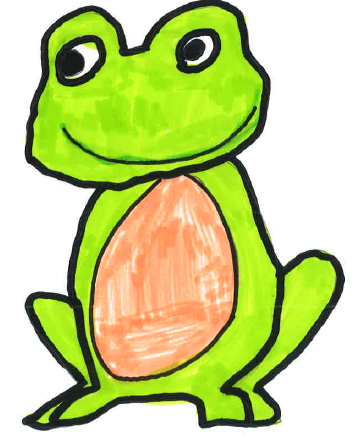
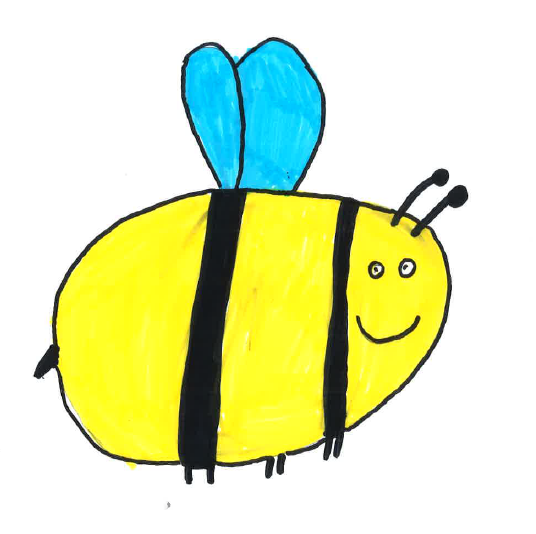
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Family

&

Respect Honesty Friendship

Sorn Primary School

Establishment Improvement Plan

2023/24

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| School Improvement Plan | Sorn Primary School |
| Head Teacher | Jennifer MacKay |
| Date Submitted | Submitted to Head of Education on: June 2023 |
| Session  (Date when each year is written) | 2023/2024 |

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| School’s/Centre’s Vision and Values | In the session 2021 / 22 we worked together, as a whole school community, to build our school vision, values and aims.  **Our Vision**  **‘We are cared for, grateful, positive and healthy and we can become anything we put our minds to. We dare to be AMAZING!’**  **Our Values**  We spent a long time discussing our values and making them unique to our setting. They are ‘**respect, honesty, family and friendship’** and they permeate through everything we do.  **Our Aims**  We wanted our school aims to be memorable, relevant and child friendly. We decided to use the format of what you will see when you walk into our school.  **When you walk into Sorn Primary School you will see…**   * **smiles and hear laughter – happiness is our number one priority!** * our pupils enjoying **creative, exciting and engaging learning** experiences which are based on delivering a **broad, balanced and relevant** curriculum. * we are **not afraid of failing** or getting things wrong, we know that these are signs that we are learning. **We love a challenge!** * we **respect** each other’s **beliefs and opinions**. We know that we can **agree to disagree** about things but we always **value other people’s thoughts and feelings** and we remain **open to new ideas**. **We respect everyone equally!** |

In line with the Standards in Scotland’s Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

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| **Consultation on improvement plan includes the following stakeholders:** | **Completed** |  | **Content of plan** | **Completed** |
| Children and Young People |  |  | Takes account of strategic priorities outlined in the education authority’s Annual Plan. |  |
| Parent Council and Forum |  |  | Takes account of the strategy for parental involvement under section 2 (4A) |  |
| Teachers, practitioners and ALL school/centre staff |  |  | An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people. |  |
| Volunteers/ Community partners |  |  | Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff |  |
| Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre. |  |  | 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 |  |
| Head Teacher Signature:  Jennifer MacKay |  |  | There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage. |  |

**Pupil and parental strategic involvement**

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| *For session 2023-24 , please describe below how children and young people will be involved in decisions relating to the operation of the school/centre* | *For session 2023/24 please describe below how parents will be involved in decisions relating to the operation of the school/centre* |
| Every young person in Sorn Primary School was involved in the consultation and creation of this session’s School Improvement Plan. The children’s views regarding our strengths and areas for development are collected throughout the school year using:  HGIOurS Theme discussions utilised to collect pupil voice  Curriculum Framework consultation  House / Vice Captain responsibilities across the school  Pupil focus groups & monthly sharing of work with HT  Assemblies – including questionnaires and self-evaluation  Daily conversations between children and staff focusing on wellbeing indicators and values | Parent Council  Open Afternoons  Curricular workshops  Glow Forms/Sway  Parent/Teacher Conferences & Feedback  SIP consultation  HGIOS consultation  Curriculum Framework consultation  HT Weekly Newsletter and updates |

Link to PEF Spend & Forecast Tool:

