

**Milngavie Primary School and Early Years Centre**

Raising Attainment & Achievement Plan: Strategic Overview. This will be supplemented with specific, school led Literacy, Numeracy and Health and Well-being attainment strategies

# MILNGAVIE PRIMARY SCHOOL & EYC



## Overarching Strategy for Raising Attainment & Achievement

Quality Indicators	
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
2.1	Personalised Support
2.5	Family Learning
2.6	Transition
2.7	Partnerships
3.1	Ensuring Well-being and Inclusion
3.2	Raising Attainment and Achievement
3.3	Increasing Creativity and Employability



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### Overarching statement for Raising attainment and achievement at Milngavie PS and EYC

*In Scotland today, over one in five children lives in poverty. It affects their health, their education, their connection to wider society and their future prospects for work. Although Scottish education does well for many of its children, it does not serve these most vulnerable children well and the gap in educational attainment between pupils from the richest and poorest background is wider than in many similar countries. (Closing the Attainment Gap in Scottish Education, Joseph Rowntree Foundation, 2014)*

The research paper 'Closing the Attainment Gap in Scottish Education' from the Joseph Rowntree Foundation claims that by the age of 5, the gap between children in low-income and high-income households is 10-13 months. By age 12-14, pupils from better-off areas are more than twice as likely as those from the most deprived areas to do well in literacy and numeracy. The report also found that children from deprived households leave school earlier and that low attainment is strongly linked to destinations after school, with long-term effects on job prospects.

Attainment statistics provided from further research [ <https://www.jrf.org.uk/report/monitoring-poverty-and-social-exclusion-scotland-2015> ] by the Joseph Rowntree Foundation have also identified that closing the gap of attainment could take almost three more decades for the most deprived young people to catch up with peers from the most affluent families. There are arguments from academics [link to TES article Educational equality? Give it 30 more years] suggesting that there will be higher rates of child poverty in the foreseeable future and closing the attainment gap may not even be possible. All of these factors have been exacerbated by political instability at home and abroad and the impact of the Pandemic.

At Milngavie Primary, however, we are committed to the principles of social justice and our role in improving outcomes for children. We will strive, through raising attainment and increased parity in equity, to achieve this. We fully recognise that our school profile may not require the same volume of interventions as areas challenged with higher levels of deprivation but we are very aware, however, that there do exist a range of needs within our community which impact on attachments, resilience and the mental health. Often support services are not forth-coming in the local geographical area which can hamper family intervention. The school is pivotal, therefore, in supporting and signposting those families who do require support and assistance. This was never more true than during the pandemic, when even the most basic of supports were unavailable to schools, causing significant pressure on our system.

### **Approaches to closing the Equity Gap**

The Scottish Government and other public sector partners and charities are working on a wide range of approaches to take forward, both nationally and locally, to support practitioners in prioritising their focus on closing the equity gap and raising the attainment of children from the most deprived areas. We would argue that this same good practice should be universal and not solely targeted at those communities where deprivation is a factor, as ALL children have the right to the best possible outcomes, whilst recognising our necessity for financial support is not required at the same level.

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### Twelve approaches to closing the equity gap are detailed here.

#### 1. *Improving early learning*

Investing in the early years of a child's life is crucial to developing strong and resilient children and young people and can help prevent problems later on.

#### 2. *Promoting social and emotional wellbeing*

Ensuring children and young people are included, engaged and involved, promoting positive relationships and behaviour and supporting children's wellbeing.

#### 3. *Promoting healthy lifestyles and tackling health inequalities*

Increasing levels of physical activity and healthy eating are important in tackling health inequalities. Those living in deprived communities have a higher risk of developing preventable ill-health.

#### 4. *Identifying and driving strategies to improve attainment in literacy and numeracy*

Skills in literacy and numeracy are key to accessing all other learning, achievement and employment.

#### 5. *Providing high quality learning and teaching*

Providing high quality learning and teaching is likely to result in better outcomes for all children and young people but particularly for those from disadvantaged backgrounds. High quality feedback supported by quality dialogue helps learners develop an understanding of their learning and what they need to do to improve their progress and achievements.

#### 6. *Providing focus and support targeted to learning needs*

Identifying and addressing barriers to engagement and learning, in line with Additional Support Needs legislation and Getting it Right for Every Child, contributes to improving the life chances of our most vulnerable learners.

#### 7. *Promoting use of evidence and data*

Using a wide range of evidence and data, including Insight, the new online benchmarking tool, is essential to support the identification of those children and young people not fully realising their potential and to inform all improvement work.

#### 8. *Developing employability skills and improving positive and sustained destinations*

Preparing children and young people for the world of work and employment gives a firm foundation for their future.

