**Hurlford Primary School & ECC**

**Improvement Plan**

**2024/25**



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| School Improvement Plan | **Hurlford Primary School & ECC** |
| Head Teacher | **Gillian Campbell, Head Teacher** |
| Date Submitted | **Submitted to Chief Education Officer on : 26th June, 24** |

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| School/ Centre  Vision and Values | **Our Vision**  At Hurlford Primary School and Early Childhood Centre, we work together to create a nurturing and inclusive environment, where everyone is encouraged to become the best we can be.  **Our Values**  *Truth Respect Teamwork*  **Our Aims**  **At Hurlford Primary School & Early Childhood Centre, we aim to**   * Create a nurturing, safe and inclusive environment * Provide a broad, challenging and stimulating curriculum, developing the four capacities – successful learner, responsible citizen, effective contributor and confident individual * Provide high quality learning and teaching, developing skills for learning, life and work * Recognise and celebrate progress, achievement and success * 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, 24, as part of self-evaluation activity* |  | Takes account of strategic priorities outlined in the education authority’s Annual Plan. | Yes |
| Takes account of the strategy for parental involvement under section 2 (4A) | Yes |
| Parent Council and Forum | *Through Parent questionnaires, parent council meeting, parent consultation (June, 24)* |  | An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people. | Yes |
| Teachers, practitioners and ALL school/centre staff | Through self -evaluation, collegiate activities, staff meetings and discussion.  (Aug-June 24) | Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff | Yes |
| Volunteers/ Community partners | *Ongoing stakeholder evaluation throughout session, as appropriate* |  | Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for improvement and in the improvement activities specified | Yes |
| Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre. | McCrone agreement  agreed by staff. |  | HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs | Yes |
|  |  |  | There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage. | Yes |

Head Teacher Signature: Gillian Campbell (June, 24)

**Pupil and parental strategic involvement**

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| *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* | *For session 2024-5, 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 on a wide range of subjects* * *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* * *Learner conversations* | * *Through Parent council meetings* * *Questionnaires* * *Glow E forms asking for views/comments* * *Family learning - feedback* * *‘Stay and Play’ sessions* * *Discussions* |

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| **Improvement Priorities 1: Our Leadership**   * To further develop professional learning opportunities, focused on self -evaluation, quality assurance, building networks and partnerships to improve outcomes for children. * To further develop pupil leadership opportunities and celebration of wider achievement within the school community. | **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. |

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| **What actions are required to reach the desired outcome?** | Who | When |
| 1. Provide professional learning opportunities across the school community, focused on self-evaluation, to support leadership development, consistent high quality learning, teaching and assessment, curriculum development (see following sections) and improve experiences and outcomes for children. | HT/DHT/PT  Senior Lead ECC  EAC training  Leaders of learning training  Loudoun Educ.gp  SWEIC/Edu. Scot. | 24/25  T1-T4 |
| 1. Continue to develop our approaches to quality assurance across the school community to support our culture of self-evaluation and continuous improvement. | HT/DHT  Senior Lead ECC  Moderation- all staff | 24/25  By Sept 24 |
| 1. Continue to build collaborative networks and partnerships, across the school community, within the Loudoun education group, local authority, and regional improvement collaborative, as well as other organisations, to contribute to school and ECC improvement. | HT/DHT/PT  Senior Lead ECC  All staff | 24/25  T1-T4 |
| 1. Continue to develop pupil voice and leadership opportunities, across the school community, including developing a system for recognising and celebrating wider achievement. | DHT  Pupils  All staff | 24/25  By May 25 |

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| **Improvement Priorities 1: Our Leadership** |  |  |  |
| 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 |
| HT/DHT attending training on **‘Cutting edge advances and approaches in Trauma Informed Practice’** by Trauma Informed UK Schools. | Further develop understanding of advances and approaches to supporting children with Trauma. | G. Campbell, HT | 1 Oct, 24 |
| DHT attending training on supporting pupils needs, including **‘Dyslexia: classroom change makers’** Dyslexia Scotland Education Conference 2024. | Equip staff to progress their learning about different aspects of dyslexia and inclusive practice. Reflect on practice and inspire innovation learning. Learn about dyscalculia and maths anxiety. | J. Mair, DHT | 2 Nov. 24 |

