

Carlibar Primary School and Campus

v2



Everyone Attaining, Everyone Achieving through Excellent Experiences

Three Year Strategic Overview

2023-24	2024-25	2025-26
Leadership and Management - How good is our leadership and approach to improvement?		
<i>Robust self-evaluation practices used by all staff, supported by effective leadership.</i>	<i>Pupil Voice: All children will report that they are able to influence positive change within the school</i>	<i>Empowerment of pupils parents and staff in school improvement</i>
Learning Provision – How good is the quality of care and education we offer?		
<i>Improved learner experience across the curriculum with a focus on STEM</i>	<i>Improved learner experience in mathematics</i>	<i>Curriculum has been developed by all stakeholder with a clear and relevant focus on skills</i>
Successes and Achievements – How good are we at improving outcomes for all of our learners?		
<i>Positive and understanding relationships exist between all resulting in pupils feel listened to and safe.</i>	<i>Rights Respecting Schools Award: focusing on Diversity and Inclusion</i>	<i>All principles of nurture are embedded. A trauma informed, inclusive school.</i>
<i>Improved attainment by at least 3% in literacy and mathematics</i>	<i>Improved attainment by a further 3% in literacy and mathematics</i>	<i>Reading ACEL: 77% Writing ACEL: 72% Talking and Listening: 77% Numeracy: 77%</i>
<i>Attendance rates will rise by at least 1.5% to 90.5%</i>	<i>Attendance rates will rise by at least a further 1.5% to 92%</i>	<i>Attendance rate of 93%</i>

Improvement Priorities 2023 - 2024

Leadership and Management	Learning Provision	Successes and Achievements
Systems and practices will be the highest standard to ensure pupils are safe and feel safe	To increase engagement and participation of pupils	Wellbeing support and differentiated approaches to pupils will improve resulting in: <ul style="list-style-type: none"> an increase in children engaged in their learning inclusive practices being evident across the school resilient children

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		an inclusive and enjoyable playground environment
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Leadership and Management - How good is our leadership and approach to improvement?

Priority – Collective Self Evaluation for Improvement

NIF Priority – Closing the attainment gap between the most and least disadvantaged children, Improvement in employability skills and sustained, positive school-leaver destinations for all young people, Improvement in Children's HWB

QIs – 1.1; 1.2; 1.3, 1.4

NIF Drivers – School leadership; Teacher and practitioner professionalism; Parent / Carer Engagement; Curriculum and Assessment; School and ELC improvement

LIP Expected Impact & Outcomes – An increase in activities which support prevention, improve outcomes and reduce inequalities. An ethos of high expectations. Increase in employability skills. Higher levels of parental engagement with improved communication, collaboration and consultation in the life of the school

Impact & Outcomes	Action	Personnel	Timescales	Resources	Monitoring / Evaluation / Measures
Our vision, values and aims will evolve as a result of all staff, parents and learners being involved in ongoing self-evaluation activities.	<ul style="list-style-type: none"> Focused self-evaluation against Qi 1.1, 1.2, 1.3 involving all staff to support leadership of change Creation of Inclusion & Pupil Voice Working Party to allow pupils to be central to improvements 	Ian Gillies / SLT	Aug, Nov, Jan		Each member of SLT will be allocated a Qi to gather evidence and report on
		Annie McGauley / Jade Davis	Sept	£45, 000 (HWB)	ERC Pupil Questionnaire post evaluation May 2023
			March	Connecting Families Teacher	
The number of children who report feeling safe when at school will rise from 63% to at least 83%	<ul style="list-style-type: none"> Use of ERC Pupil Questionnaire will help teachers measure progress and focus interventions to best meet need Introduce Barrhead Cluster Wellbeing Tracker for ongoing monitoring of pupil wellbeing Regular House meetings/assemblies making use of wee HGIOS to allow successes to be shared and involve all learners All classes will lead at least one assembly and parents/families will be invited to help improve positive ethos between all stakeholders 	Ian Gillies/AMcG	Sept, Nov, Jan, March Aug → June		Barrhead Wellbeing Tracker Sept, Nov, Jan, March
		Ian Gillies/AMcG	Aug → June		Playground survey responses will record increased number of children enjoying the playground.
		M Braid	Aug → June		
		M Braid	Aug → June		Teachers will report more children being ready to learn
The number of children who feel their views are listened to and taken into account will rise from 63% to at least 83%	<ul style="list-style-type: none"> Regular pupil council meetings will be a vehicle for pupil voice Playground environment will be safe, relaxing, fun and enjoyable Adults will interact with children during playtime and lunchtime, facilitating play leading to happier more included children 	M Braid / KStevenson	Aug → June		
		M Braid / Jade Davis	Oct		
		M Braid / Jade Davis	Aug → June		
		Ian Gillies/M Braid			
	<ul style="list-style-type: none"> Clear systems and structures will support collaboration amongst staff Leadership and direction from all members of the senior leadership team will support a culture of critically reflective practice to support an looking inwards approach 	ALL SlT and staff			