#### 9. *Engaging families and communities*

Helping parents to support their children's learning and having high shared ambition, aspirations and expectations are important strategies in raising attainment. Working with community planning partnerships to address the impact of deprivation helps ensure a shared commitment across services.

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### 10. Working with partners to explore new and innovative approaches to tackling inequity

Promoting innovation and new partnering arrangements, including the School Improvement Partnership Programme and the Raising Attainment for All Programme.

### 11. Developing professional learning and leadership at all levels

Promoting and participating in professional learning and developing practice as a result has the greatest impact on improving outcomes for learners.

### 12. Conducting and using research

Collecting and promoting the use of knowledge and research to provide succinct and easily accessible advice for practitioners and professional learning communities.

## What interventions are the Scottish Government using to address the issue?

The First Minister said:

“We must do all we can within the powers and resources we have to narrow the gap and drive up standards at all levels. We want each child to enjoy an education that encourages them to be the best they can be and it is imperative they are given the tools now that will help them unlock the door to a successful future.”

Over four years ago, Scotland’s First Minister, Nicola Sturgeon, announced details of a [£100 million fund to help tackle the attainment gap](#). This four-year funding initiative acknowledged that Scotland’s education system is failing poorer families and will begin targeting council areas with the highest levels of deprivation. The money will be focused initially on improving health and wellbeing in primary schools as well as increasing literacy and numeracy levels. Further financial commitments have since been forthcoming and this has manifested itself as the Pupil Equity Fund. Our school’s share of this is not substantial, but we have worked hard to get best value from the funding afforded us. Going forward, in conjunction with the Attainment Challenge funding, a new model will come into effect with an annual budget of 500 million.

Former [Education Secretary, Angela Constance](#), launched ‘[The Education \(Scotland\) Bill](#)’ [see Herald Scotland article], which required Local Authorities to have more responsibility in tackling the attainment gap between Scotland’s wealthiest and poorest pupils; councils will now have a statutory duty to report on their progress of narrowing the gap.

## The Scottish Attainment Challenge

Tackling inequality is at the heart of the government’s agenda, so that every child can succeed in school and gain the skills they need for life. The Scottish Attainment Challenge brings a greater sense of urgency and priority for everyone involved in Scottish education to relentlessly focus efforts on narrowing the gap, at all levels and in all sectors.

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Children and young people from lower-income households in Scotland do significantly worse at all levels of the education system than those from better off homes. This gap starts early – by the age of 5 the gap in reading attainment is already 13 months – and it grows throughout primary and secondary school. While attainment is currently measured by achievement in the senior phase and leaver destinations, it goes beyond exam results or test scores. Good attainment requires working in partnership with pupils and parents and is dependent on certain key foundations for learning; namely good literacy, numeracy, and health and wellbeing. Recent statistics from the [NIF Interactive Evidence Report | Tableau Public](#) show, however, that those schools in deprived areas are doing remarkably well. It could be taken from this, therefore, that those schools in the more affluent areas are underperforming. Our school must, therefore, ensure that support and challenge are at the heart of all that we do in our next three-year cycle of school improvement.

We are currently waiting on more detail on how this will be modified into the new strategic framework of 500m of funding that will be in place from April 2022. As well as PEF, LAs in all local authorities, not simply those in target areas, will have funding to address the key issues affecting poverty and its inextricable link to learner's attainment and achievement.

The Scottish Attainment Challenge model will hopefully run alongside the Government's Poverty Strategy <https://www.gov.scot/policies/poverty-and-social-justice/> and be supported by the new agency, Social Security Scotland: <https://www.mygov.scot/organisations/social-security-scotland>

In addition **The National Improvement Framework** [<https://education.gov.scot/education-scotland/what-we-do/implementing-the-national-improvement-framework/>] will support the Scottish Attainment Challenge over time by giving us the data and evidence we need to ensure that every child can achieve the high standards set out within Curriculum for Excellence.

### Are school 'costs' influencing educational attainment?

Numerous reports identify the ever **rising school costs as an added barrier to attainment**. The Child Poverty Action Group have a wealth of information in the document, the Cost of the School Day. This project - [<https://cpag.org.uk/cost-of-the-school-day>], provides further information on how schools may choose to respond to this.

How can a child expect to feel included and equal to their peers if they cannot afford the basic uniform or extra-curricular school excursions? At Milngavie we work in partnership with parents and through use of our PEF funding, our PTA sunshine fund and other sources to respond to the needs of those families who may find it harder to access the broad range of opportunities we offer. We note that any family can suffer financial pressures, irrespective of their perceived social standing. Strong relationships across the school community will ensure that we can intervene in these instances as well as those families targeted through our schools tracking and monitoring processes e.g. FME or LAC/LACC.

