




School Improvement Plan	Lochnorris Primary School
Head Teacher	Cindy O'Driscoll
Date Submitted	Submitted to Head of Education on: 27/6/23
Session (Date when each year is written)	2023-24

School's/Centre's Vision and Values	<p>Our Vision and Values are shared with the whole Barony Campus and were agreed in consultation with all stakeholders prior to its opening.</p> <p>Our Vision: The Barony Campus: Where we belong; where we reach our potential.</p> <p>Our Campus Values: Achievement Respect Equity</p> 
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In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

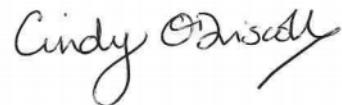
<b>Consultation on improvement plan includes the following stakeholders:</b>	<b>Completed</b>
Children and Young People	✓
Parent Council and Forum	✓
Teachers, practitioners and ALL school/centre staff	✓
Volunteers/ Community partners	✓
Local bodies representing teachers, staff, volunteers and any	✓

<b>Content of plan</b>	<b>Completed</b>
Takes account of strategic priorities outlined in the education authority's Annual Plan.	✓
Takes account of the strategy for parental involvement under section 2 (4A)	✓
An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	✓
Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	✓
Scottish Government Tackling Bureaucracy working group recommendations have been	✓

parent bodies further associated to the school/centre.	
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considered when planning for improvement and in the improvement activities specified	
HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs	✓
There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.	✓

Head Teacher Signature:



## Pupil and parental strategic involvement

<i>For session 2023-24, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</i>	<i>For session 2023-24, please describe below how parents will be involved in decisions relating to the operation of the school/centre</i>
<p>Circle time – individual classes</p> <p>Pupil Council/Rights Respecting Schools Group</p> <p>Digital Leaders</p> <p>JRSO</p> <p>School Captains</p> <p>Eco Committee</p> <p>Pupil Surveys – online using School Glow Blog facility</p> <p>Consultation at Whole-school assembly including in small mixed stage groups</p> <p>Learning discussions with class teachers</p> <p>Pupil Focus Groups</p>	<p>Parent Council</p> <p>Parental Surveys – online using School Glow Blog facility</p> <p>Communication via Class Blog, email</p> <p>Pupil progress meetings</p> <p>Review meetings for pupils with support plans</p> <p>Workshops/information afternoons/evenings as appropriate or necessary</p> <p>Class Assemblies</p> <p>Parents' evening feedback</p> <p>Open Afternoons</p>

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>	To improve basis skills in Numeracy and raise attainment across the school. To raise attainment in reading. To develop effective approaches to assessment of listening and talking and ensure robust teacher judgements.	<b>Rationale for improvement priority based on evidence:</b> Analysis of data shows a significant drop in attainment in Numeracy throughout second level. Analysis of data indicates that there is a drop in attainment in reading from P3 with a significant dip at P6 and P7. Our results in Listening and Talking are high but not evidence-based. We need to ensure judgements are robust.
<b>NIF Priorities</b> Improvement in attainment, particularly in literacy and numeracy	<b>NIF Driver</b> School Improvement	<b>HGIOS/ HGIOSELCC QIs for self-evaluation</b> <b>1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.7, 3.1, 3.2</b>

What actions are required to reach the desired outcome?	Who	When
To embed holistic assessment approaches in numeracy and mathematics	JT/Class teachers	Ongoing
To ensure coverage of key concepts throughout second level with a focus on mental agility and the 4 operations.	PEF funded post	Ongoing
To provide team teaching opportunities for learning in numeracy to be supported in the second level.	JT/class teachers	Ongoing
To ensure the consistent teaching and learning of the five key mental maths strategies, using the 'Raising Attainment in Numeracy' pedagogy and through Number Talks.	LS	Sep '23
To audit current practice in the teaching of reading and review current resources used, identifying any strengths and gaps.	LS/SLT	Oct '23
Review Literacy policy and ensure a consistent, structured approach to the teaching of reading.	Whole staff	By May '24
To create a culture of reading in school and foster an enjoyment of reading.	LS	Jan '24
Listening & Talking – audit current practice/assessment approaches.	LS/SLT	By May '24
Engage with SAC Oracy programme and develop effective approaches to teaching and assessing listening and talking.		

