

**Education and Learning Directorate**

**School/ELC Annual School Improvement Planning**

 **2023-2024**

**School: Creetown/Minnigaff Partnership**

**Date: August 2023**

**SCHOOL IMPROVEMENT PLAN 2023 – 2024 *(Limit the number of priorities to ensure they are manageable and achievable.)***

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| **School Priority****/Improvement Area** | Outcomes for Learners/School Community | **Key Tasks** |
| **Increased attainment in Literacy with a focus on Reading.** | By June 2024, the following expected improvements – CreetownP2 🡪 +9% = 82%, P3 🡪+11% = 78%, P4 🡪+30% = 70% achievement of First level, P5 🡪 +7% = 84%, P6 🡪+7% = 85%, P7 🡪+7% = 80% achievement of 2nd level. Minnigaff – P2 🡪 retain 100%, P3 🡪 +10% = 80%, P4 🡪 retain 100% achievement at First Level, P5 🡪 +20% = 60%, P6 🡪 retain 85%, P7 🡪 +25% = 75% achievement at Second Level.Increased opportunities for all learners to access texts through story sacks/CAPER/BorrowBox/improved reading spaces within the school leading to increased engagement with texts in all year groups. | * Creating a whole school community reading ethos.
* Introduce Reading Boxes as a strategy for teaching reading skills in conjunction with developing the school library/creating reading spaces.
* Improve the reading scheme to provide a wider range of genre for children to read and use to develop quality reading and reading comprehension skills.
* Improve and reinforce spelling strategies to increase fluency in reading.
* Encourage the development of story sacks/use of BorrowBox to improve the frequency of children reading and sharing texts
* Develop a clearer, more consistent method of assessment and tracking of reading skills
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| **NIF Priority** | **NIF Driver** | **HGIOS?4 / HGIOELC QIs/National Standard Criteria** |
| Improvement in attainment, particularly in literacy and numeracy.Closing the attainment gap between the most and least disadvantaged children and young people | Curriculum and Assessment | 1.3 Leadership of change2.2 Curriculum2.3 Learning, Teaching and Assessment2.7 Partnerships |
| **Responsible/Lead Person** | **Time Allocations** | **Funding – including PEF** | **Expected Completion Date** |
| **PT Minnigaff** | **5 x Management sessions****3 x ½ day INSET****5 x 2 hrs Collegiate sessions** | Purchase 15 copies of “Reflective Reading” by Ann Glennie -£750 Purchase Reading Comprehension Boxes (McGraw Hill) – 4 boxes per school -£2000 approx per school Resource CAPER/Story Sacks in each school - £500 per school Purchase texts to reinforce spelling -£300 per school Library revamp – books and reading materials - £2000 per school Develop reading scheme to include novels and texts which challenge/ encourage high interest, low level skilled readers -£1000 per school  | **June 2024** |
| **Parental and Learner Engagement Opportunities** | **Linkage to Framework for Inclusion** |
| **Curricular workshops / showcase of learning CAPER/Story Sacks – P1/2 learners and parents****Borrow Box – P3/7 learners and parents****Revitalising library and creating reading spaces – parents and pupil council****D.E.A.R sessions with parents****Links to World Book Day** | **All pupils to be assessed, tracked and monitored.****Interventions when required.** |

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| **School Priority****/Improvement Area** | Outcomes for Learners/School Community | **Key Tasks** |
| Raise attainment in Numeracy to provide excellence and equity for all children. | * By June 2024, the following increases –

