



# Bellsbank Primary School and Early Childhood Centre Improvement Plan 2024/25



School Improvement Plan	Bellsbank PS and ECC
Head Teacher	Fiona Greig
Date Submitted	Submitted to Chief Education Officer on : 26.6.24

School/ Centre Vision and Values	<p>At present, our vision is to become:-          'A centre of excellence for learning which is a driving force for positive change across the community'          Our core values of honesty, respect, responsibility, equality, inclusion, fairness and compassion are at the heart of everything we do</p> <p>We aim to:-</p> <ul style="list-style-type: none"> <li>• Provide challenging and inspiring opportunities that enable our children to maximise their potential in life.</li> <li>• Provide a safe, secure and nurturing learning environment.</li> <li>• Provide high quality learning experiences that engage children fully in their learning.</li> <li>• Provide a well-planned and progressive curriculum that meets the needs of all children.</li> <li>• Value and develop strong trusting relationships with parents from an early stage.</li> <li>• Develop a sense of pride which has a positive impact on our community.</li> </ul>
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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 parent bodies further associated to the school/centre.	✓

<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 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 / Head of Centre Signature: F. Greig

**Pupil and parental strategic involvement**

<i>For session 2024-5, 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 2024-5, please describe below how parents will be involved in decisions relating to the operation of the school/centre</i>
<p>Every term a theme from HGIOURS will be chosen. The HT will meet with the Pupil Council to explore key questions and related activities. Pupil Council will interact with other pupils and gather views through GLOW Forms and GLOW Teams</p> <p>Pupil Council will be involved in recruitment of staff when possible.</p> <p>The Pupil Council is formed from 2 children from each class. The Pupil Council will improve teaching and learning in Literacy &amp; Numeracy within the school by evaluating learning and teaching activities.</p> <p>Pupil Council will lead consultation on PEF plan using participatory budgeting. This will involve pupils and parents.</p>	<p>GLOW Forms will be used to issue questionnaires and gather feedback.</p> <p>Information will be shared via School App, School blog and School Twitter Account, as appropriate.</p> <p>Priorities for improvement will be shared in school 'monthly round up' and GLOW blog.</p> <p>HT to attend Parent Council Meetings. Progress on priorities for improvement shared at Parent Council Meetings and via school app.</p> <p>"You said, We did" will be displayed in school and shared via the school app.</p>

<p>To monitor progress, at appropriate points throughout the session, all children will traffic light code the child friendly improvement plan display.</p> <p>All children are members of a committee which meet fortnightly to share ideas and work together on school improvement</p> <p>Pupils will work in assembly circles once a month to share their views about the school and how it can be improved.</p> <p>ECC children will share their views through their learning journals and their working wall.</p>	<p>Share impact of PEF at Parent Council Meetings and via school app.</p> <p>Gather parent suggestions for PEF Plan 2024/5.</p> <p>School Improvement Plan Consultation.</p> <p>Parent Focus groups to develop engagement with the parent forum.</p>
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**Education Service Improvement Plan 1: Our Leadership**

**We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders of their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom, playroom and centre.**

**Education Service Improvement Plan Priority 2: Teaching and Learning Together**

**Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people.**

**Education Service Improvement Plan Priority 3: Our wellbeing and belonging**

**We want all of our young people to feel supported by people who know them well, and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages.**

**Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements**

**We want the very best for all of our young people in East Ayrshire. We aim to ensure that all young people secure a positive destination through excellent achievement and attainment at all levels.**

<p><b>Improvement Priorities</b> <b>Vision, Values, Aims</b></p> <ul style="list-style-type: none"> <li>• All children’s voices will be listened to and acted on to develop their full participation in school life.</li> <li>• All learners will develop their knowledge and skills through a creative and innovative curriculum which develops children’s understanding of local and global issues.</li> <li>• All learners will participate in high quality learning experiences across the totality of the curriculum.</li> <li>• We will improve parent confidence, knowledge and understanding in supporting their child’s learning</li> </ul>	<b>Education Service Improvement Plan 1: Our Leadership</b>	
	<b>Education Service Improvement Plan Priority 2: Teaching and Learning Together</b>	
	<b>Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements</b>	
<p><b>Rationale</b> Our recent learning visit identified the development of pupil voice as an area for development to ensure pupil motivation and the opportunity to achieve across the wider curriculum. Pupil groups were re-established in term 4 of session 2023-2024 and their continuation will allow pupil leadership to be developed further and staff to develop their leadership area within the school's context. Further recommendations from our learning visit was that we refresh our Vision, Values and Aims and our Curriculum Rationale. At present children aren’t experiencing learning in the outdoors regularly within the school day. Developing this further may help some pupils regulate their behaviour as well as give a context for parents to participate in children’s learning.</p>		