At Milngavie Primary we are very mindful of this pressure on individuals and families. From fundraising to Charity days, from excursions to free meals, we are constantly striving to support our families as much as possible. We are also mindful of those families who do work but are on a minimum income or are under financial pressure to meet their commitments – who might equally need as much help and support as those who face other challenges e.g. in receipt of benefits. Developing strong

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relationships with parents and our community will provide us with the local intelligence to best support our families at times when they may need support, even if that is a temporary measure.

### What role can character play?

A study jointly commissioned by the Early Intervention Foundation, the Cabinet Office and the Social Mobility and Child Poverty Commission has called for those working with children to put more emphasis on character building [ <https://www.independent.co.uk/news/uk/home-news/character-is-the-key-to-poorer-children-securing-top-jobs-says-study-10124202.html> ] to ensure that young people are equipped with the life skills they need to be happy and healthy.

According to the study, self-control, self-esteem and the belief that their actions make a difference are the most important skills a young person develops. Helping to develop specific character traits in young people from poorer backgrounds at an early age is vital to help break free of deprivation later in life during the transition from school to further education/employment. This cannot be done without the support of schools as well as parents and carers. [see Parental Involvement Act, 2006]. As a school, our experience is that children from all social strata can be affected by lack of traits such as resilience. EDC statistics have shown that whilst many pupils go on to positive leaver destinations, there is a high dropout rate of EDC pupils who embark on tertiary education. One can glean from this that we all need to build a range of traits and coping mechanisms that prepare our children now for their lives as young adults, irrespective of their family's socio-economic status.

At Milngavie we use a fluid range of programmes, courses and approaches to support our children and families. Many of these focus on making children independent learners, accountable individuals with resilience. Over the last 5 years this has been a focus of our school's health and well-being programme. As a school we have a significant amount of qualitative and quantitative data to show that during lockdown and on their return to school, that our children managed remarkably well to cope emotionally. On returning to school, the majority were able to return to their routines quickly and engage in their learning. We feel that this was, in part, due to the skills we had been working on in school to build their resilience.

The aforementioned statistics and research proves that **more** needs to be done to break down barriers and close the gap. The Curriculum for Excellence, the recent Scottish Government announcements as well as the fantastic ongoing work from many organisations focussed on developing young peoples' skills and character [ <https://character-education.org.uk/> ] will go a long way to helping achieve this. Through many of our school procedures, strategies and our curriculum, you will see an ever growing emphasis on this. As a school, we will use research like this to formulate our plan for developing pupil's health and well-being in the coming sessions. We will incorporate mindfulness into this plan.

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A child begins their learning journey from the moment they are born. **Parents and carers** play the most important role in the pre-formal learning experience a child will endure in their first 5 years of life. Vulnerable families especially, require adequate support and education to ensure that **every young person** entering primary education has had the best possible start to life, regardless of their background.

With the development of 1140 hours we hope to extend and enhance the Early Years provision we offer. With the proposed school [refurbishment](#), we will be pushing hard as a school community for a fit for purpose Early Years Centre, with the potential to offer places to vulnerable two year olds. It is important that our authority nursery assumes this mantle as we are in an area very well served by private nurseries, so we must fill this gap to support our more vulnerable families. We must also see this as an opportunity to plan ahead. There is an opportunity to ensure that we are placed for the next increase in hours that becomes available to families – building a space that can accommodate this likely change ahead of schedule.

In Milngavie, one area where we require additional assistance and training is in the field of mental health. School Counselling is now a feature of our school, which has proven to be beneficial. We now have a LIAM trained practitioner which is already proving to be a significant asset. We have a second staff member commencing training in session 23-24. The restructuring of the School Nurse service also sees a greater emphasis of their role focussing on pupil mental health.

In Milngavie we will strive to provide opportunities to develop opportunities for family learning, both in Early Years and across the school, whilst being mindful of the demands parents already have on their busy working lives.

### Why focus on raising attainment for all?



Attainment is an individual's passport to personal, social, cultural and economic opportunities. Raising attainment means improving life chances. This does not mean just focusing on exam results, but instead looking at attainment in its widest sense. It is this rich attainment which enables all of our children and young people to make good progress and develop the skills, ambition and know-how they need to improve their life chances. Here are the broad sweep approaches we consider when raising attainment, and achievement, across the school.

