

Hurlford Primary School & Early Childhood Centre

**Improvement Plan**

**2023/24**

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| School Improvement Plan | HURLFORD PRIMARY SCHOOL & EARLY CHILDHOOD CENTRE |
| Head Teacher | GILLIAN CAMPBELL |
| Date Submitted | Submitted to the Head of Education : |
| Session  (Date when each year is written) | 2023/24 |

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| School’s/Centre’s Vision and Values | OUR VISION  *At Hurlford Primary School and Early Childhood Centre, we work together to create a safe, happy and healthy school environment, where everyone has the confidence, motivation and encouragement to be the best we can be*  OUR VALUES  *Ambition*  *Commitment*  *Achievement*  *Truth*  *Teamwork*  *Respect*  At Hurlford Primary School & Early Childhood Centre, we aim to   * Create a welcoming, safe and secure environment * Recognise and celebrate achievement and success * Provide a broad, challenging and stimulating curriculum, developing the four capacities * Provide high quality learning and teaching, promoting lifelong learning * Encourage mutual respect * Promote partnership with Parents and the wider community |

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.

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| **Consultation on improvement plan includes the following stakeholders:** | **Completed** | **Content of plan** | **Completed** |
| Children and Young People | *Thinking Session activities April– June, 23, as part of self-evaluation activity* | Takes account of strategic priorities outlined in the education authority’s Annual Plan. There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage. | Yes |
| Parent Council and Forum | *Through Parent questionnaires, parent council meeting, parent consultation (June, 23)* | Takes account of the strategy for parental involvement under section 2 (4A) | Yes |
| Teachers, practitioners and ALL school/centre staff | *August- June 23,*  *through staff meetings*  *and discussion* | An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people. | This will be developed for inclusion in GLOW website (August, 23) |
| Volunteers/ Community partners | *Ongoing stakeholder evaluation throughout session, as appropriate* | Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff | Yes |
| Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre. | *McCrone*  *agreement*  *agreed by staff.* | Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for improvement and in the improvement activities specified | Yes |
| HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs | Yes |
| Head Teacher :*G. Campbell*  June, 23 | | | |

**Pupil and Parental Strategic involvement**

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| *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* | *For session 2023/24, please describe below how parents will be involved in decisions relating to the operation of the school/centre* |
| * *Through weekly Thinking Tuesday sessions, consulting learners at each stage* * *Questionnaires to learners e.g. use of e-form, etc.* * *Roles and responsibilities e.g. house/vice captains, pupil council/eco Committee activities* * *Leadership roles* * *Pupil focus groups* | * *Through Parent council meetings* * *Questionnaires* * *Glow E forms asking for views/comments* * *Participation in school activities e.g. workshops* * *Family learning* |

