

James Hamilton Primary
Sgoil na Coille Nuaidh
Sgoil-àraich na Coille Nuaidh



Establishment Improvement Plan 2024/25








School Improvement Plan	James Hamilton Primary, Sgoil na Coille Nuaidh & Sgoil-àraich na Coille Nuaidh
Head Teacher	Lorraine Dougan
Date Submitted	Submitted to Chief Education Officer on : 26.06.24

School/ Centre Vision and Values	<p>As a school we regularly engage with our vision, values and aims statement. These values are promoted through our use of Class Charters and the UNCRC.</p> <p>This information has been shared with the school community and we refer to this consistently through our school rules, class charters, and Rights Respecting Schools journey.</p> <p>We recently review our school values in session 23/24 and consulted with all stakeholders (children, parents/carers, staff) to create a new set of values.</p> <p><u>Vision</u></p> <p>To have a happy, nurturing and inclusive school community, where everyone is valued, shows respect and strives to be the best that they can be.</p> <p><i>Coimhearsnachd sgoile a tha toilichte, ag àraich agus in-ghabhaltachd, far a bheil luach air a h-uile duine, urram air a shealltainn agus uile a’ strì gus a bhith cho soirbheachail ‘s a ‘s urrainn dhuinn a bhith.</i></p> <p><u>Values</u></p> <p><i>These are the values that we want the whole school community to be showing every day. We want everyone to live by our school values and show this in how they behave around our school and our community. That includes all of the children and young people, the teachers, the classroom assistants, the dinner ladies, the cleaners, the janitor, other people who help and support in our school including our parents</i></p> <p style="text-align: center;">Safe, Kind, Respected, Sàbhailte, Còir, Urramaitche</p>
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In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

Consultation on improvement plan includes the following stakeholders:	Completed
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	 •

Content of plan	Completed
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	

parent bodies further associated to the school/centre.	
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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:

Pupil and parental strategic involvement

<p><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></p>	<p><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>
<p>In preparation for 24/25</p> <ul style="list-style-type: none"> • The Pupil Council, Sports Committee, Reading Leaders and Digital Leaders contributed to planning next steps in school improvement through their involvement in committee meeting. This identified what work they had completed this session and what their next steps would be. This directly shaped some aspects of the improvement plan for session 23/24. • All children and young people had the opportunity to contribute to shaping the school improvement plans via a 'Pizza and Coke' night with their families. They had the chance to explore and collaborate spending a participatory budget in line with school improvement ideas, which also linked to how the Pupil Equity Fund could be spent. • All children from P4 upwards completed a questionnaire <p>During session 24/25</p> <ul style="list-style-type: none"> • All children will revisit and review S.I.P priorities through termly assemblies. • Pupil Council will review and discuss the school improvement priorities termly as part of their meetings. • Through SLT classroom monitoring visits, all children will answer key questions based on their experiences and evaluations of the school 	<p>In preparation for 24/25</p> <ul style="list-style-type: none"> • All families had the opportunity to contribute to shaping the school improvement plans via a 'Pizza and Coke' night. They had the chance to explore and collaborate spending a participatory budget in line with school improvement ideas, which also linked to how the Pupil Equity Fund could be spent. Their ideas then went out to a full school online vote, and the most popular ideas have been included in the school improvement plan and will form the grassroots of some of our partnership working next session. • All parents and carers had an opportunity to contribute their views in regards to HGIOS via questionnaires/ Forms. <p>During session 24/25</p> <ul style="list-style-type: none"> • Across the year parents and carers from every class will have the opportunity to attend two "Sharing the Learning" sessions with their children to experience teaching and learning first hand and to learn about how to support children with learning at home. Parents and Carers will be asked to complete an evaluation task to inform improvements or make suggestions for the next "Sharing the Learning" session. • Parents and carers will have opportunities to become involved in the life of the school via Parent Helpers, Parent Workshops, Parent Club and Parent Bletter and Twalk Groups.

- Every child from Primary 4 upwards will have the opportunity to be on a school committee/take on a leadership role. At the end of every session, children will undertake an evaluation exercise on the impact/success and areas for improvement of the committee/ role.
- Through Rights Respecting Schools all pupils will be involved in the promotion of four key areas - wellbeing, participation, relationships and self-esteem. All children will be involved in the creation of class charters.
- All classes will have one 'Share the Learning' session per term (3 across the year). After the sessions parents and children will be asked to complete an evaluation form to share their views and suggestions for the next session.
- Some children will be involved in leading assemblies throughout the school year and share their views and ideas on learning with the rest of the school, parents and carers and the wider community.
- A selection of children will be involved in learner conversations throughout the year and will have the opportunity to respond to issues around teaching and learning.
- All children will have the opportunity to share their views on aspects of school life through the 'Pupil Council', our other pupil groups and via individual questionnaires. In the lower school this will happen through 'Together Time', floor books and children's questionnaires.

- We will make wider use of survey-type responses to gather parental views, which in turn will influence decision-making within the school.
- All Parents and carers will have the opportunity to share their views and opinions relating to the operation and development of the school through opportunities such as Blethers, Open Afternoon Sessions etc.
- Through our very active Parent Council, parents and carers will continue to have a voice in how the school moves forward.

