

Isobel Mair School and Family Centre

Improvement Plan

2024 / 2025



Welcoming Creative Nurturing Ambitious
Valued Respected

Isobel Mair School and Family Centre Improvement Plan 2023-2026 Year 2

Our vision is to be welcoming, nurturing, creative and ambitious for every member of the Isobel Mair community where everyone is equally valued and respected

National Priorities – (Key priorities of the National Improvement Framework) Placing the human rights and needs of every child and young person at the centre of education. Improvement in children and young people's health and wellbeing. Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in skills and sustained, positive school-leaver destinations for all young people. Improvement in attainment, particularly in literacy and numeracy.

NIF Drivers	Improvement Priorities
<p>School and ELC Leadership</p> <p>Teacher and Practitioner Professionalism</p> <p>Curriculum and Assessment</p> <p>School and ELC Improvement</p> <p>Performance Information</p> <p>Parent / Carer involvement and engagement</p>	<p>Priority 1 : To promote a rights based culture across the school and family centre providing a safe and inspiring place to learn and to achieve the silver rights respecting school award</p> <p>Priority 2 : To raise attainment and achievement by collating, recording and celebrating successes and achievements of our learners at school in the family centre and beyond to recognise the range of skills and personal successes at home and within the community</p> <p>Priority 3 : To increase the opportunities for our learners to take part in STEM activities and to achieve the STEM nation award</p> <p>Priority 4 : To improve literacy across the school and family centre for all learners</p> <p>Priority 5 : To improve and extend Parent / Carer involvement and engagement across the school and family centre encouraging parents and teachers to work together in partnership</p> <p>Priority 6 : To expand opportunities across the curriculum for all children and young people to develop skills for learning, skills for life and skills for work implementing the Developing the Young Workforce Action Plan 2022-2025</p> <p>Priority 7: To develop the school's curriculum rationale across the broad and general education and Senior Phase</p>



Our vision is to be welcoming, nurturing, creative and ambitious for every member of the Isobel Mair community where everyone is equally valued and respected



07 To develop the school's curriculum rationale across the broad and general education and Senior Phase

06 To expand opportunities across the curriculum for all children and young people to develop skills for learning, skills for life and skills for work implementing the Developing the Young Workforce Action Plan 2022-2025

05 To improve and extend Parent / Carer involvement and engagement across the school and family centre encouraging parents and teachers to work together in partnership

04 To improve literacy across the school and family centre for all learners

03 To increase the opportunities for our learners to take part in STEM activities and to achieve the STEM nation award

01 To promote a rights based culture across the school and family centre providing a safe and inspiring place to learn and to achieve the silver rights respecting school award

02 To raise attainment and achievement by collating, recording and celebrating successes and achievements of our learners at school in the family centre and beyond to recognise the range of skills and personal successes at home and within the community

Expected Outcome / Impact	Activities	Personnel	Timescale	Resources	Monitoring and Evaluation
Priority 1 : To promote a rights based culture across the school and family centre providing a safe and inspiring place to learn and to achieve the silver rights respecting school award					
A rights based culture, centred on Getting it Right for Every Child embedded across the school and family centre	Review, update and evaluate our diversity and social justice policy including Rights, Respecting Schools (UNCRC) staff will work with children to consider children's rights and respect for rights in the classroom creating a culture of dignity, equity and respect. All activities will be targeted towards creating opportunities for our learners to be: Healthier and happier ,Feel safe Have Better relationships Become active and involved in school life and the wider world	All staff SIG	Aug 2023- June 2025	UNRC resources and website	Bronze achieved October 2023 Silver accreditation during session 2024/2025. Silver Rights Aware is the second stage of the Rights Respecting Schools Award. It is granted by UNICEF UK to schools that show good progress towards embedding children's rights in the school's policy, practice and ethos, as outlined in the RRSA Strands and Outcomes
The child's wellbeing plan ensures that their individual needs are identified and supports are in place	In partnership with colleagues across the Council continue to implement The Promise and updated Child protection Guidance and Nurture policy to undertake training in the Circle Framework to undertake training in the Circle Framework	All staff, parents and learners	Aug 2024 Aug 2023/June 2025	ERC guidance and online training via Education Scotland Time allocated in INSET program for all staff Nurture policy for IMS and FC / Circle Framework Lead	Child Wellbeing Plans AIRS recording and data Quality Conversations PRDs
Staff are better equipped to support our learners due to better knowledge and understanding of behaviour through CLPL sessions	Positive Behaviour Strategies module delivery (6 modules)	All staff	Aug 2023 – Dec 2024 FC – Aug 2024- June 2025	BSS instructors Time allocated in INSET program for all staff	Feedback through evaluations AIRS recording and data Quality Conversations PRDs