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| ***Improvement Priority 1-*  Raising Attainment, particularly in Literacy and Numeracy and Closing the attainment gap**   * *To continue to track and monitor all learners’ progress, attainment and achievement, in order to raise attainment of all, with 85 % pupils achieving appropriate levels in Numeracy and Literacy at P1, P4 and P7, and ELLAT with a particular focus on SIMD 1 and 2 and other identified groups, by June, 24.* * *To close the attainment gap between the most and least disadvantaged learners, ensuring learners’ needs are supported, particularly at Early and First level.* * *To continue to support Parents/Carers to support their child with their learning at home, with a particular focus on SIMD 1 and 2 and other identified groups.* | **Rationale for improvement priority:**  *Attainment has improved at P1 and P7, we continue to work on improving attainment at P4. The gap has narrowed at First and Second level. The gap is still wide at Early, we hope that our development of play pedagogy may impact on closing the gap at the Early level this session.* As a school community, we continue to focus on developing a reading and writing culture to encourage engagement and attainment. Our HGIOS 2.3 highlighted that we still need to further develop the role of learners as partners in the learning process. We recognise the importance of Parents as partners in their child’s learning and attainment. Our Parental partnership activities have been well attended and have impacted positively on our partnership with Parents, this is an area that we will further develop this session, in order to support our learners and Parents. | | |
| **NIF Priorities**  Improvement in attainment, particularly in literacy and numeracy & Closing the attainment gap between the most and least disadvantaged children | **NIF Driver**  *Performance information*  *Teacher/Practitioner professionalism*  *Parent/Carer involvement & engagement*  *Curriculum & Assessment* | **HGIOS/ HGIOSELCC QI’s for self-evaluation (see appendix)**  1.1,1.2,1.4, 2.2,2.3, 2.4, 2.5, 3.2 | |
| **What actions are required to reach the desired outcome?** | | **Who** | **When** |
| 1. To further develop regular **GIRFEC meetings** with each class teacher/Early Learning and Childcare Practitioner, focusing on professional discussions about each child, tracking learners’ progress, data analysis, learning walks, early intervention and targeted support to effectively meet pupil needs to improve outcomes for children, **including closing the attainment gap between the most and least disadvantaged learners, particularly at the Early level.** | | HT/DHT/PT/Senior Lead ECC  All staff/ learners | Term 1-4 |
| 1. To continue to embed **Literacy and Numeracy progression frameworks** and use the authority ‘Planning, Learning, Teaching and Assessment Guidance’ to quality assure Literacy and Numeracy provision. | | HT/DHT/PT/Senior Lead ECC  All staff/ learners | Term 1-4 |
| 1. To continue to **raise attainment and achievement in Literacy, including closing the attainment gap**, focusing on developing a reading and writing culture within the school, using a range of approaches/resources and developing Communication Friendly strategies within the ECC and Primary. | | HT/DHT/PT/Senior Lead ECC  All staff/ learners | Term 1-4 |
| 1. To continue to **raise attainment and achievement in Numeracy**, **including closing the attainment gap**, focusing on developing problem solving skills. | | Mrs Miller, PT  All staff/ learners | Term 1-4 |
| 1. To further explore **the role of learners as partners in the learning process,** focusing on: how to develop opportunities for learners to lead the learning, collaborative learning, peer support and learners as owners of their own learning. | | HT/DHT/PT/Senior Lead ECC  All staff/ learners | Term 2/3 |
| 1. To further develop **play within the early level, including closing the attainment gap,** both within the ECC and Primary 1, using a range of resources including the use of ‘Early level Play Pedagogy toolkit (Education Scotland) and SWEIC resources. To develop opportunities for joint working between the ECC/P1. | | HT /DHT/PT/ Senior Lead ECC  Miss Baillie/Mrs Carey, P1 Staff  Early level staff/ learners | Term 1-4 |
| 1. To share strategies and approaches with **Parents and Carers** to support their child’s learning at home, through homework/home link activities, share information on GLOW website and parent-child workshops, as appropriate. | | HT/DHT/PT/Senior Lead ECC  All staff/ learners | Term 1-4 |

