



# South Lanarkshire Council

## Milton Primary School

### Improvement Planning August 2022



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## Milton School Overview – Profile on a Page

### Attainment Profile

Milton is performing very well compared to SLC and the National average and our data shows a year on year increase in attainment across all areas of Literacy and Numeracy since 2015/16. A careful analysis of assessment data has shown that teacher professional judgments continue to err on the side of caution and are lower than the confirmatory testing results. Regular learning conversations around ACEL data capture is improving dialogue around evidence but more opportunities for moderation between stages and other schools has been added into the new session calendar to build confidence in professional judgements. Intervention efforts and attainment data has shown that 100% of targeted pupils who have used the Nessy Literacy intervention this session have improved their chronological reading age and 83% have made improvements in their spelling chronological age. Projected ACEL data shows that writing attainment has dropped which has been identified as a SIP priority moving forward. Maths recovery is being used effectively across targeted groups in the early stages and will continue to be developed alongside a whole school approach to Number Talks in August. Diagnostic, summative and confirmatory assessments along with rigorous tracking and monitoring of ACEL has provided rich and detailed evidence around individual learner journeys – this has ensured suitable and targeted support and/or challenge is implemented where required at the earliest opportunity. Whole school implementation of Emotion Works has also shown an improvement in overall emotional literacy and resilience.

### SIMD/FME/SEF

Our SIMD profile indicates that we have 17% of pupils living in areas which fall within the first 5 most deprived deciles. There is a fair representation of these children present in all stages although we are also aware that some children live in rented accommodation which does not accurately reflect their true SIMD decile. We have identified 11% pupils who meet Scottish Equity Fund criteria across the school, 14 of whom are receiving additional support in Numeracy and/or Literacy. This session our Scottish Equity Funding is considerably lower than previous years. The allocated spend of £21,600 will be spend on additional staffing costs.

### Pupils Leading Learning

Success in and out with school is celebrated at monthly Wonderwall assemblies. A variety of clubs and sporting events have been able to return and pupils have benefited from a number of clubs hosted by Active School coaches. Each class take responsibility for a school committee and drives various initiatives forward within the school. Committees include; Eco, Fairtrade, Digital, Pupils Council and Charity. Pupil voice is prevalent in all areas of the school. The House and Vice Captains have a legacy plan (similar to SIP) which they work on and fund throughout the session as well as help lead assemblies.

### Exclusion/Attendance

Attendance and absence within the school are in line with SLC and the national average but attendance averages have dropped over the past two years with a steep rise in parents opting to remove their children for family holidays during term time. The SLC attendance policy has been implemented to track monthly attendance rates and work in partnership with families to reduce the number of unauthorised absences. No exclusions were recorded last session and our nurture/attachment provision is supporting early intervention for pupils in P1-3 where required following the NurtureUK model.

### SIP Priorities 2022/23

- Lit - Implementation of PM Writing (case study involvement with two other local schools).
- Num – Number Talks implementation across full school.
- HWB – Relationships, sexual health and parenthood (RSHP) education. Implementation of new RSHP national resource and planners with input from all stakeholders.

## Establishment Strategic Improvement Plan – Priority 1

**Improvement Priority 1 :-** Raise attainment in Writing and improve overall average of ACEL data in writing from 72% to 80% through the implementation of a whole school pedagogy (PM Writing) and provide opportunities for moderation and assessment throughout the year in school and with two other schools in the learning community.

**Rationale :-** ACEL data in session 2021/22 highlights a drop in pupils on target to achieve their expected CfE level within writing. Increased time is needed for the preparation and scaffolding of writing as well as further opportunities for writing at length with a variety of different genre experiences. Milton Primary (along with two other schools in the cluster) will take part in a year long case study with Scholastic PM Writing and will be supported in the training and implementation of explicit and systematic writing instruction across the whole school.

<p><b>HGIOS 4 and HGIOELC Indicators</b></p> <p>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>	<p><b>National Improvement Framework Key Priorities</b></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>	<p><b>SLC Education Resources Priorities</b></p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</p> <p>Empower learners to shape and influence action on sustainability and climate change</p> <p>inclusion, equity and equality are at the heart of what we do.</p> <p>Improve health and wellbeing</p> <p>Support children and young people to develop their skills for learning, life and work</p> </div> <p><b>Closing the Gap/ Strategic Equity Fund Workstreams</b></p> <ul style="list-style-type: none"> <li>Pedagogy</li> <li>Learner engagement</li> <li>Strengthening relationships</li> <li>Curriculum</li> <li>Learner pathways</li> </ul>	
<p><b>Action Plan - Tasks/ Interventions to achieve priority</b></p> <ul style="list-style-type: none"> <li>All staff will be involved in 5 online training sessions – ‘Explicitly Teaching Writing’ with Stephen Graham (Lead Trainer PM) focusing on a different text types in each session.</li> </ul>	<p><b>Desired Outcomes and Measures</b></p> <ul style="list-style-type: none"> <li>All teaching staff will take part in all training sessions and will have a collective understanding of pedagogy and accompanying resources to support learning, teaching and assessment of</li> </ul>	<p><b>Lead Personnel/Timescales</b></p> <ul style="list-style-type: none"> <li>All Teaching Staff – Training sessions with Stephen Graham:- 15/8/22, 27/10/22, 24/11/22, 12/1/23, 22/2/23, 23/3/23</li> </ul>	<p><b>Progress Updates</b></p>

