

Education and Learning Directorate

School/ELC Annual School Improvement Planning

2023-2024

School Priority (black)
Local Authority Priority (blue)
NWCC Cluster Plan – pages 8 - 11

School: Hollywood

Date: June 2023 - 24

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

School Priority 1 /Improvement Area	Outcomes for Learners/School Community	Key Tasks
<p>Continue to Raise skills and attainment in numeracy and literacy.</p> <p>Improved teacher pedagogy - developing inquiry based learning approaches in numeracy.</p> <p>Improved skills based learning approach for all pupils.</p> <p>Raised attainment for pupils with ASN need in numeracy and mathematics due to accessible pedagogical approaches.</p> <p><i>Most P4-7 pupils are confident at listening and talking (including public speaking). Maintain and embed: (Stephen Graham) Balanced Writer and Storytelling School Method.</i></p>	<p>Sept /Oct – SNSA P4 and P7 pupils. Use data from SNSA to identify P4/7 pupils lower than band 8. P1 pupils – HT designed Early Level benchmarking assessment. (Focus group)</p> <p>Fortnightly numeracy assessments (current school practice) with all pupils. P4/7:Graphed by pupils using % correct. (measure ongoing progress/ development)</p> <p>HT to monitor use of Maths Recovery (Purple book training) approaches in all classes term 2 and 3.</p> <p><i>All P4-7 pupils complete public speaking baseline assessment form (scores between 0 and 60). Re-assess after every 6wk block of teaching input to measure impact.</i></p> <p><i>2 class assemblies – term 3 and 4. Film/ Record and review with pupils. Note areas of and for improvement.</i></p> <p><i>Parents will be asked for feedback at public events where pupils are speaking.</i></p>	<p>Professional Training for all staff: Maths Recovery UK - 2 day inquiry based learning approaches Purple Book Training. (Developing Number Knowledge)</p> <p>All teachers and ASL assistants use approaches to teach and support numeracy development.</p> <p>P4/7 pupils with largest attainment gap (including PEF): one to one intervention; Numicon Big Ideas / maths recovery.</p> <p><i>HT and Class teachers: Self-assessment results used to focus teaching and learning.</i></p> <p><i>Class Teachers: Balanced writer frameworks used to develop speeches.</i> <i>Class Teachers: Storytelling Methods used to teach all pupils oracy skills.</i></p>

NIF Priority		NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria	
Improvement in attainment, particularly in literacy and numeracy Improvement in employability skills		Curriculum and assessment Teacher and practitioner professionalism	2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement	
Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date	
Lead - Miss P Dale Responsible – all staff	2 inset days (August) Review sessions - 3 staff development sessions.	£5500 PEF funding (20 place course – offered across partnership and cluster)	Review across school: June 2024 Numeracy pedagogical development should be ongoing to meet the needs of all learners.	
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion		
Numeracy workshop session offered for all parents. Homework approaches developed with working party which includes parents. Math showcase – come into class sessions.		Promoting learning of literacy, numeracy and wellbeing across the curriculum.		

School Priority 2 /Improvement Area		Outcomes for Learners/School Community		Tasks	
<p>Parental engagement and involvement</p> <p>Raised attainment in numeracy, literacy and health and wellbeing</p> <p>Parents have increased understanding of classroom practice and child's learning level and progress. Better able to support.</p> <p>Increased positive links between home and school which support positive learning destinations for all pupils.</p>		<p>All pupils complete a homework attitudes survey at the start and end of the intervention.</p> <p>Parent working party pilot and review resources/ approaches.</p> <p>All parents – opinions sought and feedback taken to review group.</p> <p>SIP self evaluation: compare feedback from staff, parents and pupils from June 2023 to June 2024.</p>		<p>HT and PT to meet with parent focus group (working party).</p> <p>Oct: initial meeting – what are parents looking for?</p> <p>Nov: HT and PT discuss and develop resources with class teachers.</p> <p>Dec: Working party meet to review resources.</p> <p>Jan: Class teachers start using resources.</p> <p>Working Party pilot resources – gather feedback</p> <p>Feb / Mar: Working Party meet to discuss, review and action changes.</p>	
NIF Priority		NIF Driver		HGIOS?4 / HGIOELC QIs/National Standard Criteria	
Improvement in attainment, particularly in literacy and numeracy		Parental Engagement		2.5 Family learning 2.2 Curriculum	
Responsible/Lead Person	Time Allocations	Funding – including PEF		Expected Completion Date	
Miss P Dale - HT Miss S Stapleton - PT	Working party meetings – 3 hours Time allocated depends on decisions taken by group.	No funding applied. DSM to support resource funding if necessary.		May 2023	
Parental and Learner Engagement Opportunities			Linkage to Framework for Inclusion		
<p>Parental Self Evaluation activities</p> <p>Parent working parties.</p> <p>Parents piloting home / school projects or homework approaches</p> <p>Parental Engagement – events throughout the school session</p>			Recognises that relationships underpin effective learning and teaching.		