[PEF Spend Forecast](https://glowscotland-my.sharepoint.com/:x:/r/personal/eaeducation_central_glowmail_org_uk/_layouts/15/doc2.aspx?sourcedoc=%7BD0A380F6-A383-417C-88E6-087EC29144D9%7D&file=EAC%20PEF%20Spend%20%26%20Forecast%20Tool%20-%20Sorn%20Primary%20School%20-%20Copy.xlsx&action=default&mobileredirect=true&DefaultItemOpen=1)

(N.B. This will be removed from the parent & pupil audience friendly version of the SIP)

Links to self-evaluation documentation:

[Parent Carer HGIOUS Evaluations June 2023](https://sway.office.com/MoMUGVuNRA45lEOB?ref=Link)

[Pupil School Evaluation Session 2022/23](https://sway.office.com/ValsxZOyn7TBStdV?ref=Link)

[Staff School Evaluation Session 2022/23](https://sway.office.com/0Q97Z9t1KHhQPQDc?ref=Link)

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | **Raising Attainment, particularly in Literacy and Numeracy**  Improved outcomes in Numeracy for all learners.  By May 2024 there will be improved attainment in numeacy of identified learners in Primary 2-7, resulting in most (75-90%) of children being ‘on track’ in relation to their national expectation.  *UNCRC Article 28 You have the right to an education* | | **Rationale for improvement priority based on evidence:**  Attainment levels in Numeracy for the academic year 2022/23 showed 62% of learners being ‘on track’ or ‘exceeding’ in relation to their national expectation.  SNSA data over the last two academic years has shown significant variation in terms of attainment and areas in Numeracy which appear to be weaker across the whole school. | |
| **NIF Priorities**  Improvement in attainment, particularly in literacy and numeracy | | **NIF Driver**  Teacher Professionalism  Curriculum and Assessment  School Improvement  Parental Engagement | | **HGIOS/ HGIOSELCC QIs for self-evaluation**  1.1, 1.2, 1.3, 1.5  2.2, 2.3, 2.4, 2.5  3.2 |

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| **What actions are required to reach the desired outcome?** | **Who** | **When** |
| * Audit of all numeracy resources and evaluation of impact of resources on learner’s attainment. | HT & Teaching Staff | Dec 2023 |
| * Work with self-evaluation results from 2022/23 to implement required improvements to planning documentation and use of progression pathways. | HT & Teaching Staff | Oct 2023 |
| * Engage in CLPL opportunities for all practitioners in relation to planning, learning, teaching and assessment through the three year cycle – see Priority 4. | HT, Teaching Staff & CA | June 2023 |
| * Whole staff professional reading – Jo Boaler ‘Mathematical Mindsets’. | HT, Teaching Staff & CA | June 2023 |
| * Continue to develop and embed conceptual understanding of number pedagogy for the delivery and progression of numeracy and mathematics to increase attainment outcomes. | HT, Teaching Staff & CA | June 2023 |
| * Continue to develop consistent and robust assessment and assessment analysis in Numeracy and Mathematics. | HT & Teaching Staff | June 2023 |

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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** |
| The establishment of a consistent approach to gathering assessment evidence which will include GL Assessments. | Clear assessment evidence protocol which provide pupils with clear personalised targets. | HT & Teaching Staff | June 2023 |

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| **Evidence of impact against outcomes for learners.**   * Improved attainment in Numeracy and Mathematics across all stages. * Most (75-90%) of learners in P2-7 are on track or exceeding in relation to the national expectation. * Consistently high quality approaches to the delivery of numeracy and mathematics with high expectations and standards. * Improved staff knowledge and understanding with regards to the pedagogy and conceptual understanding of numeracy and mathematics. |

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

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | **Increase in sustained positive destinations and employability skills.**  To further develop the course which introduces the World of Work and Developing the Young Workforce through a dedicated World of Work Week.  To continue to embed the digital technology skills lessons alongside cross curricular learning.  *UNCRC Article 29 You have the right to an 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.* | | **Rationale for improvement priority based on evidence**  Following a very successful ‘World of Work Week’ 2022/23 feedback from pupils and parents highlighted the impact it had on the children as being extremely positive. As this was the first time the school has undertaken this event we scrutinised the children’s evaluations and realised that they were very keen to further extend the week to include more focus on transferable skills and creating skills pathways.  We have seen a significant improvement in the pupils use of digital technologies this term but the teaching staff are still aware of many gaps in the children’s skills and understanding and are keen to continue to use weekly ‘Masterclass’ lessons to build on last year’s work. | |
| **NIF Priorities**  Improvement in employability skills and sustained, positive school leaver destinations | | **NIF Driver**  School improvement | | **HGIOS/HGIOSELCC QIs for self-evaluation**  **1.1, 1.2, 1.3, 1.5**  **2.2, 2.3, 2.4, 2.5, 2.6, 2.7**  **3.1, 3.3** |

