



**Education and Learning Directorate
School Annual School Improvement Planning
2024-2025**

**School: Heathhall School
Date: May 2024**



“Heathhall School is a community where we encourage everyone to do their very best. To succeed in this we all strive to go



SCHOOL IMPROVEMENT PLAN 2024 – 2025 *(Limit the number of priorities to ensure they are manageable and achievable.)*

School Priority /Improvement Area	Needs for Learners/School Community	Key Tasks
<p>To improve first and second level CfE writing attainment in identified P4 and P5 classes through engagement with the CYPIC (Children and Young people Improvement Collaborative) National Improving Writing Programme (School identified class teachers and SLT member)</p> <p>To improve attainment across all DHS cluster primary schools in numeracy and literacy. By working collaboratively with Education Scotland and Dumfries High School colleagues , all teaching staff will enhance their knowledge and understanding of achievement of a level enabling them to make robust professional judgements . (Cluster _teaching Staff)</p>	<p>2.3 Learning and Teaching <i>Quality of teaching</i> <i>Effective use of assessment</i> <i>Planning, tracking and monitoring</i> All P4 and P5 class teachers involved will improve their knowledge and understanding in the development of writing to improve outcomes for all identified learners (P4 and P5 including composites) at Heathhall.</p> <p>A member of the senior leadership team will have an overview of progress and development to support class teachers and track and monitor progress and attainment</p> <p>3.2 Raising Attainment <i>Attainment in literacy and numeracy</i></p> <p>By June 2025, 80% of Primary 4 pupils will have achieved CfE First Level Writing (baseline 74% increase 6% equivalent to 3 learners) By June 2025, 80% of Primary 5 pupils will have achieved CfE First level Writing (baseline 73% increase 7 % equivalent to 3 learners)</p> <p>3.2 Raising Attainment <i>Attainment in literacy and numeracy</i> All identified teaching staff will have increased confidence in their professional judgement by working collaboratively within the DHS cluster colleagues.</p> <p>All identified teaching staff will transfer their increased understanding to enhance their robust judgements of individual learner attainment in relation to literacy and numeracy attainment</p>	<p>Primary 4/5 Class Teachers and a Senior Leader will attend the CYPIC National Improving Writing Programme including 2 full days face to face training and up to 6 online twilight sessions. (February 2025)</p> <p>Primary 4/5 Class Teachers will lead & implement the Quality Improvement Project using a range of QI tools. (February 2025)</p> <p>Primary 4/5 Class Teachers will fully implement the ‘Writing Bundle’ within their classes. Opportunities for practitioners to work with colleagues and visit classrooms to moderate implementation of QI project. (February 2025)</p> <p>Regular tracking meetings between practitioners and senior leaders to review & analyse improvement data and to discuss next steps. (Feb & June 2025)</p> <p>Senior leaders develop spread plan to scale up project as the session progresses.(August 2025)</p> <p>All teaching staff will engage in professional learning planned and delivered by Raising Attainment Advisor, Education Scotland.(January 2025)</p> <p>All identified teaching staff will engage in professional dialogue to discuss a shared understanding of Achievement of a level. (January 2025)</p> <p>Staff will transfer this understanding when entering in data for SEEMIS P&A capture Feb and June 2025 (June 2025)</p> <p>DHS cluster leads will develop a pre and post evidence capture to show the improvement in professional knowledge and understanding of the identified teaching staff. (January 2025)</p>
<p>NIF Priority</p>	<p>NIF Driver</p>	<p>HGIOS?4 / HGIOELC Qis/National Standard Criteria</p>