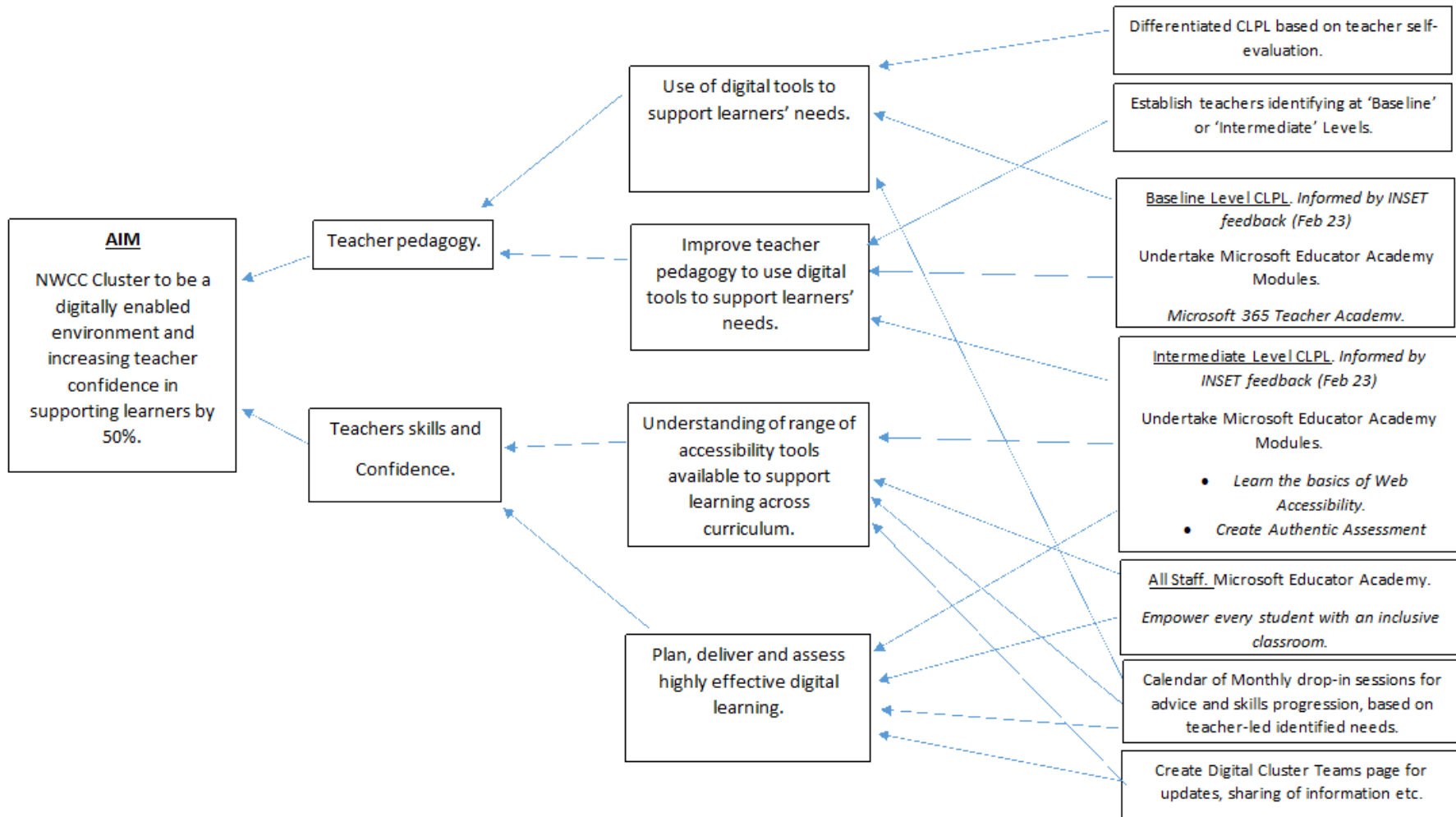
School Priority 3 /Improvement Area	Outcomes for Learners/School Community	Key Tasks
<p>UNRC – Rights Respecting School</p> <p>Professional Recognition</p>	<p>Together young people and the school community learn about children’s rights, putting them into practice every day. The Award is not just about what children do but also, importantly, what adults do. In Rights Respecting Schools children’s rights are promoted and realised, adults and children work towards this goal together.</p> <p>There are four key areas of impact for children at a Rights Respecting school; wellbeing, participation, relationships and self-esteem.</p> <p>The difference that a Rights Respecting School makes goes beyond the school gates, making a positive impact on the whole community. Children are healthier and happier Children feel safe Children have better relationships</p> <p>Children become active and involved in school life and the wider world Supporting and evidencing the pupils’ vision statement: <i>Creative, Confident learners with big ambitions. Kind to each other. Kind to the Planet.</i></p> <p>All pupils will have their hard work recognised beyond the school and local community.</p> <p>All pupils will understand that they are part of a national / global learning culture of learning and achievement.</p> <p>Senior pupils understand that they their achievements in a small rural school can be recognised nationally/ globally and can lead to positive destinations. Skills for life, work and learning.</p>	<p>Establish the Pupil Council for 2023 – 24</p> <p>Pupil Council draw up calendar and action plan</p> <p>Carry out and evaluate Plan for Achieving Silver Award : include all pupils, staff, parents/ carers and community members.</p> <p>Achieve Silver Rights Respecting Schools Award (January 2024)</p> <p>LEAF award (next step?)</p> <p>Establish Business Groups for 2023 -24</p> <p>Business Groups draw up action plan and calendar</p> <p>Carry out and evaluate plan for achieving professional recognition: include all pupils, staff, parents/ carers and community members.</p> <p>Achieve: Reading School – core award. Eco Schools 3rd Green Flag</p>