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### **School level actions**

- Effective leadership
- A clear focus on improving learning
- Agreed structures and processes in school
- A focus on Consistency of approach across the school (See Consistency strategy paper)
- The importance of staff skills and professional development
- Making learning challenging
- Ensuring effective relationships for teaching and learning
- Building partnerships around the school

### ***Class and teacher level actions***

- Using teaching strategies and developing pedagogy
- Building effective learning relationships
- Improving professional expertise, undertaking effective development and training

### ***Characteristics of effective teaching***

- Monitoring and feedback (target setting, AfL, use of data and classroom evidence)
- Teaching learners' how to apply a variety of strategies
- Peer interaction and mutual support
- High quality relationships to enable learning

### **Interventions and approaches**

- Explicit, direct teaching providing feedback to learners
- Collaborative and co-operative approaches
- Peer-tutoring
- Meta-cognitive approaches (planning, monitoring and reviewing one's own learning)
- One-to-one and small group tutoring

### **Effective programmes**

- Range of evidence
- Reading Recovery e.g. Rapid Readers
- Building Blocks Mathematics e.g. SEAL and EDC Maths Recovery programme



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- Peer-Assisted Learning Strategies
- Student Teams-Achievement Divisions
- Formalise aspects of effective teaching, provide professional development, monitor performance

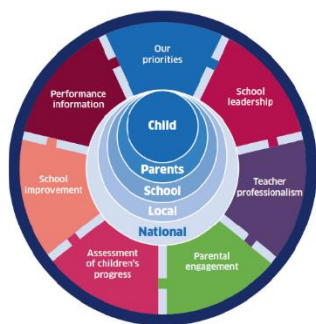
### Closing the gap – points we should consider!

- Most approaches 'work' for the majority of learners
- Most approaches therefore increase the gap
- The Matthew Effect - 'advantage begets further advantage'
- Reducing the gap is a significant challenge

### Promising classroom strategies to 'close the gap'

- Focus on improving teaching and learning processes and methods
- Collaborative and co-operative learning
- Peer involvement in learning (peer tutoring, team approaches)
- Meta-cognitive strategies, making learning explicit
- Specific subject strategies (e.g. phonics instruction in reading, computer assisted instruction in maths)
- Effective scaffolding practices by teachers
- Targeted interventions to meet specific learning requirements are, in our view, the best way to move forward.
- Opportunity to engage in 'improving our classroom' as an entire school

## Improving performance through Self Evaluation



### **Reflective questions for use in staff development and raising the bar discussions**

- How am I ensuring essential literacy and numeracy skills run through all aspects of learning?
- How do my colleagues and I work together to encourage a focus on literacy and numeracy?
- Do our vision, values and aims, our Charters, our ethos and our professional and personal values and our focus on all aspects of a child's health and Wellbeing provide a premise from which children can flourish?

#### **Increasing the ambition, aspiration and expectations of every child and young person**

- How clearly do I set high aspirations for every learner, every day?
- In what ways do I communicate these aspirations with the learner, parents/carers and colleagues?
- How can I ensure that all of my learners become self-motivated to achieve the highest level of attainment they can?
- How effectively do I feed back to learners about their successes and areas for development in a way that allows them to gain confidence in their ability to learn?
- How do I "take action early" and intervene appropriately when attainment levels should be better?

#### **Delivering excellent learning and teaching in every classroom, every day**

- How do I know what excellent teaching is?
- How inspiring are my lessons?
- How often do I take time to reflect on the quality of my teaching?
- How frequently do I ask for and receive feedback on my own practice?
- How do I share experiences with and seek to learn from other colleagues?
- In what ways have I recently explored opportunities to develop my professional skills and knowledge?
- Are there more opportunities I can access through my school and education authority to network and share experience/ practice within and across schools?

#### **Developing effective leadership at all levels**

- How well do we as a school collectively create, share and expect the highest levels of behaviour, attitude, attainment and ambition for every learner?
- How do we track every learner's progress and intervene when attainment appears to be dipping?
- How do we as a school create a culture which actively supports improved outcomes for all learners?
- Does every learner have a strong and lasting one-to-one supportive relationship with at least one member of staff?
- How do we ensure that leadership capacity is developed through leadership programmes, local networks and/or working across schools?
- How do we hold ourselves accountable for the progress of each and every learner?

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### Engaging family and the wider community

- How well do I work with individual parents/carers to help them to support their child's learning through shared high expectations and motivation to achieve?
- How inclusive and proactive is my strategy for enabling parents/carers to engage with me and the school? Is it working?
- How effectively do I look for opportunities to engage the wider community in order to enrich learning experiences, and raise motivation and aspiration amongst my children and young people?

### Using information intelligently to understand progress

- How well do I track each individual learner's progress? In what ways do I advise and coach them on their learning, and does each learner understand the progress they are making and need to make?
- What are the sources of information that I use to understand progress?
- Am I confident that these are robust, fit for purpose, and the best available?
- Are we developing robust approaches to quality assurance and moderation?
- How well does my school use benchmarking information intelligently to learn and to support the identification of strengths and areas for improvement in school performance?