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| ***Improvement Priority 1-*  Raising Attainment, particularly in Literacy and Numeracy & Closing the Attainment Gap *-*PEF** | | | |
| 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 further develop regular **GIRFEC meetings** with each class teacher/Early Learning and Childcare Practitioner, focusing on professional discussions about each child, tracking learners’ progress, data analysis, learning walks, early intervention and targeted support to effectively meet pupil needs to improve outcomes for children, including closing the attainment gap between the most and least disadvantaged learners, particularly at the Early level.  *(Area of focus: Attainment, Early intervention & prevention, Pedagogy)* | * *Track and monitor all learners’ progress, attainment and achievement, in order to raise attainment of all, with 85 % pupils achieving appropriate levels in Numeracy and Literacy at P1, P4 and P7, and ELLAT with a particular focus on SIMD 1 and 2 and other identified groups, by June, 24.* * *Close the attainment gap between the most and least disadvantaged learners, ensuring learners’ needs are supported, particularly at Early and First level.*   Evidence:  GIRFEC meeting activities / minutes  GIRFEC tracking document- Close monitoring of progress & attainment.  Additional supports put in place for pupils as required.  Self-evaluation – staff  Attainment data :GL Assessment  SNSA assessment  WRAT assessment | HT/DHT/PT/Senior Lead ECC  All staff/ learners | Term 1-4 |
| To further develop **play within the early level, including closing the attainment gap,** both within the ECC and Primary 1, using a range of resources including the use of ‘Early level Play Pedagogy toolkit (Education Scotland) and SWEIC resources. To develop opportunities for joint working between the ECC/P1.  *(Area of focus: Attainment, Early intervention & prevention, Pedagogy)* | * *Track and monitor all learners’ progress, attainment and achievement, in order to raise attainment of all, with 85 % pupils achieving appropriate levels in Numeracy and Literacy at P1 and ELLAT with a particular focus on SIMD 1 and 2 and other identified groups, by June, 24.* * *Close the attainment gap between the most and least disadvantaged learners, ensuring learners’ needs are supported, particularly at Early level.*   Evidence:  Evidence of play pedagogy  Feedback from pupils and parents  Evidence of working with ECC staff to develop the Early level.  GIRFEC meeting activities / minutes  GIRFEC tracking document- Close monitoring of progress & attainment.  Additional supports put in place for pupils as required.  Self-evaluation – staff  Attainment data :GL Assessment /SNSA assessment/  WRAT assessment/Highland Phonological Awareness | HT /DHT/PT/ Senior Lead ECC  Miss Baillie/Mrs Carey, P1 Staff  Early level staff/ learners | Term 1-4 |
| To further enhance Parental engagement activities, focusing on Literacy /Numeracy/STEM/LfS activities, in order to support Parents to help their child at home with their learning.  *(Areas of Focus :Partnership working ,Parental Engagement & Attainment)* | * *Track and monitor all learners’ progress, attainment and achievement, in order to raise attainment of all, with 85 % pupils achieving appropriate levels in Numeracy and Literacy at P1, P4 and P7, and ELLAT with a particular focus on SIMD 1 and 2 and other identified groups, by June, 24.* * *Close the attainment gap between the most and least disadvantaged learners, ensuring learners’ needs are supported, particularly at Early and First level.* * *Track and monitor parental engagement, with a particular focus on SIMD 1 & 2, increasing participation to 80% across P1-P4.*   Evidence:  Feedback from Parents/Carers  Feedback from learners  Feedback from staff  Parental engagement data overview (incl. SIMD 1& 2)  Attainment data :GL Assessment/SNSA assessment/WRAT assessment | HT/DHT/PT/Senior Lead ECC  All staff/ learners | Term 1-4 |

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| ***Improvement Priority 1-*  Raising Attainment, particularly in Literacy and Numeracy & Closing the Attainment Gap *-*Evidence of Impact against outcomes for learners:** |
| * *Increase attainment of children with 85 % pupils achieving appropriate levels in Numeracy and Literacy at P1, P4 and P7, and ELLAT with a particular focus on SIMD 1 and 2 and other identified groups* * *Narrow the attainment gap, particularly at early level in Literacy and Numeracy.* * *Increase in children reading for enjoyment, through introduction of DEAR time and participation in the ‘Reading school’* * *Increased children’s confidence in applying phonic skills in reading books from early level.* * *All children will participate in daily writing activities.* * *All teaching staff engaging in regular GIRFEC meetings with HT/DHT, focusing on learning and teaching, assessment and professional discussions to support the principles of curriculum design.* * *All teaching staff using appropriate and effective assessment approaches to help inform teacher judgements* * *All teaching staff gaining confidence in using data for analysis and improving outcomes for all children.* * *Increased children’s confidence in self and peer assessment.* * *Implementation of* Literacy and Numeracy progression frameworks evident at each stage * *Evidence of staff* use of the authority ‘Planning, Learning, Teaching and Assessment Guidance’ * *Implementation of a range of Writing approaches, including use of SAC DUG/SAC Cow and slow writing to increase attainment in writing.* * *Writing Assessments will show an increase in writing attainment.* * *Communication Friendly approaches evident within the ECC and P1.* * *Development of problem solving activities within the ECC and the classroom.* * *Increased children’s confidence in applying numeracy skills in problem solving.* * *Development of problem solving activities within the ECC and the classroom.* * *Parent and child sessions developed to support Parents/Carers to support Literacy and Numeracy at home.* * *Range of evidence of targeted support impact positively on children’s progress and attainment.* |