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		School and ELC leadership Teacher and practitioner professionalism Parent/ Carer involvement and engagement	3.1 Ensuring wellbeing, equality and inclusion	
Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date	
UNRC: Miss Dale and Pupil Council Digital School Award: Miss Stapleton John Muir Award: Mrs McNay Eco School Award: Mrs McNay/ Miss Pattie Reading School Award: Mrs Jardine	ongoing	PEF: Reading School teacher and resources for Library (£5000)	Silver Award: January 2024	
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion		
Parents invited to join Business Groups Parent assemblies to share information Events to share learning and progress with parents Home projects which involve parents and learners		Acknowledging the range of interests and experiences within and beyond the classroom and addressing these by focusing on what learners already know and can do. UN Convention on the Rights of the Child (UNCRC)		

Improvement Area	Outcomes for Learners / Cluster Schools Communities	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p>Cluster Priority 1 Raise attainment in writing across the school using strategies from Developing a Balanced Reader and Writer Cluster Moderation and the development of Learning and Teaching Cycle- focused on writing</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p> <p>NIF Driver Assessment of children's progress School improvement Teacher Professionalism HGIOS?4 / HGIOELC Qjs 3.1 3.2 HGIOS?4 / HGIOELC Qjs 2.2 2.3 3.2</p>	<p>Through a better understanding of CfE benchmarks and collegiate moderation activities, teachers will:</p> <p>~ Feel confident in assessing pupils against a level.</p> <p>~ Have raised expectation for pupils.</p> <p>~ Be better able to identify and support pupils who may not be on track to achieve a level.</p> <p>Learners across the stages will write more regularly and for a wider range of purposes.</p> <p>Learners will have a more explicit understanding of text types and the skills needed to create different text types.</p>	<p>Cluster HTs to facilitate staff to take part in PL</p> <p>Cluster HTs to organize Twilight and Inset sessions for teachers to allow for shared planning and discussion based on writing</p> <p>Teaching Staff to continue to implement new strategies in class</p> <p>Teaching Staff to assess writing regularly to identify improvement and development needs</p> <p>Create a writing assessment framework to be used across the cluster.</p> <p>Plan and implement opportunities for staff across the cluster to meet, observe, moderate and discuss the writing approach as appropriate.</p>	<p>Aug 23 – May 24 Approx. £25 per session per staff member to be confirmed (school budgets)</p> <p>Cluster Twilight Sessions - 13th Nov, 29th Jan, 11th March Inset Sessions</p> <p>14th Feb 2024 - INSET day -</p> <p>QAMSO support/Cluster HTs</p> <p>Cluster Moderation Budget and Cluster Budget</p> <p>LA Moderation events</p>