### **As a school, where are we taking cognisance of the following?: **\*\***(Still to add in examples of school evidence to substantiate success in these areas)**

- learning must be led through the interests of the child in a variety of play situations
- Support for learning teachers, if possible, to effectively support literacy and numeracy
- High expectations
- Effective channels of communication
- Standardised testing - inform planning for progression for individual children and class groups. The results from these tests should also inform the content of the courses and programmes
- Children and young people should understand skills are transferable and demonstrate this in different contexts in learning.
- Acquisition and progression of such skills must be assessed
- Robust tracking and monitoring of the progress of individual children - monitoring and tracking system for the Broad General Education
- Children and young people who face challenges in their learning must have their progress assured through appropriate planning
- Differentiation and the provision of additional support where necessary and as appropriate
- Collaboration and networking for effective school improvement and raising attainment
- Effective collaboration will prioritise: The quality of the learning and teaching; The quality of classroom practice; Promotion of distributive leadership and a shared commitment to professional development -Bringing together key staff working on similar tasks
- Tracking impact of distributed leadership
- Out of school learning
- Achievements - Tracking
- Pupil engagement

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- Core habits of pupil achievement and other skill sets, such as organisational skills and self-discipline
- Building leadership capacity
- Effective assessment of learning
- Engagement that parents have with their child's learning is a critical factor outside the school environment
- Collaboration and Engagement
- Data collection
- More able children's needs being met
- Assertive Mentoring/Target Setting
- Career long professional development opportunities (CLPL)
- Scottish Survey of Literacy and Numeracy
- OECD/PISA/SSLN
- Getting it Right for Every Child
- Scottish Index of Multiple Deprivation (SIMD)

### At Milngavie Primary School and EYC.....

We are consistently contributing to the aspiration of being a nation of successful learners, responsible citizens, effective contributors and confident individuals so that everyone contributes to the sustainable economic growth of the country, ensuring a 'Smarter Scotland'. We are committed to ensuring social justice, children's rights, learning for sustainability and equality in all of its forms. Our raising attainment strategy is matched to the Scottish Government '[A Stronger Scotland](#)' outcomes, '[National Improvement Framework](#)' for Scottish Education, national legislation, refreshed [GIRFEC](#) (Getting It Right for Every Child) guidelines including UNCRC, our school aims' (vision), Charters, our curriculum rationale and continual improvement plans.

Some of the ways we work on raising attainment and achievement are:

- High expectations – aim high, no glass ceiling, no complacency.
- Database to track pupil's achievements outwith school (Form for parents on website)
- Database to gather pupil experiences that add value to the core learning experiences. (start session 23-24)
- Differentiation in teaching, resources, approaches, timescale, feedback and support.
- Universal and targeted support and challenge.
- Breadth and depth in all areas of the curriculum, continually updated.
- Permeates our '**Curriculum Rationale Position Statement**' and School Vision & Aims and School/Class Charters.
- Tracking, monitoring, use of data and intelligence – *so what?*
- Using ICT to permeate and enhance learning and to engage with families. (Digital Leader and specialist provider through NCCT)

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- Consistently reducing potential barriers to learning.
- Active Learning (engaging children in their learning).
- Use of the 'Pupil Voice'. (See Skills Academy guidelines)
- Partnership and teamwork.
- Target setting and review for all children.
- Literacy – support and challenge.
- Numeracy – support and challenge.
- Using a range of online and digital resources to enhance children's learning experience and support learners who have specific requirements e.g. dyslexia
- Health and well-being in all of its forms using experience for a range of agencies. (See Body works and scot.health)
- Use of data and intelligence to inform next steps, plans and allocation of resources.
- Staff skills, expertise and leadership used to raise attainment.
- Maximising of resources and finance including detailed PEF spending linked to school's priorities based on intelligence and targeted finance bids to raise attainment.
- Using our in-house 'Suite of Support' that we have developed over the years.
- Use of a range of reading materials to support reading recovery and higher order thinking skills e.g. including novel studies/reciprocal reading.
- Use of the 4 contexts for learning the ethos and life of the school as a community. (see Thinglinks)
- Curriculum areas and subjects relevant to the pupils and their environment.e.g. Social Studies
- Interdisciplinary learning.
- Opportunities for personal achievement.
- Extended learning experiences across all stages – a real focus to add value to learners' experiences (visits, visitors, clubs, tournaments, etc.).
- Specialisms such as Digital Learning, Science, Art and design and Music.
- Use of real life contexts and relating learning to skills for life, learning and work. (My World of Work resources P5-7 – overseen by Digital lead)
- Using validated research to develop practice and projects aimed at raising attainment.
- Targeted planning and reviews of targets for children with additional needs, GIRFEC.
- Interagency work and outcomes.
- Use of HMIe/CI inspection reports and EDC evaluation feedback.
- Staff Remits matched to raising attainment.
- Improvement Planning
- Self-evaluation (see iabacus resource)
- Keeping up to date with legislation and national/EDC Policy.
- Transition programme for new children and micro transitions for children with needs.
- Fit school to child's needs and not the other way around. Needs based school not driven by diagnosis.
- Be responsive and inclusive – listen to children and families.
- Track the impact of achievements, get to know the 'whole' child.
- Give a wide range of opportunities to apply skills, see the relevance.