<p>An improved transition policy and procedure system supporting our learners throughout their journey through school and beyond</p>	<p>Implement the recommendations from both the National ASL review and the department's ASN review including a review of our current transition procedures and policy and</p>	<p>All Staff, parents and learners SIG</p>	<p>Aug 2024 –June 2025</p>	<p>ERC staff supporting, Collegiate Agreement hours Time allocated in INSET program</p>	<p>The transition policy has been updated to support the needs of our learners. Evaluation of Circle framework CLPL</p>
<p>Demonstrate our commitment to embedding Holocaust education in their school, to developing teacher knowledge and skills in Holocaust education</p>	<p>Exercising a sustainable approach to teaching the Holocaust</p> <p>Encouraging responsible citizenship through issues raised in Holocaust education.</p> <p>Engaging in good practice with peers, practitioners, and/or Holocaust education providers.</p> <p>Identifying Continued Professional Learning in Holocaust education</p>	<p>All staff and learners SIG</p>	<p>Aug 2023- June 2025</p>	<p>Vision School Scotland</p>	<p>Submission to the vision schools Scotland</p>
<p>By implementing the SPELL framework there is an improved and consistent approach to supporting learners</p>	<p>By introducing a test of change in classes Ghiga and Ailsa through using the SPELL (National Autistic Society) approach and framework</p>	<p>Staff and Learners in names classes</p>	<p>Aug 2024 –Aug 2025</p>	<p>SPELL training course may be required Colligate Hours CLPL hours</p>	<p>Measure attainment and achievement and engagement across classes to measure the impact of intervention method and to share outcomes</p>
<p>Priority 2 : To raise attainment and achievement by collating, recording and celebrating successes and achievements of our learners at school in the family centre and beyond this to recognise the range of skills and personal successes at home and within the community</p>					
<p>There is an increase in the percentage of learners and families agreeing they have opportunities to celebrate and obtain recognition for their personal achievements</p>	<p>Promote the culture of learner achievements being shared and recorded more accurately</p>	<p>All parents, learners and staff SIG & FCA</p>	<p>From Aug 2024</p>	<p>Data collection system and collegiate time</p>	<p>Greater data gathering and celebration of wider achievement should be reportable</p>
<p>Through improved tracking systems we will be able to provide better data which will improve the target</p>	<p>Additional tracking meetings for learners will be included in the collegiate agreement</p>	<p>SLT and Educators Family Centre staff and Education Department</p>	<p>Termly tracking meetings</p>	<p>Time recorded in collegiate agreement with SLT tracking meetings</p>	<p>Tracking data across the broad and general education and senior phase</p>

<p>setting process for all learners. Improved targets should lead to improved outcomes</p>	<p>Development of the Early Years tracking system will be extended to support learners with significant additional support needs - Undertake additional training on the Bi Builder dashboard</p>		<p>October 2023 – October 2024 PT Primary</p>	<p>Education department and FC collegiate time</p>	
<p>Priority 3 : To increase the opportunities for our learners to take part in STEM activities and to achieve the STEM nation award</p>					
<p>Attaining the STEM Nation Award - this has been developed by Education Scotland to celebrate, promote and build on effective practice in STEM education within and across sectors</p>	<p>Various activities set within the framework will be undertaken as part of the accreditation and to ensure all learners are able to access learning experiences</p> <p>Sharing Good Practice with Education Scotland, around STEM work at IMS.</p> <p>Following on from the Inaugural IMS Dragon’s Den event we will build on this success and continue to encourage creativity and entrepreneurship opportunities in classes across the school</p>	<p>All educators, learners and support staff Led by DYW coordinators</p>	<p>Aug 2023-June 2025</p>	<p>The STEM Nation Award framework DYW budget</p>	<p>The framework criteria used to evaluate award accreditation</p> <p>Practitioners will be surveyed about the project using Microsoft forms.</p> <p>Evaluation of events throughout the year</p>
<p>Priority 4 : To improve literacy across the school and family centre for all learners</p>					
<p>Improved literacy skills and increased attainment in national qualifications across 2 Senior Phase classes</p>	<p>Colourful Semantics will be introduced to a sample of Senior Classes (Skye and Lewis) to evaluate if this approach of colour coding sentences according to the role of different words can improve literacy.</p>	<p>Class Teachers in Skye and Lewis</p>	<p>Aug 2024– June 2025</p>	<p>Collegiate time</p>	<p>Childs Wellbeing Plan Improved literacy</p>
<p>Attain the reading school accreditation will ensure that all learners are encouraged and supported to read throughout their learner journey</p>	<p>Following the Reading Schools journey will provide access to practical resources and friendly support to help us build a reading culture and connect with hundreds of schools across Scotland.</p>	<p>All staff and learners A Boyle Lead SIG</p>	<p>Aug 2023- Dec 2024</p>	<p>Reading School resources Budget allocated to enhance reading resources Reward certificates, Small prizes such as bookmarks, stickers etc. Class / School awards to recognise effort, e.g. 'reader of the week' or 'reader who has made the most recommendations' etc.</p>	<p>Reading School evaluation (the framework is both relevant and supportive by mapping key areas across quality indicator headings from How Good Is Our School 4 (HGIOS4)) Evaluation of literacy attainment</p>

