



School Improvement Plan

Session 2023/2024



**Our Vision:**

Working Together to Achieve Our Goals

**Our Values:**

Fairness, Honesty, Kindness

**Our Aims:**

Be Safe

Be Respectful

Be Determined



## SUMMARY OF PLAN

	<b>Year 1 2023/2024</b>	<b>Year 2 2024/2025</b>	<b>Year 3 2025/2026</b>
<b>Priority 1</b>	<b>Empowerment</b> Professional Inquiry/Young leaders of learning	<b>Empowerment</b> Parents	<b>Empowerment</b> Community
<b>Priority 2</b>	<b>Creativity</b> DYW	<b>Creativity</b> Social Studies	<b>Creativity</b> Expressive Arts
<b>Priority 3</b>	<b>Learning for sustainability</b> RRS/STEM/IDL	<b>Learning for sustainability</b> Global Citizenship/IDL	<b>Learning for sustainability</b> Outdoor Progressive learning
<b>Continued Focus</b>	<b>Literacy</b> Talking and Listening	<b>Literacy</b> Writing/Talking and Listening	<b>Literacy</b> Reading/Talking and Listening
	<b>Maths</b> Metacognition	<b>Maths</b> Problem Solving	<b>Maths</b> Fractions/Decimals/Percentages
	<b>Inclusion</b> Self-Regulation language	<b>Inclusion</b> Metacognition	<b>Inclusion</b> Differentiation

## Empowering Leadership to raise attainment

**Overarching Strategic Aim:** Create opportunities across stakeholders for distributed leadership in taking forward improvement

**Expected Outcome and Impact:**

- ✓ Staff engage in self- evaluation against the standards using video
- ✓ Link to PRD process and GTCS standards
- ✓ Analysis of data at stage level and also at classroom level
- ✓ Staff will undertake professional inquiry for improvement based on their class
- ✓ Support pupils with their involvement in decision making

## Strategic Implementation of Rights Respecting Agenda

**Overarching Strategic Aim:** The whole school community has a shared understanding of the wellbeing of rights.

**Expected Outcome and Impact:**

- ✓ All stakeholders will understand their role in promoting equality and social justice and will take responsibility for their part in this
- ✓ The curriculum provides children and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance
- ✓ All stakeholders will understand their role in promoting equality and social justice and will take responsibility for their part in this.

## Creativity across learning

**Overarching Strategic Aim:** Foster a sense of creativity and community across our school

**Expected Outcome and Impact:**

- ✓ Enhanced opportunities for pupils to lead their own learning allowing pupils to be successful, confident, responsible and effective in school, their work, and their community.
- ✓ Pupils will be empowered to have control over their own learning and develop their creativity skills.
- ✓ Empowered staff who are at the heart of influencing the curriculum to ensure creative outcomes for learners
- ✓ Establish links with those in our school community, outside agencies and businesses that support skills development across levels.