What actions are required to reach the desired outcome?	Who	When
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<p><b>Vision, Values Aims</b></p> <ul style="list-style-type: none"> <li>Bellsbank PS Vision, Values and Aims to be refreshed in consultation with pupils, staff, parents and partners.</li> <li>Bellsbank ECC Vision, Values and Aims to be refreshed in consultation with pupils, staff, parents and partners.</li> <li>Monthly pupil voice assemblies to listen to and respond to pupil views</li> <li>Develop the Voice of the Child using the Steps to Participation document</li> <li>Pupil leadership will be developed through pupil committees and upper school prefect system.</li> <li>Quality Assurance processes to be reviewed and HGIOURS to be used to develop pupil voice in the QA process.</li> <li>Parental Engagement to be developed: create a calendar of Parent Council meetings; develop a Parent Empowerment Group</li> </ul>	<p>FG, all staff</p> <p>FG, DM, DM</p> <p>AM, all staff</p> <p>FG, DM, DM, LR Working Party</p> <p>FG, AM</p> <p>FG, AM</p> <p>FG, AM, HLW</p>	<p>Oct 2024</p> <p>Oct 2024</p> <p>Throughout session 2024-2025 Oct 2024</p> <p>Sept 2024</p> <p>Throughout session 2024-2025 Mar 2025</p>
<p><b>Curriculum Rationale</b></p> <ul style="list-style-type: none"> <li>Refresh our Curriculum Rationale in the school and ECC to reflect the refreshed Curriculum for Excellence and Realising the Ambition through consultation with staff, pupils, parents and partners <b>School and ECC</b></li> <li>Develop Learning for Sustainability, STEM and the World of Work within our curriculum framework <b>School and ECC</b></li> <li>Engage with the The National Robotarium Transition event and develop digital learning experiences linked to robotics across all stages</li> <li>We will work towards our UNCRC RRS Silver Award <b>School and ECC</b></li> <li>Staff will develop their digital skills working towards accreditation within the incubator programme</li> </ul>	<p>FG, AM, DM, DM all staff</p> <p>LB, GF, all staff GF</p> <p>MW, All staff</p> <p>GF</p> <p>All staff</p>	<p>Nov 2024</p> <p>Mar 2025</p> <p>Sept 2024</p> <p>May 2025</p> <p>March 2025</p> <p>Aug 2024 – June 2025</p>
<p><b>Building Capacity</b></p> <ul style="list-style-type: none"> <li>Plan and carry out Critical Collaborative Professional Enquiry with a focus on professional reading and enquiry around – feedback/differentiation across the curriculum. This will be based on the Power Up Your Pedagogy book.</li> </ul>	<p>All staff</p> <p>FG, AM</p> <p>All staff</p>	<p>Sept 2024</p> <p>Sept 2024</p> <p>Oct 2024 – June 2025</p>

<ul style="list-style-type: none"> <li>Develop Lesson Evaluation Toolkit for SLT and peer observations across the curriculum (Excellent lesson)</li> <li>Quality Assurance processes to be reviewed and HGIOURS to be used to develop pupil voice in the QA process.</li> <li>Collaborate with Education Group schools to moderate learning, teaching and assessment. <b>School and ECC</b></li> <li>Assess pupils' progress across the curriculum using the progressive assessment of meta skills</li> <li>In the ECC, monitoring and tracking of the curriculum to be developed using the <b>EAC Early Level Monitoring and Tracking Tool</b> on Learning Journals</li> <li>Develop the Champions roles in the ECC to develop a Professional Learning Framework</li> </ul>	All staff	Sept 2024
	Teaching staff	Sept 2024
	All ELCPs	Feb 2025
	DM, DM	

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
<ul style="list-style-type: none"> <li>Parental Empowerment groups to be developed – parents/carers will be invited to join our parent empowerment groups. Parents and carers of children who are care experienced; children whose attendance is a cause for concern and children who are on the ASN log will be identified to join these groups.</li> </ul>	<ul style="list-style-type: none"> <li>80% of parents/carers of care experienced children will attend</li> <li>80% of parents/carers whose children have attendance of below 90% in session 2023-2024 will attend</li> <li>80% of parents/carers who are on the ASN log will attend.</li> <li>90% of children will attend over 90% of the time</li> <li>The number of children attending less than 80% of the time will be below 5%</li> </ul>	FG, CS, HLW, JW	March 2025



Evidence of Impact against outcomes for learners.