Improvement Priorities	Education Service Improvement Plan 1: Our Leadership
<ul style="list-style-type: none"> To build the foundation for a holistic digital transformation using Microsoft's Education Framework. To create sustainable change in teaching and learning practices using Microsoft resources. To develop learners 'future ready' skills. 	<p>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.</p> <p><i>QI 1.3 Leadership of change</i> <i>QI 3.3 Creativity and Employability</i></p> <p><i>NIF driver: School and ELC Leadership</i></p> <p><i>UNCRC: UNCRC Article 12 Right to be heard/ respect for the views of the child</i></p>

What actions are required to reach the desired outcome?	Who	When
<p>JHPS & SnCN will be participating in the Microsoft Incubator Programme. This will be a 2 year project to allow full development and transformational change.</p> <ul style="list-style-type: none"> Submit Microsoft Incubator Programme Sway application. All staff to create Microsoft Learn accounts. Identify two members of staff to become Microsoft Advanced Educators. Identify one member of staff to become an MIE Expert. Design a Transformation Plan collaboratively, based on the Microsoft Education Transformation Framework (ETF). (ESIP1.1/ ESIP 2.7) All teaching staff to complete the MS learning module 'Master Microsoft Teams for Any Learning Environment'. (4/8 modules completed during session 24/25) 	<p>L Paul</p> <p>All teaching staff</p> <p>L Paul</p> <p>L Paul</p> <p>L Paul</p> <p>All teaching staff</p>	<p>Before August 24.</p> <p>August 24</p> <p>August 24</p> <p>August 24</p> <p>October 24</p> <p>May 25</p>

<ul style="list-style-type: none"> All teaching staff to complete the MS learning module '21st Century Learning Design'. This provides a collaborative, practice-based process to help educators transform how they design enriching learning activities for their learners. (4/8 modules completed during session 24/25) 	All teaching staff	May 25
<ul style="list-style-type: none"> Embed the use of MS Teams tools to enhance teaching and learning within P3-P7 classrooms. 	All teaching staff	May 25
<ul style="list-style-type: none"> Embed clear and practical ways to develop 21st skills using digital technologies with all learners. 	All teaching staff	May 25
<ul style="list-style-type: none"> Monitor progress through the Incubator programme using the assessment tools - Showcase School Rubric, Showcase Schools Criteria and the Innovative Teaching Practices Index. (ESIP1.2) 	L Paul	At least once per term.
<ul style="list-style-type: none"> Pupil Digital Leaders group to be trained on using MS Teams in conjunction with staff training to be peer supporters within the classroom. (ESIP1.4) 	L Paul	At least 3 meetings per term.
<ul style="list-style-type: none"> Link with Vibrant Communities to offer digital workshops to upskill parents/carers in using technology. (ESIP1.3) 	L Paul S Swan	Ocotber 24

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
<ul style="list-style-type: none"> PEF Funding to support funding of Acting Principal Teacher to lead this development work and ensure all young people, and those in particular negatively impacted by poverty, develop skills for life, learning, work and the future. 	<ul style="list-style-type: none"> All pupils in P3-7 to be regularly accessing and using MS Teams and its functions. <u>Evidence/Data</u> <ul style="list-style-type: none"> LPaul to be an admin of all class Teams to monitor use. Photographs of pupils using Teams. Twitter/X posts. Pupils can talk about how they use MS Teams. All pupils to be accessing learning activities involving future ready skills. 	<p>L Paul to oversee implementation.</p> <p>All teaching staff involved in the programme and embedding within the classroom.</p>	<p>This will start in August 2024 and develop across the school year as staff receive training sessions.</p>

	<p><u>Evidence/Data</u></p> <ul style="list-style-type: none"> • Photographs of learning. • Examples of pupil work completed. • Through SLT teaching and learning observations, learning walks and peer observations. • Twitter/X posts. • Pupil focus groups to talk about their learning. • All pupils in P3-7 to be accessing MS Office 365 tools and resources. <p><u>Evidence/Data</u></p> <ul style="list-style-type: none"> • Photographs of learning. • Examples of pupil work completed – emailed to show use of Outlook by pupils. • Twitter/X posts. • Pupils focus groups to talk about their learning. 		
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Evidence of Impact against outcomes for learners.

- All pupils in P3-7 to be regularly accessing and using MS Teams and its functions.
- All pupils to be accessing learning activities involving future ready skills.
- All pupils in P3-7 to be accessing MS Office 365 tools and resources.
- Increased confidence of staff to deliver learning and teaching through MS Office 365 tools and resources.

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

Improvement Priorities *To improve children's engagement in learning activities. *To create sustainable change in teaching and learning practices to positively impact on the learning experiences of children. *To support learners to use their next steps in to move forward in their learning.	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. <i>QI 2.3 Learning, Teaching and Assessment</i> <i>NIF driver: Curriculum and assessment</i> <i>UNCRC: UNCRC Article 3: Best interest of the child</i>		
What actions are required to reach the desired outcome? <ul style="list-style-type: none"> • Leader Of Learning identified and take lead in developments using pedagogical strategies across the curriculum related to develop adaptive teaching and differentiation strategies to improve staff skills and support improved learning and teaching. (ESIP2.1/ 2.2/2.3/2.4) • All staff, pupils and parents to be involved in the review of Our Excellent Learning Experience to agree a shared understanding of the learners experience. Integral to this will be an agreed lesson framework. Snapshot jotters will be used to share children's learning journey in P4-7, with an appropriate version of this being developed in the lower school P1-3. (ESIP2.1/ 2.2/2.3/2.4/2.6) • The school will develop an effective school and community approach to Learning for Sustainability. This will ensure global citizenship, sustainable development education and outdoor learning are woven through the curriculum to create a coherent experience for all learners. (ESIP2.4/2.5) 	Who LOL Teaching staff Teaching staff Lead on SShot: SW/LE SSwan & Staff member tbc	When Aug-April 25 Aug-April 25 Aug-April 25	

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
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Evidence of Impact against outcomes for learners.