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- Building resilience and self-esteem.
- GIRFEC approach including
  - Support Plans
  - CSPs
  - Additional Support Plans
  - Health Care Plans.
  - Support for LAC/LACC
  - Tracking and monitoring attendance, SIMD, FME and PEF and engagement in parent events, extra-curricular etc
- Supporting children to reach their potential. Directing staff to Challenge groups as well as support groups. (In-service on progress vs attainment – James Nottingham)
- Purchasing innovative and matched resources including digital resources.
- Opportunities for all children to explore personalisation and choice.
- Use of assessment is for learning strategies, formative/summative assessment. (part of Improving our schools)
- Use of evaluations matched to next steps.
- Use of information and ideas – So what? Impact on outcomes for children.
- Family/Carer support and signposting.
- Skilled teaching and professional judgements. (See Progress and Achievement database)
- Being vigilant about child protection and safe guarding, Child Protection plans and files. See supporting policies – on school website)
- Teaching 'Protective Behaviours' to all children. (e.g. NSPCC programme during assembly)
- Use of computers and software for tracking data, e.g. attendance, progress and achievement, Risk Matrix and pastoral notes.
- Contextualised learning (real life learning and problem solving).
- Using the voice of the child to be responsive in learning and teaching.
- Management and leadership remits and innovations.
- Use of financial education and whole school credit union.
- Collaborative learning and peer support.
- Targeted home-learning for those who require short or medium term support or specific, targeted interventions
- Position Statement outlining how we meet the needs of more able pupils and a process to track and monitor their progress
- Requests for assistance to other services used to support children and families.
- Use of timetabling, prioritising of Specialist Support Teachers e.g. ' support and challenge in Literacy and Numeracy
- Targeted and topical resources.
- Early Interventions.
- Literacy pathway to Phonics programme.
- Range of assessments providing detailed analysis of children. Staff developing skills in analysis of the data e.g. GL/SNAS. Looking to expand to Science.
- Interagency plans and reviews. (see Child Protection procedures, for example)
- Parent/carers and family support and signposting.

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- Transition work. e.g. EYC transition plan and highly effective links with local Academy and feeder Early Years centres
- Forward and responsive planning, year planners, structure and balance plans.
- Responsibility of all experiences, teaching and evidence.
- Class/playroom visits and peer visits across the school and to other schools and nurseries as appropriate. (Improving our School's programme)
- Counselling and mindfulness. (Lifelink and Clare McRobbie)
- Taking forward 'Active schools', competition and ambition. (Sports Scotland Award)
- Engagement with parents e.g. science programme.
- Engagement with Active Schools.
- Constantly trying to offer a range of extra-curricular experiences covering a range of disciplines.

[Getting it Right for Every Child](#) (GIRFEC) is a Scottish Government strategy embedded in legislation and in our practice. There is a commitment to ensure that your child has the best possible start in life and to improve outcomes for children and families based on a shared understanding of their wellbeing. Most children make their journey from birth to the world of work supported by family and the universal services of Health and Education. The Named Person in education helps to make sure that the child's wellbeing is developing. The Principle Teacher is the Raising Achievement Coordinator also. If you have any concerns, you should speak to **Mrs McElney (Numeracy)** or **Mrs Kelly (Literacy)** who will work with you to support your child and to ensure that your child gets the support and help they need at the time they need it.