- PRD/FACETime documentation
- Quality assurance documentation
- Record of moderation conversations
- Evidence of moderated work
- Monitoring and tracking data
- Pupil and staff questionnaires
- Prefect applications/timetables
- Learning Journals
- ECC Working Wall
- UNCRC Gold Accreditation evidence
- Staff, pupils, parents and partners questionnaires
- Completed curriculum rationale
- Pupil and parent focus group discussions
- HGIOURS Theme 2 and 3 evaluation
- Learning Journals
- Q.I.1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.6, 2.7, 3.3 self-evaluation
- Care Inspectorate Quality Framework (CIQF) Key Question 1 (1.3, 1.4) Key Question 2 (2.1) Key Question 3 (3.1, 3.2, 3.3) Key Question 4 (4.1, 4.3)
- Learning for Sustainability self-evaluation document
- PRD evaluations
- Professional discussions
- Practitioner enquiry academic posters
- Lesson observations
- Learner work evidence
- Leuven scale
- Meta skills assessments

<b>Improvement Priorities</b> <b>Pupil and Parent Engagement</b> <ul style="list-style-type: none"> <li>80% of children will attend at least 90% of the time</li> <li>All children feel safe and motivated at school with a passion for learning and a drive to succeed</li> <li>We will support parent confidence, knowledge and understanding in supporting their child's learning</li> </ul>	<b>Education Service Improvement Plan 1: Our Leadership</b>
	<b>Education Service Improvement Plan Priority 2: Teaching and Learning Together</b>
	<b>Education Service Improvement Plan Priority 3: Our wellbeing and belonging</b>
<b>Rationale</b> Continuing to develop Communication Friendly approaches will benefit all children. We have identified a correlation between children whose attendance is below 80% and those who have gaps in learning or are significantly behind. Increasing attendance should maximise positive outcomes for children. 18% of children on the ASN log are supported due to social, emotional and behavioural needs. The East Ayrshire Relationships and Behaviour Framework will allow us to evaluate how we support all children's social, emotional and behavioural needs while developing targeted approaches due to changes in key staff. Parental engagement has been identified as an area to be further developed to ensure all parents have the opportunity to play a full part in the life of the school.	

What actions are required to reach the desired outcome?	Who	When
<b>Communication Friendly Environments</b> <ul style="list-style-type: none"> <li>Consolidate our Communication Friendly Environments in classes and playrooms <b>School and ECC</b></li> <li>All staff will undertake Communication Friendly CLPL and implement universally and in targeted approaches e.g. Talk Boost</li> <li>Supportive Learning Approaches, Adult interaction Styles and Nurturing Approaches will be a key focus for SLT observations in classrooms and playrooms. <b>School and ECC</b></li> <li>Use Improvement Science to lead an enquiry into the impact of Communication Friendly Approaches on Children's development in Early Learning.</li> </ul>	LR, all staff SLT, LR, AM FG, AM DM, DM, AH, CYPIC AM, MW, DM, DM Parent Council DM, DM	Aug 2024 Nov 2024 Jan 2025 May 2025 Oct 2024