- Consistent use of LI and SC is observed in most classes(75-90%) to support learners and at least 70% of learners are on track in their learning
- A more consistent approach to co-creating success criteria is observed in most class (75-90%) in P4-7
- Meaningful assessments are used to highlight next steps for learners.
- Most teachers (75-90%) are making effective use of adaptive teaching strategies and differentiation through our Leader of Learning to improve engagement and accessibility for all learners to learning experiences and opportunities.

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

<p>Improvement Priorities</p> <p>*Close the attainment gap and improve attainment in literacy for all children with a particular focus on children within SIMD 1 and 2. ·</p> <p>*Use a variety of teaching for effective learning strategies with at least 70% of learners on track appropriate to their age and stage.</p>	<p align="center">Education Service Improvement Plan Priority 2: Teaching and Learning Together</p> <p>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.</p> <p><i>QI 2.3 Learning, Teaching and Assessment</i></p> <p><i>NIF driver: Curriculum and assessment</i></p> <p><i>UNCRC: UNCRC Article 3: Best interest of the child / Article 28: A right to a good education</i></p>
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What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Continued engagement with SAC Literacy Manager Gail Elder to ensure consistent delivery of literacy pedagogy, staff training, resource development, moderation activities and in-school support/professional dialogue. (ESIP2.1/ 2.2/2.4) Working group and pupil group to complete updated EA Listening and Talking self-evaluation tool to identify areas of strength and development. Whole staff to be involved in delivering quality listening and talking sessions weekly with learners using EA Oracy Programme. (ESIP2.6) Working group to further develop non-fiction materials in P2-7 to support a variety of new texts (including flipcharts, DARTS materials, task maps, assessments etc). All children have regular opportunities for reading for enjoyment (e.g. ERIC/DEAR) at least 3x weekly in class. Deliver termly events for parents and children to promote literacy across the school. (ESIP2.5) 	<p>J Baldie (PT)</p> <p>J Baldie (PT) All teaching staff Literacy Leaders Group</p> <p>J Baldie (PT) Literacy Working Gp</p> <p>All teaching staff</p> <p>J Baldie (PT) Literacy Working Gp</p>	<p>Dates agreed by Sept 2024.</p> <p>Ongoing throughout 24/25 session.</p> <p>End of Term 3.</p> <p>Ongoing across session.</p> <p>Evaluate May 25.</p>

<ul style="list-style-type: none"> Develop Parent Group to support literacy activities across Primaries 1-4. (ESIP2.5) Develop links with the Dick Institute to promote reading for enjoyment and access to local library services. Moderation of reading and writing including stage partners, school literacy lead and EA Literacy Manager. Further develop this across Education Group through collaborative working across settings. All P4-7 pupils to have access to Reading Eggs platform. Staff to access training resources to support roll out. (ESIP2.7) All children (100%) to be involved in paired reading block (4-6 weeks) across academic session with a child from another class. Revise Literacy Position Paper in June 2025. 	J Baldie (PT)	Dates set by Sept 24.
	J Baldie (PT) Literacy Leaders Group	Term 3 and 4.
	J Baldie (PT) L Dougan (HT)	Agreed dates/activities by end Term 1. Tbc
	All P4-7 teaching staff.	Term 1
	J Baldie (PT) Literacy Working Gp	Timetable of blocks to be agreed by end Term 1.
	J Baldie (PT) Literacy Working Gp	May 25

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
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Evidence of Impact against outcomes for learners.

- Improved staff confidence in using updated EA assessment tool in writing, including professional dialogue with EA Literacy Manager, colleagues and SLT.
- EALP fully embedded across all stages.
- Reading Eggs platform in P4-7 (one stage per term), almost all children (90%) will show improvements in data collected.
- Improvement in listening and talking skills of all pupils, with a focus on narrative in P1-2 and group discussion in P3-7.
- Regular opportunities across the school year to promote reading for enjoyment and participation in national events.

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

Improvement Priorities *To close the attainment gap and improve attainment in Numeracy & Maths for all children, using a variety of teaching for effective learning strategies with at least 70% on track appropriate to their age and stage.	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. <i>QI 2.3 Learning, Teaching and Assessment</i> <i>NIF driver: Curriculum and assessment</i> <i>UNCRC: Article 3: Best interest of the child / Article 28: A right to a good education</i>
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What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> To raise attainment in numeracy by introducing an in-school initiative aimed at consolidation learning and recall of times tables in P4-7. (ESIP2.1) To support, encourage and consolidate number sense in P1-3 To improve children's skills in telling the time, using digital and analogue time across Early-Second Level 	J Fulton (PT) All Class Teachers (P4-7) J Fulton (PT) All Class Teachers (P1-3) J Fulton (PT) All Class teachers (P1-7)	Implementation by September 2024 Implementation by January 2025 Be ready to implement Feb 2024

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

<ul style="list-style-type: none"> • Boost Teacher funded for part of the year to provide support to close the attainment gap. 	<ul style="list-style-type: none"> • Most (up to 75%) pupils will demonstrate an improvement in their use of times tables. This will be measured using baseline and follow up assessments throughout the session. • Improvement in results in FDP. This will be measured using baseline and follow up assessments throughout the session. 		
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Evidence of Impact against outcomes for learners.