To adapt our environment and practice to become more inclusive and communication friendly and apply for accreditation.	LS/KM/All staff	June '24
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PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
To provide team teaching opportunities for learning in numeracy to be supported in the second level through PEF funded posts including CAs, CT and SLT time.	Attainment data in Numeracy at second level will be analysed before, during and after intervention. It will show an increase in cohort attainment.	CAs, CT (PEF), SLT	Ongoing throughout session

<p>Evidence of impact against outcomes for learners.</p> <p>Increased teacher confidence in teaching of reading leading to an improvement in attainment, Attainment in Numeracy at second level will be improved.  Learners' basic numeracy skills will be improved.  Learners will receive a consistent approach to Listening &amp; Talking and assessment methods will ensure gaps are identified and needs met.  Learners will receive quality feedback and be clear as to their next steps in learning and what they must do to improve.</p>
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*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>	<b>Improved outcomes in Health and Wellbeing.</b> <b>Monitor and track children's wellbeing and provide appropriate supports as required.</b> <b>To improve attendance by addressing the root causes.</b> <b>To ensure learners' wellbeing and readiness to learn.</b>	Rationale for improvement priority based on evidence: Attendance levels have not yet returned to pre-covid levels and our current procedures have had little impact in improving this.
<b>NIF Priorities</b> Closing the attainment gap between the most and least disadvantaged children	<b>NIF Driver</b> Assessment of children's progress	<b>HGIOS/HGIOSELCC QIs for self-evaluation</b>  <b>1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.7, 3.1, 3.2</b>

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> <li>To upskill SLT in methods of supporting mental wellbeing – LIAM training, DDP training.</li> </ul>	SLT	2023-24 Ongoing
<ul style="list-style-type: none"> <li>To conduct research and seek out good practices with regards to managing and improving attendance, particularly with regards to learners in SIMD 1 &amp; 2.</li> </ul>	SLT	
<ul style="list-style-type: none"> <li>To develop robust systems which will address the root causes of poor attendance and introduce across the school.</li> </ul>	SLT	Sep '23
<ul style="list-style-type: none"> <li>To measure the effectiveness by analysing attendance data.</li> </ul>	SLT	Jun '24
<ul style="list-style-type: none"> <li>We will build on our current parental involvement programme in order to establish more meaningful opportunities for family learning and parental engagement in learning.</li> </ul>	SLT	2023-24 Ongoing
<ul style="list-style-type: none"> <li>Additional teacher employed to team-teach and provide specific interventions to address gaps in learning identified by data analysis.</li> </ul>	AC	2023-24
<ul style="list-style-type: none"> <li>3 x Classroom assistants employed to provide targeted and group support and interventions where required.</li> </ul>	CAs	2023-24
<ul style="list-style-type: none"> <li>Breakfast Club – fully funded for those in receipt of FSM and heavily subsidised where required.</li> </ul>	GT/CT/ST	2023-24

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When



<p>Significant SLT management time devoted to managing and supporting attendance. We aim to develop robust procedures for monitoring attendance and working with families to address barriers.</p> <p>At least 2 members of the SLT will undertake LIAM training so that they are able to deliver this programme to children who require support. A further 2 members of the SLT will undertake DDP training.</p> <p>Breakfast club will continue, offering free breakfast daily to those in receipt of FSM.</p> <p>Additional CAs will be employed to support learners' needs.</p>	<p>Attendance data from 2022-23 will be analysed to identify issues/patterns/individuals or groups at risk. Attendance data will be monitored throughout the year and at the end of session 2023-24. Fewer referrals to other agencies (The Exchange, CAMHS) will be made. There will be a reduction in dysregulated behaviour.</p> <p>Improve learners' wellbeing and ensure readiness to learn.</p> <p>Relevant assessment data will be used to measure progress for identified learners.</p>	<p>SLT</p>	<p>Throughout session</p>
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<p>Evidence of Impact against outcomes for learners.</p> <p><u>Attendance</u> Families will feel supported by the school. Learners at risk of poor attendance will receive timely interventions and supports by SLT. Attendance will improve.</p>
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*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>	Improved outcomes in Health and Wellbeing. Monitor and track children’s wellbeing and provide appropriate supports as required. To improve attendance by addressing the root causes. To ensure a consistent and progressive approach to PE.	<b>Rationale for improvement priority based on evidence:</b> There is a significant number of children who are experiencing disruption to their learning due to anxiety, poor mental health and/or dysregulated behaviour. In session 2022-23 several learners were referred to The Exchange for counselling. Attendance levels dropped during the pandemic but continue to cause concern. In session 2022-23 our attendance rate was 90%.
<b>NIF Priorities</b> Improvement in children and young people’s health and wellbeing	<b>NIF Driver</b> Teacher Professionalism	<b>HGIOS/HGIOSELCC QIs for self-evaluation</b> <b>1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.7, 3.1, 3.2</b>

