

Education and Learning Directorate

School/ELC Annual School Improvement Planning

2023-2024

Black Font – School priorities
Purple Font – Local Authority priorities
Green Font – Cluster priorities

School: Shawhead and Lochrutton Primary School Partnership

Date: June 2023

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

School Priority /Improvement Area	Outcomes for Learners/School Community	Key Tasks
<p>Build the Shawhead and Lochrutton Primary School Partnership</p> <ul style="list-style-type: none"> • Joined partnership curriculum, planning, assessment & evaluation • Joined partnership tracking and monitoring • Review VVA with all stakeholders for both establishments 2023-24 • Establish communication channels and procedures with parents/carers for both schools • Establish cluster presence for new partnership • Continue schools journey to RRSA: Lochrutton working towards Silver 	<ul style="list-style-type: none"> • Consistency of curriculum offer and experience across partnership. Staff will have more opportunities for collegiate working, planning, professional discussion, evaluation and PL using the programmes of learning. As a result, pupils will experience learning across the partnership and be empowered to take ownership of their own learning through IDL topics. • Implementation of whole school tracking and monitoring system following identification of effective practice within D&G. As a result staff more able to identify gaps and improve attainment for all children and young people. • Parents, staff and pupils will be consulted and will review the vision, values and aims of each school with a view to refreshing this, ensuring a more collegiate ethos and practice within both schools. As a result all stakeholders will be empowered to create the schools future direction. • Parents/carers are supported to be fully involved in the life and work of their children's school. This will be achieved through ongoing consultation to ensure clear and open channels of communication. As a result parents will feel more involved in the school and there will be opportunities to share pupil's progress and achievement in various forums. This priority area will therefore empower both families and individual pupils. 	<ul style="list-style-type: none"> • Three year program of learning for IDL topics. This will form the focus of learning & teaching and assessment [All staff, Term 1] • Develop programmes of learning for other curricular areas [All staff, Term 1] • PL with all staff in both schools to ensure consistency of understanding and practice in relation to programmes of learning [All staff, June 2024] • Explore attainment tracking and monitoring systems currently operating effectively within D&G to inform system with partnership [HT, SLT, Term 1 & 2] • Review of VVA with parents/carers, staff, pupils and partnerships [All staff, pupils, parents/carers, partners, June 2024] • Identification of key VVA for both schools 2024 onwards [All staff, pupils, parents/carers, partners, June 2024] • Establish clear communication channels for both schools – social media, blog, newsletters etc. [All staff, parent/carers, pupils, June 2024] • Cross cluster HT support group [HT, June 2024] • Lochrutton will continue to work towards Silver Award for RRS, Shawhead will provide support and advice as required with a view to a partnership journey towards Gold Awards.

	<ul style="list-style-type: none"> Pupils, families, staff and wider stakeholders will develop strong connections as a new team. Cross cluster HT support group to support working within two cluster plans 		
NIF Priority	NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria	
<ul style="list-style-type: none"> 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 attainment, particularly in literacy and numeracy 	<ul style="list-style-type: none"> School and ELC leadership Parent/Carer involvement and engagement School and ELC improvement 	<p>Leadership and Management 1.1 Self-evaluation for self-improvement 1.3 Leadership of Change 1.4 Leadership of Management and Staff</p> <p>Learning Provision 2.2 Curriculum 2.3 Learning Teaching & Assessment 2.7 Partnerships</p> <p>Successes and Achievements 3.1 Ensuring Wellbeing, equality and inclusion</p>	
Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
HT, SMT and Teaching Staff	<ul style="list-style-type: none"> Inset Days and Collegiate Sessions with staff Welcome sessions for parents/wider community Time in classes with pupils 	Resources may be required and perhaps additional time out of class for teaching staff.	June 2024
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion	
Consultation Groups Questionnaires/Forms Pupil Focus Groups Family learning opportunities in school Consultation with parent forums		<ul style="list-style-type: none"> Reflecting on your inclusive practice Identify issue to be solved Engaging with the Framework questions Developing your inclusive practice 	

School Priority /Improvement Area	Outcomes for Learners/School Community	Key Tasks
<p>Develop Digital Skills to enhance learning and teaching in literacy</p> <ul style="list-style-type: none"> Digital skills incorporated into curriculum Joint partnership tracking and monitoring of digital skills Improved attainment in literacy – specifically writing Develop staff capability in teaching digital skills To obtain Digital Schools Award Establish links with cluster digital leaders 	<ul style="list-style-type: none"> A continuity throughout the curriculum targeting digital skills – feed in to IDL 3 year-rolling planning bundles. As a result skills will be enhanced for both staff and learners and improvement in attainment in literacy - especially writing. Clear identification of gaps for each pupil related to specific digital skills. As a result these gaps can be targeted leading to progression and development for learners. Using digital skills to help provide our learners with skills to help with writing. As a result attainment will improve. Audit and check staff capability and as a starting point - will be able to apply and use the five Digital Literacy Framework Core Skills. As a result learners will develop their own digital skills as a result of increased confidence of staff To give learners the opportunity to achieve a digital school award for their hard work. As a result this would provide a sense of achievement for our learners. Cross cluster work with digital leaders will provide support for teachers in terms of training. As a result teachers will be upskilled and those skills will then be passed on to the learners 	<ul style="list-style-type: none"> Incorporate specific digital skills into 3 year rolling program bundles (All staff – by June 2024) Produce digital tracking and monitoring documents (All staff – by June 2024) Start using digital skills in class as part of literacy tasks – especially writing e.g. using dictation and immersive reader. (All staff and pupils – During Term 3 & 4) All staff to reflect on Education Scotland Teacher Digital Literacy Framework Core Skills. Digital leaders from cluster to support staff in their development. (All staff – by June 2024) To obtain both Digital Schools Awards: The Digital Schools Award and the Digital Wellbeing Award. (All staff, parent/carers, pupils – start collating evidence throughout 2023/2024 session and put forward for award in 2024/2025 session) Meet with digital leaders for the cluster and ascertain where cluster is in terms of strategic development for digital (HT – Term 2)

