

School Improvement Plan	Kilmaurs Primary School
Head Teacher	Miss Gillian Crawford
Date Submitted	Submitted to Head of Education on:
Session (Date when each year is written)	Written in June 2023

<p>School's/Centre's Vision and Values</p>	<p>Our vision: Everyone in our school community will work together to embed the values and code at the heart of our curriculum within our inclusive learning and teaching environment ensuring every individual learner will flourish. <i>(This was reviewed in May 2023)</i></p> <p>Our Values: Kind Proud Successful</p> <p>Our School Code: Be respectful. Be safe. Be proud. Be your best.</p> <div style="text-align: center;">  </div>
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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 parent bodies further associated to the school/centre.	✓

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 improvement and in the improvement activities specified	✓
HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs	✓
There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.	✓

Head Teacher Signature: *Miss Gillian Crawford*

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

Pupil Leadership Team has been created consisting of four P7 elected members.

Pupil Council –representatives from each class

Pupil Council Reps invited to attend a part of the PC meetings.

Community Leadership groups created to provide every pupil with a leadership opportunity.

On line questionnaires

Pupil Focus Groups (sample pupils)

Parent Focus Groups

Parental Engagement and Inclusion is featured heavily in all areas of our improvement plan for this session.

Article 12 - respect for children's views

Parent Council

Parent Forum – online surveys

Focus Groups

Parents included as part of community leadership groups

Informal Blethers

Random Sampling for views

Article 3 - best interests of the child

Article 5 – family guidance as children develop

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i> UNCRC – Article 28 (right to education) You have the right to education.</p> <p>Key Themes:</p> <ul style="list-style-type: none"> - High quality universal provision in planning, learning, teaching and assessment - Raising Attainment and achievement in literacy and numeracy <p>Learners will develop competency and fluency in all areas of numeracy, with a particular focus planning, learning, teaching and assessment in number processes.</p> <p>Learners will continue to develop their skills and fluency in reading and writing making use of the pedagogy implemented over the last two sessions and making use of the Kilmaurs Literacy Framework to support high quality learning, teaching and assessment in literacy. Working alongside EAC, we will strengthen our knowledge and understanding of Oracy and develop more robust and consistent approaches to planning, learning, teaching and assessment in Oracy.</p>		<p>Rationale for improvement priority based on evidence</p> <p>The ‘Raising Attainment in Literacy and Numeracy’ programme contains very clear methodology and strategies for teachers and pupils which supports consistency in learning, teaching and assessment.</p> <p>Previous improvement plans were focussed on improvements in reading and writing, which will continue to be an ongoing improvement priority. Although our end of session attainment levels of listening and talking are above 90% combined for P1-P7, we feel that our approaches to learning, teaching and assessment are not currently consistent or robust.</p> <p>Analysis of our end of session data shows that listening and talking data is lower at second level compared with early and first level and indicates a need to improve our consistency in our approaches to learning, teaching and assessment of listening and talking across all levels in order to ensure that our planning, learning and teaching is of a consistently high standard, and that our judgements on pupil attainment is based on reliable and robust evidence.</p>
<p>NIF Priorities</p> <p>Improvement in attainment, particularly in literacy and numeracy</p>	<p>NIF Driver</p> <p>Teacher Professionalism Parental Engagement School Improvement School Leadership Assessment of children’s progress</p>	<p>HGIOS/ HGIOSELCC QIs for self-evaluation</p> <p>1.1, 1.2, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2</p>