- Most (at least 75%) of pupils will demonstrate an improvement in their use of times tables. This will be measured using baseline and follow up assessments throughout the session.
- Improvement in results in FDP. This will be measured using baseline and follow up assessments throughout the session.
- A common language and methodology document to be used across all stages and levels in the school will ensure consistency of approach and experience.

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

<p>Improvement Priorities</p> <p>*To improve children’s pro-social skills.</p> <p>*To support children to develop skills of co-regulation and self-regulation. To ensure children are aware of their rights and can exercise these.</p> <p>*To ensure that all children have opportunities to improve physical fitness.</p> <p>*To develop the children’s understanding of SEBN and neurodiversity to create a better sense of self and others.</p>	<p>Education Service Improvement Plan Priority 3: Our wellbeing and belonging</p> <p>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.</p> <p><i>QI 3.1 Ensuring wellbeing, equality and inclusion</i></p> <p><i>NIF driver: Curriculum and assessment</i></p> <p><i>UNCRC: Article 28: A right to a good education</i></p> <p><i>Article 29 – Aims of education. “Children’s education should fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people’s rights, cultures and differences.”</i></p>
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What actions are required to reach the desired outcome?	Who	When
<p>Promoting Positive Behaviour Policy (ESIP3.1)</p> <ul style="list-style-type: none"> Collate results of staff, parent and pupil surveys and adapt the PPB Policy <ul style="list-style-type: none"> Adapt accordingly when updated EAC Relationships Framework Policy is available Staff CLPL sessions with school Ed Psychologist Continue to promote the Respectme anti-bullying programme <ul style="list-style-type: none"> Through class lessons, assemblies and visual reminders 	<p>HWB working group EAC HWB group F MacDonald Ed Psychologist</p> <p>S Swan</p>	<p>Term 1</p>

<ul style="list-style-type: none"> ○ Parents sessions, links shared to online guidance and supports on the school App. • Further develop the use of Restorative Approaches <ul style="list-style-type: none"> ○ Training for new staff ○ Parent information sessions, links shared to online guidance and supports shared on the school App ○ Train Senior and Junior Ambassadors to support R A in the playground. 	<p>Class teachers SLT</p> <p>S Swan L Stewart HWB Group Pupil Ambassador group</p>	<p>August '24 – June'25</p> <p>Term 1 and Term 2</p>
<p>Work towards RRS Gold Award</p> <ul style="list-style-type: none"> • Create an action plan for Gold • Create a pupils and staff focus group to include parents • Promote RRS through assemblies and events in school throughout the session • Articles displayed on correspondence with parents 	<p>L MacDonald L Stewart HWB Group Office staff</p>	<p>Term 1</p> <p>Aug'24 – June'25</p>
<p>HWB Curriculum Development</p> <ul style="list-style-type: none"> • Pilot Year 2 of EAC HWB Frameworks (ESIP3.6) <ul style="list-style-type: none"> ○ Pilot year 2 of EAC Progression Framework to reduce the HWB curriculum at each stage and allow for more depth and flexibility. ○ HWB Assessment Record Sheets to be piloted to support staff to log attainment of pupils. • ** Full details on next section of SIP** Embed SEBN – Neurodiversity programme across all stages (ESIP3.1/3.2) <ul style="list-style-type: none"> ○ Provide Training for staff, pupils and parents. ○ To create a Neurodiversity programme for all stages. ○ To pilot the new authority tracking for dysregulated behaviour incidents. 	<p>L Stewart HWB Working group</p> <p>K Gorry Class teachers</p>	<p>Aug'24</p> <p>Term 2</p> <p>Term 2</p>

<p>To provide increased opportunities for further improve physical fitness and increase active opportunities for pupils.</p> <ul style="list-style-type: none"> • Embed Sport for Scotland Gold Award outcomes. • Increase daily opportunities for Physical activity for all pupils by <ul style="list-style-type: none"> ○ Increasing opportunities for outdoor learning ○ Timetabling active sessions throughout the day for regulation breaks 	<p>D Shaw Active School coordinator L Stewart M Walker</p>	<p>Term 1 – Term 4</p> <p>Aug'24 – June'25</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
<p>Attendance/HLW Support</p> <ul style="list-style-type: none"> • PEF funded HLW will support improved attendance using robust and rigorous systems to ensure consistency when supporting attendance, with earlier universal and targeted interventions put in place. • Outreach work with families provided by PEF funded HLW, including our care experienced young people. (ESIP3.4) <p>Pro-social behaviours and attitudes (ESIP3.6)</p> <ul style="list-style-type: none"> • PEF funded HLW will continue to promote the Respectme anti-bullying programme through class sessions, small group sessions, assemblies and visual reminders. <ul style="list-style-type: none"> ○ PEF funded HLW/ VB HLW will continue to facilitate Parents sessions, links shared to online guidance and supports on the school App. 	<p>Improved attendance for target group.</p> <p>Families are offered HLW support where difficulties arise.</p> <p>All stake holders will have opportunities to engage in our Respectme development work.</p> <p>We will engage with new partners to continue to support parental engagement.</p>	<p>SSwan/HT</p> <p>LStewart/ SSwan</p> <p>SSwan/ LGallagher</p> <p>HWB Group</p>	<p>Monthly 24/25</p> <p>Aug-June 24-24</p>