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| ***Improvement Priority 2-*  Ensuring the Health and Wellbeing of all young people**   * *To improve the health and wellbeing and attainment of all children, through embedding HWB progression frameworks, adopting brain based approaches to learning and embedding Nurture within the school community, with a particular focus on SIMD 1 and 2 and other identified groups.* * *To embed the UN Convention on the Rights of the child (UNCRC) within policy and practice, across the school community, working towards our Silver Award.* * *To signpost Parents/Carers to supports to help them support their child’s Health and Wellbeing needs at home and develop parent-child workshops.* * *To provide bespoke support packages to support individual needs, including involvement in HEART activities.* * To continue to explore ways in which we can reduce the cost of the school day, including signposting to supports available | **Rationale for improvement priority**  Over the session, our pupils completed their HWB Questionnaires in November and May. Feedback from most pupils was positive. The majority of pupils felt that they had Affiliation and were Nurtured and Included. Most pupils felt that they had Agency and were Active and Achieving. The majority of pupils felt that they felt Healthy and safe. Most pupils felt that they had Autonomy and were Respected and responsible. We have identified a number of areas for development outlined in our actions. Over the last few years, a number of ECC and Primary Staff have undertaken Nurture training. We have also used 'A whole school approach to Nurture’ Self-evaluation tool to identify our current practice and areas for further development. A group of staff have worked with our Educational Psychologist on developing a ‘Neurosequential Model in Education’, this session we will involve all staff in developing our NME model to support pupil needs. We will seek to develop parent –child activities focused on HWB. We continue to seek to reduce the cost of the school day, including signposting to supports. Last session, we achieved our Bronze: Rights Committed award. We are now working towards our Silver: Rights Aware award. We also gained our Silver SportScotland award. We believe we have gained our Gold SportScotland award and hope to receive confirmation in due course. | | | |
| **NIF Priorities**  Improvement in children and young people’s health and wellbeing & Closing the attainment gap between the most and least disadvantaged children | **NIF Driver**  *Performance information*  *Teacher/Practitioner professionalism*  *Parent/Carer involvement & engagement*  *Curriculum & Assessment* | | **HGIOS/ HGIOSELCC QI’s for self-evaluation (see appendix)**  1.1, 1.3,2.1, 2.2,2.3,2.4, 3.1,3.2 | |
| **What actions are required to reach the desired outcome?** | | **Who** | | **When** |
| 1. To continue to embed **HWB progression frameworks** and use the authority ‘Planning, Learning, Teaching and Assessment Guidance’ to quality assure HWB provision, including closing the attainment gap. | | HT/DHT/PT/Senior Lead ECC  All staff/ learners | | Term 1-4 |
| 1. To continue to complete **Pupil wellbeing profiles** annually and review the effectiveness of the interventions, including closing the attainment gap. | | HT/DHT  All staff/learners | | November  May |
| 1. To embed **Nurture principles** within our school community to support all learners and using a ‘Applying Nurture as a Whole School Approach–framework to support the Self-evaluation of Nurturing Approaches in Schools & ELC settings (Education Scotland)’ as a reflective and planning tool. | | HT/DHT/PT/Senior Lead ECC  All staff/ learners  Parents/Carers | | Term 1-4 |
| 1. To further develop a ‘**Neurosequential Model in Education’** to support staff and children to learn more about brain development and the impact of developmental trauma on a child's ability to function in a classroom, including additional training in ‘Dyadic Developmental Psychotherapy’ (DDP) and ‘Theraplay’ (The Exchange). | | HT/DHT/PT /Educ. Psychologist  Lead Staff: JM, KS,AF,NM  All staff/ learners  Parents/Carers | | Term 1-4 |
| 1. To continue to embed **Children’s rights** within our school community, through working towards our Silver Rights Respecting Schools Award. | | HT/DHT/PT/Senior Lead ECC  All staff/ learners  Parents/Carers | | Term 1-4 |
| 1. To continue to explore ways in which we can **reduce the** **cost of the school day**, including signposting to supports available and use the ‘The Cost of the School Day Toolkit (CPAG)’ as a reflective and planning tool, including actions aligned to the Scottish Government’s [Child Poverty](mailto:https://glowscotland.sharepoint.com/sites/EastAyrshire/eahealthandwellbeingnewmain2019/eahwbpovertyproffyour2019/SitePages/Home.aspx) Plan “Every Child, Every Chance” and the [Period Products (Free provision) Scotland Bill](https://beta.parliament.scot/bills-and-laws/bills/period-products-free-provision-scotland-bill). | | HT/DHT/PT/Senior Lead ECC  All staff/ learners  TT - learners  Parents/Carers | | Term 1-4 |
| 1. To share strategies and approaches with **Parents and Carers** to support their child’s Health and Wellbeing needs at home, via GLOW, involvement of partners, events, etc. | | HT/DHT/PT  Senior Lead ECC  Parents/Carers | | Term 1-4 |