What actions are required to reach the desired outcome?	Who	When
<p><u>Raising Attainment in Literacy</u></p> <p>All teachers to engage in a series of planned moderation activities across our Education Group focussed on number processes or reading strategies.</p> <p>Introduce and implement whole school Talking and Listening learning, teaching and assessment approaches Carry out Listening & Talking self-evaluation to identify strengths and areas of development Begin the journey to become EA Communication Friendly Environment (EACFE) by achieving accreditation supported by SAC SaLT by adapting our environment and practice to become more inclusive and communication friendly.</p> <p>Access to the Self Evaluation Tools for EACFE Staff reflect on their own practice and work collaboratively with others to build capacity to meet the needs of learners; Collegiate time allocated to allow sharing of good practice to take place Introduce whole school assessment criteria and share this with parents, carers and pupils Talking and Listening assessment information will be used to inform teacher judgement during tracking periods and at end of session.</p> <p><u>Access to CLPL opportunities including -</u> Teaching Children to Listen/Attention & Listening Phonological Awareness Word Aware Why are visuals important for a Communication Friendly Environment? Talkboost Oracy</p> <p>Continue to monitor engagement and attainment progress in Bug Club reading - individually and as a class - to further support consistency in learning and teaching in reading and to improve attainment across all stages. Provide specific feedback and actions to class teachers, pupils and parents (if necessary) and identify next steps at class and individual level to improve engagement and attainment in reading. Use reading attainment data to identify children to take part in the Therapet, "Reading with Dogs" programme to improve engagement and attainment in reading.</p>	<p>Stewarton Education Group – ECC, Primary & Secondary schools</p> <p>Ariana Thomson – SALT Communication Champion/Literacy Lead Teaching staff & CAs Parents/cares and the wider community</p> <p>Ariana Thomson – SALT CC/Literacy Lead to attend the CLPL sessions to share information to the school team.</p> <p>Literacy Lead/DHT CT Learners Parents/carers</p>	<p>October 2023 February 2024 May 2024</p> <p>August 2023</p> <p>November 2023</p> <p>4 CLPL sessions – 1 per term for CC/Literacy Lead. At least one follow up session for staff team to engage with CLPL. Time in class to trial approaches and review impact.</p> <p>Monthly monitoring identify strengths and next steps – individual and class Therapet – September 2023</p>

<p>All classes will make use of SAC COW resources and continue to implement the approach, reading into writing. The EA Writing assessment tools will be used to involve learners in self and peer assessment of writing. Classroom displays will support the writing process.</p>	<p>CT Learners SLT – class observations & jotter monitoring</p>	<p>Ongoing throughout session; Monitoring calendar dates</p>
<p><u>Raising Attainment in Numeracy</u></p>		
<p>Establish a numeracy steering group to identify improvements in numeracy pedagogy, initially focussed on the Numeracy Across Learning document</p>	<p>SLT, Numeracy steering group staff, all teaching staff</p>	<p>September 2023</p>
<p>Provide CLPL on following key points from ‘Numeracy Across Learning’ document to support numeracy delivery across the school:</p> <ul style="list-style-type: none"> - active learning and planned, purposeful play - development of problem-solving capabilities - developing mental agility • frequently asking children to explain their thinking - use of relevant contexts and experiences, familiar to children and young people - using technology in appropriate and effective ways - building on the principles of Assessment is for Learning, including understanding the purpose and relevance of the activities • both collaborative and independent learning • making frequent links across the curriculum, so that concepts and skills are developed further - promoting an interest and enthusiasm for numeracy. 	<p>SLT and numeracy steering group</p>	<p>October 2023</p>
<p>Ensure robust gathering of evidence, tracking and monitoring of pupil’s attainment by SLT and CTs</p>	<p>SLT and all teaching staff</p>	<p>Dates in line with PLTA guidance, and QA calendar</p>
<p>Provide support and guidance to teaching staff to make better use of data gathered from SNSA assessments and use this data to plan next steps in learning</p>	<p>SLT and all teaching staff</p>	<p>February 2024</p>

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
Classroom Assistant will deliver targeted interventions to identified groups	<p>Assessment data will improve over time (attainment over time T&M system)</p> <p>SNSA data will show improvement in attainment</p> <p>CfE attainment will increase at all stages, and across targeted groups</p> <p>ELNMAT assessment in P1 will be used to show areas of strength and areas for focus; identifying children who may require immediate intervention</p> <p>Pupil focus group with SLT will show that pupils of different abilities will be able to discuss their learning and their progress in numeracy and maths.</p> <p>Regular tracking and data meetings with SLT will focus on key action points identified via assessments and professional dialogue.</p>	Class Teachers Classroom Assistants SLT	EAC – Tracking Periods (Oct, Jan, May)

Evidence of Impact against outcomes for learners.

