and actions. <u>MEASURES</u> To be reaccredited at Gold level by RRSA. Whole school behaviour policy agreed, adopted and adhered to.	<u>KEY TASKS</u> Identify attachment leads. Feb 22 Visible class charters made by learners which adhere to RRS guidelines by Aug 22. Evidence of revisiting charters termly in FPs, learner dialogue and displays. Clear focus on values linked to monthly theme and visible in class displays. Aug 22-May 23. Observed by SMT and Peer visits. Staff training and refresher on using scripts for consistent use of language and approach. Big Deal, Little Deal. Red/Green choices. Aug 22 Children's rights embedded into pathways. All staff refer to Children's Rights during dialogue and class lessons to ensure that Children's Rights maintain a high focus across the school day. Class displays, FP and learner dialogue and tracking meetings. Focus group to revisit behaviour policy and re launch for whole school Nov 22	NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES <ul style="list-style-type: none"> • 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. HG10S 4/HG10ELC <ul style="list-style-type: none"> • 1.1 Self Evaluation for self-improvement • 1.2 Leadership for 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 SLC EDUCATION PRIORITIES <ul style="list-style-type: none"> • Improve Health and Wellbeing to enable children and families to flourish.

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		<ul style="list-style-type: none"> • Support Children and Young People to develop their skills for learning life and work. • Ensure inclusion, equity and equality are at the heart of what we do. • Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy. • Empower learners to shape and influence actions on sustainability and climate change.
STRATEGIC PRIORITY 4: Equity		
<p>OUTCOMES</p> <p>Increase in spelling and reading scores for targeted learners in SIMD 1&2 and FME who are not on track.</p> <p>Increase in learner emotional literacy and regulation.</p> <p>MEASURES</p> <p>Increase in P2 reading and phonic knowledge- 7 of the 11 learners being on track by end of teaching block.</p> <p>Increase in P3 reading and spelling attainment- 6 of 14 learners being on track by end of teaching block.</p> <p>Increase in P4 reading and spelling attainment- 5 of 9 learners being on track by end of teaching block.</p>	<p>KEY TASKS</p> <p>Identify PEF teacher to be non-class committed for session. May 22</p> <p>Complete base lines assessments for targeted learners in spelling and reading. Aug 22</p> <p>Create and implement timetable to provide maximum additional teaching time to learners. Aug 22</p> <p>Staff training to further skills, knowledge and understanding of different effective interventions. Nov 22</p> <p>EYW to complete Forest School Training. June 22</p> <p>Continue to develop land being used as Forest School teaching areas. Aug 22-May 23.</p> <p>Forest and Nurture classrooms' themes on emotional literacy. Aug 22-May 23</p>	<p>NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES</p> <ul style="list-style-type: none"> • 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. <p>HGIOS 4/HGIOELC</p> <ul style="list-style-type: none"> • 1.1 Self Evaluation for self-improvement • 1.2 Leadership for 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

Increase in P5 spelling attainment- 5 of 7 learners will have increased spelling age by 8 months by end of teaching block.		Revisit nurturing classroom and attachment strategy with all staff and observe its application in class and playground through observations, peer and SMT visits. Aug 22- Nov 22	Nurture peer visits planned to share good practice and pedagogy.	SLC EDUCATION PRIORITIES <ul style="list-style-type: none"> Improve Health and Wellbeing to enable children and families to flourish. Support Children and Young People to develop their skills for learning life and work. Ensure inclusion, equity and equality are at the heart of what we do. Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy. Empower learners to shape and influence actions on sustainability and climate change.
STRATEGIC PRIORITY 5:				
OUTCOMES			KEY TASKS	NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES <ul style="list-style-type: none"> 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.
MEASURES				HGIOS 4/HGIOELC <ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for 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

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		<ul style="list-style-type: none"> • 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning
		<p>SLC EDUCATION PRIORITIES</p> <ul style="list-style-type: none"> • Improve Health and Wellbeing to enable children and families to flourish. • Support Children and Young People to develop their skills for learning life and work. • Ensure inclusion, equity and equality are at the heart of what we do. • Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy. • Empower learners to shape and influence actions on sustainability and climate change.



HAMILTON LEARNING COMMUNITY

Establishment Improvement Plan 22-23

St John's Primary, Hamilton.



Priority 1- to develop communication skills within the ASN classes.

Outcome-

All ASN staff will be familiar with Augmentative & Alternative Communication strategies and will be using these to improve communication with learners.

Makaton and visuals will be consistently used in class and playground with learners.

Measures-

Increased use of visuals, Makaton and AAC being observed across school.



Priority 3- to further develop learner's knowledge and application of children's rights.

Outcome-

Pupils will demonstrate enhanced emotional literacy and demonstrate this by showing appropriate and safe responses.

All staff will use set scripts, new behaviour policy and a nurturing approach with learners to ensure a consistent and predictable response from all adults in the school.

Learners will have a greater knowledge and understanding of Children's Rights and demonstrate this understanding through dialogue and actions.

Measures-

To be reaccredited at Gold level by RRSA.

Whole school behaviour policy agreed, adopted and adhered to.

Priority 2- to further develop staff expertise and learner engagement through the teaching of maths, numeracy and STEM subjects.

Outcome-

Pupils will experience high quality learning and teaching in all aspects of numeracy, mathematics and STEM subjects.

Measures-

Increase in identified learner's attainment by 8 months +, measured by MALT and maths assessments.
Increase in awareness of STEM subjects, raised confidence of staff and enthusiasm from learners.
Measured by class observations, impact on staff training, learner survey and professional dialogue.

Our learners, staff and parents have identified our key priorities for the school year.

Priority 4- to increase literacy and wellbeing for targeted groups across the school.

Outcome- Increase in spelling and reading scores for targeted learners in SIMD 1&2 and FME who are not on track.

Increase in learner emotional literacy and regulation.

Measures-

Increase in spelling, phonic and reading scores for targeted groups from P2-P6.

Increase in emotional literacy and resilience skills observed in class and in forest by EYW and teachers.