Creetown – P2 🡪consistently at 91%, P3 🡪+11% = 89%, P4 🡪+40% = 80% achievement of First level, P5 🡪+7% = 76%, P6 🡪 =7% = 85%, P7 🡪+14% = 81% achievement of Second level.Minnigaff – P2🡪 retain 100%, P3 🡪+ 10% = 80%, P4 🡪retain 100% achievement of First Level, P5 🡪 +20% = 60%, P6 🡪 retain 85%, P7 🡪 +25% = 75% achievement at Second Level.* 50% increase in use of strategies and speed of recall at Early, First and Second levels by June 2024
* Increased CT confidence leading to improved quality of learning for all learners.
* Increased Parental understanding leading to improved engagement with tasks
 | P1/2 teachers to trial Leckie Digital PackCTs to use PUMA assessments as a basis to discuss attainment/strategies/learner journeys and as standardized assessment throughout the year 🡪 SMT to collate and investigate data.Refreshed approach to teaching Numeracy lessons to include mental maths in each lesson and 1 Problem Solving per week 🡪 training may be required 🡪 HT to use Bill McClarty presentations with staff 🡪 PT Creetown to discuss Maths Mastery with staffCTs to introduce aspects of Leckie 🡪 SMT to update Numeracy overviews to reflect new approaches and from Early to Second.Pupil Curricular sharing event with parents 🡪 HT to support.Produce Home leaflets for parents to support homework tasks/understanding on Numeracy in school. 🡪 SMT/Pupils/ParentsPurchase resources to support Mental Maths and Problem Solving in each class 🡪SMT/CT |
| **NIF Priority** | **NIF Driver** | **HGIOS?4 / HGIOELC QIs/National Standard Criteria** |
| Improvement in attainment, particularly in literacy and numeracy.Closing the attainment gap between the most and least disadvantaged children and young people | Performance informationCurriculum and Assessment | 2.2 Curriculum2.3 Learning, Teaching and Assessment3.2 Raising Attainment |
| **Responsible/Lead Person** | **Time Allocations** | **Funding – including PEF** | **Expected Completion Date** |
| PT Creetown | 4 X 2 hr Collegiate sessions2 x ½ day INSET4 x Management sessions | Purchase of computer packages/licences across the partnership. - £1500 PEFPurchase of PUMAs (currently provided by Cluster this session but will need costed for next session to ensure continuity – approx. £1000 across the partnership) PEFPurchase 4 sets of Prim Ed Problem Solving in Mathematics £450 PEFPurchase and refresh resources across partnership to develop learner skills and teacher strategies (DNK) - £1000 PEFLeckie Maths Early level Digital pack per year - £250 PEFTraining for staff if available - £750 PEF | **June 2024** |
| **Parental and Learner Engagement Opportunities** | **Linkage to Framework for Inclusion** |
| Parent Skills booklets – parents to support staff producing this.Learners to share skills in curricular presentations – to pupils/parents | **All learners included** |

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| **School Priority****/Improvement Area** | Outcomes for Learners/School Community | **Key Tasks** |
| **Further develop the VVA and ethos of the schools to reflect their role within the learning journey and the wider community** | * Increased Parental engagement in learning (50% by June 2024) leading to increased understanding of strategies, curriculum, skills which in turn improves attainment and engagement for learners.
* VVA which encompasses the school ethos and is based on pupil/staff/parent voice to ensure greater engagement with learners including behaviour choices. Leading to 25% decrease in behaviour incidents which in turn increase opportunities for achievement for all learners.
* Improved community ethos and support for the school (learners and staff)
* RRS Awards/Digital Schools Award/Keeping Scotland Beautiful Awards achieved throughout the year
 | Revise Parental Engagement calendar to include opportunities throughout the year – HT by Sept 2023.Revisit VVA 🡪 assemblies with learners/FORMS to parents/staff meetings 🡪produce a sketchnote 🡪SMT by Dec 2023Staff Training on Positive Relationship Strategies/Assertiveness/Restorative Practices 🡪 3 x Collegiate sessions 🡪HT to liaise with PT Inclusion Support to provide and support training 🡪 by Dec 2023Time provided to enable staff to plan and organize their groups (Digital/RRS/Pupil Council/Eco)/ keep displays updated/parents informed🡪 Accreditation 🡪 CTs 🡪 June 2024 |
| **NIF Priority** | **NIF Driver** | **HGIOS?4 / HGIOELC QIs/National Standard Criteria** |
| Placing the human rights and needs of every child and young person at the centre of education.Improvement in skills and sustained, positive school-leaver destinations for all young people.Improvement in children and young people's health and wellbeing | Parent/carer involvement and engagementTeacher and practitioner professionalism | 1.3 Leadership of change2.7 Partnerships3.1 Ensuring Wellbeing, equality and inclusion. |
| **Responsible/Lead Person** | **Time Allocations** | **Funding – including PEF** | **Expected Completion Date** |
| HT 🡪 SMT 🡪 CTs 🡪 Learners | 1 x additional NCT time per 3 weeks from Cluster supply3 x 2 hr Collegiate sessions 2 x ½ day INSET | £5000 PEF across the partnership to update digital resources – tbc after Techie Tuesday parent sessions. | Ongoing throughout the year but fully by June 2024 |
| **Parental and Learner Engagement Opportunities** | **Linkage to Framework for Inclusion** |
| Parental Engagement calendar availableLearner engagement through VVA/School working partiesShare success in newsletterInform parent body of their role in Rights Respecting Schools | **All pupil voices heard through committee groups** |