<p>Commitment to Poverty Proof the school and make the cost of the school day accessible for all. (ESIP3.8)</p> <ul style="list-style-type: none"> ○ HLW/ HWB Team will facilitate regular uniform swap shops ○ Financial inclusion support for families made available for paid activities within the school when required. ○ Promote free period products monthly on the App and in displays at all events. ○ Provide meals daily to families requiring support through food dignity programme in partnership with school catering team. 	<p>All children and families will have access to (or support to access) school uniform, all activities, period products and food through our cost of the school day pro-active action.</p>	<p>Office Staff SLT Kitchen Staff</p>	
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Evidence of Impact against outcomes for learners

- All staff (100%) will implement the updated school Promoting Positive Behaviour Policy.
- All pupils (100%) will learn about and follow the Respectme Anti-Bullying programme in school.
- Almost all (95%) pupils, staff and parents will have
 - -Training on Restorative Approaches
 - -Be able to use restorative language
 - -Take part in restorative conversations.
- Almost all pupils (95%) will understand what the UNCRC is and how this enables them to lead happy, healthy lives and to be responsible, active citizens.
- All pupils, staff and parents/carers (100%) will have opportunities to develop their understanding of social, emotional and behavioural needs (SEBN) and neurodiversity.
- All pupils (100%) will have opportunities to improve Physical Fitness and take part in outdoor education. Some pupils will have the opportunity to have a leadership role through the School's Sports Leaders Committee.
- Almost all (95%) will have access to school uniforms and barriers reduced to allow them take part in all school related activities.

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

<p>Improvement Priorities</p> <p>*All pupils, staff and parents/carers (100%) will have opportunities to develop their understanding of social, emotional and behavioural needs (SEBN) and neurodiversity</p> <p>*All learners with identified neurodevelopmental needs or SEBN (100%) and their parents/carers will have opportunities to inform the way that school events such as discos, Sports Day and fundraising activities are run</p>	<p>Education Service Improvement Plan Priority 3: Our wellbeing and belonging</p> <p>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.</p> <p><i>QI 3.1 Ensuring wellbeing, equality and inclusion</i></p> <p><i>NIF driver: Curriculum and assessment</i></p> <p><i>UNCRC: Article 29 – Aims of education. “Children’s education should fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people’s rights, cultures and differences.”</i></p> <p><i>UNCRC Article 12 – Respect for children’s views. “Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously”</i></p>
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What actions are required to reach the desired outcome?	Who	When
<p>(ESIP3.1/3.2)</p> <ul style="list-style-type: none"> Whole staff team development opportunities to look at supporting improved behaviours within the school, in partnership with the Educational Psychologist and other partners. Staff will choose top 3 priorities and create and action plan to help target improvement in these area. Subsequent development work will take place. Develop a programme of study, with resources for all stages 	<p>K. Gorry/ Ed Psych</p> <p>K. Gorry</p>	<p>Begin Aug ‘24</p> <p>By Dec ‘24</p> <p>By March ‘25</p>

<ul style="list-style-type: none"> • Opportunities for pupils/members of the community with specific needs to share their experiences • Parent/carer information workshops • Support group for parents/carers of pupils with neurodevelopmental or SEBN needs • Consultation group 	Volunteers - coordinated by K. Gorry K. Gorry/ Ed Psych K.Gorry/ S. Swan/ SLT K. Gorry/ SLT	 Begin Oct '24 Begin Oct '24 Begin Sept '24
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PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
(ESIP3.1/3.2) <ul style="list-style-type: none"> • 0.5 additional teaching staff and an additional C.A to be allocated specifically for inclusion. • Purchase additional resources to support the HWB of learners 	The following will be used to collect evidence of impact for all learners, with a specific focus on SIMD 1-4: <ul style="list-style-type: none"> • Pupil progress in HWB tracked using the GMWP • Well-being webs • EAC regulation tracker and dysregulation analysis tool • Absence monitoring • SHE incident reports/ exclusion data • Consultation with staff, pupils and parents/carers via focus groups and questionnaires. 	CTs/ L. Stewart K. Gorry CTs/ K.Gorry S. Swan L.Dougan K. Gorry/ L. Dougan	 Term 2 & Term 4 Termly As required Termly May 2025 Termly

Evidence of Impact against outcomes for learners <ul style="list-style-type: none"> • The teaching of specific topics (The Brain & Neurodiversity; Emotions & Regulation; Resilience; Respect) will be integrated into the HWB curriculum at all stages (100%) through access to a programme of study that includes a range of stage appropriate resources • All learners (100%) will have the opportunity to participate in at least 1 activity where someone with neurodevelopmental needs/ SEBN shares their personal experiences first hand

- All parents/carers (100%) will be given the opportunity to attend information sessions in relation to neurodevelopmental needs/ SEBN. One session will be held each term.
- All parents/carers (100%) will be invited to sign up for a series of activity workshops with their child, in relation to neurodevelopmental needs/ SEBN. A small number (max 10) will attend at any one time.
- All parents/carers (100%) of pupils with identified neurodevelopmental needs/ SEBN will be invited to attend a support group (Kindness Café)
- All pupils (100%) with identified neurodevelopmental needs/ SEBN, and their parents and carers, will be consulted on 2 separate occasions – September 2024 and May 2025; giving them the opportunity to inform the planning of school events and evaluate impact.

