



School Improvement Plan

Session 2021/2022



Our Vision:

Working Together to Achieve Our Goals

Our Values:

Fairness, Honesty, Kindness

Our Aims:

Be Safe

Be Respectful

Be Determined



SUMMARY OF PLAN

| | Year 1 2020/2021 | Year 2 2021/2022 | Year 3 2022/2021 |
|----------------------------|-------------------------------------------------------|------------------------------------------------------|------------------------------------------------|
| Priority 1 | Literacy - Reading | Learning for Sustainability IDL/RRS/Outdoor | Additional Support for Learning |
| Priority 2 | Mathematics - Number | Feedback | IDL - STEM |
| Priority 3 | Health and Wellbeing – Empowerment and Resilience | Additional Support for Learning - Transitions | Expressive Arts |
| Continued Focus | Whole school self-evaluation for self- improvement | Mathematics - Number | Learning for Sustainability IDL/RRS/Outdoor |
| | Big Writing | Literacy - Reading | Feedback |
| | Assessment and Moderation | Health and Wellbeing – Empowerment and Resilience | Additional Support for Learning - Transitions |

Empowering Leadership to raise attainment

Overarching Strategic Aim: Consistent approach to teacher feedback to improve pupil learning

Expected Outcome and Impact:

- ✓ Led by IOC teachers
- ✓ The development of TLC to support consistency and share practice
- ✓ Building an empowered team
- ✓ Whole school feedback policy
- ✓ Culture that nurtures pupil leadership

Strategic Implementation Learning for Sustainability

Overarching Strategic Aim: Develop a whole school approach to learning for sustainability that is robust, demonstrable, evaluated and supported by leadership at all levels

Expected Outcome and Impact:

- ✓ All stakeholders have a clear understanding of the schools vision and approaches to Learning for Sustainability
- ✓ Staff are confident in their delivery of coherent, high quality experiences that weave together global citizenship, sustainable development education and outdoor learning
- ✓ Learners work towards becoming effective contributors and responsible citizens

A Collaborative Approach to meeting Learners needs

Overarching Strategic Aim: Improvement in Transitions and CLPL opportunities in supporting children with additional support needs

Expected Outcome and Impact:

- ✓ Staff are confident and skilful during transitions
- ✓ Learners' experiences are high quality and progressive, based on effective and consistent pedagogy
- ✓ Values driven leadership
- ✓ An open and robust culture of communication, support and challenge underpinned by trust, respect and positive relationships
- ✓ Resource alignment, including time for communication and planning processes
- ✓ Methodology for delivery of knowledge learning and practice development, which incorporates time for coaching, mentoring, reflection and embedding into practice
- ✓ Parents and carers are knowledgeable about how to support their children with ASL needs

Learning Provision

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

| Quality Indicators | NIF Priorities | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| ✓ Curriculum | <ul style="list-style-type: none"> ✓ Improvement in attainment, particularly in literacy and numeracy ✓ Closing the attainment gap between the most and least disadvantaged children ✓ Improvement in children's and young people's health and wellbeing ✓ Improvement in employability skills and sustained, positive school leaver destinations for all young people. | | | |
| ✓ 2.3 Learning, Teaching and Assessment | | | | |
| ✓ 2.4 Personalised support | | | | |
| Impact and Outcomes | Action | Timescale | Resources | Evaluation |
| <p>Literacy and English PEF Intervention</p> <p>An established culture of reading for enjoyment which supports pupil's wellbeing.</p> <p>A whole school strategy for promoting reading for pleasure to increase attainment.</p> <p>Sharpened focus on early intervention to improve outcomes and reduce inequalities.</p> <p>Parents are knowledgeable and confident in supporting children's learning in reading.</p> | <ul style="list-style-type: none"> ➤ Further develop a literacy rich environment both in school and digitally and involve school community to raise profile of reading and engage pupils. ➤ Member of staff to work collegiately with pupils, staff and parents to develop and embed effective approaches to ensure pupil engagement in reading. ➤ Literacy team to support class teachers to identify gaps and deliver interventions. ➤ Literacy team to equip staff with the skills and approaches they need to raise attainment in reading and writing ➤ Literacy team to create a leaflet and workshop to support parents with ways they can support their child at home with reading ➤ Develop a reading homework kit for P1-3 pupils to support parents with ways they can support their child at home with reading. ➤ Continue to develop Families Connect model to ensure parents are supported with reading at home. ➤ After school 'Reading Homework Club' to offer support with reading homework activities. ➤ Weekly peer collaboration in reading and spelling skills with upper primary pupils. | Aug-June 2021 | Class libraries Calendar of reading event Big Writing Reading Toolkit Class sound displays. Parent reading helpers PEF Funding £55,000 | Quality Assurance Calendar Pupil Focus Groups Parent questionnaires Assessment data |
| <p>Numeracy</p> <p>Teachers are confident in accessing and analysing data in order to raise attainment for their learners.</p> <p>Quality outdoor learning experiences ensuring an increase in pupils' attainment in Numeracy.</p> | <ul style="list-style-type: none"> ➤ Provide CLPL and SLT to support class teachers to embed SEAL and Number Talks ➤ Produce a policy and progressive learning framework to inform practice on outdoor learning in numeracy ➤ Deliver CLPL / information sessions & support materials for staff & parents on the benefits of outdoor learning ➤ Collaborate to create a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in numeracy across the outdoors. | Aug – Dec 2021 | Maths champion Numeracy team Landscapes for learning | Number assessment data SLT to quality assure outdoor learning Cluster Moderation |