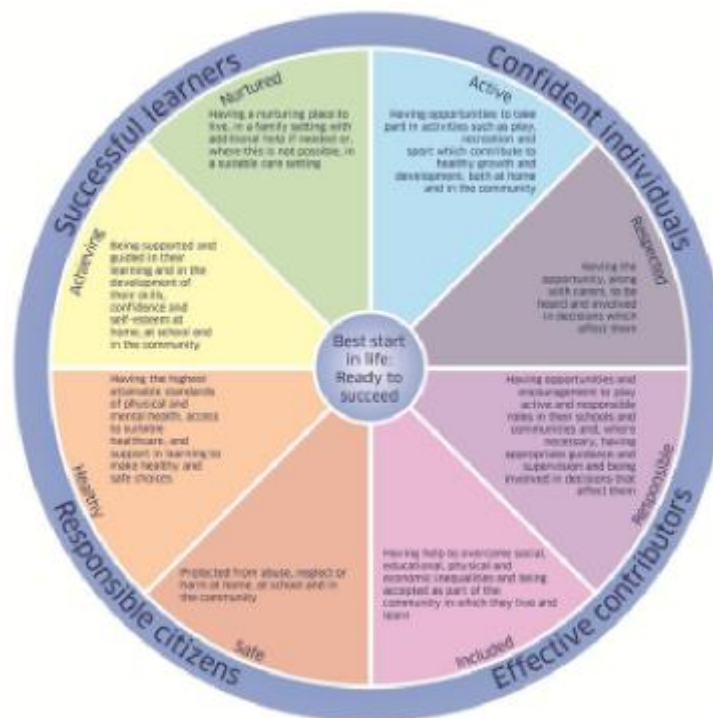
Children with additional support needs, including health or behaviour needs, are given targeted help from the class teacher in the first instance, either individually or in small groups. A member of the Management Team (Depute Head) is the Raising Attainment Coordinator. The Raising Achievement Coordinator, in addition to the Head Teacher and staff, liaise with parents, support staff and outside agencies to plan for the use of available resources to ensure that the needs of children are taken into account and a wide range of targeted experiences and strategies are in place for a child, working on Getting it Right for Every Child.

A comprehensive suite of support within the school is used effectively. Universal Support Plans, Action Plans, and Coordinated Support Plans are used as appropriate to plan next steps for children, in partnership with parents/carers, services and agencies. Technology is used effectively to support needs including the needs of able pupils e.g. supporting our children with Down's Syndrome. The Head Teacher is the designated manager for children who are looked after (through a legal order).

The Senior Leadership Team (SLT), Class teachers and Support Staff work collaboratively to differentiate the curriculum for children. The Specialist Support Teacher works with prioritised pupils and all staff in the school, one day each week. She takes on a considerable amount of planning and assessment to support both the SLT and Class Teachers. An Educational Psychologist also works with the school, visiting for half a day *approximately* once a month. In addition, staff work collaboratively with many services, agencies and partners to meet children's needs and plan for optimum levels of attainment and success. EDC has a position statement for 'looked after' children and closely follows local/national guidance for working on positive outcomes for 'looked after' children.

## Milngavie Primary School and Early Years Centre

Raising Attainment & Achievement Plan: Strategic Overview. This will be supplemented with specific, school led Literacy, Numeracy and Health and Well-being attainment strategies



Further information is available from the school regarding the following:

- [The Additional Support for Learning Act](#) (website)
- Requesting an Assessment
- Planning for Learning – Universal Support Plan
- Planning for Learning – Coordinated Support Plan
- Transitions
- Future Planning to support individual pupil needs
- Information for Parents and Carers about moving on from school.
- Inclusive Education
- Assisted technology Assessment (Request for Assistance)
- Visual Impairment Support
- Early Years Specialist Support (Early Years Support Teacher SLT)



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- Independent Adjudication

More information can also be found on:

- The [GIRFEC](#) website.
- The Scotland Government [Getting It Right](#) website.
- [Enquire](#), the Scottish advice service for additional support for learning. Enquire offers independent, confidential advice and information on additional support for learning. Phone helpline: **0845 123 2303** - Email: [info@enquire.org.uk](mailto:info@enquire.org.uk)

Advice and information, including leaflets, guides and factsheets can be found on the website: [www.enquire.org.uk](http://www.enquire.org.uk)

#### Next Steps:

- **Introduce a progressive Oral Literacy Programme**
- **Devise a progressive Reading Framework**
- **Further develop the specialisms across the school**
- **Embed a more consistent and progressive experience across the Performing and Expressive Arts**
- **More staff engagement in the self-evaluation process**
- **Continue with the Improving our School's Agenda e.g. Metacognition**
- **Right's Respecting School – Silver Award**
- **Additional Awards in Digital Literacy building on the Digital Schools Award**
- **Awards to recognise the progress made in the delivery of the music curriculum**
- **Diversify the delivery of the Social Science**
- **Pupil Enquiry Based Learning (PEBL) – starting session 24-25.**
- **Effectively manage the decant process for the school's refurbishment so that ALL pupils are supported and to ensure that there is no deterioration in pupil attainment and achievement**
- **Although we have a process for gathering pupil achievements, we would like to look at more accessible approach.**

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### CURRICULUM FOR EXCELLENCE

This annex gives a list of useful information [Curriculum for Excellence](#) web page. (parents/carers page)

### PARENTAL INVOLVEMENT

- [Guidance on the Scottish Schools \(Parental Involvement\) Act 2006](#) (pdf) provides guidance on the act for education authorities, Parent Councils and others
- [Parentzone](#) provide information and resource for parents and Parent Councils (website)