LITERACY

- Children will be more attentive and demonstrate good listening skills.
- Use of attainment data to identify when a child needs support and identify an appropriate intervention.
- Pre and post scores will show impact for children identified from Teaching Children to Listen assessment tool following an appropriate intervention.
- To increase end of session attainment for listening and talking across Second level from 82% to 90-95%
- Children have opportunities to be involved in the planning of their learning.
- Children are involved in co-constructing the Learning Intentions and Success Criteria for different types of talking and listening activities, ensuring they have a clear picture of what success looks like and how to achieve it.
- Children able to give effective feedback to peers and suggest ways in which they can improve, using appropriate language/terminology.
- High Quality assessments created as part of the Planning, Learning, Teaching, Assessment cycle – focusing on group discussion or solo talks.
- Attainment in reading for P5 learners will increase by 12% from 63% (current P4 cohort) to 75+%.
- Use the Reading with Dogs Therapet programme to target pupils in P5 cohort with low levels of engagement and attainment in reading to increase their motivation and improve attainment in reading
- Attainment in writing for P5 learners will increase by 13% from 57% (current P4 cohort) to 70%+ (target) and for all other classes to achieve 75%-80% (target) in writing.
- SNSA data will be used to identify strengths and next steps for individual pupils in P1, P4 and P7 in reading and support teacher professional judgements in CFE data.
- Our Communication Friendly environment will support pupils' literacy development

NUMERACY

- Children will be more confident and fluent in numeracy.
- Children will be able to discuss learning more competently.
- Children's attainment will rise and data will show they are making progress.
- Attainment in numeracy for P7 learners will increase by 10% from 75%(current P6 cohort) to 85-90%.
- To increase end of session attainment in numeracy overall for P1-P7 from 79% to 85%
- The attainment levels for pupils in SIMD1-4 will improve in all areas of literacy and numeracy by at least 10%
- Children will have better learning experiences and opportunities in numeracy and maths.
- Children will be able to work more collaboratively with others.
- Children will apply mathematical thinking to different concepts.

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

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i> UNCRC - Article 1:- Everyone under the age of 18 has all the rights in the Convention.</p> <p>UNCRC Article 12:- You have the right to be listened to and taken seriously.</p> <p>UNCRC Article 24:- You have a right to the best health possible, to medical care and to information that will help you to stay well.</p> <p>Key Themes:</p> <ul style="list-style-type: none"> - Improved skills - Improved transitions between stages and establishments - Partnerships to develop skills and improve opportunities for positive destinations, including tracking and celebrating wider achievements of learners and families <p>Through delivery of our revised curriculum, our learners will be able to identify the meta skills they are developing, and through partnership with the Ayrshire Growth Deal will be able to link these skills to possible employment opportunities in their future.</p>		<p>Rationale for improvement priority based on evidence</p> <p>As part of our self-evaluation processes, we reviewed our vision, values and aims with all stakeholders in May 2023. We collaborated with our pupils, parents as staff to identify the key features to reshape our Kilmaurs Primary School Curriculum Design to ensure it was suitable and fit for purpose for the 21st century. Moving forward, we aspire to equip our young people with the knowledge and skills to work in a world where employment depends on transferrable skills to be applied in new and unfamiliar settings.</p> <p>Our curriculum rationale work during session 2022/23, highlighted positive destinations and employment opportunities available in the mid and long term, we now have a need to ensure that the skills needed to access these opportunities are taught explicitly in our school, and that our young people know what opportunities are available, for example through the Ayrshire Growth Deal.</p>
<p>NIF Priorities Improvement in employability skills and sustained, positive school leaver destinations</p>	<p>NIF Driver School improvement</p>	<p>HGIOS/HGIOSELCC QIs for self-evaluation 2.6, 2.7, 3.1, 3.2, 3.3</p>

What actions are required to reach the desired outcome?	Who	When
<p><u>Meta Skills for World of Work</u> Provide CLPL for staff on meta skills</p> <p>Facilitate professional discussion on how meta skills can be embedded within our curriculum, with a particular focus on IDL</p> <p>Establish a steering group to explore pedagogy of IDL and skills development, with feedback and discussion session for all staff.</p> <p>Establish connection with Ayrshire Growth Deal</p> <p>Identify areas/businesses which work within the 5 AGD programmes (Aerospace and space, energy circular economy and environment, tourism, community, and economic infrastructure) and explore opportunities to support and enhance learning within the classroom, pupil leadership groups, or assemblies.</p>	<p>HT and all teaching staff</p> <p>Identified teaching staff</p> <p>HT</p>	<p>September 2023</p> <p>September 2023</p> <p>Initial contact made June 2023, ongoing throughout session, as partnerships are developed</p>
<p><u>Wider Achievements:</u></p> <ul style="list-style-type: none"> - Liaise with external partners to provide extra-curricular activities for all stages across the school over the session. - Create a new progressive school wider achievement and recognition system to celebrate achievements both in and out of school. Use the information to target specific pupils and families who don't engage. - Review and re-promote school leadership roles e.g. junior leadership team, committee/community groups and opportunity to lead learning in class and across the school. - Provide opportunities to regularly share the wider achievements of the whole school and Pupil Leadership Groups with the whole school community at assembly and to share also with the parent council and the general parent body. - Develop a 'Job Vacancies' Board within the main corridor for pupils to apply for roles within the school via a QR Code. 	<p>SLT Class Teachers Active Schools</p>	<p>Implement August 2023; review termly</p>