<p>Cluster Priority 2 - See Digital Plan from Digital Leaders.</p>			
<p>Cluster Priority 3 Maintenance from session 22/23 Rights Respecting Schools</p> <p>NIF Priority Improvement in children and young people's health and wellbeing</p> <p>NIF Driver Assessment of children's progress Parental Engagement</p> <p>HGIOS4 / HGIOELC QIs 1.4 2.2 3.2 3.3</p>	<p>Cluster school communities - pupils, staff, parents and partners will be aware that the cluster schools are working on the RRSA and will understand what this entails.</p> <p>Cluster school communities will be familiar with a number of the Articles of the CRC and can talk about the rights they enjoy.</p> <p>Cluster school communities will be able to recognise a RRS approach in the Ethos and Relationships in all the schools</p>	<p>Cluster Schools to register with RRSA online</p> <p>Cluster Schools to work towards Silver award Level.</p>	<p>HTs and CTs</p> <p>Session 23/24</p> <p>Registration fees paid by Scottish Government (£100 - £600 depending on school size)</p>
<p>Possible Future Cluster Priority L1+2 Full Implementation</p>	<p>Almost all learners in the cluster will benefit from progressive L2 (French) from P1</p> <p>Almost all learners in the cluster will benefit from L3 from P4 onwards (IDL blocks) (Spanish)</p>	<p>Primary HTs to ensure French as L2 is restarted/continued across P1-7</p> <p>Primary HTs to ensure L3 is experienced via IDL from P4</p>	<p>Continuation</p>

NWCC CLUSTER DIGITAL LEADER DRIVER DIAGRAM 2023/24



NWCC Digital Leader Timeline 2023-2024

June'23	<ul style="list-style-type: none"> • Setup Cluster Schools Teams page. • Forms out in May to get baseline including questions such as 'I have completed a Microsoft educator course'. Use percentages due to changing numbers of staff. • Forms out in June – determine whether they consider themselves intermediate or beginner level. 	Drop in sessions at NWCC/Lincluden.
July'23	Holidays	
August/ September'23	<ul style="list-style-type: none"> • August inset – An input from Digital Leaders involving plans on driver diagram. I.e. Time to go through different courses offered depending on competency level. • Send out Forms to get feedback on tasks set in August. 	Drop in sessions at NWCC/Lincluden.
January'24	<ul style="list-style-type: none"> • Bring some evidence of digital what digital they have taken on with them to a cluster meet. • Consider advanced steps for February Inset for those competent intermediates. 	Drop in sessions at NWCC/Lincluden.
February'24	<ul style="list-style-type: none"> • Communication out to ask all practitioners to teach digital in some way within classes before inset in Feb. 	
March'24	<ul style="list-style-type: none"> • Feb inset: Evaluation of lessons good/bad in groups. 	Drop in sessions at NWCC/Lincluden.
April'24	<ul style="list-style-type: none"> • Digital leaders meet and evaluate impact and pass on next steps to cluster HT's. 	

Course Timings**To allow for allocation of time during Insets/WTA**

Introduction to immersive reader – 21 mins (B).

Microsoft 365 teacher academy – 1 hour (Int).

Empower every student with an inclusive classroom - 58 mins (B) (Int). [Inclusivity](#)

Learn the basics of web accessibility – 15 mins (Int).

Create authentic assessments within Microsoft Forms - 55 mins (Int).

Structure Teams through channels. Tabs, files and apps – 1 hour (B).