



Education

Establishment Improvement Plan

2022 - 2023

John Logie Baird Primary and Early Learning and Childcare Centre

<ul style="list-style-type: none"> ● School and ELC leadership ● Teacher and practitioner professionalism ● Parent/carer involvement and engagement ● Curriculum and assessment ● School and ELC improvement ● Performance information 	<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 & employability/ Developing creativity & skills for life & learning 	<ul style="list-style-type: none"> ● Raise educational attainment and achievement for all ● Use performance information to secure improvement for children and young people ● Ensure children have the best start in life and are ready to succeed ● Equip young people to secure and sustain positive destinations and achieve success in life ● Ensure high quality partnership working and community engagement ● Strengthen leadership at all levels 	
Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)

<p>Developing motivation and engagement in writing across the curriculum through the Storyline approach</p> <p>Recovery and raising of writing attainment</p> <p>Improving attainment in Numeracy including through Cognitively Guided Instruction</p> <p>Recovery and raising of numeracy attainment in mental agility</p> <p>SERCC</p>	<p>There will be an increase in opportunities for pupil choice within writing contexts</p> <p>Pupils will be more engaged in the writing process evidenced through Leuven scale of engagement, pupil self evaluation and feedback from parents at our Learning Launch</p> <p>Equity exists between boys and girls when scrutinising attainment data</p> <p>ELC data collection demonstrates improvement in information handling skills</p> <p>Most pupils will demonstrate raised attainment from baseline assessment in both problem solving and pupil attitudes to numeracy.</p> <p>RATT teacher improves staff confidence in data analysis to inform planning</p> <p>P6 and P7 children have planned opportunities to learn and implement enquiry skills, showcasing their skills in the summer term</p>	<p>Leuven’s scale of wellbeing and engagement</p> <p>Peer observations/learning observations</p> <p>WTTT/body of evidence</p> <p>Leuven’s scale of involvement</p> <p>XBRA</p> <p>Signposts data</p> <p>SNSA</p> <p>Developmental milestones</p> <p>GL Assessments</p> <p>Close tracking of impact of learning support/RATT input mid November, February and May evidencing a faster rate of progress than in previous years</p>	<p>Y</p>
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