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

<p>Improvement Priorities</p> <ul style="list-style-type: none"> *To raise attainment and achievement in Maths and Numeracy *To support young people to work collaboratively. *To develop pupils' mathematical thinking through exploring and noticing to solve problems. *To develop pupils' mathematical thinking through working systematically to solve problems. *To develop transferrable skills for life, learning and the world of work. 	<p align="center">Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements</p> <p align="center">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> <p><i>QI 3.2 Raising attainment and achievement</i></p> <p><i>NIF driver: Curriculum and assessment</i></p> <p><i>UNCRC: Article 28: A right to a good education</i> <i>Article 29 – Aims of education. “Children’s education should fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people’s rights, cultures and differences.”</i></p>
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What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> To use the nrich Problem Solving schools Charter to evaluate our progress and identify next steps in problem solving. 	L Paul	September 2024
<p>All teaching staff to engage with 3 nrich Problem Solving Schools webinars to increase their own skills and knowledge within problem solving:(ESIP4.1)</p> <ul style="list-style-type: none"> <ul style="list-style-type: none"> Supporting Students to Work Collaboratively Developing Mathematical Thinking – Exploring and Noticing Developing Mathematical Thinking – Working Systematically 	All teaching staff.	1 webinar per term.
	All teaching staff	A problem solving

<ul style="list-style-type: none"> Following the webinars, staff to plan, teach and assess problem solving tasks related to the webinar theme using the suggested resources from nrich. Staff to meet at the end of each term to moderate and evaluate the impact of the focus problem solving strategy. (ESIP4.2) 	All teaching staff	focus each term. Staff to meet at the end of each term
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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"> PEF Funding to support funding of Acting Principal Teacher to lead this development work and ensure all young people, and those in particular negatively impacted by poverty, develop skills for life, learning, work and the future. (ESIP4.4/4.5) 	<ul style="list-style-type: none"> All pupils from P1 to P7 to engage in problem solving activities each term. <u>Evidence/Data:</u> <ul style="list-style-type: none"> Photographs Examples of pupil work Pupil focus groups for feedback. All pupils to develop their ability to work collaboratively. <u>Evidence/Data:</u> <ul style="list-style-type: none"> Photographs Examples of pupil work Moderation paperwork completed by teaching staff to 	<p>L Paul to oversee implementation and lead training sessions for staff.</p> <p>All teaching staff involved in the nrich Problem Solving Schools programme to embed problem solving into teaching and learning within the classroom.</p>	<p>This will start in August 2024 with a different problem solving focus each term.</p> <p>Staff will moderate and evaluate progress at the end of a term for each problem solving strategy.</p>

	<p>record professional dialogue.</p> <ul style="list-style-type: none"> ○ Pupil focus groups for feedback. • All pupils to develop their mathematical thinking through exploring and noticing. <p><u>Evidence/Data</u></p> <ul style="list-style-type: none"> ○ Photographs ○ Examples of pupil work ○ Moderation paperwork completed by teaching staff to record professional dialogue. ○ Pupil focus groups for feedback. • All pupils to develop their mathematical thinking through working systematically. <p><u>Evidence/Data:</u></p> <ul style="list-style-type: none"> ○ Photographs ○ Examples of pupil work ○ Moderation paperwork completed by teaching staff to record professional dialogue. 		<p>L Paul to speak to focus groups of pupils each term to gain feedback.</p>
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	<ul style="list-style-type: none"> ○ Pupil focus groups for feedback. 		
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Evidence of Impact against outcomes for learners

- All pupils from P1 to P7 will engage in problem solving activities each term.
- All pupils will develop their ability to work collaboratively.
- All pupils will develop their mathematical thinking through exploring and noticing.
- All pupils will develop their mathematical thinking through working systematically.

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

Summary of Improvement Plan

Our Leadership	Teaching and Learning Together
<ul style="list-style-type: none"> • Developing digital skills 	<ul style="list-style-type: none"> • Develop skills in listening and talking • Engage with a variety of non-fiction reading materials • Increased opportunities for reading for enjoyment • Adaptive teaching and differentiation • Develop numeracy skills (x tables) • To improve concept of time
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
<ul style="list-style-type: none"> • Promoting positive Behaviour • Work towards RRS Gold • Develop HWB Curriculum • Improve physical fitness • Support improved attendance • Homelink worker support • Developing understanding of SEBN and neurodiversity 	<ul style="list-style-type: none"> • Problem solving