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>Planning over long and mid-term shows meta skills being explicitly taught and also embedded within the delivery of IDL</p> <p>Pupils are able to talk about skills development and about the possible links to the world of work during focus groups with SLT</p> <p>Parents are more familiar with the job opportunities available through the Ayrshire Growth Deal.</p> <p>Record number of wider achievements in and out of school; individual, class and whole school Monitor and track pupils attending extra curricular activities.</p> <p>Identify and target pupils not attending.</p> <p>Increase pupil voice in leading learning; questionnaires/Microsoft Forms</p>	Class Teacher SLT-DHT	August 2023-ongoing across the session

Evidence of Impact against outcomes for learners.

Skills Development:

- Meta skills are planned for across the 3 planning blocks
- Skills being explicitly taught are visible within all learning environments
- Pupils are able to identify the skills they are developing and how they might be used in the world of work

Wider Achievement:

- Increased pupil confidence in discussing and showcasing their wider achievements in and outside of school.
- To monitor and track wider achievements for all learners to be able to identify pupils who are not experiencing or involved in wider achievements to aim to provide equality for all.
- To provide a wider range of after school activities across all stages of the school to develop skills for life, learning and work.
- Increased pupil voice and pupil participation of leading learning
- Increased communication and sharing of information with parents/carers. Parents/carers are knowledgeable on the work of the Pupil Leadership Groups and wider achievements.
- Skills for life, learning and work will be developed through the completion of job vacancy application forms for pupil leadership roles.

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

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i> UNCRC - Article 15:- You have the right to meet with friends and to join groups. UNCRC - Article 29:- Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p> <p>Key Themes:</p> <ul style="list-style-type: none"> - Respectful Relationships support a culture of wellbeing and high standards for all - Our practices meet the needs of all pupils <p><i>Our school culture and ethos are underpinned by our vision, values, aims and our approaches to Respectful Relationships.</i> <i>Working as a school community, we will embed the principles and practice underpinning 'Rights Respecting Schools' to maximise pupil voice and participation.</i> <i>Our learners and families will receive interventions that support their physical, social and emotional wellbeing, as well as improve their attainment and achievement.</i></p>		<p>Rationale for improvement priority based on evidence</p> <p>Feedback from our internal quality assurance and local authority visit highlighted strengths within our school including our polite, well-mannered and articulate pupils. Positive relationships between pupils and staff were evident in the majority of classes, and learners were engaged and responding positively in classes where learning was well planned.</p> <p>The feedback also highlighted the need to come together as a school community and develop collaborative and committed relationships to enhance high quality learning and teaching and the well-being of all. We will be supported by EAC Educational Psychology Team to develop a whole school approach to nurture.</p>
<p>NIF Priorities Improvement in children and young people's health and wellbeing</p>	<p>NIF Driver Teacher Professionalism School Improvement Parental Engagement Performance Information Assessment of children's progress</p>	<p>HGIOS/HGIOSELCC QIs for self-evaluation</p> <p>1.1,1.2,1.3,1.4 2.1,2.2,2.3,2.4,2.5,2.6,2.7 3.1,3.2</p>

What actions are required to reach the desired outcomes:	Who	When
<p><u>Developing positive, nurturing, collaborative and respectful relationships</u></p> <p>Work in partnership with Educational Psychology Team to implement, EAPS Relationships Framework and “Applying Nurture As A Whole School Approach” (Education Scotland) with all staff (teaching and non-teaching)</p> <p>Educational Psychology Team to deliver a bespoke training programme for our school needs</p> <p>All staff (teaching & non-teaching) to complete a whole school readiness checklist and individual readiness checklist.</p> <p>All Staff (teaching & non-teaching) to self-evaluate and complete Teacher Staff Questionnaire or Non-Teaching Staff and Support Assistant Questionnaire.</p> <p>Observation Profiles of each classroom and the school environment to be completed</p> <p>Collate information to identify strengths and development needs</p> <p>Develop calendar of CLPL in partnership with Educational Psychologist that supports the development of collaborative and committed relationships across the school</p> <p>For all staff to have a nurturing approach to help support attendance at school.</p>	<p>Educational Psychology Team All staff (teaching & non-teaching)</p>	<p>August 2023 – further CLPL dates to be confirmed by EAPS.</p>
<p><u>Glasgow Motivational Wellbeing Profile (GMWP)</u></p> <p>Pupils across the whole school will complete the GMWP survey in October 2023.</p> <p>In partnership with EAPS, an adapted GMWP survey will be created and completed by all staff as a measure for staff wellbeing.</p> <p>Build on previous work on GMWP to fully embed it across the whole school. Teaching staff will be supported by SLT to develop confidence in analysing the survey data and to identify appropriate support interventions at class and individual level. Staff surveys will be analysed by SLT and support interventions will be put in place if necessary.</p> <p>Implement interventions.</p>	<p>Pupils</p> <p>SLT All staff</p> <p>SLT. Class Teacher – to analyse and embed survey results with SLT.</p>	<p>October 2023</p> <p>October 2023</p> <p>October 2023</p> <p>October/November 2023</p>

