









Review of Improvement Priorities for Session 23/24

Improvement Priorities for Session 24/25

 <p>School Priority 1 23/24</p> <p>Develop Writing from Early to Second Level using Stephen Graham Balanced Readers and Writers Approaches</p>	<ul style="list-style-type: none"> • Staff Training on Authority Balanced Literacy Approach • Moderation took place twice this year. Staff from cluster have joined us for both and we have been able to share and discuss examples of writing. • Staff have used the PM writing resources purchased to support the development of text types and to share examples of text types. • Staff have had access to all recordings of Stephen Graham workshops to refer back to and use as CPD. • CYPIC writing- 4 staff have undertaken this training and development with their classes term 3 and 4.
 <p>School Priority 2 23/24</p> <p>Continue to work towards Rights, Respecting Schools Award.</p> <p>Link to current - Better Relationships, Better Learning Policy</p>	<ul style="list-style-type: none"> • Review of Behaviour and relationships policy August Inset. Some minor changes made but continued to be relevant to our context, processes and procedures. • Policy shared with parents via school blog • Classes almost all created class charters based on children's rights.. <p>Following Inspection this priority changed slightly to focus on VVA and SHANARRI.</p> <ul style="list-style-type: none"> • Review of Vision, Values and Aims • SHANARRI review and characters created. Children all confident in contributing to discussions with P7s about wellbeing indicators and staff involved <p>P7 pupils led on both of these developments. Increased pupil voice and leadership of change.</p> <p>Not moved action plan towards Silver award due to changes above.</p> <p>Fun 31 has been introduced across the school linked to Article 31.</p>
 <p>School Priority 3 23/24</p> <p>To develop inclusive practices throughout the school community.</p>	<ul style="list-style-type: none"> • Inclusive Practice lead has undertaken Boxhall profile training. • Inclusive Practice lead has undertaken nurture training. • Inclusive practice lead has supported several children throughout the school in managing their feeling and emotions through use of nurturing approaches and emotions works that she was previously trained in. Children are more willing to engage and talk about feelings and emotions and how these impact on them and others. • Staff have completed Inclusive practice questionnaire to support authority leads priorities training for next session.
 <p>Cluster Priority 23/24</p> <p>To develop digital culture throughout the school community.</p>	<ul style="list-style-type: none"> • Digital Leaders working group established. • Appropriate digital tools (e.g. Teams, OneDrive, SharePoint) are now fully embedded across all schools in the cluster. • The staff digital literacy survey and audit of digital tools was completed at the beginning and end of the year. This provided valuable insights into the digital proficiency of staff and informed the Cluster Digital Sessions. • Digital Drop-Ins have been held informally across the Cluster creating a collaborative approach to sharing good practice. • Parent/carers workshops have been delivered focusing on internet safety in primary and digital study tools in secondary. This has given parents/carers the opportunity to better understand the digital tools available to their young people and how they can provide support to use these tools effectively.

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 <p>Priority 1 24/25</p> <p>Improve the quality and consistency of learning and teaching.</p> <p>To provide more challenging tasks and activities</p>	<ul style="list-style-type: none"> • Consistency of learning, teaching and assessment approaches and expectations. Shared language of learning and teaching across the school. • Consistency in learning and teaching for all children. Observations and pupil focus groups. • Wider range of learning experiences for the children both in classrooms and outdoors. • Pupils making choices about their learning as well as being offered a rich balance of breath and challenge in their learning. • High expectations and standards for all. Jotter expectations. • Improved attainment. Data and trackers.
 <p>Priority 2 24/25</p> <p>Improved approaches to assessment.</p>	<ul style="list-style-type: none"> • Improved outcomes for all learners. • Attainment data improved. • Gaps closed across the school. • Demonstration of progress over time. • Staff confidence increased in their use of data to plan and improve outcome for learners. • Learners confident in knowing where they are in their learning and what their next steps are.
 <p>Priority 3 24/25</p> <p>Review of Curriculum Rational and Progressions Frameworks</p>	<ul style="list-style-type: none"> • School will have a clear and progressive curriculum rationale. • Curriculum pathways will be clear and progressive for all learners • Pupils will have regular opportunities to engage in outdoor learning as part of the curriculum. • Children will have an improved awareness of skills they are developing and using through their learning across the school in all curricular areas.
 <p>Priority 4 24/25</p> <p>Continue to work towards Rights, Respecting Schools Awards</p> <p>Link to current - Better Relationships, Better Learning Policy</p>	<ul style="list-style-type: none"> • For our school to become a rights, respecting school that aspires to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. • Relationships for all stakeholders across the school community to be positive, supportive and founded on a strong sense of community, with shared values, rights, respect and high expectations. • Pupils to have increased awareness of the part they play in developing and maintaining relationships.