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| ***Improvement Priority 2-*  Ensuring the Health and Wellbeing of all young people *-* PEF** | | | |
| 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 further develop a ‘**Neurosequential Model in Education’** to support staff and children to learn more about brain development and the impact of developmental trauma on a child's ability to function in a classroom, including additional training in ‘Dyadic Developmental Psychotherapy’ (DDP) and ‘Theraplay’ (The Exchange).  *(Area of focus: Inclusion & Social & Emotional wellbeing)* | * *To improve the health and wellbeing and attainment of all children, through embedding HWB progression frameworks, adopting brain based approaches to learning and embedding Nurture within the school community, with a particular focus on SIMD 1 and 2 and other identified groups.*   Evidence:  Participation in CPD – DDP training /Theraplay  Evidence of NME in classrooms  Feedback from learners – questionnaire, TT  Feedback from Parents/Carers  Observations from CAs, SLT, staff.  Boxall assessment  TAC minutes/plan  HWB questionnaire (Glasgow) Nov/May  Attainment data  Reduction in Exclusions | HT/DHT/PT /Educ. Psychologist  Lead Staff: JM, KS,AF,NM  All staff/ learners  Parents/Carers | Term 1-4 |
| To further enhance Weekly WOW sessions to encourage cooperative play across stages and creativity in play.  *(Areas of Focus :Promoting healthy lifestyles &**Social & Emotional wellbeing)* | To continue to embed HWB programmes within curriculum for all children through weekly WOW sessions.  Provide opportunities for pupils to further develop play across all stages within the playground.  Evidence:  Feedback from learners – questionnaire, TT, HWB questionnaire (Glasgow), etc.  Feedback from Parents/Carers  Questionnaires  Pupil engagement data overview (incl. SIMD 1& 2)  Observations from CAs, SLT, staff. | HT/DHT/PT/Senior Lead ECC  All staff/ learners | Term 1-4 |
| To further enhance Parental engagement activities, focusing on HWB activities, in order to support Parents to help their child at home with their HWB.  *(Areas of Focus :Partnership working ,Parental Engagement & Attainment)* | * *Track and monitor parental engagement, with a particular focus on SIMD 1 & 2, increasing participation to 80% across P1-P4.* * *Close the attainment gap between the most and least disadvantaged learners, ensuring learners’ needs are supported, particularly at Early and First level.*   Evidence:  Feedback from Parents/Carers  Feedback from learners  Feedback from staff  Parental engagement data overview (incl. SIMD 1& 2)  Attainment data :GL Assessment/SNSA assessment/WRAT assessment | HT/DHT/PT/Senior Lead ECC  All staff/ learners | Term 1-4 |

