

Rosemount Primary School

School Improvement Plan 2023 – 2024

(3 Year Strategic Plan 2023 - 2026)

Rosemount Learners Rosa and Monty



Rosemount Vision, Values and Aims



Rationale: Analysis of our recent improvement priorities has led us to question whether our current curriculum offer reflects the values, knowledge, attitudes, capabilities and skills we want to equip our pupils with. By drawing on the research and guidance from local and national sources we realise that in order to ensure our pupils are equipped with the transformative competencies required to develop a sense of themselves in our complex and uncertain world, our curriculum, our pedagogy and our values need to be better aligned.

Our unique environment has been a wonderful source of inspiration and benefit both during and since the pandemic and we are now in a place where we need to underpin our progress in a refreshed curriculum rationale.

Our recent innovations have all had positive outcomes and we are in a good position to reimagine our pathways to build teacher confidence that we are equipping our children to be life-long learners.

Our Priorities:

All our learners from nursery to P7 have their entitlement to Learning for Sustainability (LfS) met. Learning for Sustainability (LfS) is an approach to life and learning which will enable our learners, educators, schools and the wider community to build a socially-just, sustainable and equitable society. An effective approach to LfS will weave together global citizenship, sustainable development education and outdoor learning to create coherent, rewarding and transformative learning experiences.

All pupils are empowered to enjoy and exercise their rights and to promote the rights of others. Our curriculum will offer opportunities for duty bearers to facilitate the UNCRC and as a community create a rights respecting environment that prepares our children to thrive in an increasingly globalised culture.

All pupils receive high quality Learning and Teaching experiences across the curriculum. This is based on appropriate on-going professional learning which informs our pedagogy and our understanding of pupils' individual needs which allow teachers and support staff to plan, assess and resource learning to a high standard and address barriers to learning in a way that allows achievement for all.

Influencing Factors:

School Factors

- Post-pandemic impact on pupils' attainment, emotional well-being
- Recent developments and CLPL with Alba Explorers on Ecology, Sustainability and Outdoor Learning and 3 classes obtaining the John Muir Award
- Recognition of the importance of play pedagogy
- Development of emotional literacy
- Refreshed ASN policy and procedures
- Attainment and achievement data – including pupil and parent feedback

Local Authority Factors

- Restructuring of Senior Leadership team within Schools and Life-Long Learning Directorate
- New tracking tool rollout
- Focus on equity
- Learning for Sustainability offer of support and funding
- ASN review

National Factors

- 'Scotland's Curriculum for Excellence' OECD report (June 2021)
- 'Putting Learners at the Centre; towards a future vision for Scottish education' Ken Muir (March 2022)
- 'It's our Future' Scottish Government (June 2023)
- 'The Future of Education and Skills – Learning Compass 2030' OECD (2019)
- 'Realising the Ambition' Scottish Government (2020)
- Global Goals for Sustainable Development
- GTCS Exploring Learning for Sustainability in the Professional Standards
- UNCRC and Rights Respecting Schools agenda

| Strategic Overview of 3 year plan | |
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| Session | Outcomes |
| Year 1 2023-24 | Consolidation and embedding of recent training and developments to grow confidence to provide greater depth and relevance in our curriculum taking cognisance relevant guidance and reports from national sources as well as mandatory requirements of Education Scotland. Create a clear and relevant, shared understanding of current context on which to critically evaluate our current curriculum. Ensure the Rights of the Child and Global Development goals are understood and valued by all. |
| Year 2 2024-25 | Building on Improvements: Refresh our vision, values and aims to better reflect ethos and our curriculum offer. Redefine our curriculum rationale to reflect this. Seek further accreditation in RRSA, LfS, Play Pedagogy, Reading Schools. Strengthen partnership working and community links. Continue to maximise opportunities for collaborative learning and leadership opportunities. |
| Year 3 2025-26 | Looking Outwards: Sharing our ideas and building capacity, GTCS accreditation and leadership opportunities. Partnerships and community links. |

Year 1 – 2023-24

Priority 1: All our learners from nursery to P7 have their entitlement to Learning for Sustainability (Lfs) met

HGIOS / HGIOELC QIs and identified themes:

1.3 Leadership of Change; developing a shared vision relevant to the school and its community
2.2 Curriculum; rationale and design and development of the curriculum
3.1 Ensuring Wellbeing, Equality and Inclusion; wellbeing, fulfilment of statutory duties

NIF Priority / Drivers

- School Improvement
- Improvement in children and young people's health and wellbeing



| Desired Outcome | Implementation Process (Actions) | Responsibility | Timescale | Required Training / costs |
|--|--|--------------------------|---------------|---|
| Lfs is integral to our planning across the curriculum. | All staff engage with the ES 'Whole School and community approach to Lfs toolkit. Gather baseline evidence, plan actions and consider how impact will be measured. | Teaching staff led by HT | October 2023 | |
| | All staff have a shared understanding of Lfs | | October 2023 | |
| | Consider planning structures to support Lfs in interdisciplinary contexts | HT | November 2023 | Support / twilight input from Sheena Hardie Sfl support officer |
| | Clear plans and remits are established for outdoor learning, ecology, planting and growing. | HT with teaching staff | November 2023 | |
| | Lfs and RRS are linked and shared across our school community | HT | February 2024 | |

Evaluation (from Challenge Questions)

Evidence

How effectively are we joining up the different aspects of Lfs in our curriculum?