<ul style="list-style-type: none"> <li>Review our approaches to ongoing, regular communication to parents in the school and ECC through development of Learner Journals and the School/ECC blog <b>School and ECC</b></li> <li>Develop universal learning programmes around social and emotional wellbeing: e.g. Colour Monster, PATHS, Zones of Regulation and Learning about Neurodiversity at School (LEANS) to introduce pupils aged 8-11 years to the concept of neurodiversity, and how it impacts experiences at school.</li> <li>Develop Parent Groups in the ECC with a focus on communication friendly approaches and wellbeing.</li> <li>Professional Learning with the Educational Psychologist around the 6 core skills of children with a focus on rhythm to support self-regulation</li> </ul>	<p>FG, AM, all staff</p> <p>DM, DM</p> <p>DM, DM, Educational Psychologist FG, AM</p>	<p>Sept 2024</p> <p>Feb 2025</p> <p>Nov 2024</p> <p>Feb 2025</p>
<p><b>Wellbeing Assessment</b></p> <ul style="list-style-type: none"> <li>Develop universal wellbeing assessment process</li> <li>Introduce the dysregulation tracker</li> <li>Develop wellbeing group support for targeted children which is based on BOXALL assessments</li> </ul>	<p>AM</p>	<p>Sept 2024</p> <p>Jan 2025</p>
<p><b>Wellbeing Policy review and development</b></p> <ul style="list-style-type: none"> <li>Attendance and Engagement policy to be developed in line with IEI Parts 1 and 2</li> <li>Review our Health and Wellbeing policy in light of IEI Part 3 in terms of Physical intervention, restraint and seclusion.</li> <li>Staff engagement with The Promise to evaluate how we better meet the needs of our care experienced children and young people at establishment and EG levels</li> <li>Attendance tracking procedures to be developed in line with Attendance and Engagement policy</li> <li>Develop an ECC Relationships policy</li> <li>Develop a staff Wellbeing policy</li> <li>PB vote to focus on poverty proofing the school day</li> </ul>	<p>FG</p> <p>FG</p> <p>FG, AM, JW, HLW</p> <p>DM, DM</p> <p>FG, AM DM, DM</p> <p>FG, AM</p>	<p>Sept 2024</p> <p>Oct 2024</p> <p>Oct 2024</p> <p>Oct 2024</p> <p>Feb 2025</p> <p>Feb 2025</p> <p>May 2025</p> <p>Apr 2025</p>

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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
<ul style="list-style-type: none"> <li>Develop wellbeing group support for targeted children which is based on BOXALL assessments. Key staff plan health and wellbeing interventions linked to the BOXALL assessment and the resilience toolkit.</li> <li>Review the children’s progress at key points throughout the session</li> </ul>	<ul style="list-style-type: none"> <li>90% of children will show improvements in their BOXALL assessments</li> <li>90% of children will show improvements in their universal wellbeing assessment</li> <li>90% of the children in the groups will have over 90% attendance</li> </ul>	AM, LR, GF	Sept 2024 Dec 2024 May 2025

<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> <li>Universal health and wellbeing assessments</li> <li>Pupil, parents questionnaires</li> <li>Pupil, parent focus groups</li> <li>Monitoring and tracking data – attendance</li> <li>BOXALLS</li> <li>Resilience Toolkits</li> <li>Circle Framework assessments – environment and pupil participation scales</li> <li>Lesson observations</li> <li>Professional discussions</li> <li>Pupils evaluation using HGIOURS Theme 1 and 4</li> <li>Self-evaluation of 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 2.4, 2.6, 2.7, 3.1</li> </ul>
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- Care Inspectorate Quality Framework (CIQF) Key Question 1 (1.1, 1.2, 1.4) Key Question 2 (2.1, 2.2) Key Question 3 (3.1) Key Question 4 (4.1, 4.3)

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session*

<p><b>Improvement Priorities</b>  <b>Raising Achievement in Literacy and Numeracy</b></p> <ul style="list-style-type: none"> <li>All children's attainment in literacy and numeracy in P1, P4 and P7 2024/2025 will increase by at least one pupil for each measure of Literacy and Numeracy for each stage P1/P4/P7.</li> <li>Improve children's attainment in writing at P4 from 64% to 79% by June 2025 (2 additional children who are not on track will be on track)</li> </ul>	<b>Education Service Improvement Plan 1: Our Leadership</b>	
	<b>Education Service Improvement Plan Priority 2: Teaching and Learning Together</b>	
	<b>Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements</b>	
<p><b>Rationale</b>          The P1, P4 and P7 cohorts have the following levels of children on track: P1 Literacy attainment 2023 –2024: Reading 81%; Writing 75%; Listening and Talking 88%;P1 Numeracy attainment 2023-2024: 75%          P4 Literacy attainment 2023 –2024: Reading 86%; Writing 64%; Listening and Talking 92%;P4 Numeracy attainment 2023 – 2024: 86%          P7 Literacy attainment 2023 – 2024: Reading 78%; Writing 78%; Listening and Talking 72%; P7 Numeracy attainment 2023 –2024: 67%          . In line with East Ayrshire's stretch aims, we will aim to increase the levels of attainment by at least one pupil for each measure of Literacy/Numeracy for each stage P1/P4 and P7. Our literacy self-evaluation showed that we could provide more opportunities to develop children's listening and talking skills.</p>		