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| **What actions are required to reach the desired outcome?** | **Who** | **When** |
| * Using evaluations from staff, pupils and parents following World of Work Week 2022/23 identify areas the school community has highlighted to extend. | Whole School Community | June 2024 |
| * Embed the ‘Key Transferable Skills’ document and begin to use it in planning across the curriculum to emphasis the transferability across the curriculum. | HT & Teaching Staff | June 2024 |
| * Continue to build links with local community and wider world to further develop children’s knowledge and experience with relation to developing the young workforce. | HT & Teaching Staff | June 2024 |
| * Assess and evaluate children’s skills and knowledge in terms of digital technologies and use this to plan increased challenge and breadth through both Masterclasses and interdisciplinary learning experiences. | HT & Teaching Staff | June 2024 |

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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 Funding does not extend to this priority.** | | | |

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| **Evidence of Impact against outcomes for learners.**   * Further development and redesign of ‘World of Work Week’ will be undertaken to reflect evaluations from pupils, parents and teachers. * Learners will further broaden their understanding of different career opportunities and what they will require to access these opportunities. * Learners will have a clear understanding of transferable and non-transferable skills and what this means in terms of their ability to undertake work in the future. * Learners will be assessed at the start and end of the session to ascertain their individual learning pathway in digital technology and to evaluate their learning. |

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

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | **Ensuring the health and wellbeing of all young people**  Developing a whole school approach to supporting wellbeing.  *UNCRC Article 1 Everyone under 18 has all of these rights.*  *UNCRC Article 24 You have the right to the best health possible and to medical care and information that will help you stay well.* | **Rationale for improvement priority based on evidence**  We are continuing to see significant numbers of pupils struggling with mental, social and emotional wellbeing often displayed as difficulties with self-regulation strategies, emotional language and increased dysregulated behaviour.  Over 20% of children in session 2022/23 have been referred on to partner agencies for ell-being support. |
| **NIF Priorities**  Improvement in children and young people’s health and wellbeing. Placing the human rights and needs of every young child and young person at the centre of education. | **NIF Driver**  **School Leadership**  **Teacher Professionalism**  **School Improvement** | **HGIOS/HGIOSELCC QIs for self-evaluation**  **1.1, 1.2, 1.3, 1.4**  **2.1, 2.2, 2.3, 2.4, 2.5, 2.7**  **3.1** |

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| **What actions are required to reach the desired outcome?** | **Who** | **When** |
| * Improved approaches to tracking and monitoring children’s progress in H&WB to ensure needs are being met and progress can be clearly identified. Introduce the use of the Glasgow Motivation and Wellbeing Profile to support this. | All staff | June 2024 |
| * Continue to embed UNCRC and Rights Respecting Schools approaches to promote and realise children’s rights and values associated with this. Continue working towards Silver Accreditation of the Rights Respecting Schools Award. | All staff | June 2024 |
| * Develop and implement a ‘Communication Friendly Environment’ through training for all staff. Children’s mental health will be assessed at the beginning and end of the session to measure impact. | HT & Teaching staff | June 2024 |
| * Introduction of nurture areas in each room to help better support children in the class environment. | HT & Teaching Staff | June 2024 |

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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** |
| Purchase of sensory equipment for each classroom and for the outdoor area to support children with self-regulation. | A positive increase in children’s mental health profiles from the start of session to the end. | All Staff | June 2024 |

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| **Evidence of Impact against outcomes for learners**   * The Glasgow Motivation and Wellbeing Profile will be fully embedded as a means to assess children’s wellbeing. * Pupils will be able to describe their feelings and begin to identify triggers. * Pupils will be able to identify strategies for self-regulation or co-regulation. * Pupils and parents will be able to discuss the UNCRC and Rights Respecting Schools approach. |

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

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | **Closing the poverty related attainment gap**  To continue to develop a consistent, whole school approach to planning, learning, teaching and assessment.  *UNCRC Article 28 You have the right to an education.* | | **Rationale for improvement priority based on evidence**  Through a range of quality assurance procedures staff have identified a lack of consistency across planning, learning, teaching and assessing. Therefore development and quality assurance of PLTA is a priority. | |
| **NIF Priorities**  Closing the attainment gap between the most and least disadvantaged children | | **NIF Driver**  **School Improvement**  **Teacher Professionalism**  **Curriculum and assessment**  **Performance Information**  **School Leadership** | | **HGIOS/HGIOSELCC QIs for self-evaluation**  **1.1, 1.2, 1.3, 1.4, 1.5**  **2.2, 2.3, 2.4**  **3.1, 3.2** |