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| ***Improvement Priority 2-*  Ensuring the Health and Wellbeing of all young people -Evidence of Impact against outcomes for learners:** |
| * Children will know about children’s rights and be able to talk about their rights. * Children encouraged to take an active role in ensuring all children feel safe in school and understand how their actions impact on others. * Children involved in a range of activities that promote their rights on a local scale. * Staff will be aware and work towards the achieving RRS Silver action plan * Parents/Carers will understand the importance of children’s rights. * Children are taught about brain development and the impact of stress on the brain. * Staff will explore different strategies and approaches to support children’s HWB needs, including those pupils who are care experienced or suffering from multiple ACES. * Staff will be familiar with the nurture principles and demonstrate these within the ECC, classroom and wider school. * Staff will develop the environment so that they are trauma responsive and stress aware. * Staff will use the model regulate, relate and reason at each stage. * Evidence of good support systems within the school to support all HWB needs. * Parent information session has provided parents/carers with an overview of brain development and the impact of stress on the brain. . * Targeted Children will be supported to explore bereavement, through participation in ‘Seasons of Growth’ sessions. * Parent information session will be provided to support Parents/Carers support their child with bereavement. * Parents/Carers will be signposted to resources and strategies to support them in supporting their children’s HWB needs at home. * Staff will explore creative ways of supporting pupil needs, through working with other agencies. * P7 children will take a lead role in ensuring Period products are purchased and provided, as required. * Staff will explore ways in which we can support families, by reducing the cost of the school day, including signposting families to financial supports, reintroduction of school uniform bank and foodbanks. |

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| ***Improvement Priority 3- Skills for Learning, Life and Work -Increased in sustained Positive destinations and Employability skills***   * *To continue to develop a whole school approach to* Science, Technology, Engineering and Maths (STEM) across the curriculum, in partnership with other organisations. * *To continue to develop a whole school approach to ‘Learning for Sustainability’ across the school community,* in partnership with other organisations, *working towards our Clean Green Silver Award.* * *To continue to provide opportunities for P5 and P6 pupils to participate in production of a Disney Musical, in partnership with Scottish Opera.* * *To expand pupils’ knowledge of range of careers in STEM, Learning for Sustainability and the Performance Arts and widen aspirations for the future* * *To enhance collaborative learning opportunities, through use of Critical skills pedagogy, through STEM and LfS activities.* * *To provide opportunities for Parents/Carers to work with their child in STEM and LfS activities, further developing knowledge of the curriculum.* * *To further develop features of Safer Schools Scotland App to inform and empower all stakeholders.* | | **Rationale for improvement priority**  *Throughout the session, we have continued to develop our Curriculum Rationale and deliver the principles of Curriculum Design, through STEM activities, Learning for Sustainability and Expressive Arts, highlighting links between the curriculum and the 'world of work'. We have developed a number of partnerships over the session to enhance our provision, including partnership with Scottish Opera and Disney, Primary Engineer, Lego, Crest awards, Aerospace Kinross and SmartStems. We have also worked together to develop a whole school approach to ‘Learning for Sustainability’, through a range of curricular areas, Outdoor learning, children’s rights, food and participation in the John Muir Award. We have previously been awarded our Fairaware and Fairactive award. We are working towards our Fairachiever award. The school community has worked hard to achieve our Clean Green Bronze Award – Highly Commended, with special recognition for embedding sustainable education in the Curriculum, including gaining a Eco schools Scotland Green Flag award. We will continue to develop our STEM and LfS curriculum to embed a cohesive programme across the school community. We have used a range of Education Scotland self-evaluation tools, including the following: Whole School & community approach to learning for sustainability – Self -evaluation and improvement framework, STEM self-evaluation and Features of Highly Effective Digital Learning, Teaching and Assessment in schools to help us move forward in our journey. We continue in year 3 of our partnership with Scottish Opera, producing a Disney musical. This has had a significant impact on children’s confidence and skills in the Expressive Arts.* | |
| **NIF Priorities**  Improvement in employability skills and sustained, positive school leaver destinations | **NIF Driver**  *School improvement*  *Teacher/Practitioner professionalism*  *Parent/Carer involvement & engagement*  *Curriculum & Assessment* | | **HGIOS/ HGIOSELCC QI’s for self-evaluation (see appendix)**  1.1,1.2, 1.3, 2.2,2.3, 2.7, 3.3 |
| **What actions are required to reach the desired outcome?** | | **Who** | **When** |
| 1. To further embed **Science, Technology, Engineering and Maths (STEM)** across the curriculum, working with a range of partners to enhance our curriculum, highlighting careers in Science, Technology, Engineering and Maths and using a ‘STEM self-evaluation and improvement framework (Education Scotland) ’   and ‘Features of Highly Effective Digital Learning, Teaching and Assessment in schools’ as a reflective and planning tool. | | HT/DHT/PT  Mrs Ferguson, class teacher  Senior Lead ECC  All staff/ learners | Term 1-4 |
| 1. To continue to develop our whole school approach to ‘**Learning of Sustainability’**, working with a range of partners to enhance our curriculum and using a ‘Whole School & community approach to learning for sustainability – Self -evaluation and improvement framework (Education Scotland)’ as a reflective and planning tool. | | HT/DHT/PT  Senior Lead ECC  Mrs Johnstone ( John Muir Award)  All staff/ learners | term 1 - 4 |
| 1. To continue to enhance our **Expressive Arts** provision at Second level, through production of a Disney musical, in partnership with Scottish Opera. | | HT/DHT  Mrs McDonald, P5  Mrs Wilson, P6  Mrs Mooney, Classroom assistant  Mrs Petherick, Senior Clerical  Mrs Ross, Clerical | From Term 2 |
| 1. To enhance collaborative learning opportunities, through use of **Critical skills** pedagogy, through STEM and LfS activities. | | HT/DHT/PT  Senior Lead ECC  Mrs Ferguson, class teacher  All staff/ learners | term 1 - 4 |
| 1. To further develop features of **Safer Schools Scotland App** to inform and empower all stakeholders. All staff engagement in EAC Education Cyber Resilience Workshops. | | HT/DHT/PT  Senior Lead ECC  All staff/ learners | term 1 - 4 |

