**Improvement Plan 2023-2024**

**Muckhart Primary School**

**“Home of Natural Learning”**

**#smallbutmighty**



Overview

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| **Headteacher: Lesley McGlinchie** |  |

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| **Priority** | **Long Term Improvement Outcome** | **Accountable Person** |
| 1 | By May 2024, all targeted learners identified as achieving “just below” in writing will have made 12 months strong progress | Lesley McGlinchie  Class Teachers |
| 2 | By May 2024, all targeted learners identified as achieving “just below” in numeracy will have made 12 months strong progress | Lesley McGlinchie  Class Teachers |
| 3 | By June 2024, most educators will be more knowledgeable and confident to make accurate Teacher Professional Judgements resulting in improved, robust outcomes for children in their class | Lesley McGlinchie  Cluster Colleagues  Class Teachers |

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Priority 1 – Improved attainment in writing

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| **Long Term Improvement Outcome**  (Aspirational, Transformational; relates to improved outcomes for learners) | | |
| By May 2024, all targeted learners identified as achieving “just below” in writing will have made 12 months strong progress | | |
| **NIF Priority** | **NIF Driver(s)** | **HGIOS4/HIGIOELC QIs** |
| Improvement in children and young people's health and wellbeing  Closing the attainment gap between the most and least disadvantaged children  Improvement in attainment, particularly in literacy and numeracy  Improvement in employability skills and sustained, positive school-leaver destinations for all young people | School Leadership  Teacher Professionalism  Parental Engagement  Assessment of Children’s Progress  School Improvement  Performance Information | 1.3 Leadership of change  2.3 Learning, teaching and assessment  3.1 Ensuring wellbeing, equity and inclusion  3.2 Raising attainment and achievement / securing children’s progress |
| **Contextual Analysis/Rationale** | | |
| From our data of May 2023:   |  |  |  | | --- | --- | --- | | Class/Stage | Reading: On track to meet national expectations | Writing: On track to meet national expectations | | P1 | All | Most | | P2 | Majority | Majority | | P3 | Most | Most | | P4 | Most | Majority | | P5 | Majority | Majority | | P6 | Most | Majority | | P7 | Most | Majority |   -It is known from previous experience that high quality targeted support can ensure that gaps are quickly identified and progress made towards closing any attainment gaps.  -It is evidenced that small group support is most effective when adults have been trained to deliver the learning; and the intervention is evidence based and evaluated regularly.  -However, our learners’ gaps are on such an individual basis that any improvement needs also to come from improvements in class teaching.  -Family Learning is also a key driver to improving attainment. “*Family learning programmes are designed to engage adults and children to learn together, as and within a family, through quality formal or informal programmes. These programmes may comprise family literacy, language and numeracy and wider family learning outcomes. They may also include family learning for health and wellbeing, science, and parenting skills which can ‘equate to capacity building in its purest sense” (Cooper, 2011, p4).*  [*https://education.gov.scot/media/uujfjl4p/family-learning-report-section-3.pdf*](https://education.gov.scot/media/uujfjl4p/family-learning-report-section-3.pdf)  -At our recent VSE, it was noted that “*there is scope to increase the pace and challenge of learning to ensure better outcomes for all learners; including the high achieving*”: professional reading and planned visits to other schools will support this area for action.  Evidence from <https://educationendowmentfoundation.org.uk/> | | |