<p>Supporting communication for our learners with a consistent and skilled approach</p>	<p>Undertaking comprehensive training across the school and family centre to effectively accommodate the needs of our Makaton users. Undertaking the process to become a Makaton Friendly schools partnership programme will make the school and family centre more accessible to Makaton users. It involves</p>	<p>All staff, Learners Makaton Tutor</p>	<p>Aug 2023-June 2025 Registration and manuals</p>	<p>To participate in the programme, organisations are required to have a Premium Group Membership which provides access to additional resources and support, essential for maintaining Makaton Friendly environments.</p>	<p>Makaton friendly school framework evaluation Level 1 and 2 Makaton assessments</p>
<p>Priority 5 : To improve and extend Parent / Carer involvement and engagement across the school and family centre encouraging parents and teachers to work together in partnership</p>					
<p>Through increased parent engagements parents will have a deeper understanding of range strategies uses in school to support our learners developing lifelong learning -</p>	<p>Improved parental engagement and Parental involvement also more securely sets these students up to develop a lifelong love of learning, which researchers say is key to long-term success</p>	<p>All staff, parents and learners SIG FCA</p>	<p>Aug 2023-Aug 2025</p>	<p>Family curriculum sharing events / workshops Meet the teacher Parents meetings Lending Library</p>	<p>Evaluations Increased attainment data Constancy of approach between home and school</p>
<p>Increased participation of parents from a diverse background particularly BAME</p>	<p>BAME parents will be targeted and encouraged to participate in a wide variety of school and family centre activities including the parent council</p>	<p>PT Lead, Carers Centre, Parents</p>	<p>Mar 2024-Aug 2025</p>	<p>PIE strategy</p>	<p>Evaluations An increased representation at Parent Council</p>
<p>Priority 6 : To expand opportunities across the curriculum for all children and young people to develop skills for learning, skills for life and skills implementing the Developing the Young Workforce Action Plan 2022-2025</p>					
<p>Through DYW, employers can provide inspirational opportunities for young people to help them understand and develop the skills they need to succeed. Get involved to influence education and help shape the future workforce Scotland needs.</p>	<p>Development of workplace experiences for appropriate senior phase pupils S4-S6 Review DYW opportunities offered through the Young Enterprise Programme. Development of industry experiences for Primary age pupils</p>	<p>DYW leads, Educators, learners and parents</p>	<p>Aug 2023 – Aug 2025</p>	<p>DYW Budget Action Plan</p>	<p>Dialogue with partners and site visits to monitor placements. Some providers will also submit written feedback or shift reports. IMS Tracking document to record all DYW Activity for Senior Phase (Woodfarmers). National 'Rubi' software application to record all delivered DYW Activities.</p>

Priority 7: To develop the school's curriculum rationale across the broad and general education and Senior Phase

<p>To refresh our curriculum is to help children and young people to become successful learners, confident individuals, responsible citizens and effective contributors (the four capacities).</p>	<p>Involving all stakeholders we will refresh our rationale to put the learner at the centre of the curriculum.</p>	<p>All staff, learners, parents</p>	<p>Aug 2024-Aug 2025</p>	<p>Collegiate time SLT time Budget for improved resources and experiences</p>	<p>Can everyone answer the question 'What is it we want for these children? 'and 'What are we going to do to achieve it? '</p>
---	---	-------------------------------------	--------------------------	---	--