What actions are required to reach the desired outcome?	Who	When
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<p><b>Robust assessment and intervention approaches</b></p> <ul style="list-style-type: none"> <li>Develop an assessment framework incorporating diagnostic use of SNSA and SOFAs for all other stages.</li> <li>Review tracking and monitoring processes to identify children requiring early intervention. <b>School and ECC</b></li> <li>Monitoring and tracking conversations to take place with the ECC and P1 teacher to moderate practitioner and teacher judgements at early level <b>School and ECC</b></li> <li>Develop a programme of literacy and numeracy interventions to raise attainment – including pre/post assessments; learning activities and evaluation of children’s targets <b>School and ECC</b></li> </ul>	<p>FG, AM, all staff</p> <p>FG, AM, SR</p> <p>FG, DM, MW, MR</p> <p>FG, AM</p>	<p>Sept 2024</p> <p>Sept 2024</p> <p>Sept 2024</p> <p>Sept 2024</p>		
<p><b>Literacy and Numeracy Curriculum Development</b></p> <ul style="list-style-type: none"> <li>Review approaches to listening and talking assessment – Listening and talking tool/Teaching Children to Listen assessment/Oracy listening and talking tools. Link to the Moderation Programme <b>School and ECC</b></li> <li>Develop Oral Storytelling in the ECC to develop listening and talking skills and the development of narrative</li> <li>Book Study – Play is the Way – Numeracy <b>School and ECC</b></li> <li>Develop mathematical vocabulary in ECC with a focus on key concepts</li> <li>Participation in the <b>National Improving Writing programme</b></li> </ul>	<p>FG, DM,</p> <p>DM, DM DM,DM all ELCPs SK, GS AM, all staff</p>	<p>Oct 2024</p> <p>May 2025 Feb 2025</p> <p>Feb 2025</p> <p>Jan- June 2025</p>		
<p>Attendance at the CYPIC National Improving Writing (NIW) sessions Cohort Two: January 2025 – June 2025)</p> <ul style="list-style-type: none"> <li>Creating the environment for sustained improvements</li> <li>Developing and implementing Quality Improvement knowledge so they can understand and apply tools and techniques that have been rigorously tested and work.</li> <li>Implementing the ‘writing bundle’ in full, including sharing run charts with pupils.</li> </ul>			<p>P4 teaching staff and SLT member(s) (LB and FG)</p> <p>· CYPIC National Improving Writing team, alongside Education Scotland</p>	