What actions are required to reach the desired outcome?	Who	When
Further develop the use of the Glasgow Motivation and Wellbeing Profile to monitor the wellbeing of our learners.	MG	Sep ‘23/Jun ‘24
To embed EAC Relationships Framework guidelines and Rights Respecting Schools Framework in every classroom.	GT/All staff	By Dec ‘23
To adopt a consistent approach to managing behaviour using common language (Zones of Regulation).	All staff	By Dec ‘23
To upskill SLT in methods of supporting mental wellbeing – LIAM training, DDP training.	SLT	Sep ‘23
To conduct research and seek out good practices with regards to managing and improving attendance, particularly with regards to learners in SIMD 1 & 2.	SLT	Aug/Sep ‘23
To develop robust systems which will address the root causes of poor attendance and introduce across the school.	SLT	Sep ‘23
To measure the effectiveness by analysing attendance data.	SLT	June ‘24

Ensure that there is a consistent approach to the delivery of PE in all stages ensuring progression of skills.	AF/HWB Gp	Oct '23
Carry out a school wide audit with regards to the delivery of 2 hours of quality PE per week.	AF	Oct '23
Work with Active Schools and other partners to enhance learning experiences and provide extra-curricular activities.	CC/JT	May '24

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
<p>Significant SLT management time devoted to managing and supporting attendance. We aim to develop robust procedures for monitoring attendance and working with families to address barriers.</p> <p>At least 2 members of the SLT will undertake LIAM training so that they are able to deliver this programme to children who require support. A further 2 members of the SLT will undertake DDP training.</p>	Attendance data from 2022-23 will be analysed to identify issues/patterns/individuals or groups at risk. Attendance data will be monitored throughout the year and at the end of session 2023-24. Fewer referrals to other agencies (The Exchange, CAMHS) will be made. There will be a reduction in dysregulated behaviour.	SLT	Ongoing throughout session 2023-24

<p>Evidence of Impact against outcomes for learners</p> <p><u>HWB</u> Staff will become more confident in incorporating the GMWP tool and interpreting the results. Data will be analysed and used to inform interventions and supports. Learners' wellbeing will be improved leading to better outcomes in learning. UNCRC will permeate through the life of the school and children will be better informed about global issues.</p> <p><u>Attendance</u> Families will feel supported by the school. Learners at risk of poor attendance will receive timely interventions and supports by SLT. Attendance will improve.</p> <p><u>PE</u> All learners will receive 2 hours of quality PE per week. There will be coverage and progression through core skills leading to improved skills. Learners' wellbeing will be improved by promoting activity through extra-curricular activities.</p>
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<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>	Learners will have a clear understanding of the role they can play in creating healthy systems for planet, people and economy. Learners will demonstrate an increased level of confidence and the ability to lead and transfer Harmony Principles across the curriculum.	<b>Rationale for improvement priority based on evidence:</b> There is a need to refresh our curriculum and develop a Curriculum Rationale which is relevant to our local context and to the needs of our learners, inspires and motivates learners and fosters wellbeing. We need to increase opportunities for learners to engage with the world of work (DYW). This work will build upon our partnership work and training provided by The Prince's Foundation throughout session 2022-23.
<b>NIF Priorities</b> Improvement in employability skills and sustained, positive school leaver destinations	<b>NIF Driver</b> Assessment of children's progress	<b>HGIOS/HGIOSELCC QIs for self-evaluation</b>  <b>1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2</b>