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 Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy 	<ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement School and ELC improvement 		<p>1.3 Leadership of change:</p> <ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change <p>2.2 Curriculum:</p> <ul style="list-style-type: none"> Rationale and design Development of the curriculum Learning pathways Skills for learning, life and work <p>3.2 Raising attainment and achievement:</p> <ul style="list-style-type: none"> Attainment in literacy and numeracy Attainment over time Overall quality of learners' achievement Equity for all learners 	
Responsible/Lead Person	Time Allocations	Funding – including PEF		Expected Completion Date
HT, SMT and Digital Leaders	<ul style="list-style-type: none"> Cluster collegiate sessions School collegiate sessions (if required by individual school) Digital Leaders have time for development (depending on individual school) 	Cluster budget or/and Cluster Digital Leader budget to release staff		June 2024
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion		
<ul style="list-style-type: none"> Family Learning opportunities in school Potential to use digital resources for home learning Digital communication with parents 		<ul style="list-style-type: none"> Reflecting on your inclusive practice Identify issue to be solved (Accessibility tools) Engaging with the Framework questions Developing your inclusive practice (Accessibility tools) 		

School Priority /Improvement Area	Outcomes for Learners/School Community	Key Tasks
<p style="text-align: center;">Raising Attainment in Literacy & Numeracy</p> <ul style="list-style-type: none"> • To make progress in literacy and numeracy - in particular – writing and mental maths • To introduce a new reading scheme to the partnership • To implement a new mental maths program across the partnership • To engage with cluster working based on Develop Balanced Writer 	<p>Learners will make good progress in literacy and numeracy – stretch aim – 85% of learners achieving national milestones. As a result pupils will become more confident in their own ability and transfer these skills across the curriculum.</p> <ul style="list-style-type: none"> • A new reading scheme will be bought and used across the partnership. As a result, pupils will have access to an excellent resource which will enhance their comprehension skills and also their use of digital literacy skills when accessing the on-line resource. • A new mental maths scheme will be implemented across the partnership based on a tried and tested model. As a result, learners will learn new strategies to help them improve their mental maths skills and recall speed in answering +, -, / and x sums - in particular knowledge of times tables and number bonds. As a result their core maths and numeracy skills will be enhanced. • Cross cluster collegiate work will support teaching staff to be confident when using the ‘Develop Balance Reader and Writer’ approach in their classes. As a result, learners will be taught strategies to improve their writing. 	<ul style="list-style-type: none"> • Interpret data from SNSA’s, attainment tracking, and teacher’s professional judgement to identify needs and targets at both schools that are priority areas. Potential PEF funded interventions – Closing the numeracy and Literacy Gap (All staff – Term 1&2) • Share knowledge of new reading scheme with staff and parents then purchase. Once purchased begin to use across the partnership (HT then All staff - Term 3 & 4) • Introduce a new mental maths program to be used at both schools. Trial in term 2 then implement in term 3. (HT then All staff – Term 2 & 3) • Attend cluster collegiate sessions and begin to implement strategies in class. (All staff - Term 1-4)

NIF Priority		NIF Driver		HGIOS?4 / HGIOELC QIs/National Standard Criteria	
- Improvement in attainment, particularly in literacy and numeracy		<ul style="list-style-type: none"> - School and ELC leadership - Teacher and practitioner professionalism - Curriculum and assessment - School and ELC improvement - Performance information 		Leadership and Management - 1.1 Self-evaluation for self-improvement Learning Provision - 2.2 Curriculum - 2.3 Learning, Teaching and Assessment Successes and Achievements - 3.2 Raising attainment and achievement	
Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date		
HT, SMT and Teaching staff	<ul style="list-style-type: none"> - School collegiate sessions - Cluster collegiate sessions - Inset days - Specific training days – ‘Creating a balanced Reader and Writer’ 	<ul style="list-style-type: none"> - Possible time out for staff to attend professional development sessions - Resources for all 	June 2024		
Parental and Learner Engagement Opportunities			Linkage to Framework for Inclusion		
<ul style="list-style-type: none"> • Family Learning opportunities in school • Potential to use new resources for home learning • Pupil led ‘come and join us’ sessions 			<ul style="list-style-type: none"> • Reflecting on your inclusive practice • Identify issue to be solved (Accessibility tools) • Engaging with the Framework questions • Developing your inclusive practice (Accessibility tools) 		