

Fishcross Primary School Improvement Plan 2023/24



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Council**

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Overview

Headteacher:

Gayle Penman

Priority	Long Term Improvement Outcome	Accountable Person
1	<u>Curriculum planning-</u> By June 2025, our school will provide enriched learning experiences for all children, leading to improved attainment across the curriculum	Gayle Penman
2	<u>Literacy</u> By June 2025, 80% of learners in Fishcross Primary will achieve the national expectations, or above, for their age and stage in Literacy	Gayle Penman
3	<u>Numeracy</u> By June 2025, 80% of learners in Fishcross Primary will achieve the national expectation, or above, for their age and stage in Numeracy	Gayle Penman
4	<u>Health & Wellbeing- Relationships and Environment</u> By June 2025, our school environment will enable all learners and staff to feel safe and supported and interactions between individuals will always be calm, respectful and restorative	Gayle Penman



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Context of Fishcross Primary

In August 2023, our school roll will be 76.

Our average attendance is currently 94%

In 2023-24 we will have 3 classes- P1/2, P2/3, P4/5 and P6/7.

Our Leadership team consists of a Headteacher

We have 15 members of staff including 6 part time staff members

A few of our learners are Care Experienced



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There are 28 learners on Staged Intervention. This is 41% of our school community.

A few of our learners live in deciles 1 or 2.

Most of our learners live in deciles 3, 4 or 5.

A few of our learners live in deciles 7-9.

12% of our school population have Free School Meal entitlement.

We have strong links with the schools and ELCs our children transition from and to.
Most of our P7 pupils move on to Lornshill Academy.



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Priority 1

Long Term Improvement Outcome

(Aspirational, Transformational; relates to improved outcomes for learners)

Curriculum planning-

By June 2025, our school will provide enriched learning experiences for all children, leading to improved attainment across the curriculum

NIF Priority	NIF Driver(s)	HGIOS4/HIGIOELC QIs
<p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p>



Contextual Analysis/Rationale

In session 2022-23, we took a close look at our curriculum and bundled Experiences and Outcomes in order to ensure coverage across the curriculum. This allowed teachers to see natural links between different bundles to help offer wider coverage and ensure learning was coherent for children. Staff considered UNCRC Rights of the Child, Global Goals and the refreshed narrative as they planned possible next steps for our curriculum.

For our school, we identified the need to carefully plan our curriculum to ensure that, despite some multiple composite classes and changes of class structure annually, our children receive a wide range of high quality experiences and outcomes covering all curricular areas. Careful consideration needs to be given to skills progressions and building upon prior knowledge and experiences year on year.

As part of the local authority Curriculum Empowerment group work during 2022-23, a draft Curriculum Rationale for Clackmannanshire was produced. It states the need for us to be courageous as we design our curriculum for learners. In Fishcross, we identified that we need to make more effective use of our local context and continue to engage in on-going professional learning to support our curriculum innovation.

Planned collaboration between small schools in our Authority in session 2023-24 will offer our staff team a wider number of professionals to liaise with as they plan Interdisciplinary Learning for their classes. A decision has been made to plan across the whole school and look at particular bundles of Experiences and Outcomes together. At the planning stage, consideration will be given to progression of skills, depth of learning and offering challenge. There will also be high quality assessments built in at this time. Time will be taken to ensure a wide variety of experiences are offered and creative approaches will be encouraged in order to engage learners. Staff will focus on the refreshed narrative and ensure all curriculum planning considers the 4 contexts for learning and the 4 capacities.

Skills Development Scotland 4.0 offers the meta skills progression framework and states:

“Meta-skills are innate, timeless, higher-order skills that create adaptive learners and promote success in whatever context the future brings. From birth, children use their meta-skills as they test and explore the world around them, and it is these meta-skills that act as a key to unlock the development of other transferable and technical skills. Therefore, it is important that as children and young people progress through their education, practitioners make meta-skills explicitly visible and create opportunities for learners to recognise, understand and explore their metaskills development.”

Meaningful contexts will be offered in order for learners to develop and display different skills for learning, life and work.

Clackmannanshire Curriculum Statement

Our children and young people will experience a relevant and ambitious curriculum that will enable them to thrive and achieve now and in the future.



Practitioners, partners and learners will work collaboratively to co-create our curriculum based on the four contexts of learning.