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| **Cluster Priority****/Improvement Area**  | Outcomes for Learners/School Community | **Key Tasks** |
| **Raised attainment / Closing the Gap / Achievement of a Level in Literacy and Numeracy / Maths.** | Cluster digital leaders will take the lead to direct staff to training opportunities to upskill staff in the cluster to meet the five competencies. This will then be passed on to the pupils to improve skills and confidence.Staff will be responsible for accessing training to be upskilled which may already be identified through the PRD process.New Interactive Whiteboards to be installed beginning in June. Slates for pupils to be able to show working on whiteboard.     Cluster Moderation of Reading to further build confidence in achievement of a level. Raise cluster data by 5%.   Cluster Moderation of Numeracy to further build confidence in achievement of a level.Introduce PUMA Assessments for all primary stages in Autumn, Spring and Summer across the cluster as part of a PEF Cluster Transition Project financed by DEHS. Information will be passed to DEHS for easier transition of pupils and provision of support where necessary.Raise cluster data by 5%.  Build management capacity within PTs in the cluster, e.g. Into Headship, Acting Head. Teacher opportunities, SMT responsibilities within school. | Digital leaders to create an action plan for cluster staff to follow. Digital Leaders to signpost training opportunities to cluster teachers. HTs to include Digital Training to upskill staff in PRD discussions. Staff training for new boards. Individual schools to continue their journey towards the Digital Schools Award and Cyber Resilience and Internet Safety Award. Cluster to support where and when required. QAMSO led moderation of reading. Moderation of “Finding and Using Information” and “Understanding, Analysing and Evaluating”. ½ day 14th February (INSET) Penninghame PrimaryQAMSO led moderation of Number and Number Processes. ½ day 14th February (INSET). Penninghame Primary Groupings for the above moderation activities to be decided by HTs at January Cluster Meeting. Twilight training for staff in the use of Pumas and data analysis.HTs to scrutinise data produced as part of the Transition Project. More HR roles. PTs to carry out more HT roles with support of HT. Provide leadership roles for teachers within schools. |
| **NIF Priority** | **NIF Driver** | **HGIOS?4 / HGIOELC QIs/National Standard Criteria** |
| **Improvement in attainment, particularly in literacy and numeracy.****Closing the attainment gap between the most and least disadvantaged children.** | **School Leadership, Assessment of Children’s Progress, School Improvement,****Performance Information.** | **1.3, 1.5, 2.3, 2.4, 2.7, 3.2** |
| **Responsible/Lead Person** | **Time Allocations** | **Funding – including PEF** | **Expected Completion Date** |
| **Cluster HTs** | **1 Year.** | **Pumas – DEHS PEF Budget – approx. £7500** | **Continuation to embed Pumas in schools if proven successful.****Continuation of data analysis for the cluster.****Continuation of moderation events across the cluster.** |
| **Parental and Learner Engagement Opportunities** | **Linkage to Framework for Inclusion** |
| Working in partnership with parents & stakeholders to co-create and develop inclusion and inclusive practices to meet the needs of all learners with parental engagement & involvement at all stages. | All pupils to be assessed tracked and monitored.Equity, inclusion & excellence for all.Understanding and implementing legislative entitlements and duties, effective identification, support and stage level (1-4) of intervention planning processes. |