PEF Plan 2024/2025

School	Isobel Mair School		
Year	2024-2025	Total Pupil Equity Fund Budget	£129,850
School Roll	153	Number of pupils eligible for PEF	106
Resources	Costing £	Summary of Interventions Actions and Outcomes	Measures
Staffing Element <ul style="list-style-type: none"> (2x) Acting Principal Teacher September '24 – June 25' (lift to salary) KM & SG 0.5 FTE Teacher School (Until October 2024) 11 hours PSA until Dec 2024 11 hours PSA until June <p>Staffing cost TBC – approx. To provide support for learning and interventions across the school</p>	<p>25700</p> <p>14311</p> <p>12000</p> <p>12000</p> <p>29000TBC</p>	<p>School Leadership and School Improvement and Teacher and Support Staff Professionalism</p> <ul style="list-style-type: none"> Through investment in staff individuals will undertake opportunities for distributive leadership and professional learning in particular leading the development of Nurture and Positive Behaviour Strategies Leading the School Improvement group focusing on Nurture and PBS 0.5 teacher will work in collaboration with EPS on INSET day and to release BGE staff to develop the curriculum and provide targeted interventions across the school with behaviour management and strategies for de-escalation during this implementation phase 2024/2025 Positive Behavior Strategies implemented, reviewed and analysed <p>Assessment of Children's Progress / Performance</p>	<ul style="list-style-type: none"> Reduction in Violence to Staff Forms (AIRS) should be apparent due to the implementation of new strategies across the school and Family Centre Increase in children achieving their targets within wellbeing plans Increase in

<p>Creative Arts / Specialist Therapies (enhancement)</p> <ul style="list-style-type: none"> • Art (Moe Rocksmoore) 1 day a week and materials • Music Therapy(Brian Smith) 1 day a week • Dance (Water Babies) 1 day a week <p>Parental Engagement</p> <p>Resources to support Family Learning (books and literature) in support of achieving family centered approaches and broadening the range and diversity of materials</p> <p>Resources required to meet the gold level award</p> <p>Playful pedagogy - Through Playful Pedagogy</p>	<p>6400 13200 6600</p> <p>1700</p>	<p>Information</p> <ul style="list-style-type: none"> • Robust data analysis gathered across the school regarding pupil progress will be used to inform curriculum development and development of enhanced assessment and tracking systems • Collating quantitative and qualitative data will ensure we provide informative data to target appropriate support and interventions - ensuring equity for all • Target specialist therapies to support children and young people with additional support needs, tailored to address specific challenges. • Support formal reporting of progress from therapists for children receiving intervention <p>Parental Engagement (21-24 strategy)</p> <ul style="list-style-type: none"> • Parents and carers are welcomed as active, empowered partners in the education and wellbeing of their children • Parent and carer are encouraged to become involved in the parent council • Parents are encouraged to participate in school self-evaluation activities and processes, planning and improvement priorities • The school and family centre will provide more frequent family learning opportunities 	<p>children achieving targets within PBS plans</p> <ul style="list-style-type: none"> • Improved data from tracking across all curricular area – informing reporting and planning • Increase in children achieving their targets within wellbeing plans • Specialist therapies input to end of year reporting as appropriate • Increase in use and range of materials that can be shared with wider parent group • Greater diversity and engagement with the Parent
---	--	---	--

<p>children learn to collaborate and cooperate with one another; this positive interdependence promotes learning and motivation. It has a particularly strong effect on children in need of additional support and works best when it involves pupils with adults and wider communities. Furniture, equipment and physical resources to promote a play based learning approach</p>	<p>5000</p>	<p>We will utilise funds to purchase additional resources that will support the continued and extending use of playful pedagogy across class P1- P3</p>	<p>Council</p> <ul style="list-style-type: none"> • Increase in self-evaluation parental survey responses • Achieving the Gold family centered approaches award • An increase in parent participation in family learning events • An increase in the number of family learning events • An increase in learning and motivation measure through analyses across a baseline
<p>Sports after school club – staffing element In partnership with Active School create an after school sports club</p>	<p>5000</p>	<p>We will work together with the active school service to deliver 4 x 10 week (twice a week) for 2 hours an after school sports club</p>	<ul style="list-style-type: none"> • HWB improvements in our young people • Support for parents