We will:

- be courageous and creative in design and delivery;
- ensure our curriculum is high quality, inclusive and diverse;
- use our unique local context to enhance experiences and opportunities for our children and young people;
- place children and young people at the centre of our practice in line with United Nations Convention on the Rights of the Child (UNCRC) and
- engage in on-going professional learning to support curriculum innovation.



Priority 2

Long Term Improvement Outcome

(Aspirational, Transformational; relates to improved outcomes for learners)

Literacy

By June 2025, 80% of learners in Fishcross Primary will achieve the national expectations, or above, for their age and stage in Literacy

NIF Priority	NIF Driver(s)	HGIOS4/HIGIOELC QIs
<p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p>



Contextual Analysis/Rationale

In literacy in recent years, the school team have made improvements in the approach used to teach writing. A consistent approach is in place and all teachers report that it is working well for their learners with improvements in attainment and confidence when completing written tasks observed. Children report that they particularly enjoy the model texts and reading spine novels used to stimulate interest and offer quality materials to analyse.

Despite small improvements in attainment in reading, writing and listening and talking, the combined literacy levels are still affected by the attainment in writing for some learners. Teachers in every class report a few children in each year group who find it difficult to record their ideas effectively. In session 2022-23, Clicker 8 was purchased as an assistive technology resource to allow greater independence for children, in particular with Additional Support Needs, to use independently as they write. It has features which allow them to use speech to text, spell checkers which read aloud options to help children identify the word they were trying to include, it reads aloud their work and helps them identify when punctuation is required and has learning grids with word banks and topic vocabulary etc. It has now been installed on all devices and staff and learners need time built in next session, 2023-24, to learn how to use this resource to best effect in order to increase confidence and independence in writing.

As we move into the next year of improvement in this area, we look to implement our functional writing toolkits which were created by teachers in session 2022-23. There is an awareness of the need to put a greater focus on real life, functional writing, as this will be required more frequently in the real world within the world of work. Linking with our IDL work this session, teachers will be able to plan opportunities to build in writing across the curriculum and writing for a purpose, which we know can make learning more accessible for many children who find creative writing and using their imagination more difficult.



Priority 3

Long Term Improvement Outcome

(Aspirational, Transformational; relates to improved outcomes for learners)

Numeracy

By June 2025, 80% of learners in Fishcross Primary will achieve the national expectation, or above, for their age and stage in Numeracy

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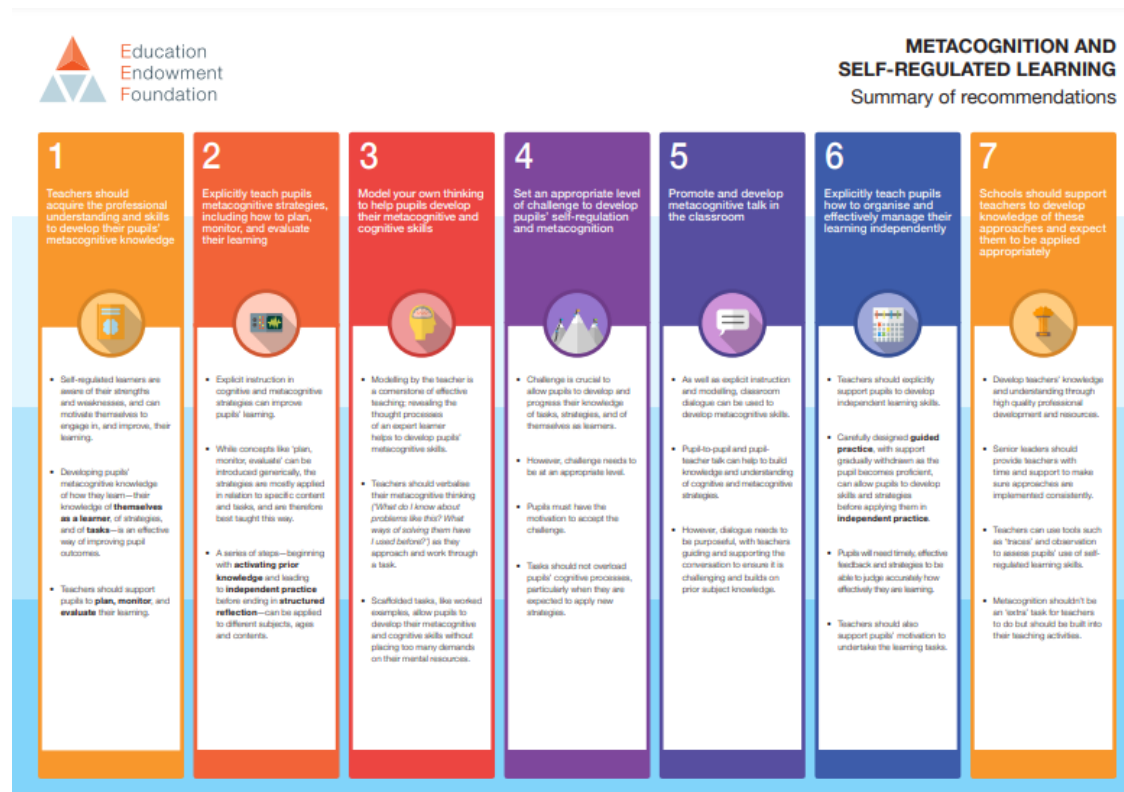