GME specific targeted improvements

Improvement Priorities	Education Service Improvement Plan 1: Our Leadership
<p>*Almost all GME pupils will engage in and further develop their Gaelic language skills out with the school environment and establish links within the local and wider community.</p>	<p>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.</p> <p><i>QI 2.7 Partnerships</i></p> <p><i>NIF driver: School and ELC Leadership</i></p> <p><i>UNCRC: Article 30: You have the right to practice your own culture, language and religion</i></p> <p>GME Rationale- "Continue to build partnerships with relevant Gaelic organisations and groups to support the delivery of a range of cultural experiences for GME pupils" - EA Gaelic Language Plan 2023 – 2028</p>

What actions are required to reach the desired outcome?		Who	When
<ul style="list-style-type: none">Foster partnerships between the 3 Ayrshire local authorities to promote Gaelic through collaborative working. (ESIP1.1)		EA- J Easton NA- M MacNeill SA- R Hill	Dec 24 (event)

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
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<ul style="list-style-type: none"> PEF Gaelic CA will support the use of Gaelic language for all pupils in SNCN in preparation for the planned event. 	<ul style="list-style-type: none"> All staff & pupils from SanCN & SNCN will have the opportunity to build further the collaborative culture across the Ayrshire LAs. All children will have the opportunity to engage in and use Gaelic out with the classroom setting. Pupil feedback questionnaire will be used to evaluate the personal impact on each learner from being involved in this project. 	EA- J Easton NA- M MacNeill SA- R Hill	Dec 24 (event)
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Evidence of Impact against outcomes for learners.

- Children will use Gaelic out with the classroom setting with other children and adults.
- Staff and parents will be asked to complete feedback form on success of programme and how it has impacted their child.
- Pupil feedback questionnaire will be used to evaluate the personal impact on each learner from being involved in this project.

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

Improvement Priorities *Most GME pupils will have improved outcomes in Listening and Talking.	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. <i>QI 3.2 Raising attainment and achievement</i> <i>NIF driver: Curriculum and Assessment</i> <i>UNCRC: Article 30: You have the right to practice your own culture, language and religion / Article 28: A right to a good education</i> GME Rationale- ““A successful transition experience at this stage is likely to influence whether or not they can develop their full potential, and their ability to cope with future transitions” -(OECD, 2017:13) Realising the Ambition: Being Me “Schools and partners need to collaborate in planning learning 3-18 for Gaelic Medium Education to ensure continuity and progression in learning across all curriculum areas particularly into P1, between P7 and S1 and from the broad general education into the senior phase.” -(Education Scotland, Advice on Gaelic Education. First published 2015, updated 2022 pg. 30)		
What actions are required to reach the desired outcome? <ul style="list-style-type: none">Following collaboration with West Partnership, SanCN & SNCN will implement “Tog Gàidhlig” grammar progression framework. (Rationale- “(Teachers will) enable children to develop vocabulary connected to the different areas of the curriculum, language skills, grammar and an appreciation of Gaelic language and culture. They have clear plans and strategies in place to support them in doing this”- 8.3 Education Scotland Advice on GME). (ESIP2.1/2.2/2.3/2.4)		Who All SanCN & SNCN staff	When April 25

<ul style="list-style-type: none"> Implement a consistent approach to tracking and monitoring using the Learning Journals tool, to ensure high quality and robust information to support learning at all Early Level transitions, incorporating use of EAC progression planners and developmental milestones. (ESIP2.1/2.2/2.3/2.4) 	L Abercrombie & SanCN staff	Sept 24
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PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
<ul style="list-style-type: none"> PEF Gaelic CA will promote the use of Gaelic language for all pupils in SNCN through support by utilising the “Tog Gàidhlig” resource. 	<ul style="list-style-type: none"> Almost all pupils will demonstrate an improvement in appropriate use of grammar in the Gaelic language. This will be measured using baseline and follow up assessments throughout the session. SLT will have attended training sessions from EAC on use of Learning Journals as a tracking and monitoring tool and this will be fully implemented by SanCN staff throughout the session. 	<p>All SanCN & SNCN staff</p> <p>L Abercrombie & SanCN staff</p>	<p>June 25</p> <p>Sept 24</p>

Evidence of Impact against outcomes for learners.

- Pupil's improvement in appropriate use of grammar in the Gaelic language will be measured using baseline and follow up assessments throughout the session.
- Learning Journals will be used as a tracking and monitoring tool by SanCN throughout the session.