<ul style="list-style-type: none"> <li>· Children will experience the 'writing bundle'</li> <li>· Collecting data regularly on children's writing progress with a clear focus on improving one aspect of writing at a time – use a run chart to gather data over time.</li> <li>· Children will be involved in collecting and analysing data.</li> <li>· Developing and implementing self and peer assessment approaches to writing to provide learners with the knowledge and skills to identify improvements in their own/others' writing - with a particular focus on Tools for Writing and vocabulary</li> <li>· Using data to inform stretch aims and teaching aims.</li> <li>· Using a Fishbone tool to analyse the reasons behind continued non-attainment and work with AHPs and other experts to consider ways of further supporting pupils. (There will be sessions with other professionals who can provide advice)</li> <li>· Moderation of planning, learning, teaching and assessment improving shared understanding of writing to inform teacher judgements and to identify strengths and next steps for learners (including sharing practice; visiting colleagues' classrooms to observe how others implement the writing bundle)</li> <li>· Gather pupil voice throughout (qualitative feedback). Pupils will be able to talk about their progress and next steps both individually and as a class.</li> <li>· (Provide opportunities for parents/carers to engage with the writing pedagogy)</li> <li>· Regular tracking and monitoring meetings between the senior leadership team and class teachers.</li> <li>· Building an infrastructure for sustainable spread beyond the initial programme timeline, supported by the CYPIC and EA teams.</li> <li>· Create a quality improvement poster</li> </ul> <ul style="list-style-type: none"> <li>• Participation in the <b>SWEIC Sharing Pedagogies to Enhance Mathematical Practice in the BGE</b></li> <li>• Lead teacher attends SWEIC sessions on TEAMS in order to</li> </ul>	<p>Literacy colleagues · EA leads (L. Bull, G. Elder, D. McMahon, S. Rae)</p> <p>VL, Doon Education Groups Numeracy leads, SWEIC</p>	<p>Sept 2024- June 2025</p>
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<ul style="list-style-type: none"> <li>• Demonstrate an understanding of and develop appropriate teaching strategies for the mathematical concepts and procedures required.</li> <li>• Engage in professional reading in preparation for online sessions.</li> <li>• Plan and deliver learning experiences focussing on the themes of developing algebraic thinking, task design and assessment and developing numeracy and mathematics within inter-disciplinary learning.</li> <li>• Share learning from the planning and delivery of learning experiences across these themes within the TLC</li> <li>• Work with colleagues across the Education Group to plan a coherent approach at a local level with a focus on P6-S2 transition.</li> </ul>		
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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
<ul style="list-style-type: none"> <li>• Develop an assessment framework incorporating early use of SNSA and SOFAs for all other stages.</li> <li>• Review tracking and monitoring processes to identify children requiring early intervention.</li> <li>• Develop a programme of literacy and numeracy interventions to raise attainment – including pre/post assessments; learning activities and evaluation of children’s targets</li> </ul>	<ul style="list-style-type: none"> <li>• All children’s attainment in literacy and numeracy in P1, P4 and P7 2024/2025 will increase by at least one pupil for each measure of Literacy and Numeracy for each stage P1/P4/P7.</li> <li>• 90% of children who have interventions will be ‘on track’ by the end of the session</li> </ul>	FG,AM  FG, AM, all staff  AM, MR, SR	Sept 2024 – June 2025

<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> <li>• Monitoring and tracking tool</li> <li>• Class assessments</li> <li>• SOFAs/SNSAa</li> <li>• Literacy and Numeracy Benchmarks</li> <li>• Pupil focus groups</li> <li>• Pupil SE against HGIOURS Theme 2 and 5</li> <li>• Self-evaluation 1.1, 1.2, 1.3, 1.4, 1.5 2.2, 2.3,2.4, 2.5, 2.6, 2.7, 3.2, 3.3</li> <li>• Care Inspectorate Quality Framework (CIQF) Key Question 1 (1.3, 1.5) Key Question 2 (2.1) Key Question 3 (3.1, 3.2, 3.3) Key Question 4 (4.1, 4.3)</li> <li>• Lesson observations</li> </ul>
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- Pupils' work
- PRD/FACE time discussions
- Moderation discussions

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*

Our Leadership	Teaching and Learning Together
<p>  <b>Framework for professional learning</b>            Vision, Values and Aims   </p> <p>  <b>Quality Assurance and HGIOURS</b>            Pupil Voice and Pupil Leadership   </p> <p> <b>Moderation with Education Group</b>            Moderation is a process   </p> <p> <b>Rights Respecting Schools - Silver</b>   </p>	<p> <b>Power Up Your Pedagogy Book Study</b>   </p> <p> <b>Refresh Curriculum Rationale</b>   </p> <p> <b>Learning for Sustainability SCOTLAND</b>   </p> <p> <b>Create Lesson Evaluation Toolkit</b>   </p> <p> <b>Learning for Sustainability Outdoor Learning Global Goals Climate Change</b>   </p> <p> <b>Digital Skills</b>  <b>MICROSOFT INCUBATOR SHOWCASE SCHOOLS PROGRAMME</b>   </p> <p> <b>South West Educational Improvement Collaborative</b>   </p> <p> <b>SWEIC Sharing Pedagogies to Enhance Mathematical Practice in the BGE</b> </p>
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
<p>  <b>Universal Wellbeing Assessment</b> </p> <p>  <b>Attendance and Engagement</b> </p> <p>  <b>Communication Friendly Schools</b> </p> <p>  <b>Parental Engagement</b> </p>	<p> <b>Nurture</b>   </p> <p> <b>Achievement across the curriculum</b>   </p> <p> <b>Framework of formative and summative assessment</b>   </p> <p> <b>Review tracking and monitoring processes</b>   </p> <p> <b>Oracy Programme</b>   </p> <p> <b>National Improving Writing Programme</b>   </p>