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| Evidence of Impact against outcomes for learners. |
| * *Evidence of range of professional learning opportunities across the school community.* * *Evidence of quality assurance calendar and implementation across the school community.* * *Evidence of building collaborative networks and partnerships within EAC and beyond.* * *Evidence of pupil voice within the school community and further development.* * *Evidence of pupil leadership within the school community and further development.* * *Evidence of range of systems and structure for recognising and celebrating wider achievement.* * *Evidence of impact on practice from attending training on understanding of advances and approaches to supporting children with Trauma.* * *Evidence of impact on practice from attending training on understanding on different aspects of dyslexia, dyscalculia and inclusive practice.* |

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

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| **Improvement Priorities 2- Teaching and Learning Together:**   * *To continue to enhance our whole school approach to* **Science, Technology, Engineering and Maths (STEM)** in order to improve outcomes for children and develop partnership with Parents/Carers. * *To continue to enhance our whole school approach to* ***‘Learning for Sustainability’*** *working towards our Clean Green Silver Award,* in order to improve outcomes for children and develop partnership with Parents/Carers. * *To review our whole school approach to* ***Expressive Arts*** *curriculum, in order to enhance our outcomes for children.* * *To develop our understanding of* ***Meta skills*** *and explore their development within our school community.* * *To ensure our* ***‘Excellent lesson/experience’*** *is embedded within our school community.* | **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. |

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| 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 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, focusing on:    1. Identified areas for development from self-evaluation using the above documents, including development of digital literacy across the school community.    2. Collating evidence over the last 3 years and submitting an application to gain our STEM Nation Award (Education Scotland)    3. Continue to develop partnerships with other organisations and Parents/Carers, to enhance STEM provision.    4. Continue to develop ECC-P1 STEM sessions enhancing transition. | 1a. All staff – self evaluation  HT/PT collation  Pupils/Parent | 24/25  By Oct. 24 |
| 1b. HT/PT/EF  All staff-participation/  evidence gathering  Pupils | 24/25  By Feb.25 |
| 1c. HT/PT/ All staff  Pupils / Parents | 24/25  T1-T4 |
| 1d. PT/JM, ECC staff/ P1 staff |
| 1. To further develop a 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, focusing on:    1. Identified areas for development from self-evaluation using the above documents    2. Continue to work, as a whole school community, towards gaining our Silver Clean Green Award    3. Continue to develop partnerships with other organisations and Parents/Carers, to enhance LfS provision, including PEEP outdoor learning sessions. | 2a. All staff – self evaluation  HT/DHT/PT collation  Pupils | 24/25  By Oct. 24 |
| 2b. PT  All staff- participation/  evidence gathering  Pupils/Parents | 24/25  By May,25 |
| 2c. PT  Other organisations  ECC Community practitioners | 24/25  T1-T4 |
| 1. To refresh our **Expressive Arts Curriculum**, focusing on learning and teaching in the following areas: 2. Participation in performance & presentations 3. Art & Design 4. Dance 5. Drama 6. Music | 3a. HT/DHT/ PT/ECC lead /All staff working parties –ECC /Prim | 24/25  By Nov.24 |
| 3b. as above | 24/25  By Nov.24 |
| 3c. as above | 24/25  By Nov.24 |
| 3d. as above | 24/25  By Nov.24 |
| 3e. as above | 24/25  By Nov.24 |
| 1. To **develop an understanding of Meta skills progression** (created by Skills Scotland) and explore how this can be used to support skills development across the levels of Curriculum for Excellence (Early, First, Second). | 4.HT/All staff | 24/25  By Oct. 24 |
| 1. To ensure our **‘Excellent lesson/experience’** is embedded and practiced in our ECC and school. | 5. HT/DHT/ PT/ECC lead /All staff | 24/25  T1-T4 |