<p>Re-issue staff and pupil surveys in May 2023 and compare data to measure the impact of any interventions used at class, individual and school level.</p> <p>Use other assessment approaches for health and wellbeing such as HWB webs, Boxall Profile to identify learner needs and appropriate interventions and measure impact at regular intervals.</p> <p><u>P7 Playground Wellbeing Champions</u> Embed Restorative Conversation Training provided last session to empower Primary 7 Wellbeing Champions to use restorative approaches to support children's abilities to regulate and solve conflict issues in the playground.</p> <p>Devise a rota for Primary 7 Wellbeing Champions to assist in playground and provide Wellbeing Champions with a cap for ease of identification in the playground for the other pupils.</p> <p>Work in partnership with pupil Wellbeing Champions to develop systems to track and monitor restorative conversations, as well as processes for reporting concerns to SLT. Work together to identify what the pupils think will make the project a success.</p> <p>CA to monitor and facilitate restorative discussions (if necessary)</p> <p>P7 pupils/CA to keep a written log of incidents using a template with the 5 restorative questions to guide and support conversations.</p> <p>P7 Wellbeing Champions to meet fortnightly with Classroom Assistant and SLT to discuss and review the successes and the challenging aspects of the HWB Champion role and work together to find resolutions to improve the success of the project.</p> <p><u>Meeting Learners Needs:</u> Review, evaluate and improve the quality of ASN planning across the school by offering CLPL and modelling practice to write SMART targets.</p> <p>Support staff to think creatively using a wide variety of strategies /supports/interventions/adaptations to meet the needs of all learners within the classroom environment</p>	<p>SLT All staff Pupils</p> <p>SLT Class Teachers</p> <p>P7 Wellbeing Champions Classroom Assistant</p> <p>DHT Class Teacher</p> <p>DHT Classroom Assistant</p> <p>DHT</p> <p>SLT</p>	<p>February 2023 (review interventions) May 2023 (compare data)</p> <p>PLTA Meetings - Tracking Periods (Oct, Jan, May) Responsive to pupil needs</p> <p>September 2023</p> <p>September 2023</p> <p>September 2023</p> <p>Ongoing throughout the session Jan/Feb review</p> <p>Fortnightly</p> <p>January 2024</p> <p>PLTA meetings –Oct, Jan, May Ongoing throughout the session</p>
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<p>Concentrate targeted interventions for selected pupils to close the gap in attainment – Young Carers, SIMD 1-4 V SIMD 5-10</p> <p>Continue to carefully monitor and evaluate the impact of interventions.</p> <p>Continue to use Classroom Assistants to support pupils in the classroom and playground.</p> <p>Develop our approaches to Inclusive Practise, including a new Dyslexia policy to support staff to meet the needs of all pupils through effecting teaching and learning</p> <p>Targeted sports/activity clubs for pupils who require additional support to attend wider achievement opportunities</p> <p><u>UNCRC:</u> All staff will participate in Rights Respecting schools training. This will cover a breadth of professional learning including the Convention’s articles and making use of the four RRSA standards to put children’s rights at the heart of our school’s practice.</p> <p>RRS lead will develop a clear rationale for RRS across the school with consistency of approach.</p> <p>RRS lead will set up a steering group of young people and adults to lead and monitor the progress of the award.</p> <p>RRS principles and practices will be embedded into school ethos to support children across the school.</p> <p>Pupils will develop their confidence through their experience of an inclusive rights respecting school community, play an active role in their own learning and speak and act for the rights of all to be respected locally and globally.</p> <p>Teachers will make links between rights and responsibilities and relate to GIRFEC, ensuring children rights and the impact on well-being.</p> <p>Embed SHANARRI indicators across the whole school and the importance of all indicators as part of positive wellbeing.</p> <p>Link activities to school values, whole school assemblies and pupil leadership groups.</p>	<p>Class Teachers Inclusive practice lead teacher</p> <p>Inclusive Practice pupil group</p> <p>All staff RRS Lead RRS Pupil Group</p> <p>DHT - assemblies</p>	<p>Jan/Feb review</p> <p>August 2023 - Ongoing throughout the session Jan/Feb review</p> <p>Ongoing throughout the session</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
PEF funded classroom assistant will be part of the RRSA steering group	<p>The majority of pupils and staff can briefly describe some of the Convention's articles and how these affect children's lives, as well as understand that the Convention applies to every child, everywhere, all the time.</p> <p>Planning will show increased opportunities for learning about rights locally and globally.</p> <p>Some assemblies will focus on the Convention and children's rights. Displays about RRSA and the Convention are prominent in the school.</p> <p>School ethos will improve and we will see the positive impact of these actions on children, young people and staff. This is evidenced through questionnaires.</p>	<p>SLT Teaching Staff Classroom Assistants</p> <p>Class Teachers</p> <p>SLT Class Teachers Pupils</p> <p>SLT Class Teachers Pupils</p>	<p>January 2024</p> <p>September 2024</p> <p>August 2023 – ongoing throughout session</p> <p>January 2024</p>

