

**Education and Learning Directorate**

**School Annual School Improvement Planning**

**2023-2024**



**School: Heathhall School**

**Date: June 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** | |
| **To effectively meet the needs of all our learners by evaluating and developing our inclusive practice within the school ( Parent/Staff/Pupil Voice)**  **To develop the use of digital technologies within the school enabling the enhancement of learning experiences for all learners . ( Parent/Staff/Pupil Voice)**  **To provide pupils with increased opportunities to apply and develop their creativity in a range of stimulating environments including through outdoor learning.( Pupil /Staff Voice)** | **1.5 Management of resources to promote equity**  *Management of resources and environment for learning*  The learning environment provided across the school will support learning, teaching and inclusion with resources being used effectively to support and challenge all learners at all stages of their learning.  New interactive promethean Active Panels will allow all teachers to engage all learners in more engaging and creative ways to enhance learning experiences.  **2.2 Curriculum**  *Learning Pathways*  *Skills for Learning, Life and Work*  All learners will be provided with high quality engaging learning opportunities to apply and develop their creativity including the embedding of outdoor sustainable learning experiences.  **2.4 Personalised Support**  *Universal support*  *Targeted support*  *Removal of barriers to learning*  All staff will have a secure understanding of D&Gs stages of intervention and their role in supporting learners at each stage.  All learners will receive the necessary universal and targeted support to take their learning forward.  **3.1 Ensuring wellbeing equality and inclusion**  *Wellbeing*  *Inclusion and Equality*  All staff will have a better knowledge and understanding of how to provide an inclusive learning environment for all learners.  All learners with barriers to learning will receive an inclusive learning experience at Heathhall Primary School. | | All staff will use the D&G Council – Self-evaluation Toolkit for schools to carry-out effective self-evaluation to determine next steps in moving the school forward in its inclusive practice. Self- Evaluation process to be carried out again towards the end of the academic year to evidence progress.)<https://forms.office.com/e/KFvXQRWxG6>  All teaching staff to undertake training in the use of the new Interactive Promethean Active Panels.  All teaching staff to carry-out training in the use of new new-programmes/hardware in order to deliver high quality learning and teaching.  Leader of Inclusion to undertake necessary training and the start of the 2023/24 academic year who will then be responsible along with the SLT for taking forward our inclusive practise.  Provide collegiate working time for staff to engage with the Circle resource to support inclusive practice and take forward school and individuals next steps in inclusive practice.  ASLT to give input to teachers on stages of interventions, processes and support available.  All teaching staff to undertake Outdoor Learning based planning with a link to Rights Respecting.for activities to be carried out at the start of term 1 for ‘setting up the learning environment.  All teaching staff will plan learning experiences to take place in Heathhall forest at two points in the academic year. PT to put necessary procedural planning in place for this.  All teaching staff to engage with signposted resources included SWEIC Outdoor Learning Resource bank to enhance their ability to provide effective high quality outdoor learning experiences across the curriculum. ( Review how this can be captured in planning)  All teaching staff to develop Outdoor Learning space and resources to enhance Outdoor Learning and play Experiences that can be provided within the school grounds and in the wider community. (Leadership at all levels- working group) | |
| **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 children and young people's Health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people. * Improvement in skills and sustained, positive school-leaver destinations for all young people | School and ELC leadership  Teacher and practitioner professionalism  School and ELC improvement | | 1.5 Management of resources to promote equity  2.2 Curriculum  2.4 Personalised support  3.1 Ensuring wellbeing, equality and inclusion | |
| **Responsible/Lead Person** | **Time Allocations** | **Funding – including PEF** | | **Expected Completion Date** |
| Inclusive practice Champion  K Mclean- HT  A Sloan – DHT  D Ross- PT | **INSET day – Aug**  **4 x collegiates** | **Time only** | | **June 2024** |
| **Parental and Learner Engagement Opportunities** | | **Linkage to Framework for Inclusion** | | |
| Inclusion focus- Parent workshop  Improved communication/guidance to enhance partnership working between parents and school. | | **Relationships and Rights**  Development of a strong Ethos & Culture of Rights & Respect based on UNCRC, social justice and values based leadership, equity, inclusion & excellence for all and decision making.  **Policy and Procedure**  Needs led approaches and presumption of Mainstream for most as default policy position and embedded in practice.  A focus on Early Intervention & intensive / focused support as necessary to meet the needs of all learners.  Understanding and recognition of learners who require additional support, meaningful learner participation and voice.  **Resourcing**  Structures -effective use and deployment of resources to deliver framework.  **Parental Involvement and Engagement**  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.  **Workforce Development**  Understanding of additional support needs, professional learning for all, including support staff.  **Resourcing**  Structures -effective use and deployment of resources to deliver framework  Priorities & resourcing (includes early intervention & intensive /  focused support)  Environments to support inclusion and learning  Allocation processes  Roles & responsibilities inc groups and partners  Ease of access to resources and engagement with clearly understood equitable processes | | |