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| **Improvement Priorities 2- Teaching and Learning Together:** | |  |  |
| PEF - What actions are required to reach the desired outcome? | Evidence that will be collected to track impact | Who | When |
| 1. To further develop partnerships with Parents/Carers through ‘Stay and Play’ parent and child sessions, focused around STEM activities, in order to promote engagement and participation in the curriculum and develop understanding about STEM. | Feedback from learners – questionnaire, Focus groups, comments within SWAY, etc.  Feedback from Parents  Participation in Parent/child STEM activity | PT  Parents/Carers  Pupils  Staff, as approp. | 24/25  T1-T4 |
| 1. To build on pupils’ enthusiasm for STEM, providing regular opportunities for pupils to take part in STEM activities, enhancing curricular provision and highlighting STEM careers. | Feedback from learners – questionnaire, Focus groups, comments within SWAY, etc.  Increase in awards from Primary Engineer  Increased numbers of pupils with STEM award  Increased number of STEM partnerships with the world of work. | EF, Class teacher | 24/25  T1-T4 |
| 1. To provide afterschool Family fun sessions for families, including targeted support groups, focused on Expressive Arts and Learning for Sustainability. | Feedback from learners /parents  Target group – impact on attendance and engagement | DHT/PT  Home link worker  CA support | 24/25  T1-T4 |

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| Evidence of Impact against outcomes for learners. |
| * *Evidence of use of ‘STEM self-evaluation and improvement framework’ (Education Scotland) ’ and ‘Features of Highly Effective Digital Learning, Teaching and Assessment in schools’, identified actions and action plan impacting on pupil outcomes.* * *Collation of evidence from last 3 years for our STEM Nation award* * *Increased STEM partnerships in school enhancing curriculum.* * *Evidence of participation and engagement of ECC and P1 pupils working together on STEM activities.* * *Evidence of joint planning and professional discussions between ECC and P1.* * *Evidence of use of ‘Whole School & community approach to learning for sustainability – Self -evaluation and improvement framework (Education Scotland)’, identified actions and action plan impacting on pupil outcomes.* * *Evidence of working towards gaining Clean Green Gold Award.* * *Evidence of participation of Parents/Carers in STEM/ LfS/family fun sessions with their child(ren) across the school community, in order to support parents to support their child at home and build positive relationships across the school community.* * *Evidence of staff working together to refresh our Expressive Arts Curriculum for our pupils.* * *Evidence of familiarisation of staff with Meta skills and some pupil understanding of these skills and what they look like across the school community.* * *Evidence of staff working together to refresh our excellent lesson.* |

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

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| **Improvement Priorities 3- Our Wellbeing and Belonging:**   * *To improve the Health and Wellbeing and attainment of all children, through embedding HWB progression frameworks and assessment, 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.* | **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. |

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| What actions are required to reach the desired outcome? | Who | When |
| 1. To continue to embed **Health & Wellbeing progression frameworks** and embedding ‘EAC Planning, Learning, Teaching and Assessment Guidance’ , across the whole school community, focusing on:    1. Developing assessment procedures for PE    2. Implementation of new ‘Food and Health’ planners at each stage    3. Further developing partnerships with other agencies to enhance HWB curriculum, including partnership with Cycling Scotland    4. Continue to use bi-annual Glasgow Motivation and Wellbeing profiles to identify and support learners HWB needs, including our care experienced children, in line with the Promise. | 1a. DHT/Active Schools/ All staff | 24/25  Throughout session |
| 1b. PT/All staff/EAC chef (F. Murray) | 24/25  By April,25 |
| 1c.DHT/PT/Active Schools/ CAs/ECC Lead  Cycling Scotland, Little feet, etc. | 24/25  ongoing |
| 1d. DHT/Pupils | 24/25  By Oct 24  May 25 |
| 1. To further **embed Children’s rights** within our school community, through working towards our Silver Rights Respecting Schools Award, focusing on:    1. Evidence of Children’s rights within the wider school community    2. Evidence of Children’s rights within each classroom and the ECC. | 2a.DHT/Pupils/All staff | 24/25  By Dec. 24 |
| 2b. All staff | 24/25  By Dec. 24 |
| 1. To further develop our ‘**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 our learning environments, focusing on:    1. Further developing our understanding of the links between Nurture, Trauma informed Practice and NME model in understanding and addressing pupil needs.    2. Further develop our classroom/ECC environments to support range of learners’ needs e.g. neutral colours, layouts of class, plants, etc.    3. Embedding ‘Dyadic Developmental Psychotherapy’ (DDP) in day to day practice.    4. Continuing to offer ‘Thera play’ sessions for learners, as appropriate.    5. Support staff to improve wellbeing of children with ASN needs and trial tests of change to show improvement.    6. Engage with EAC Inclusion CLPL framework at an informed level, in order to meet learners’ needs. | 3a.All staff  Educ. Psych. | 24/25  T1-T4 |
| 3b.DHT/All staff | 24/25  By Sept.24 |
| 3c.HT/DHT/PT | 24/25  T1-T4 |
| 3d. DHT/AMcD | 24/25  T1-T4 |
| 3e. DHT/All staff | 24/25  T1-T4 |
| 3f. HT/DHT/PT  All staff | 24/25  T1-T4 |
| 1. To further develop approaches to **supporting Parents and Carers to support their child’s Health and Wellbeing needs,** through information sharing on GLOW website/Safer Schools app and Parent and Child sessions workshops, signposting to support, involvement of other agencies, as appropriate. | 4.DHT/Home link  Worker  ECC lead | 24/25  T1-T4 |