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

<p>Improvement Priorities</p> <p>*All pupils (100%) will have opportunities to improve Physical Fitness and take part in a variety of sports through the medium of Gaelic.</p> <p>*All SanCN staff will be trained to support our learners by utilising a non-harmful behaviour management system designed to help professionals in any setting to provide the best possible Care, Welfare, Safety and Security of individuals presenting a range of crisis behaviours.</p>	<p>Education Service Improvement Plan Priority 3: Our wellbeing and belonging</p> <p>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.</p> <p><i>QI 3.1 Ensuring wellbeing, equality and inclusion</i></p> <p><i>NIF driver: Curriculum and assessment</i></p> <p><i>UNCRC: Article 29 – Aims of education. “Children’s education should fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people’s rights, cultures and differences.”</i></p> <p><i>GME Rationale</i> <i>In best practice learners are supported by fluent speakers, other schools and ELC seetings, colleges, community learning and development, families and Gaelic organisations. The makes Gaelic Medium education a responsibility for all and recognises the learning does not only take place in the classroom and playroom -4.4 Ed Scotland Advice on GME</i></p> <p><i>Our school values of Safe, Kind and Respected are permeated through the CPI Guiding Philosophy of “Care, Welfare, Safety, Security“ the training supports our school values by supporting staff to access a “non-harmful behaviour management system designed to help professionals in any setting to provide the best possible Care, Welfare, Safety and Security of individuals presenting a range of crisis behaviours”- CPI participant workbook 2021</i></p>
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What actions are required to reach the desired outcome?		Who	When
<ul style="list-style-type: none"> GME pupils will take part in Outdoor Learning opportunities using the Gaelic language. This will predominantly be through activities and workshops facilitated by Spòrs Gàidhlig and in partnership with Kilmarnock Academy staff and pupils <i>*this target has been carried over from last session due to restructuring within Spòrs Gàidhlig*</i>. EA Gaelic Language Plan 2023 – 2028 As CLPL, cascade the CPI Safety Intervention training to all SanCN staff to support reduction of frequency and intensity of dysregulated behaviour, including a focus on staff wellbeing. (ESIP3.1) 		All SNCN staff in partnership with Kilmarnock Academy and Spòrs Gàidhlig.	Oct 24
		L Abercrombie & SanCN staff	Feb 25
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"> PEF Gaelic CA will promote the use of Gaelic language for all pupils in SNCN through supporting activities provided by Spòrs Gàidhlig. 	<ul style="list-style-type: none"> Almost all children will have the opportunity to engage in and use Gaelic out with the classroom setting. More than 90% of children will use Gaelic in different settings allowing them to develop their vocabulary and confidence. All children will have the chance to develop their social language skills. Improved links with the community and outside agencies that offer Gaelic services. Children will work with KA pupils and staff, building relationships and aiding transition. Through audits or accidents and incidents between academic sessions, we will see an improvement in the reduction of frequency and intensity of dysregulated behaviour. Staff will be (formally) supported on a termly basis through 'Supervision' type check in's with DHT. 	<p>All SNCN staff in partnership with Kilmarnock Academy and Spòrs Gàidhlig.</p> <p>DHT</p> <p>DHT & SanCN staff</p>	<p>Jun 25</p> <p>Monthly audits from Aug 24</p> <p>Oct 24</p>
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Evidence of Impact against outcomes for learners

- Children will engage in and use Gaelic out with the classroom setting and increase their vocabulary. This will be evidenced in their written and spoken Gaelic.
- Children will work with KA pupils and staff and agencies that offer Gaelic throughout the year. This will be evidenced through events that take place throughout the year.
- Through audits or accidents and incidents between academic sessions, we will see an improvement in the reduction of frequency and intensity of dysregulated behaviour.

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

<p>Improvement Priorities</p> <p>* All GME pupils will have access to appropriate resources and/or support to raise attainment and help close the poverty related attainment gap.</p> <p>*All children will be provided with a robust transition programme to support them from ECC to P1.</p>	<p>Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements</p> <p>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> <p><i>QI 3.2 Raising attainment and achievement</i></p> <p><i>NIF driver: Curriculum and assessment</i></p> <p><i>UNCRC: Article 28: A right to a good education</i> <i>Article 29 – Aims of education. “Children’s education should fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people’s rights, cultures and differences.”</i></p> <p><i>GME Rationale:</i> <i>Education authorities are required to identify, assess and provide for a child or young person’s additional needs. This requirement equally applies to children and young people in GME as it does to all children and young people in Scotland’ -2.32 Statutory Guidance for Gaelic Education- Bòrd na Gàighlig.</i> <i>It is essential to have effective transition arrangements in place for children and young people learning through the medium of Gaelic as they move from stage to stage- 11.1 Education Scotland Advice on GME</i></p>
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What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Staff will source/ adapt/ create a variety of resources to support our learners in GME who display a degree of additional support need in literacy and/or numeracy. Our staff will seek guidance from the East Ayrshire Support Team throughout this process. Provide all pre-school children (SanCN and other associated ECCs) transitioning to SNCN, access to a robust Transition programme following our recently published Early Level Transition Position Paper for GME. (ESIP4.1/4.2/4.5) 	SNCN staff	Jun 25
	SanCN & SNCN staff	Jun 25

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"> PEF Gaelic CA will support in creating new resources alongside SNCN teaching staff and will promote the use of these once in their final format. 	<ul style="list-style-type: none"> Almost all children accessing these Gaelic ASN resources will demonstrate improved attainment in literacy and/or numeracy. Almost all children transitioning to SNCN in Aug 25, will complete our full transition programme throughout the session. 	SNCN staff	Jun 25
		SanCN & SNCN staff	Jun 25

<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> Children who access Gaelic ASN resources will demonstrate improved attainment in literacy and/or numeracy, evidenced through monitoring and tracking. Children transitioning to SNCN in Aug 25, will be invited to our full transition programme throughout the session with attendance recorded at each event.
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N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

Summary of Improvement Plan

Our Leadership	Teaching and Learning Together
<ul style="list-style-type: none">• Collaborative working with other local authorities	<ul style="list-style-type: none">• Literacy improvements-focus on grammar in Gaelic
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
<ul style="list-style-type: none">• Outdoor Learning• Promoting positive behaviour	<ul style="list-style-type: none">• Additional support in GME• Transitions