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Learning Provision – How good is the quality of care and education we offer?

Priority – Ensure consistent high quality teaching, learning and assessment practices across the school.

Priority – Develop a curriculum that considers that totality of experiences across the 4 contexts and is relevant to the local and national context

NIF Priority – Improvement in attainment, particularly in literacy and numeracy, Closing the attainment gap between the most and least disadvantaged children, Improvement in employability skills and sustained, positive school leaver destinations for all young people

QIs – 2,2, 2,3

NIF Drivers – Parental engagement, Assessment of children's progress, School improvement

LIP Expected Impact & Outcomes- Improved reading, writing and mathematics throughout the years of the broad general education, An improvement in the attainment of disadvantaged children and young people, Higher levels of parental engagement in their children's learning and the life of the school

Impact & Outcomes	Action / Intervention	Personnel	Timescales	Resources	Monitoring / Evaluation / Measures
<p>By 2025, a renewed curriculum, with a focus on STEM and Skills, will be created which is relevant and has been shaped by all stakeholders</p> <p>Children will benefit from enhanced learner experience shaped by creative teachers using the 7 principles of curriculum design</p>	<ul style="list-style-type: none"> Staff will engage with Primary Cluster Programme (PCP) in STEM 2023-2024 to develop STEM curriculum Staff will use knowledge gained from PCP to create Curriculum Action Plan for 2025 Staff will have increased understanding of Curriculum through engagement with ERC Support and Guidance such as Curriculum: A vision for 2025 and other relevant professional reading and learning. Introduce Barrhead Skill Icons so that children can use the language of learning to discuss progress and know themselves as learners Teachers and pupils will utilise skills based approach to learning and teaching A professional inquiry approach between teachers to improve the quality of learning and teaching Staff will engage with ERC Excellent experiences and use learning from PCP to raise overall learning and teaching quality from good to very good 	<p>Michelle Braid (DHT) / Karen Stevenson</p> <p>Curriculum / Learning and Teaching Working Party</p>	<p>June 2024</p> <p>March 2023</p> <p>June 2023</p>	<p>Curriculum: A vision for 2025 and other relevant professional reading and learning.</p>	<p>Learning, Teaching and Curriculum Working group will be established with measurable action plan included</p> <p>Working group will create an action plan with time measures</p>
Pupil Equity Focus					
<p>The percentage of children in SIMD 1&2 or who receive FSM achieving the expected CfE level in reading, writing and numeracy will have increased to at least 71% (reading) and</p>	<p>Build on the development work of the Carlibar Attainment Team to continue develop coherence and consistency of approaches</p> <p>Embed an assessment framework for Reading and Writing will allow staff to increasingly understand learner progress and next steps</p>	<p>Jen Nisbet</p> <p>Jen Nisbet</p> <p>Jen Nisbet</p>	<p>Aug 2023 → June 2024</p> <p>""</p> <p>Aug 2023</p>	<p>£12,000 (PT)</p>	<p>Each member of SLT will be allocated a Qi to gather evidence and report on</p> <p>By May 2024 all pupils will have an increased reading age</p>