Evidence of Impact against outcomes for learners.

Developing positive, nurturing, collaborative and respectful relationships

- All staff will have a nurturing ethos and understand the link between positive HWB and attainment. Environments and relationships will be emotionally supportive, predictable, reliable and consistent, children will feel safe and secure.
- All staff will apply nurturing approaches in their interactions with children to promote positive relationships, support behaviour, wellbeing, attainment and achievement.
- Track and monitor HWB for each pupil.
- Class observations highlight evidence of the 6 Nurture Principles – identify strengths and development needs within each class.

GMWP

- Appropriate children will be identified in relation to required interventions to ensure appropriate supports are put in place.
- Comparative data from October and May surveys will reflect the nurturing ethos and culture that exists across the school and where necessary, appropriate interventions will be implemented.
- The survey results in May 2024 will show a positive impact in the areas targeted for improvement in terms of wellbeing for pupils and staff.
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P7 Wellbeing Champions

- Children will be confident to approach the P7 Wellbeing Champions to help them to resolve conflict issues in the playground. Only serious incidents will be passed on to SLT.
- Clear policies and processes will have been developed in partnership with pupil wellbeing champions, which are being consistently implemented across break times.
- P7 pupils will deliver the Restorative Conversation Training to the next P7 cohort with the support of a Classroom Assistant to establish new P7 Wellbeing Champions for session 2024-2025.

UNCRC:

- Children will be able to discuss the curriculum rationale and why it is unique to Kilmaurs PS. They will be confident in talking about our Vision, Values and Aims, and model rights respecting language and attitudes.
- Pupils will lead the process and document progress.
- Pupils should feel empowered and be able to confidently represent their peers and share the thoughts of the collective group.
- Children will further develop a rights respecting attitude and use associated language.
- Teachers will plan opportunities for pupils to learn about the UNCRC and its importance to the well-being of children and young people locally and globally.
- Assemblies will have a strong focus on how the UNCRC impacts our school community both locally and globally
- Children's views are considered in matters relating to them.
- Their views are sought and recorded on our GIRFEC paperwork.
- Almost all pupils will attempt to resolve conflicts and seek consensus (using Restorative Approaches), building on work from session 22/23
- Almost all pupils will be able to speak knowledgeably and confidently about their rights and the SHANARRI indicators.