<ul style="list-style-type: none"> <li>Follow up hybrid online and in-person sessions and bespoke support from Kaliza Thomson (Education Advisor) throughout the case study period.</li> <li>Staff CAT sessions to more effectively moderate pieces of writing and ensure a shared understanding of benchmarks and criteria for achievement of a level.</li> <li>Further CAT sessions/Inset input with two other schools within the Learning Community to moderate pieces of writing with stage partners across the three schools and produce a bank of evidence which identifies pieces which have reached expected ACEL level.</li> <li>SMT observations will take place in September 2022 to focus on text type writing scaffolds being used to support writing lessons.</li> <li>Peer observations will take place in March 2023 to share good practice in learning and teaching of a class writing lesson.</li> <li>If time allows, it is hoped that there may be opportunities for peer observations to take place across the three</li> </ul>	<p>writing. Support staff will take part in two sessions during the August Inset days in order to assist and support classes during writing sessions.</p> <ul style="list-style-type: none"> <li>Google Form of pupils and teacher in October at start of intervention compared to revisit of survey ion May 2023 will show confidence levels in writing will have increased.</li> <li>Staff will develop confidence in matching professional judgements to text evidence, ensuring a greater focus on improved attainment using the benchmarks and Scottish Criterion Scale (Ros Wilson).</li> <li>Regular, planned professional learning conversations and class observations of learning and teaching (monitored through Quality Management calendar) will provide robust qualitative and quantitative data evidence of consistent, shared, guided and independent writing and reading in all classes.</li> <li>Professional Judgements will improve by 3% as result of peer moderation and evidence of achievement of a level banked pieces of text across the learning community.</li> <li>ACEL data will improve by 3-4% and a range of opportunities to</li> </ul>	<ul style="list-style-type: none"> <li>Google Survey to assess staff/pupil confidence levels in writing Oct 2022 &amp; May 2023 (Literacy Coordinator – Mrs Bunten)</li> <li>All staff involved in CAT sessions.</li> <li>Moderation sessions with Bent Primary and Blackwood Primary staff.</li> <li>HT to observe during the wk. beg 12<sup>th</sup> Sept 2022.</li> <li>ACEL data from all staff due to HT; 16/9/22, 25/11/22, 17/2/23, 2/6/23</li> </ul>	
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<p>school taking part in the case study. If time does not allow, this would be carried forward to session 2023/24</p> <ul style="list-style-type: none"> <li>• Staff will have 10-12 pieces of writing evidence to support professional judgements for ACEL data 22/23.</li> </ul>	<p>write at length for a given purpose will be evident in jotter work.</p> <ul style="list-style-type: none"> <li>• Tracking and monitoring data will continue to be used to inform next steps and provide support/challenge and staged intervention as appropriate throughout session and at various transition points.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff involved in learning conversations to discuss tracking and monitoring/professional judgments with HT. Informal conversations – ongoing throughout the session. Formal professional learning conversations – November and June.</li> </ul>	
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## Establishment Strategic Improvement Plan – Priority 2

**Improvement Priority 2** :- Develop and enhance methodology in Mental Math Reasoning and Problem Solving Skills to improve experiences, outcomes and attainment for learners in Numeracy. Improve overall average deficit in ACEL data and standardised assessment from 82% to 85%.

**Rationale** :- Numeracy ACEL data 21/22 is on average 12% lower than standardised assessment data collected from MALT results. Staff learning conversations around tracking and monitoring of data has highlighted that teachers feel pupils are not as active during their Numeracy learning sessions and lack confidence in mathematical reasoning. A consistent school approach is needed in order to deliver daily practice for number fluency, mental computation, exploration and visualization of numbers. Using Number Talks across all stages at the beginning of Numeracy lessons will engage pupils in a more active learning process which will ensure deep, critical, creative and flexible thinking in solving real-life problems.