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| ***Improvement Priority 3-*  *Skills for Learning, Life and Work -Increased in sustained Positive destinations and Employability skills -* PEF** | | | |
| 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 further embed Science, Technology, Engineering and Maths (STEM) across the curriculum, working with a range of partners to enhance our curriculum, highlighting careers in Science, Technology, Engineering and Maths  *(Area of focus: Engagement Employability and Skills development)* | * *To continue to develop a whole school approach to* Science, Technology, Engineering and Maths (STEM) across the curriculum, in partnership with other organisations.   *Evidence:*  Feedback from learners – questionnaire, comments within SWAY, etc.  Feedback from Parents  Participation in Parent/child STEM activity  Increased participation in STEM  Increased number of STEM partnerships with the world of work.  Increased numbers of pupils with STEM award | HT/DHT/PT  Mrs Ferguson, class teacher  Senior Lead ECC  All staff/ learners | Term 1-4 |
| To continue to develop our whole school approach to ‘Learning of Sustainability’, working with a range of partners to enhance our curriculum  *(Area of focus: Engagement, Employability and Skills development)* | * *To continue to develop a whole school approach to ‘Learning for Sustainability’ across the school community,* in partnership with other organisations, *working towards our Clean Green Silver Award.*   *Evidence:*  Feedback from learners – questionnaire, comments within SWAY, etc.  Feedback from Parents  Participation in Parent/child LfS activity  Increased pupil participation in LfS activities in the local community  Increased number of LfS partnerships with the world of work.  Attaining silver Clean Green Award | HT/DHT/PT  Senior Lead ECC  Mrs Johnstone ( John Muir Award)  All staff/ learners | term 1 - 4 |
| To continue to enhance our Expressive Arts provision at Second level, through production of a Disney musical, in partnership with Scottish Opera  *(Area of focus: Engagement, Employability and Skills development)* | * *To continue to provide opportunities for P5 and P6 pupils to participate in production of a Disney Musical, in partnership with Scottish Opera.*   *Evidence:*  Feedback from learners – questionnaire, comments  Feedback from Parents/Carers  Questionnaires  Production of the show  Confidence evident in pupil performance  Increased number of children joining EXA afterschool activity | HT/DHT  Mrs McDonald, P5  Mrs Wilson, P6  Mrs Mooney, Classroom assistant  Mrs Petherick, Senior Clerical  Mrs Ross, Clerical | From Term 2 |