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

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i> UNCRC - Article 12 You have the right to an opinion and for it to be listened to and taken seriously. UNCRC - Article 17 You have the right to collect information from the media – radios, newspapers, television, etc. – from all around the world. You should also be protected from information that could harm you. UNCRC - Article 29 You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people’s rights and values and to respect the environment.</p> <p>Key Themes: - Improved universal provision of planning, learning, teaching and assessment across the curriculum - Specific focus on identified targeted groups, including those from SIMD 1-4, and, those identified as young carers.</p> <p>Learners will experience a universal curriculum delivery which will be consistently high for all across all curricular areas, and planning, learning, teaching and assessment will be in line with our refreshed curriculum rationale.</p>		<p>Rationale for improvement priority based on evidence</p> <p>During session 2022/23, we have refreshed our Curriculum Rationale to reflect the current local, national and international landscape. Our self-evaluation showed that our approaches to planning and curriculum delivery does not support the features of our rationale, and as such will need to be updated. A pilot programme of planning and curriculum design was implemented across staff and classes at first level during term 4 of session 2022/23.</p> <p>Our quality assurance procedures and also feedback from EAC Learning visit, indicated a need to improve approaches to monitoring the quality of learning, teaching and assessment to ensure it is consistently high across the school</p>
<p>NIF Priorities Closing the attainment gap between the most and least disadvantaged children</p>	<p>NIF Driver Assessment of children’s progress</p>	<p>HGIOS/HGIOSELCC QIs for self-evaluation 1.3, 2.1, 3.1, 3.2</p>

What actions are required to reach the desired outcome?	Who	When
Establish consistency throughout the school through implementing the updated 'Kilmaurs Commitment to Learning and Teaching' in all lessons.	SLT, all teaching and all support staff	Ongoing throughout session, as set out in quality assurance calendar dates
Continue a planned program of 'Pupil Progress Meetings' to track attainment and achievement, evaluate and review progress made by individuals and discuss next steps in supporting learning with class teachers taking more responsibility to analyse data.	SLT and all teaching staff	In line with PLTA calendar
Develop our approaches to individual target setting, making use of Learning Journals from P1-P7 to record targets and progress.	SLT, pupils, parents and staff	September 2023
Review our curriculum rationale and balance across all classes and stages	SLT and all teaching staff	September 2023
Implement cycles of school improvement which are clearly and closely linked to the priorities in the school improvement plan, and gather a wide range of evidence to support judgements on areas for improvement	HT and DHT	5 cycles cross session
Revise and modify the assessment calendar to ensure the correct data is being gathered at the most relevant time for teachers and learners.	HT and teaching staff	August 2023
Ensure staff use a variety of assessment approaches including AIFL to allow learners to demonstrate their knowledge and understanding	SLT, all teaching and all support staff	Ongoing throughout session, as set out in quality assurance calendar dates
Provide support for staff to reflect upon their learning, teaching and assessment with a focus on our Kilmaurs attainment gap of SIMD 1-4 V SIMD 5-10, and specific targeted groups for example, young carers.	SLT, all teaching and all support staff	October 2023 February 2024 May 2024
Identify, through PRD, two Leaders of Learning to participate in EAC Leaders of Learning Programme and lead activities during collegiate sessions.	HT, teaching staff	June/Aug 2023
Continue to use diagnostic assessments to support teacher judgement and identify next steps in learning	SLT and all teaching staff	Ongoing throughout session

<p>Further support staff to analyse data, looking at key trends and next steps for learning and teaching.</p> <p>Begin to embed the new skills-based curriculum framework and planning across all curricular areas and support staff to meet the needs of all.</p> <p>Promote meta skills across the curriculum. Embed new skills-based curriculum to provide high quality, differentiated programmes of work for all pupils.</p> <p>Improve the quality of learning and teaching to include more creative and innovative teaching methodologies, including the use of digital technologies.</p> <p>Audit and improve class learning environments to ensure that learners have the opportunity to be independent.</p> <p>In all classes, meeting learner's needs is achieved through the use of differentiated work programmes to support quality classroom management.</p> <p>Through continued involvement in the Scottish Government 121 device pilot, enhance the use of Digital Technologies in Literacy and Numeracy lessons to support and challenge children in their learning</p>	<p>SLT and all teaching staff</p> <p>SLT and all teaching staff</p> <p>SLT, identified curriculum leads, P6 and P7 staff</p> <p>SLT, teaching staff and ed psychologist (C.Ferguson)</p> <p>SLT, G.Neilson (IT), Kilmaurs IT champion, digital champions steering group, P6 and P7 staff, all teaching staff</p>	<p>August 2023, January 2024, March 2024</p> <p>Ongoing throughout session</p> <p>Ongoing throughout session, and dates in line with QA calendar</p> <p>QA cycle 1 – August2023-October 2023</p> <p>November 2023-May 2024</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
PEF funded classroom assistant will provide targeted interventions for learners	Teachers detailed planning will improve as a result of consistent approach to learning, teaching and assessment with the implementation of a new focus on planning for skills across the curriculum.	PEF funded classroom assistant Impact tracking from DHT	Ongoing throughout session Reviewed at the end of an intervention block, eg.6/8 weeks

	<p>Staff will be supported to be data literate – this will support pupil progress.</p> <p>Staff will have clear understanding of our assessment calendar and will develop their ability to use the data more rigorously to identify strengths and areas for development for all pupils. This will improve attainment for all.</p> <p>Pupils will have increased involvement in planning learning, teaching, and assessment improving pupil engagement with tasks.</p>		
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Evidence of Impact against outcomes for learners.