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| **What actions are required to reach the desired outcome?** | **Who** | **When** |
| * Development of 3 year improvement cycle which focusses on creating educational excellence across all subjects by using the foundations of planning, learning, teaching and assessment to ensure high quality delivery of the curriculum. | HT & Teaching Staff | Oct 2023 |
| * Use of the Moderation Cycle and the questions used to support professional dialogue to plan focus areas for discussion and action planning. | HT & Teaching Staff | June 2024 |
| * Education Group moderation project – working with other establishments in the Education Group to consider the aspects of moderation at planning, learning, teaching and assessment level. | Education Group | June 2024 |
| * Professional learning using, ‘The Teaching Delusion’ Bruce Robertson trilogy to support professional dialogue in collegiate time. | HT & Teaching Staff | June 2024 |

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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** |
| Training from ‘Talk for Writing’ to support professional knowledge and understanding.  The establishment of a consistent approach to gathering assessment evidence which will include GL Assessments. | Improved teacher confidence in teaching writing. Increase the percentage of identified learners achieving the expected level in writing from 62% to 80% by June 2024.  Clear assessment evidence protocol which provide pupils with clear personalised targets. | All staff | June 2024 |

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| **Evidence of Impact against outcomes for learners**  Clear three year improvement cycle established which shows how and when different elements of planning, learning, teaching and assessment will be examined, appraised and developed.  Increased consistency of high quality learning and teaching where staff and learners have shared expectations and high standards.  Through effective collegiate and collaborative working, good practice will be identified and shared resulting in improved pedagogy across all stages.  Staff will have an enhanced knowledge of assessment and moderation evidence to support planning, effective assessment and robust teacher judgements. |

**Summary of Improvement Plan**

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| **Raising Attainment, particularly in Literacy and Numeracy** | **Increase in sustained positive destinations and employability skills** |
| **Improved outcomes in Numeracy for all learners**   |  | | --- | | * Audit of all numeracy resources and evaluation of impact of resources on learner’s attainment. | | * Work with self-evaluation results from 2022/23 to implement required improvements to planning documentation and use of progression pathways. | | * Engage in CLPL opportunities for all practitioners in relation to planning, learning, teaching and assessment through the three year cycle – see Priority 4. | | * Whole staff professional reading – Jo Boaler ‘Mathematical Mindsets’. | | * Continue to develop and embed conceptual understanding of number pedagogy for the delivery and progression of numeracy and mathematics to increase attainment outcomes. | | * Continue to develop consistent and robust assessment and assessment analysis in Numeracy and Mathematics. | | **To increase and enhance opportunities for skills based learning**   |  | | --- | | * Using evaluations from staff, pupils and parents following World of Work Week 2022/23 identify areas the school community has highlighted to extend. | | * Embed the ‘Key Transferable Skills’ document and begin to use it in planning across the curriculum to emphasis the transferability across the curriculum. | | * Continue to build links with local community and wider world to further develop children’s knowledge and experience with relation to developing the young workforce. | | * Assess and evaluate children’s skills and knowledge in terms of digital technologies and use this to plan increased challenge and breadth through both Masterclasses and interdisciplinary learning experiences. | |
| **Ensuring the health and wellbeing of all young people** | **Closing the poverty related attainment gap** |
| **Developing a whole school approach to supporting wellbeing**   |  | | --- | | * Improved approaches to tracking and monitoring children’s progress in H&WB to ensure needs are being met and progress can be clearly identified. Introduce the use of the Glasgow Motivation and Wellbeing Profile to support this. | | * Continue to embed UNCRC and Rights Respecting Schools approaches to promote and realise children’s rights and values associated with this. Continue working towards Silver Accreditation of the Rights Respecting Schools Award. | | * Develop and implement a ‘Communication Friendly Environment’ through training for all staff. Children’s mental health will be assessed at the beginning and end of the session to measure impact. | | * Introduction of nurture areas in each room to help better support children in the class environment. | | **To continue to develop a consistent, whole school approach to planning, learning, teaching and assessment**   |  | | --- | | * Development of 3 year improvement cycle which focusses on creating educational excellence across all subjects by using the foundations of planning, learning, teaching and assessment to ensure high quality delivery of the curriculum. | | * Use of the Moderation Cycle and the questions used to support professional dialogue to plan focus areas for discussion and action planning. | | * Education Group moderation project – working with other establishments in the Education Group to consider the aspects of moderation at planning, learning, teaching and assessment level. | | * Professional learning using, ‘The Teaching Delusion’ Bruce Robertson trilogy to support professional dialogue in collegiate time. | |