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| **Improvement Priorities 3- Our Wellbeing and Belonging:** |  |  |  |
| PEF - What actions are required to reach the desired outcome? | Evidence that will be collected to track impact | Who | When |
| 1. To continue to build community, enhance our HWB programmes, through weekly WOW sessions, providing opportunities for mixed stage play, promoting healthy lifestyles and social and emotional wellbeing. | Feedback from learners – questionnaire, TT, etc. | PT  Pupil leaders  Staff, as approp.  CA support | 24/25  T1-T4 |
| 1. To offer individual pupils, Theraplay sessions over a 6 week period, to support pupils’ identified health and wellbeing needs. | Feedback from learners – questionnaire, TT, HWB questionnaire (Glasgow), etc.  Feedback from Parents/Carers  Questionnaires  Pupil engagement data overview (incl. SIMD 1& 2)  Attendance overview  Observations from CAs, SLT, staff. | DHT  AMcD, class teacher | 24/25  T1-T4 |
| 1. To provided targeted HWB group support for pupils, as required, in order to support pupils’ identified health and wellbeing needs. | As above | HT/ DHT  CA support  Home link activities | 24/25  T1-T4 |

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| Evidence of Impact against outcomes for learners. |
| * *Evidence of assessment procedures for PE in use by pupils and staff.* * *Implementation of Food and Health planners at each stage and feedback from pupils and staff.* * *Evidence of range of partnerships enhancing the HWB curriculum.* * *P5 pupils taking part in Level 1 Bikeability training and P6 and P7 taking part in Level 2 Bikeability training.* * *Evidence of parent participation in Bikeability training.* * *Evidence of bi-annual Glasgow Motivation and Wellbeing profiles completion by pupils and supports put in place to address learners HWB needs.* * *Evidence of children’s rights within the wider school community from pupils and staff.* * *Evidence of children’s rights within each classroom.* * *Gaining Rights Respecting Schools Silver award.* * *Increased staff understanding between Nurture, Trauma informed Practice and NME model in order to address pupil needs.* * *Evidence of adaptations and resources within classrooms to support pupils’ needs.* * *Evidence of DDP training in day to day practice.* * *Use of Thera play to support pupils’ needs, as appropriate.* * *Evidence of tests of change to improve pupil wellbeing.* * *Evidence of staff engagement with EAC Inclusion CLPL framework at an informed level.* * *Evidence of support signposted or engagement in HWB sessions to help Parents/carers support their child at home.* * *Feedback from pupils on a wide range of HWB activities.* * *Evidence of 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.* |

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

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| **Improvement Priorities 4- Our Attainment, Destinations and Achievements:**   * *To continue to track and monitor all learners’ progress, attendance, 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, with a particular focus on SIMD 1 and 2 and other identified groups, by June, 25.* * *To close the attainment gap between the most and least disadvantaged learners, ensuring learners’ needs are supported.* * *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.* | **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.** |