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| **School Priority**  **/Improvement Area** | Outcomes for Learners/School Community | | | **Key Tasks** | |
| **To encompass the diversity in need of all our learners by evaluating and updating our curriculum framework based on our refreshed curriculum rationale**  **( staff/pupil voice)**  **To raise attainment i**n **numeracy through enabling staff to make effective use of identified researched approaches, professional learning, resources, and assessments.**  **( Data /SLT/Cluster)**  **To ensure all our learners are delivered high quality numeracy learning experiences.**  **( Quality Assurance/SLT/Cluster)**  **To enhance robust professional judgements by working collaboratively with colleagues within Dumfries High School Cluster to moderate numeracy standards. To enhance robust professional judgements**  **( Cluster)** | **2.2 Curriculum**  *Rationale and design*  *Learning pathways*  All learners will have a curriculum which takes account of learners’ entitlements and the four capacities.  Our learning pathways will support all learners to build on their prior learning and ensure appropriate progression for all through the levels of CfE.  The framework will provide all learners with the opportunity to be involved in planning and identifying opportunities for personalization and choice.  **2.3 Learning, teaching and assessment**  *Learning and Engagement*  *Quality of teaching*  *Effective use of Assessment*  All teaching staff have a knowledge and understanding of the Developing Number Knowledge approach to support planning and assessment.  DKN will be established as an approach to support progression through ELC to DHS ( Phase 1 to 10)  All learners experience numeracy activities which are varied, differentiated and engaging .  All staff provide effective support and challenge to all their learners.  **2.6 Transitions**  *Collaborative Planning and Delivery*  All teaching staff will have increased confidence in their professional judgement by working collaboratively within the DHS cluster to moderate planned and delivered numeracy experiences.  **3.2 Raising Attainment and Achievement**  *Attainment in literacy and numeracy*  All teaching staff will understand how DNK can be an additional approach in contributing to supporting robust numeracy assessment. | | | All teaching staff will review and evaluate our 3 year curriculum overviews taking into account learner’s entitlements and the four capacities. Ensure, where relevant, there is a UN Convention on the Rights of the Child perspective to learning contexts.  We will evaluate current understanding of DNK across teaching staff from phase 1 to phase 10 supporting all transitions from ELC to secondary school.  Through self-evaluation we will Identify the next steps in PL to ensure a consistent level of understanding across all staff. SLT to attend SWAY training for initial insight and evaluation 7/9/23  Use authority professional learning provision to support individualized programme of self-improvement in DNK.  Enable all teaching staff to reengage with current school maths resources to support active, varied and differentiated learning provision.  Using Heathhall excellent lesson charter to collaboratively plan and deliver a very good maths lesson to support the monitoring of learning and teaching.( key theme from the DNK Structuring Number Strand)  All teaching staff will moderate the above lesson with DHS cluster colleagues enabling the sharing and evaluation of the planned experience.  Identify the role of DNK to support assessment leading to intervention and challenge for learners.  Use assessment evidence obtained to inform robust judgments to support the tracking and monitoring of individuals and progress towards an achievement of a level. This can support transition into S1  Scrutiny of attainment data across the transition for a sample of learners. Cluster to identify short life working group to coordinate the gathering of relevant data. To be repeated annually. | |
| **NIF Priority** | **NIF Driver** | | | **HGIOS?4 / HGIOELC QIs/National Standard Criteria** | |
| * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | School  leadership  Teacher and practitioner professionalism  Parental/carer involvement and engagement  Curriculum and assessment  Performance information | | | 2.2 Curriculum  2.3 Learning, teaching and assessment  2.6 Transitions  3.2 Raising attainment and achievement | |
| **Responsible/Lead Person** | | **Time Allocations** | **Funding – including PEF** | | **Expected Completion Date** |
| K McLean HT  D Ross PT  Cluster Leads | | WTA Collegiate  INSET Jan /Feb  Cluster Moderation of learning and teaching event in February 2024 at The Bridge. Tuesday 13th February 9.15 to 11.15am | Time only through WTA and INSET days | | June 2024 |
| **Parental and Learner Engagement Opportunities** | | | **Linkage to Framework for Inclusion** | | |
| Open class session (May 2024) with a focus on delivering active numeracy experiences. Sharing activities that parents can use at home to support numeracy development.  Incorporate work on pupil led learning and participation (see RRS School Priority) | | | Expansion of diverse and inclusive curriculum design, rationale and offer to meet the needs of all learners 2-18 including choice/menu of provision/pathways | | |