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| ***Improvement Priority 3- Skills for Learning, Life and Work -Increased in sustained Positive destinations and Employability skills***  Evidence of Impact against outcomes for learners. |
| * Children will have the opportunity to participate in a range of STEM activities, both within a range of learning contexts. * Whole school approach to STEM and learning for sustainability to ensure breadth, progression and curriculum coherence. * Staff will make STEM links explicit across the curriculum, as appropriate. * School will increase partnership with STEM organisations to enhance learning and teaching experiences, developing pupils’ skills for learning, life and work. * School will continue to take part in Primary Engineer competition at P6 and P7 and monitor awards over time. * Children will have an increased awareness of a range of careers, including Engineering and Learning for Sustainability. * The whole school community will work together to attain their EAC Silver Clean Green Bronze Award, developing pupils’ skills for learning, life and work. * The whole school community will work together to attain a Fairachiever Fairtrade award, developing pupils’ skills for learning, life and work. * Children will have the opportunity to participate in learning across the curriculum through learning outdoors. * P5 and P6 children will participate in the production of a Disney Musical, in partnership with Scottish Opera, enhancing their skills in Expressive Arts. |

**Summary of Improvement Plan 23/24**

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| **Raising Attainment, particularly in Literacy and Numeracy & Closing the attainment gap** | **Increased in sustained positive destinations and employability skills** |
| * Improve outcomes for children, through regular GIRFEC meetings between class teachers and the HT/DHT. * Support staff to use data analysis for improvement. * Explore the role of learners as partners in the learning process. * Raise attainment and achievement in Reading and Writing. * Become a Communication Friendly Early Childhood Centre. * Develop play within the Early level both within the ECC and P1. * Develop problem solving skills in Mathematics. * Share strategies and approaches with Parents and Carers to support learning at home e.g. parent/child activities. | * Develop a whole school approach to Science, Technology, Engineering and Maths (STEM) across the curriculum, in partnership with other organisations. * Develop a whole school approach to ‘Learning for Sustainability’ across the school community, in partnership with other organisations, working towards our Clean Green Silver Award. * Provide opportunities for P5 and P6 pupils to participate in production of a Disney Musical, in partnership with Scottish Opera. * Expand pupils’ knowledge of range of careers in STEM, Learning for Sustainability and the Performance Arts and widen aspirations for the future * Enhance collaborative learning opportunities, through use of Critical skills pedagogy, through STEM and LfS activities. * Provide opportunities for Parents/Carers to work with their child in STEM and LfS activities, further developing knowledge of the curriculum. * Develop features of Safer Schools Scotland App to inform and empower all stakeholders*.* |
| **Ensuring the health and wellbeing of all young people** | **Closing the poverty related attainment gap** |
| * Work towards gaining our Silver Rights Respecting Schools Award. * Embed nurture principles within our school community to support all learners. * Improve knowledge and understanding to brain based, trauma informed practices through training and classroom implementation * To share strategies and approaches with Parents and Carers to support their child’s Health and Wellbeing needs at home. | * To continue to track and monitor all learners’ progress, attainment and achievement, attendance and engagement, in order to raise attainment of all and with a particular focus on SIMD 1 and 2 and other identified groups. * Explore ways in which we can reduce the cost of the school day, including signposting to financial supports, school uniform bank, food banks, etc. * Support pupils’ needs, providing bespoke packages of support, as required, including involvement in HEART (Help Everyone at the right time) projects. * Undertake actions aligned to the Scottish Government’s [Child Poverty](mailto:https://glowscotland.sharepoint.com/sites/EastAyrshire/eahealthandwellbeingnewmain2019/eahwbpovertyproffyour2019/SitePages/Home.aspx) Plan “Every Child, Every Chance” and the [Period Products (Free provision) Scotland Bill](https://beta.parliament.scot/bills-and-laws/bills/period-products-free-provision-scotland-bill). |