**Priority 2 – Improved attainment in numeracy**

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| **Long Term Improvement Outcome**  (Aspirational, Transformational; relates to improved outcomes for learners) | | |
| By May 2024, all targeted learners identified as achieving “just below” in numeracy will have made 12 months strong progress | | |
| **NIF Priority** | **NIF Driver(s)** | **HGIOS4/HIGIOELC QIs** |
| Improvement in children and young people's health Improvement and wellbeing  Closing the attainment gap between the most and least disadvantaged children  Improvement in attainment, particularly in literacy and numeracy  Improvement in employability skills and sustained, positive school-leaver destinations for all young people | School Leadership  Teacher Professionalism  Parental Engagement  Assessment of Children’s Progress  School Improvement  Performance Information | 1.3 Leadership of change  2.3 Learning, teaching and assessment  3.1 Ensuring wellbeing, equity and inclusion  3.2 Raising attainment and achievement / securing children’s progress |
| **Contextual Analysis/Rationale** | | |
| -From our data of May 2023:   |  |  | | --- | --- | | Class/Stage | Numeracy: On track to meet national expectations | | P1 | Most | | P2 | Majority | | P3 | Almost All | | P4 | Most | | P5 | Majority | | P6 | Most | | P7 | Majority |   -It is known from past experience that high quality targeted support can ensure that gaps and misconceptions are quickly identified and progress made to closing any attainment gaps. Unaddressed gaps are particularly problematic as children’s learning in maths and numeracy needs to build on a solid understanding of foundation concepts.  -Family Learning is also a key driver to improving attainment. “*Family learning programmes are designed to engage adults and children to learn together, as and within a family, through quality formal or informal programmes. These programmes may comprise family literacy, language and numeracy and wider family learning outcomes. They may also include family learning for health and wellbeing, science, and parenting skills which can ‘equate to capacity building in its purest sense’ (Cooper, 2011, p4),* [*https://education.gov.scot/media/uujfjl4p/family-learning-report-section-3.pdf*](https://education.gov.scot/media/uujfjl4p/family-learning-report-section-3.pdf)  -More focused support can boost engagement and confidence as well as attainment  -Many pupils will feel more willing to attempt learning they find challenging, away from their peers  -It is evidenced that small group support is most effective when adults have been trained to deliver the learning; and the intervention is evidence based and evaluated regularly.  -However, our learners’ gaps are on such an individual basis that any improvement needs also to come from improvements in class teaching.  -At our recent VSE, it was noted that “there is scope to increase the pace and challenge of learning to ensure better outcomes for all learners; including the high achieving”: professional reading and planned visits to other schools will support this area for action.  Evidence from <https://mathshub.thirdspacelearning.com/> and <https://educationendowmentfoundation.org.uk/> | | |

**Priority 3 Improved confidence in Teacher Professional Judgement**

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| **Long Term Improvement Outcome**  (Aspirational, Transformational; relates to improved outcomes for learners) | | |
| Priority 3 – working alongside Hillfoots Cluster colleagues, by May 2024, most (75-90%) educators will be more knowledgeable and confident to make accurate Teacher Professional Judgements resulting in improved, robust outcomes for most children. | | |
| **NIF Priority** | **NIF Driver(s)** | **HGIOS4/HIGIOELC QIs** |
| Improvement in children and young people's health and wellbeing  Closing the attainment gap between the most and least disadvantaged children  Improvement in attainment, particularly in literacy and numeracy  Improvement in employability skills and sustained, positive school-leaver destinations for all young people | School Leadership  Teacher Professionalism  Parental Engagement  Assessment of Children’s Progress  School Improvement  Performance Information | 1.3 Leadership of change  2.3 Learning, teaching and assessment  3.1 Ensuring wellbeing, equity and inclusion  3.2 Raising attainment and achievement / securing children’s progress |

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| **Contextual Analysis/Rationale** |
| -From our recent VSE, it was noted in Areas for Action that we should *“consider how to further develop approaches to moderation out-with school*”. Our 23-24 Cluster Plan, detailed in Priority 3, fulfils this area for action.  *“Moderation helps to ensure that there is an appropriate focus on outcomes for learners, that learning is at the appropriate level and that learners develop the skills for learning, skills for life and skills for work, including higher order thinking skills, which will allow them to be successful in the future.”* From CfE BtC5  *“Moderation is used to ensure that teachers are making consistent judgements about standards, so that assessment judgements made for any one pupil are accurate, fair and comparable with those made for all other pupils.”* [*https://www.nfer.ac.uk/*](https://www.nfer.ac.uk/)  -Robust cluster moderation would ensure that teachers are more confident engaging with benchmarks and Es/Os to establish the achievement of a level and therefore ensure that as a Head Teacher I am more confident in my teachers’ decisions |