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| **School Priority**  **/Improvement Area** | Outcomes for Learners/School Community | | | **Key Tasks** | |
| **To enable all staff to provide the resources and support required to help pupils safely navigate the**  **digital world.**  **( Parent/Staff/Pupil Voice)**  **To move forward as a rights respecting school**  **including enhancing learner participation where**  **learners engage in practices and dialogue to create**  **positive outcomes and changes, promoting**  **learners as the drivers of their education.**  **( Pupil/Staff/Parent/Cluster)** | **2.2 Curriculum**  *Learning Pathways*  All teaching staff take responsibility for developing the skills, knowledge and understanding in order to help learners stay safe online.  **2.3 Learning, teaching and assessment**  *Learning and engagement*  All learners will have an awareness of the appropriate use of digital technologies in a safe and responsible way.  **1.2 Leadership of learning**  *Children and young people leading learning.*  All learners will engage in discussions about their next steps and contribute to the learning which meets their needs.  **2.3 Learning Teaching and Assessment**  *Learning and engagement*  Effective use of assessment  All learners understand the purpose of their learning and have opportunities to lead the learning. All learners will receive high quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.  **2.4 Personalised Support**  *Universal support*  All learners have targets and next steps in place which are built on prior learning.  All pupils will have opportunities for pupil voice/participation in decision making (embedding pupil-led groups in school) where their voices can affect change in a rights respecting environment  **3.1 Ensuring wellbeing,**  *Equality and inclusion.*  All staff actively promote the Rights of a Child within the school and have a shared understanding of well-being and children’s rights.  All stakeholders will be involved in the learning journey to enable the school to self-evaluate / submit and take part in the assessment of evidence to gain their silver award. | | | All teaching staff to collaboratively work towards achieving the Digital Wellbeing Award:  · Revisit planning document incorporating Cyber Resilience Internet Safety (CRIS) across subjects –IDL, Skills Academy, HWB – Include examples of activities. (Resources promoting CRIS available for teachers and students – online and physical.)  · Teacher PL on Cyber Resilience Internet Safety (CRIS). Investigate keeping knowledge up to date e.g. Safer Schools App.  · Cyber Resilience Internet Safety (CRIS) strategy, policy, procedure shared with families, learners, teachers etc.  Develop pupils’ skills in setting learning targets and encourage quality capture of pupil successes/strengths and next steps in learning.  Investigate digital technologies to support the capture of learner success. (Example the sharing of learning through ClassDojo for P1 learners.)  Continue to engage with RRSA journey to achieve Silver Award working towards outcomes through Strand A: Teaching and Learning ABOUT rights Strand B: Teaching and learning THROUGH rights (relationships and ethos) Strand C- Teaching and learning FOR rights (participation, empowerment and action)  Share with whole community key messages through newsletters and sharing of learning – September ‘23 open afternoon, School Blog Developing school staff’s understanding of adults as duty bearers and children as rights holders  Develop class charters for every class – focus on relationships and ethos rather than behaviour | |
| **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 children and young people's health  and wellbeing | School leadership  Teacher and practitioner professionalism Parental/carer involvement and engagement Curriculum and assessment School and ELC improvement | | | 1.2 Leadership of learning  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  3.1 Ensuring wellbeing, equality and inclusion | |
| **Responsible/Lead Person** | | **Time Allocations** | **Funding – including PEF** | | **Expected Completion Date** |
| A Sloan DHT  D Ross PT  T Brown Class Teacher | | WTA Collegiate INSET Aug /Feb | Time only through WTA and INSET days | | **June 2024** |
| **Parental and Learner Engagement Opportunities** | | | **Linkage to Framework for Inclusion** | | |
| Open class session (September 2024) with a focus on Rights Respecting School Newsletters/ School Blog | | | **Relationships and Rights**  Implementation of UNCRC throughout all sectors and in collaboration with a range of partners and stakeholders  Development of a strong Ethos & Culture of Rights & Respect based on UNCRC, social justice and values based leadership, equity, inclusion & excellence for all and decision making  Understanding & responding appropriately to distressed behaviours and the development of Positive Relationships through the lens of UNCRC Understanding and implementing legislative entitlements and duties, effective identification, support and stage level (1-4) of intervention planning processes  **Policy and Procedure**  Needs led approaches and presumption of Mainstream for most as default policy position  Understanding and recognition of learners who require additional support, meaningful learner participation and voice.  **Resourcing**  Structures -effective use and deployment of resources to deliver framework.  **Parental Involvement and Engagement Workforce** **Development**  Understanding of additional support needs, professional learning for all, including support staff.  Workforce can recognise and realise children’s rights, shared language and values, and work to improve data and information sharing. | | |