Observation from planning and learning visits
 Feedback / staff survey
 Pupil questionnaire

How well are we using Lfs pedagogies to raise attainment and tackle inequity?

Tracking data
 Planning and attainment meetings
 Staff survey

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| To what extent are we using outdoor and community spaces to enhance learning? | Pupil and staff survey Learning visits Planning meetings |
| To what extent do we take account of all the factors that make our school unique? | Pupil and staff survey Parental and partner feedback |
| Progress, Impact and Next Steps: | |

Priority 2: All pupils are empowered to enjoy and exercise their rights and to promote the rights of others

HGIOS / HGIOELC QIs and identified themes:
1.3 Leadership of Change; developing a shared vision relevant to the school and its community
2.2 Curriculum; rationale and design and development of the curriculum
3.1 Ensuring Wellbeing, Equality and Inclusion; inclusion and equity

NIF Priority / Drivers

- Placing the human rights and needs of every child and young person at the centre of education.
- School improvement




| Desired Outcome | Implementation Process (Actions) | Responsibility | Timescale | Required Training / costs |
|---|--|----------------|---------------|---------------------------|
| Gain Silver accreditation as a Rights Respecting School and establish links across the curriculum to articles | Establish leadership groups for pupils to involve all in decision making and responsibilities linked with UNCRC. | SLT | | |
| | Implement plan* devised from pupils / staff survey to embed the articles of UNCRC in our curriculum and ethos. | DHT | February 2024 | |
| | Link Lfs, RRS and Global Goals and show in planning / learning opportunities | DHT | | |
| | Opportunities for involvement in local community and wider global issues | All staff | | |
| | All staff to become familiar with the GTCS 'A Childrens-Rights Based Approach' | Teaching staff | | |
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| Evaluation (from Challenge Questions) | Evidence |
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| How well does our school community have ownership of our vision, values and aims? | Pupil and parental questionnaires / mentimeter feedback Pupil voice groups |
| Does the curriculum experienced by our learners reflect our rationale? | Staff feedback Planning meetings |
| How effective is the leadership of curriculum development at all levels? | Working groups / SIP evaluations Pupil voice groups |
| How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community? | Questionnaires Learning visits Tracking attainment and achievement |

Progress, Impact and Next Steps:

Priority 3: All pupils receive high quality Learning and Teaching experiences across the curriculum.

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| <p>HGIOS / HGIOELC QIs and identified themes:</p> <p>1.2 Leadership of Learning; Professional engagement and collegiate working, Impact of CLPL</p> <p>1.3 Leadership of Change; strategic planning for continuous improvement</p> | <p>NIF Priority / Drivers</p> <ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children and young people Teacher and practitioner professionalism  |
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| Desired Outcome | Implementation Process (Actions) | Responsibility | Timescale | Required Training / costs |
|---|--|----------------|-----------|--|
| All staff undertake appropriate CLPL to enable self-evaluation of practice and ensure our pupils are exposed to the highest quality learning and teaching | All staff become familiar with the recommendations from the Muir 'Towards a Future Vision' report, 'It's Our Future', Target 2030: Scotland's Learning for Sustainability Action Plan. | All staff | | |
| | Staff introduced to resources on Angus SfL padlet and trial the use of these in their planning | SLT | | |
| | Teaching staff engage with the 'Explicitly Teaching Writing' agenda and evaluate against our current Big Writing strategy | Teaching staff | March 24 | £270 (2 paid places +6 free) 5 webinars |
| | All staff undertake further Trauma Informed Practice training | All staff | | Keeping Trauma in Mind 1 twilight +1/2 inset day (EPS) |
| | Roll out BSL as our L3 focus | Julie Smith | | £500 from L3 grant for resources |
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| Evaluation (from Challenge Questions) | Evidence |
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| To what extent is our professional learning based on the values and actions within the GTCs professional standards? | Staff evaluations PRD |
| Do we ensure sufficient time for bedding in improvements? | Staff survey |
| To what extent do our tools for change impact positively on improving outcomes for all? | Pupil, staff and parent questionnaires Feedback from partner providers |

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| | Attainment data |
| How effective are our approaches to evaluating and monitoring the impact and sustainability of our professional learning? | CLPL evaluations and exit pass / impact check-ups |
| Progress, Impact and Next Steps: | |