<p>Closing the attainment gap between the most and least disadvantaged children and young people.</p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p>	<p>School Leadership Teacher and practitioner professionalism Parental/carer involvement and engagement Curriculum and assessment School and ELC improvement</p>	<p>2.3 Learning, teaching and assessment 2.6 Transitions 3.2 Raising attainment and achievement</p>										
Responsible/Lead Person	Time Allocations		Funding – including PEF	Expected Completion Date								
<p>SLT Cluster Leads All teaching staff</p>	<p>WTA – allocated collegiate</p> <table border="1" data-bbox="533 586 1136 865"> <tr> <td>Full Day – Wednesday 11th September 2024</td> </tr> <tr> <td>Twilight 1 – Tuesday 24th September</td> </tr> <tr> <td>Twilight 2 – Tuesday 8th October</td> </tr> <tr> <td>Twilight 3 – Tuesday 12th November</td> </tr> <tr> <td>Twilight 4 – Tuesday 26th November</td> </tr> <tr> <td>Twilight 5 – Tuesday 14th January</td> </tr> <tr> <td>Twilight 6 – Tuesday 28th January (optional)</td> </tr> <tr> <td>Full Day – Wednesday 26th February</td> </tr> </table> <p>Cluster Dates – January INSET 6/1/25 90mins</p>		Full Day – Wednesday 11 th September 2024	Twilight 1 – Tuesday 24 th September	Twilight 2 – Tuesday 8 th October	Twilight 3 – Tuesday 12 th November	Twilight 4 – Tuesday 26 th November	Twilight 5 – Tuesday 14 th January	Twilight 6 – Tuesday 28 th January (optional)	Full Day – Wednesday 26 th February	<p>Scottish Government National Funding to improve attainment in writing</p>	<p>June 2025</p>
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Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion										
<p>Share through Parent Council participation in Scottish CYPIC National Improving Writing Programme. (Children and Young People Improvement Collaborative) Learners will be aware of their learning targets/next steps. These will be shared with parents/carers through the usual school processes. As the CYPIC National Improving Writing Programme develops materials will become available to share with parents.</p>		<p>Working in partnership with parents & stakeholders to cocreate and develop inclusion and inclusive practices to meet the needs of all learners with parental engagement & involvement at all stages Transitions Career Long Professional Learning to support all themes in all sectors • Understanding of additional support needs, professional learning for all, including support staff.</p>										

School Priority /Improvement Area	Outcomes for Learners/School Community	Key Tasks
<p>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)</p>	<p>2.2 Curriculum <i>Rationale and design</i> <i>Learning pathways</i> All learners will have a curriculum which takes account of learners’ entitlements and the four capacities, including a UN Convention on the Rights of the Child perspective to learning contexts</p> <p>Our learning pathways will support all learners to build on their prior learning and ensure appropriate progression for all through the levels of CfE.</p> <p>All learners will have a curriculum framework with the opportunity to be involved in planning and identifying opportunities for personalization and choice. Progression pathways will ensure a progressive and consistent approach to learning for all pupils.</p> <p>Our learning pathways will support the diversity of all learners this will be supported by all staff engaging in training which is aimed at supporting their efforts to continue to develop their Inclusive Practice.</p> <p>All staff will have gained The Promise Award – this will support all staff in developing their awareness and understanding to improve the educational experiences and outcomes for our care experienced children and young people.</p> <p>1.2 Leadership of learning</p>	<p>Staff work collaboratively to evaluate where are we now? Looking inwards, looking outwards, looking forward – share ideas - Where are we now? Where are we going? What matters? (October 2024) Staff investigate creating opportunities for personalized learning experiences which support pupils to develop important meta skills for learning, life and work.(August / October 2024)</p> <p>Staff to collaboratively plan curricular experiences, carefully considering the transferable skills and qualities children need to develop. (June 2025)</p> <p>Teachers will capture IDL learning in progression pathways to ensure a progressive and consistent approach to what is being learned across the curriculum(June 2025)</p> <p>Input from Inclusive Practice Team to achieve the following aims The aims of this training are: - To give greater understanding of the adversity and trauma children and young people experience. - To understand how ACEs and Trauma impact the children and young people we work with. - To understand how the 6 Principles of Nurture can be used to support an Inclusive Learning Environment. - To identify next steps for your inclusive practice journey. - To appreciate the importance of your own wellbeing and how to support it. (August 2024)</p> <p>Completion of 2x 1hr Education Scotland Engagements and completion of emodule Participants receive a professional learning I Promise Award on completion of the course and educational settings receive a professional learning We Promise Award (June 2025)</p>

<p>To enable all staff to provide the resources and support required to help pupils safely navigate the digital world. (Parent/Staff/Pupil Voice)</p>	<p><i>Children and young people leading learning.</i> All learners will engage in discussions about their next steps and contribute to the learning which meets their needs.</p> <p>2.3 Learning Teaching and Assessment <i>Learning and engagement</i> 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.</p> <p>2.4 Personalised Support <i>Universal support</i> All learners have targets and next steps in place which are built on prior learning.</p> <p>2.2 Curriculum <i>Learning Pathways</i> All teaching staff take responsibility for developing the skills, knowledge and understanding in order to help learners stay safe online.</p> <p>2.3 Learning, teaching and assessment <i>Learning and engagement</i> All learners will have an awareness of the appropriate use of digital technologies in a safe and responsible way</p>	<p>Staff to reflect on and evaluate Digital Reflection logs trialed online by P4-P7 pupils and P3 on paper Term 4 2023/2024. (December 2025)</p> <p>Staff to evaluate - Can pupils demonstrate a clear understanding of the skills and knowledge they are developing? (June 2025)</p> <p>Further engagement to plan tasks to move forward with targets and next steps in place for all learners P1 to P7.(June 2025)</p> <p>Digital Lead to identify next steps in Digital Wellbeing Self Evaluation Tool (October 2024) Action Plan to be created and shared (October 2024) Identified actions to be carried out with all teaching staff to collaboratively work towards achieving the Digital Wellbeing Award: (June 2025)</p>	
NIF Priority	NIF Driver	HGIOS?4 / HGIOELC Qis/National Standard Criteria	
<ul style="list-style-type: none"> Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in children and young people's health and wellbeing 	<p>School leadership Teacher and practitioner professionalism Parental/carer involvement and engagement Curriculum and assessment School and ELC improvement</p>	<p>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</p>	
Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date