<p><b>HGIOS 4 and HGIOELC Indicators</b></p> <p><b>1.1 Self Evaluation for self-improvement</b>  <b>1.2 Leadership for learning</b>  <b>1.3 Leadership of change</b>  1.4 Leadership and management of staff  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  <b>2.2 Curriculum</b>  <b>2.3 Learning teaching and assessment</b>  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnership  3.1 Ensuring wellbeing, equality and inclusion  <b>3.2 Raising attainment and achievement/Securing children's progress</b>  <b>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</b></p>	<p><b>National Improvement Framework Key Priorities</b></p> <ul style="list-style-type: none"> <li>• <b>Improvement in attainment, particularly in literacy and numeracy</b></li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> <li>• Improvement in children and young people's health and wellbeing</li> <li>• Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>	<p><b>SLC Education Resources Priorities</b></p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</td> <td style="width: 50%; padding: 5px;">Empower learners to shape and influence action on sustainability and climate change</td> </tr> <tr> <td colspan="2" style="padding: 5px;"><b>inclusion, equity and equality are at the heart of what we do.</b></td> </tr> <tr> <td style="padding: 5px;">Improve health and wellbeing</td> <td style="padding: 5px;">Support children and young people to develop their skills for learning, life and work</td> </tr> </table> </div> <p><b>Closing the Gap/ Strategic Equity Fund Workstreams</b></p> <ul style="list-style-type: none"> <li>• Pedagogy</li> <li>• Learner engagement</li> <li>• Strengthening relationships</li> <li>• Curriculum</li> <li>• Learner pathways</li> </ul>	Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy	Empower learners to shape and influence action on sustainability and climate change	<b>inclusion, equity and equality are at the heart of what we do.</b>		Improve health and wellbeing	Support children and young people to develop their skills for learning, life and work
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Action Plan - Tasks/ Interventions to achieve priority	Desired Outcomes and Measures	Lead Personnel/Timescales	Progress Updates
<ul style="list-style-type: none"> <li>• Teaching staff will be involved in a strategic working party to develop a shared approach to plan for improvement using Number Talks.</li> <li>• Confidence baseline survey to be given with regard to confidence levels in teaching Number Talks</li>   <li>• Each teacher will create a learning environment in their own class which supports positive pupil experiences of building number sense and fluency.</li>   <li>• A Google Form will be used to assess pupil and teacher confidence levels in the delivery/learning of problem solving, number properties and operations in August, January and in June.</li>   <li>• A daily session of Number talks will be implemented from September 2022 focusing on skilled questioning techniques in order to better understand pupils' thinking and conceptual thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular collegiate meetings will focus on the pedagogy of Number Talks and the delivery of engaging sessions which aim to build confidence in numerical operations via flexible understanding.</li> <li>• Google form will be revisited in May to measure increases levels of staff confidence in delivering of Number Talks</li>   <li>• Teacher facilitates sharing of student solutions and methods and assists in making their thinking visible.</li>   <li>• Google Forms will provide short/medium and long term comparative data which will show an increase in staff and pupil confidence in teaching/learning problem solving and mathematical reasoning skills.</li>   <li>• Pupil engagement and motivation levels will improve as a result of a more interactive learning approach which will focus on process and understanding problems using different chosen strategies from pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff attend Working Party 1 – 12<sup>th</sup> Sept, training dates still to be confirmed. Numeracy Priority led by Numeracy Coordinator – Mrs Prentice</li> <li>• Google Form August and May to all staff to measure levels of confidence in teaching Number Talks.</li>   <li>• Each staff member within their own class and supported by additional staff delivering support for learning. Ongoing throughout the session.</li>   <li>• Google Forms to all staff and pupils in August, January and June. Created by Numeracy Coordinator, Mrs Prentice.</li>   <li>• All staff to implement daily sessions of Number Talks from November 2022.</li> </ul>	



<ul style="list-style-type: none"> <li>• SMT will join a Number Talks lesson across the school to informally observe how this incorporated into Numeracy lessons.</li> <li>• Follow up Staff development working party in January will provide a mid-way collection of stakeholders views around the use of Number Talks across the whole school and any adjustments or additional resourcing required moving forward.</li> <li>• ACEL data from February 2023 will show an upwards trend across all classes and by June 2023 ACEL data will be more in line with data collected from MALT assessment in May 2023.</li> <li>• Number Talks will be included in HT/CT learning conversations throughout the year as per the quality management calendar.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations will show pupil confidence is improving by when mistakes are made as this will provide further opportunities around critical thinking and understanding for individual learners.</li> <li>• Pupil Natter conversations in December will provide evidence of pupils' thoughts around the delivery of Number Talks and how they approach problems in a more flexible and visible way and how this has developed over time during the session.</li> <li>• Evidence collected in a variety of ways – jotter and whiteboard work, photographs and video recordings from iPads will support improved professional judgements across all classes.</li> </ul>	<ul style="list-style-type: none"> <li>• SMT (Mrs James and Mrs Prentice) to informally observe Number Talks session in all classes wk. beg 23<sup>rd</sup> Jan 2023.</li> <li>• All staff will be involve in the collation of data and SMT will adjust plans and top up resources should this be required.</li> <li>• All staff to provide ACEL data to HT for Numeracy termly:- 16/9/22, 25/11/22, 17/2/23, 2/6/23</li> </ul>	
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## Establishment Strategic Improvement Plan – Priority 3

**Improvement Priority 3 :-** Improve pupil health and wellbeing through delivery of a broad and progressive Health and wellbeing curriculum with a focus on Relationships, Sexual Health and Parenthood (RSHP).