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| What actions are required to reach the desired outcome? | Who | When |
| 1. To continue to **raise attainment and achievement in Literacy** ( including closing the attainment gap), embedding ‘EAC Planning, Learning, Teaching and Assessment Guidance’ and Literacy progression frameworks, focusing on: 2. Developing writing planning to enhance pedagogy and enhance depth of understanding 3. Developing consistency of phonics teaching at P1-P3 4. Using SNSA Reading data to identify areas for further development and curriculum enhancement 5. Developing assessment in Listening and Talking 6. Developing Communication Friendly strategies within the ECC. | 1a.DHT/All staff | 24/25  By Aug24 |
| 1b.DHT/PT/P1-P3 staff/CA  Support | 24/25  By Sept.  24 |
| 1c.All staff | 24/25  By Aug24 |
| 1d.DHT/All staff/SLT team /EAC G. Elder | 24/25  By Oct 24 |
| 1e. ECC Senior lead/ECC staff/SLT team | 24/25  By April 25 |
| 1. To continue to **raise attainment and achievement in Numeracy** ( including closing the attainment gap), embedding ‘EAC Planning, Learning, Teaching and Assessment Guidance’ and Numeracy progression frameworks, focusing on:    1. Using SNSA data to identify areas for further development and curriculum enhancement    2. Develop staff understanding of Dyscalculia, including impact on learners and strategies to support. | 2a. HT/All staff | 24/25  By Sept. 24 |
| 2b.DHT/All staff/ CA  support | 24/25  By Feb 24 |
| 1. To further develop play within the **early level within the ECC and P1** and developing opportunities for **joint working between the ECC and P1.** | 3.ECC staff/P1 staff/PT/HT/  ECC Senior Lead | 24/25  T1-T4 |
| 1. To further develop approaches **to** **supporting Parents and Carers to support their child’s learning,** through home link activities, information sharing on GLOW website/Safer Schools app and Parent and Child sessions, as appropriate. | 4.HT/DHT/PT  ECC Senior Lead  All staff  Home link worker | 24/25  T1-T4 |

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| **Improvement Priorities 4- Our Attainment, Destinations and Achievements:** | |  |  |
| 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 |
| 1. To provide targeted support for pupils, as required, in order to support pupils’ identified needs, in order to raise attainment and achievement in literacy and numeracy. | Feedback from learners/parents/staff  Impact of intervention on engagement, attainment and achievement. | HT/DHT  CA Support  Early Learning & Childcare Practitioner  (2 days) | 24/25  T1-T4 |
| 1. To provided targeted support for pupils with communication difficulties, numeracy and HWB at the Early level, as required, in order to improve pupils’ communication. | Feedback from learners/parents/staff  Impact of intervention on communication. | HT/DHT  Early Learning & Childcare Practitioner  (1 day)  SLT support | 24/25  T1-T4 |
| 1. To further develop partnerships with Parents/Carers through ‘Stay and Play’ parent and child sessions, focused around Literacy and Numeracy activities, in order to promote engagement and participation in the curriculum and develop understanding of how to support their child with at home. | Feedback from learners – questionnaire, Focus groups, comments within SWAY, etc.  Feedback from Parents  Participation in Parent/child activity | PT  Parents/Carers  Pupils  Early Learning & Childcare Practitioner  (1 day)  Staff, as approp. | 24/25  T1-T4 |

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| 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, with a particular focus on SIMD 1 and 2 and other identified groups* * *Increase attendance of children, with a particular focus on target group.* * *Narrow the attainment gap at all levels 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 impacting on pace of progress.* * *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, including moderation.* * *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, evidenced in focus groups, moderation and classroom observations.* * *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.* * *The majority of children will show progress in Writing Assessments.* * *Communication Friendly approaches evident within the ECC.* * *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.* |

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

**Summary of Improvement Plan 24/25**

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| **Our Leadership** | **Teaching and Learning Together** |
| * To further **develop professional learning opportunities**, focused on self -evaluation, quality assurance, building networks and partnerships to improve outcomes for children. * To further develop **pupil leadership opportunities at Second level** and celebration of wider achievement within the school community. | * *To continue to enhance our whole school approach to* **Science, Technology, Engineering and Maths (STEM)** in order to improve outcomes for children and develop partnership with Parents/Carers. * *To continue to enhance our whole school approach to* ***‘Learning for Sustainability’*** *working towards our Clean Green Silver Award,* in order to improve outcomes for children and develop partnership with Parents/Carers. * *To review our* ***Expressive Arts*** *curriculum, in order to enhance our outcomes for children.* * *To develop our understanding of* ***Meta skills*** *and explore their development within our school community.* |
| **Our Wellbeing and Belonging** | **Our Attainment, Destinations and Achievements** |
| * *To improve the* ***Health and Wellbeing and attainment of all children****, through embedding HWB progression frameworks and assessment, 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 continue to* ***track and monitor all learners’ progress, attendance, 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, with a particular focus on SIMD 1 and 2 and other identified groups, by June, 25.* * *To* ***close the attainment gap*** *between the most and least disadvantaged learners, ensuring learners’ needs are supported.* * *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.* |