Contextual Analysis/Rationale

Class teachers consistently use the Clacks progression planners for numeracy. They follow the suggested timeframes to ensure pace and progression within the levels, however, following ongoing assessments in class, they adapt and respond accordingly to meet the needs of their learners.

A drop in attainment at First level has been noted this year and teachers across the whole school report that mental maths strategies are causing children to falter. Class teachers observe learners often looking uncertain, making errors or very slowly attempting calculations or solving multi part problems due to their lack of confidence.

Education Endowment Foundation rates metacognition alongside feedback as the intervention likely to have the greatest positive effect on learning. Metacognition involves thinking about thinking.



The introduction of Number Talks across the school will offer learners the opportunity to learn about their learning. They will be given time daily to talk through number problems and share different strategies to help solve these. The Number Talks will take place at a different time of the day than the maths lessons.



Priority 4

Long Term Improvement Outcome

(Aspirational, Transformational; relates to improved outcomes for learners)

Health & Wellbeing- Relationships and Environment

By June 2025, our school environment will enable all learners and staff to feel safe and supported and interactions between individuals will always be calm, respectful and restorative

NIF Priority	NIF Driver(s)	HGIOS4/HIGIOELC QIs
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Contextual Analysis/Rationale

Our priority relating to Relationships and Environment will be continued into session 2023-24 in order to fully embed the approach and share widely with parents. Staff are increasingly confident and consistent in their approach when dealing with any interactions but we have new team members joining us this year and this needs to be consistently implemented by all.

Scripts have been agreed and are useful as situations arise. On occasions, a few staff have reported resorting to previous methods and approaches but noticed the outcome when this happened and also noticed the difference in response from pupils on those occasions. It will take time to embed fully and become second nature. There is a desire to keep momentum and build confidence in using this approach consistently, over time, to ensure this happens.

Staff report a calmness in school, noticeable since the introduction of this approach and also report feeling calmer within themselves. All staff have been 'picking up their own tab' and addressing any situation as it arises. This has had a very positive effect on relationships between children and staff. Mutual respect evident across the school.

Children are learning the language/scripts associated with restorative conversations and this has been taught explicitly as strategies to help them resolve their own issues as they arise. Many staff members report seeing this in action in classrooms and the playground on occasions too. We want to continue to encourage this and grow it.

We shared our approach with parents to encourage the opportunity for consistency between home and school too and this will be shared again next session for families new to our school.

Improvements in our school environment have been made in our Learning Lab library and classroom spaces. Our playground surface was improved last year and additional toys and activities introduced. This has resulted in reduced playground arguments and disagreements. Children are happier in their play and engage fully at break times in positive play with far fewer disagreements or injuries. This session we introduced wheeled toys with a tractor, trailer and scooters.

Due to our school roll, we move to 4 classes next session. This means our Learning Lab returns to a classroom. Careful consideration is needed to ensure environments are planned and designed with visual environment and R4L in mind. Losing a shared space/break out space means further creative thinking required when offering children space for regulation. Greater and more effective use of outdoors will be needed next session.

Makaton signs continue to be introduced in whole school assemblies and used in classes, as appropriate. Parents asked for sign language sessions as family learning for next session.





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