### SCHOOLETHOS

- Supporting Learners – guidance on the identification, planning and provision of support – [Inclusions and Equalities](#) (Website)
- [Journey to Excellence](#) – provides guidance and advice about culture and ethos (website)
- [Health and wellbeing](#) guidance on healthy living for local authorities and schools (website)
- [Building Curriculum for Excellence through Positive Behaviour and Relationships](#) (pdf) outlines the Scottish Government’s priority actions around positive behaviour in schools and is also a source of support

### CURRICULUM

- Information about how the curriculum is structured and curriculum planning – [The Curriculum for Scotland](#) (website)
- Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas – [Experiences and outcomes](#) (website)
- Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing – [Responsibility of All](#) (website)
- Information on [Skills for learning, life and work](#) (website)

### ASSESSMENT AND REPORTING

- [Building the Curriculum 5: a framework for assessment](#) (pdf), provides guidance around the assessment framework
- Information about [Curriculum for Excellence levels and how progress is assessed](#) (website)

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### GETTING IT RIGHT FOR EVERY CHILD

- Information about National Policy and supporting children through [Getting It Right For Every Child](#) (GIRFEC) (website)
- Information and links on [Wellbeing for children, parents/carers and staff](#) (website)
- Information about South Lanarkshire Council's [GIRFEC Parenting Support Strategy](#) (pdf).

### SCOTTISH GOVERNMENT PLANS AND TARGETS

- [A Stronger Scotland – plans for 2015-16](#) (pdf)
- [National Improvement Framework for Education \(January 2016\)](#) (pdf)

[Children and Young People \(Scotland\) Act 2014](#) (pdf)

Access the support and resources you need at [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk) Find out what excellent practice looks like at [www.journeytoexcellence.org.uk](http://www.journeytoexcellence.org.uk) Join the discussion and share your views and experiences at [www.engageforeducation.org/attainment](http://www.engageforeducation.org/attainment)

### Resources

This selection of resources aims to support practitioners in raising attainment.

#### Learning together: Developing Literacy and Numeracy across learning:

This pack of activities, video clips and extracts from research helps staff to explore different perspectives on how they can focus on literacy and numeracy as platforms on which to build future learning.

#### Learning together: mathematics:

This guide stimulates professional reflection, dialogue and debate about mathematics and how to improve it. It draws together themes, features and characteristics of effective improvement in mathematics and descriptions of good practice.

#### Raising attainment through literacy and numeracy:

These links provide access to a wide range of videos which explore different ways of and contexts for promoting literacy and numeracy to raise attainment.

#### How well are learners progressing and achieving in literacy?

This material is adapted from guidance given to HM Inspectors and Associate Assessors in August 2011 to support their work with establishments.

#### How well are learners progressing and achieving in numeracy ?

This material is adapted from guidance given to HM Inspectors and Associate Assessors in August 2011 to support their work with establishments.

#### Literacy across learning: Strategy into practice in Beeslack Community High School

Case study in which Beeslack Community High School shares its whole school literacy across learning strategy, with particular focus on writing across the curriculum.

#### Writing across learning in St Hilary's Primary School

### **Milngavie Primary School and Early Years Centre**

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Case study in which St Hillary's Primary School shares its practice and materials for writing across learning.

#### Literacy across learning - Auchinleck Academy in action

Case study in which Auchinleck Academy highlights the effective use of critical literacy across the curriculum showcasing the use of internet research of a scientific topic.

#### Improving the Odds - Improving the Life Chances

The introduction of this publication details the characteristics that should be present in every school, class and lesson if practitioners are to make a difference to children's lives by improving their literacy and numeracy skills.

#### Forest Schools Initiative - learning in maths

In this case study staff and pupils at Burrelton Primary School developed the Forest Schools Initiative to enhance many aspects of numeracy through learning out of doors.

#### Using questions to improve thinking in mathematics

A case study carried out by Midlothian high schools with aim to review how they used classroom questioning in order to improve their pupils' capacity for engaging in mathematical thinking.

#### Flooding learning journey

A learning journey published on the STEM Central website which focuses on using mathematical modelling to inform planning in engineering contexts

#### Time and cost analysis learning journey

A learning journey published on the STEM Central website which focuses on applying mathematics and numeracy in the context of electric transport.

#### Maths: Achieving Excellence through Enterprise in Education

This guide illustrates how enterprise can be embedded in maths in secondary education although some of this material may be of interest to primary schools engaged in transition projects with secondary schools.

#### Have Sum Fun

A leaflet containing lots of games teachers or parents/carers can play with your children to help them develop an interest and love of numbers. As a parent or carer you can help your children develop their mathematics and number skills by playing these games with them.