<p>SLT All Class teachers All Pupils</p>	<p>WTA Collegiates INSET Aug /Feb</p>	<p>Time only through WTA and INSET days</p>	<p>June 25</p>
<p>Parental and Learner Engagement Opportunities</p>		<p>Linkage to Framework for Inclusion</p>	
<p>Newsletters/ School Blog</p>		<p><u>Mainstreaming & Inclusion</u> 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 <u>Resourcing</u> Structures -effective use and deployment of resources to deliver framework.</p>	

<p>School Priority /Improvement Area</p>	<p>Outcomes for Learners/School Community</p>	<p>Key Tasks</p>
<p>To enhance the planning and delivery of experiences and outcomes for all pupils in numeracy and mathematics (Class Teachers)</p> <p>To improve attainment in numeracy across all classes at Heathhall School (Class Teachers)</p>	<p><u>1.3 Leadership of Change</u> <i>Implementing improvement and change</i> <u>2.2 The Curriculum</u> <i>Development of the curriculum</i> <i>Learning pathways</i> <i>Skills for learning, life and work</i> Through a revision of the planning and delivery of the curriculum all learners, by June 2025, will experience an increased delivery pace in Numeracy Experiences and Outcomes . <u>2.6 Transitions</u> <i>Impact on learners</i> All parent /carers will be offered engagement through an open school session to identify home learning to support their child’s attainment in numeracy <u>3.2 -Raising Attainment</u> <i>Attainment in literacy and numeracy</i></p> <p>By June 2025 all class teachers will have improved confidence in their judgements this together with benchmarking and an appropriate range of assessments will lead to improvements in numeracy attainment at Heathhall</p>	<p>All teaching staff to identify any aspects of the planning that can be developed to improve pace and delivery of numeracy E&O (September 2024)</p> <p>All teaching staff review current numeracy and mathematics planning to ensure linkage between E&Os /benchmarks and Success Criteria. (October 2024)</p> <p>Streamlining of planning to support high quality learning assessments and creative /active delivery and enabling Connections in planning with the meta skills required for learning, life and work. (November 2024)</p> <p>All parent/carers to be invited to a planned numeracy session outlining how numeracy and mathematics can be developed at home. Activities will share connections with Experiences, outcomes, meta skills and creativity skills. (May 2025)</p>

	<p>By June 2025 all classes will have improved attainment data in numeracy and mathematics by at least 4% based on the June 2024 data capture.</p> <p>Heathhall will improve its data at P1, P4 and P7 beyond its Scottish School Comparators/Authority and Cluster data</p> <p>2.3 Learning and Teaching <i>Learning and engagement</i> <i>Quality of teaching</i></p> <p>All learners will have a say in the quality of their learning experiences and how to improve their learning and achieve their next steps.</p>	<p>Review and revisit pedagogical practices which are researched based .Input from QIO – Numeracy /Education Scotland Resources (February 2025) https://education.gov.scot/resources/raising-attainment-in-numeracy-and-closing-the-poverty-related-attainment-gap-using-strategic-equity-funding-in-inverclyde/ https://education.gov.scot/resources/numeracy-professional-learning-resource/ https://glowscotland.sharepoint.com/sites/mathsplc</p> <p>An excellent maths lesson – review Learning and Teaching Charter Link professional learning targets with the development of pedagogical practice – include the role of DNK (previous Sip 2023/2024 – small test of change) (June 2025)</p>	
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Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
<p>All class teachers SLT - HT</p>	<p>WTA – Collegiate/INSET</p>	<p>None</p>	<p>June 2025</p>

Parental and Learner Engagement Opportunities	Linkage to Framework for Inclusion
Parent school open session – September 2024	Transitions Career Long Professional Learning to support all themes in all sectors • Understanding of additional support needs, professional learning for all, including support staff.