**Rationale :-** Health and Wellbeing is one of the three core area that are the responsibility of all staff in learning establishments and as school, we know know that our current relationship, sexual health and parenthood programme (Proud to be Me) requires modernisation. The RSHP Scotland resource ensures pupils are receiving accurate, and supportive information from school and home around mental health and wellbeing, physical changes, sexual health and sexuality and positive relationships.

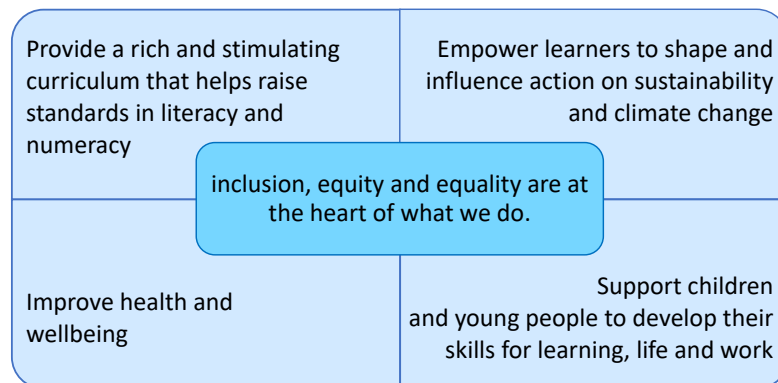
### HGIOS 4 and HGIOELC Indicators

- 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

### National Improvement Framework Key Priorities

- 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
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

### SLC Education Resources Priorities



### Closing the Gap/ Strategic Equity Fund Workstreams

- Pedagogy
- Learner engagement
- Strengthening relationships
- Curriculum
- Learner pathways

Action Plan - Tasks/ Interventions to achieve priority	Desired Outcomes and Measures	Lead Personnel/Timescales	Progress Updates
<ul style="list-style-type: none"> <li>• Deliver whole staff training working alongside Jude Irwin (NHS) in order to familiarise all staff in the content and delivery expectations of the RSHP Scotland documents and supporting materials.</li>   <li>• Establish a working party of staff, parents and pupils to work together to create a series of RSHP plans to be delivered across all stages.</li>   <li>• Host an evening information event to showcase RSHP resources, planners and supporting resources material and highlight role of parents/carers within the resources delivery at home.</li>   <li>• After any final review and refinement, the new RSHP programme staff will be ready to deliver across all classes in January 2023.</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed training and support along with comprehensive accompanying teacher notes for the national programme will ensure teacher confidence in the delivery of the resource.</li>   <li>• Working party of all stakeholders will focus on the CfE benchmarks and national resource lessons to explore relationship education including the key themes of respect, kindness, empathy and keeping safe from unhealthy relationships i.e. recognising abuse or coercion.</li>   <li>• Parent/carer information session will be based around strong partnerships between home and school in the delivery of the content of lessons in order for reinforcement and consolidation learning at home.</li>   <li>• After the information session, parents/carer will have an in-depth understanding of the programme delivery and the content of lessons across all stages. They will also have ongoing access to lesson plans and accompanying 'Learning at School and Learning at Home' guidance leaflets.</li>   <li>• After RSHP input in class, pupils will demonstrate knowledge and understanding, skills, capabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Jude Irwin – whole staff training 29/8/22 follow up collegiate session – dates tbc</li>   <li>• Stakeholder working party (staff, parents and pupils) meetings to take place:- 27/9/22 25/10/22 8/11/22</li>   <li>• Parent/carer evening showcase event 16/11/22 with all staff and Jude Irwin.</li>   <li>• Delivery of RSHP national resource to all classes from January 2023.</li> </ul>	

	<p>and attributes which they need for mental, emotional, social and physical wellbeing.</p> <ul style="list-style-type: none"> <li>• Pupils will have opportunities for progression across the curriculum as part of their Health and wellbeing/RSHP education.</li> <li>• Lesson content will help pupils understand their body, the names of body parts and changes associated with puberty through sensitive and informed teacher-led delivery.</li> </ul>	<p>Parents/carers will continue to be informed prior to lessons taking place in order to consolidate and support learning at home.</p>	
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