What actions are required to reach the desired outcome?	Who	When
DYW – We will build on existing partnerships with local businesses, parents and the wider community by providing opportunities for collaboration throughout the session.	LS/partners	Ongoing
Provide learners with opportunities out with the classroom and invite partners to support learning experiences.	All staff/partners	Ongoing
To audit current situation with regards to coverage of the different curricular areas at each stage.	SLT	Aug 2023
To agree on progression frameworks and ensure consistent application of school planning/curriculum procedures.	All staff	Ongoing
To incorporate Harmony Principles as the backdrop to our curriculum with a particular emphasis on Social Subjects and Science (and across the curriculum where appropriate).	Class teachers	Ongoing

<p>To continue to plan learning using Harmony Principles and an enquiry approach. To work in stages and in levels to ensure coverage of experiences and outcomes across the session.</p> <p>To evaluate and review our work and complete our curriculum rationale.</p>	Class teachers	Ongoing
	All staff	June 2024

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When

<p>Evidence of Impact against outcomes for learners</p> <p><u>DYW</u>  Increased opportunities for learners to engage with the world of work.  Development of skills for learning, life and work.  Learners will develop an interest in the world of work and begin to appreciate the relevance of skills learned at school.</p> <p><u>Curriculum Refresh</u>  Learners will experience a curriculum which is relevant to their local context and to key issues in the world around them.  Learners will experience a wide range of experiences across all curriculum areas planned with the principles of curriculum design in mind.  Learners will be motivated and engaged in enjoyable and varied activities.</p>
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*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*

## Summary of Improvement Plan

<p style="text-align: center;"><b>Raising Attainment, particularly in Literacy and Numeracy</b></p>	<p style="text-align: center;"><b>Increased in sustained positive destinations and employability skills</b></p>
<ul style="list-style-type: none"> <li>• To embed holistic assessment approaches in numeracy and mathematics</li> <li>• To ensure coverage of key concepts and the consistent teaching and learning of the five key mental maths strategies and the 4 operations.</li> <li>• To audit current practice in the teaching of reading and review current resources used, identifying any strengths and gaps.</li> <li>• Review Literacy policy and ensure a consistent, structured approach to the teaching of reading.</li> <li>• Listening &amp; Talking – audit current practice/assessment approaches and develop effective approaches to teaching and assessing listening and talking.</li> <li>• To adapt our environment and practice to become more inclusive and communication friendly and apply for accreditation.</li> </ul>	<ul style="list-style-type: none"> <li>• DYW – We will build on existing partnerships with local businesses, parents and the wider community by providing opportunities for collaboration throughout the session and out with the classroom environment.</li> <li>• To audit current situation with regards to coverage of the different curricular areas at each stage and establish consistent, progressive frameworks at each stage.</li> <li>• To incorporate Harmony Principles as the backdrop to our curriculum with a particular emphasis on Social Subjects and Science (and across the curriculum where appropriate).</li> <li>• To continue to plan learning using Harmony Principles and an enquiry approach. To work in stages and in levels to ensure coverage of experiences and outcomes across the session and agree our Curriculum Rationale.</li> </ul>
<p style="text-align: center;"><b>Ensuring the health and wellbeing of all young people</b></p>	<p style="text-align: center;"><b>Closing the poverty related attainment gap</b></p>
<ul style="list-style-type: none"> <li>• To further develop the use of the Glasgow Motivation and Wellbeing Profile to monitor the wellbeing of our learners.</li> <li>• To upskill SLT in methods of supporting mental wellbeing – LIAM training, DDP training.</li> <li>• To embed EAC Relationships Framework guidelines and Rights Respecting Schools Framework in every classroom and adopt a consistent approach to managing behaviour so that it does not become a barrier to learning.</li> <li>• To improve attendance by addressing the root causes.</li> <li>• To ensure a consistent and progressive approach to PE ensuring all learners receive 2 hours quality PE per week.</li> </ul>	<ul style="list-style-type: none"> <li>• To upskill SLT in methods of supporting mental wellbeing – LIAM training, DDP training.</li> <li>• Significant SLT time will be used to develop robust procedures for monitoring attendance and working with families to address barriers.</li> <li>• We will build on our current parental involvement programme in order to establish more meaningful opportunities for family learning and parental engagement in learning.</li> <li>• Additional teacher employed to team-teach and provide specific interventions to address gaps in learning identified by data analysis.</li> <li>• 3 x Classroom assistants employed to provide targeted and group support and interventions where required.</li> <li>• Breakfast Club – fully funded for those in receipt of FSM and heavily subsidised where required.</li> </ul>