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<p>60% (writing), 69% (Mathematics)</p> <p>Overall attainment in reading will increase from 68% to at least 71% of:</p> <ul style="list-style-type: none"> children achieving the expected CfE level children on track to achieve the expected CfE level <p>The overall attainment in writing will increase from 67% to at least 70% of:</p> <ul style="list-style-type: none"> children achieving the expected CfE level children on track to achieve the expected CfE level <p>Overall attainment in Mathematics will increase from 66% to at least 69% of:</p> <ul style="list-style-type: none"> children achieving the expected CfE level children on track to achieve the expected CfE level 	<p>Create and assessment calendar to be shared with teaching staff will allow a consistent approach to tracking and monitoring</p> <p>Share consistent approaches to planning for progression in reading, writing and talking and listening</p> <p>Increased professional dialogue between practitioners and SLT focused on learning and teaching will lead to enhanced learner experiences, A robust Quality Assurance Framework will be embedded to ensure relevance and maximum impact on learner experiences,</p> <p>Staff and pupils will create a Carlibar High Quality Lesson based on ERC excellent experiences and will be shaped by all stakeholders- this will be used as a minimum standard of what pupils can expect during learning and teaching</p> <p>Create opportunities for mathematics to be included in the assessment framework and calendar to improve attainment</p> <p>Ongoing tracking and monitoring of pupil progress through dialogue, ongoing assessment and increased confidence in the use of Data paying particular focus to those children in SIMD1+2</p> <p>With strong SLT pastoral support, teachers will deepen critical reflective practices and take collective responsibility for the progress of all learners in their care</p> <p>Across the school, a consistent and evidence based approach to the teaching of literacy will be developed and understood by all stakeholders</p> <p>Develop a shared and consistent approach to addressing literacy difficulties within the classroom and through targeted interventions</p> <p>High quality approaches to learning and teaching in reading will be explored through a program of CLPL and professional inquiry</p> <p>Working alongside ERC Strategic Equity Fund, the Carlibar Attainment Team will develop a sustainable approach to learning and teaching in literacy</p> <p>An audit and evaluation of universal and targeted approaches in literacy will be undertaken in order to inform a clear rationale for sustainable future approaches</p> <p>Teachers will understand and embed Dyslexia and ASD Friendly Classroom and environments using CIRCLE resource and Dyslexia Scotland</p>	<p>Jen Nisbet</p> <p>HT</p> <p>M Braid / IGillies</p> <p>Learning, Teaching and Curriculum Working Party</p> <p>Attainment Team</p> <p>Attainment Team</p> <p>Pastoral Leads</p> <p>ERC Strategic EF Team / Attainment Team, LTC Team</p> <p>""</p> <p>""</p> <p>Attainment Team</p> <p>Karen Stevenson /</p>	<p>""</p> <p>Aug 2023 → June 2024</p> <p>Aug 2023 → June 2024</p> <p>Dec 2023</p> <p>Oct 2023</p> <p>Aug 2023 → June 2024</p> <p>Aug 2023 → June 2024</p> <p>Aug 2023 → June 2024</p> <p>Aug 2023 → June 2024</p> <p>Aug 2023 → June 2024</p> <p>Aug 2023 → June 2024</p> <p>By Dec 2023</p> <p>By Dec 2023</p>	<p>By Jan 2024 all pupils will have an increased writing score and a further increase by May 2024</p> <p>Standardised testing in P3, P5, P7 will increase by 2 points in reading</p> <p>CfE scores will demonstrate an increase</p> <p>Quality assurance procedures will evidence the school as performing very good against q.i 2.3 by May 2024</p>
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	<p>Dyslexia assessment practices will support pupils to progress in literacy and reduce barriers to learning</p> <p>Further develop a reading culture across the school by improving environmental spaces (classroom. Library, outdoors etc)</p> <p>Consistent school planning documents and will support staff to maximize the potential of all pupils and ensure consistent high standards across the school.</p> <p>Learners will benefit from a refreshed high-quality universal and targeted provision in literacy</p> <p>Children requiring additional support will have high quality individualised and meaningful progression pathways.</p> <p>All staff and pupils make effective use of refreshed staged intervention processes and ASN systems to ensure children and young people's needs are met. Renewed pupil friendly CWP's will be introduced. Clear ASN framework, procedures and calendar will be used to support staff and allow parents and learners to be fully involved.</p>	<p>Christine Cunningham</p> <p>M Braid / J Nisbet</p> <p>M Braid / J Nisbet / K Stevenson</p> <p>ERC Strategic EF Team / Attainment Team</p> <p>Annie McGauley / Pastoral Leads</p> <p>Annie McGauley Pastoral Leads</p>	<p>Aug 2023 → June 2024</p> <p>August 2023</p> <p>Aug 2023 → June 2024</p> <p>By</p>		
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Successes and Achievements – How good are we at improving outcomes for all of our learners?