- A range of pupil evidence showing depth and application of practice including; learning walks, classroom observations, pupil's views, parent views, planning tracking and monitoring, jotter audits, floor books, staged intervention plans and intervention trackers will support staff professional judgement, SLT oversight and improve learning, teaching, and assessment.
- Teaching and learning opportunities will become more creative and progressive as observed through quality assurance work.
- ACEL data will improve at each tracking period
- Data analysis will improve evidenced through robust discussions at data meeting and staff professional dialogue and feedback at pupil progress and tracking meetings.
- Pupil survey results will evidence increased pupil engagement in learning.
- Pupils will be able to work both at school and at home on targets to help them improve their attainment.



Kilmaurs Primary School Summary of School Improvement Priorities for Session 2023/2024



Raising Attainment, particularly in Literacy and Numeracy	Increase in sustained positive destinations and employability skills
<p><i>UNCRC – Article 28 (right to education) You have the right to education.</i></p> <p>Key Themes:</p> <ul style="list-style-type: none"> - High quality universal provision in planning, learning, teaching and assessment - Raising Attainment and achievement in literacy and numeracy <p>Learners will develop competency and fluency in all areas of numeracy, with a particular focus planning, learning, teaching and assessment in number processes.</p> <p>Learners will continue to develop their skills and fluency in reading and writing making use of the pedagogy implemented over the last two sessions and making use of the Kilmaurs Literacy Framework to support high quality learning, teaching and assessment in literacy. Working alongside EAC, we will strengthen our knowledge and understanding of Oracy and develop more robust and consistent approaches to planning, learning, teaching and assessment in Oracy.</p>	<p><i>UNCRC - Article 1:- Everyone under the age of 18 has all the rights in the Convention.</i></p> <p><i>UNCRC Article 12:- You have the right to be listened to and taken seriously.</i></p> <p><i>UNCRC Article 24:- You have a right to the best health possible, to medical care and to information that will help you to stay well.</i></p> <p>Key Themes:</p> <ul style="list-style-type: none"> - Improved skills - Improved transitions between stages and establishments - Partnerships to develop skills and improve opportunities for positive destinations, including tracking and celebrating wider achievements of learners and families <p>Through delivery of our revised curriculum, our learners will be able to identify the meta skills they are developing, and through partnership with the Ayrshire Growth Deal will be able to link these skills to possible employment opportunities in their future.</p>
Ensuring the health and wellbeing of all young people	Closing the poverty related attainment gap
<p><i>UNCRC - Article 15:- You have the right to meet with friends and to join groups.</i></p> <p><i>UNCRC - Article 29:-Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</i></p> <p>Key Themes:</p> <ul style="list-style-type: none"> - Respectful Relationships support a culture of wellbeing and high standards for all - Our practices meet the needs of all pupils <p><i>Our school culture and ethos are underpinned by our vision, values, aims and our approaches to Respectful Relationships.</i></p> <p><i>Working as a school community, we will embed the principles and practice underpinning 'Rights Respecting Schools' to maximise pupil voice and participation.</i></p> <p><i>Our learners and families will receive interventions that support their physical, social and emotional wellbeing, as well as improve their attainment and achievement.</i></p>	<p><i>UNCRC - Article 12 You have the right to an opinion and for it to be listened to and taken seriously.</i></p> <p><i>UNCRC - Article 17 You have the right to collect information from the media – radios, newspapers, television, etc. – from all around the world. You should also be protected from information that could harm you.</i></p> <p><i>UNCRC - Article 29 You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.</i></p> <p>Key Themes:</p> <ul style="list-style-type: none"> - Improved universal provision of planning, learning, teaching and assessment across the curriculum - Specific focus on identified targeted groups, including those from SIMD 1-4, and, those identified as young carers. <p>Learners will experience a universal curriculum delivery which will be consistently high for all across all curricular areas, and planning, learning, teaching and assessment will be in line with our refreshed curriculum rationale.</p>