Priority – To develop effective inclusive practices

NIF Priority - Improvement in children and young people's health and wellbeing

QIs – 3.1; 3.2; 3.3

NIF Drivers – Assessment of children's progress; School improvement; Performance information

LIP Expected Impact & Outcomes – Improved attainment in reading, writing and mathematics

Impact & Outcomes	Action	Personnel	Timescales	Resources	Monitoring / Evaluation / Measures
Pupil Equity Focus					
<p>Wellbeing support and differentiated approaches to pupils will improve resulting in:</p> <ul style="list-style-type: none"> an increase in children engaged in their learning inclusive practices being evident across the school resilient children an inclusive and enjoyable playground environment <p>Targeted approaches to pupils in SIMD 1&2 will improve resulting in :</p> <ul style="list-style-type: none"> an increase in children engaged in their learning inclusive practices being evident across the school resilient children an inclusive and enjoyable playground environment <p>Overall Pupil Attendance will increase from 89% to 91%</p> <p>Attendance of pupils in SIMD 1&2 and in receipt of FSM will increase to 91%</p>	A whole school relationships and restorative behavior policy will be written and published based on the work of last session's working party	Karen Stevenson/I Gillies (PT)	Oct 2023	HWB Coach (£40k)	All classes will use seasaw and parents will engage with this platform
	Staff will embed their understanding of the 6 principles of nurture in all aspects of our work	Puill Voice Inclusion Team	By March 2023	Acting PT x 2	Evaluation of CLPL will show increases in understanding and confidence amongst staff.
	Wellbeing support at targeted pupils in P4/5 will equip children with skills of self- management and resilience.	Jade Davis / Karen Stevenson	Aug 2023 → June 2024	Nurture Teacher	Class teacher observation / dialogue of how pupils transfer taught skills into challenging contexts
	Leuvens type scale will be developed to track engagement, resilience and readiness to learn	Inclusion Team	By October 2023		Decreased number of incidents in the playground causing distress
	Our playground environment will provide further opportunities to develop resilience and confidence in pupils. Children will enjoy break and lunchtimes and feel safe.	I Gillies / M Braid/ Jade Davis / A McGauley	Aug 2023 → June 2024		Children from targeted groups who completely engage in lesson will increase
	HWB Coordinator will provide opportunities for pupils to develop confidence and resilience through the development of universal and targeted approaches at p4/5	Jade Davis / Karen Stevenson / C Cunningham	By October 2023		Leuvens type scale will show improvements over the year and used to track and monitor
	Differentiated approaches will be used by all staff to support all children	SLT/Inclusion Team	By March 2024		Improved Boxall Scores
	CLPL will be provided to staff on Trauma informed Practice and the Principles of Nurture	SLT/Inclusion Team	By March 2024		Time taken for children from targeted groups to settle to curricular tasks will reduce
	Staff will know how to support children who have had adverse childhood experiences.	SLT/Inclusion Team	By March 2024		Increase families engaging with the school through parents night /phone calls / email / drop-in
	Refreshed attendance monitoring procedures will be embedded	M Braid	Aug 2023 → June 2024		Increased self-regulation strategies are used in classroom / playground in challenging situations

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The number of children who feel comfortable approaching staff with questions or suggestions will rise from 62% to 82%	Action plan will be developed with inclusion team and shared with staff to ensure almost all pupils feel comfortable to approach staff Staff CLPL on BOXAL Profile Tool	Inclusion Team K Stevenson			
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Summary of Interventions using PEF	
PEF Allocation	£ 113,925.
HWB Co-ordinator (Jade Davis)	
Acting PT Attainment Challenge (1FTE) (Jen Nisbet)	
Acting PT to support Inclusion (0.8fte)	
Nurture / Trauma Informed Practitioner (0.6fte) (Gill Neil with M.Esplin Back fill)	
Connecting Families Practitioner (0.4fte) (Kirsty Bryan to support parent voice)	
Resourcing HWB	
Total	£ 113, 925