Learning Provision				
How good is the quality of care and education we offer?				
Quality Indicators	NIF Priorities			
✓ Curriculum	<ul style="list-style-type: none"> <li>✓ Improvement in attainment, particularly in literacy and numeracy</li> <li>✓ Closing the attainment gap between the most and least disadvantaged children</li> <li>✓ Improvement in children's and young people's health and wellbeing</li> <li>✓ Improvement in employability skills and sustained, positive school leaver destinations for all young people.</li> </ul>			
✓ 2.3 Learning, Teaching and Assessment				
✓ 2.4 Personalised support				
Impact and Outcomes	Action	Timescale	Resources	Evaluation
<p><b>Numeracy</b> Develop a problem solving culture across numeracy and mathematics to allow learners to demonstrate their ability to link, transfer and apply skills in a range of increasingly challenging contexts.</p> <p>Teachers acquire professional understanding and skills to develop pupils' retrieval knowledge to raise attainment in numeracy.</p> <p>Pupils will be more skilled in using strategies to apply their learning.</p>	<ul style="list-style-type: none"> <li>➤ Audit resources being used across P1 to P7</li> <li>➤ Define problem solving skills which are to be taught explicitly across the school</li> <li>➤ Effective questions are designed to help pupils use a variety of strategies and materials to solve problems</li> <li>➤ Teachers engage in professional learning to develop their understanding of retrieval practice in maths</li> <li>➤ Pupils are explicitly taught strategies on how to plan, monitor and evaluate their learning</li> <li>➤ Teachers model their own thinking to develop pupils skills in retrieval practice</li> <li>➤ Teachers set an appropriate level of challenge to develop pupils' self-regulation and skill in retrieval practice</li> <li>➤ Promote and develop retrieval practice talk in the classroom</li> <li>➤ Explicit links to talking and listening</li> </ul>	Aug 23 – June 24	<p>ERC Numeracy Strategy NRICH MATHS</p> <p>EEF "Retrieval Practice" by Kate Jones</p>	<p>Professional dialogue and journal reflection during termly planning and tracking meetings</p> <p>Jotter sampling</p> <p>Learning visits</p> <p>Learning conversations</p>
<p><b>Social Studies</b> To provide greater opportunities to develop and apply skills and learning to interdisciplinary topics resulting in more secure attainment.</p> <p>Enhanced opportunities for pupils to lead their own learning within Social Studies allowing pupils to be successful, confident, responsible and effective in school, their work, their community and internationally.</p> <p>Pupils will be empowered to have control over their own learning and develop the creativity skills.</p>	<ul style="list-style-type: none"> <li>➤ Establish working group</li> <li>➤ Update school's approach to planning teaching and assessing Social Studies by: <ul style="list-style-type: none"> <li>- refreshing topic planners</li> <li>- completing resource inventory</li> <li>- bundling experiences and outcomes together within planning document to make explicit IDL and RRS links</li> </ul> </li> <li>➤ Provide CLPL on planning, teaching and learning within Social Studies to staff prior to implementation of updated schools approach.</li> <li>➤ Staff complete planning and assessment overviews clearly stating IDL links.</li> <li>➤ Opportunities for pupils to take responsibility for their learning, successes and achievements by following their interests and using real life contexts to lead their own learning.</li> <li>➤ Explicit links to talking and listening</li> </ul>	Aug 23 – June 24	<p>Building Curriculum 3</p> <p>Education Scotland Interdisciplinary Learning</p> <p>Education Scotland Learner Participation</p>	<p>Termly Topic Planners</p> <p>Forward Plan</p> <p>Evaluations Learning Visits Pupil Dialogue Classroom Displays</p> <p>Professional Dialogue</p> <p>Jotter Monitoring Topic Tracking</p>
<p><b>Literacy</b> Staff's depth of knowledge, skills and pedagogy approaches will increase leading to an improvement in the quality of teaching and learning in talking and listening</p> <p>Pupils will be able to communicate effectively, articulate their progress and identify next steps</p>	<ul style="list-style-type: none"> <li>➤ Reflect on current practice in oracy education and identify areas for further improvement using the self-evaluation tool from Voice 21's Oracy Benchmarks.</li> <li>➤ Identify our school's existing strengths and agree on a whole school programme to teach talking and listening skills explicitly throughout the school.</li> <li>➤ Create and display talking and listening prompts within each classroom to support and challenge children in their discussions.</li> <li>➤ Provide CLPL for all staff to help build teachers' confidence and repertoire in oracy teaching.</li> <li>➤ Revisit and reflect on progress of the oracy programme across the school and agree next steps for development.</li> <li>➤ Complete prior and post assessments, including videos, to monitor progress and measure impact.</li> </ul>	Aug 23 – June 26	<p>HT Literacy Support/ Working Group</p> <p>ERC framework</p> <p>Self-Evaluation Oracy Education Scotland</p> <p>Voice 21</p>	<p>Quality assurance</p> <p>Parent questionnaires</p> <p>Pre and post pupil attitude surveys</p>

## Leadership and Management

### How good is our leadership and approach to improvement?

Quality Indicators	NIF			
<b>1.1 Self-evaluation for self-improvement</b>	✓ <b>Improvement in attainment</b>			
<b>1.2 Leadership of learning</b>	✓ <b>Closing the attainment gap</b>			
	✓ <b>Teacher and Practitioner Professionalism</b>			
Impact and Outcomes	Action	Timescale	Resources	Evaluation
Empowered staff who are at the heart of influencing the curriculum to ensure improved outcomes for learners	<ul style="list-style-type: none"> <li>➤ Staff leadership and empowerment will be encouraged and supported through guidance contained within the ERC leadership strategy, empowerment agenda and linked to PRD process and GTCS standards</li> <li>➤ Analyse a range of whole school data to identify patterns and trends within each level.</li> <li>➤ Develop a culture of professional inquiry to target areas for improvement.</li> <li>➤ Ensure all action plans and interventions are data driven</li> </ul>	Aug 23 – June 24	HGIourS Education Scotland Learner Participation ERC leadership strategy Empowering school Leaders An Empowered System Education Scotland	Professional Inquiry poster evaluation and showcase from all staff PRD
Learners have further opportunities for pupil voice and feel empowered. Children feel that the school listens to their views and speak positively about the way their voice is heard.	<ul style="list-style-type: none"> <li>➤ Engage with all stakeholders to gain information around current strengths and areas for improvement</li> <li>➤ Participate in the Young Leaders of Learning Programme</li> <li>➤ Support learners in their engagement with school decision making</li> <li>➤ Make links to Article 12 and develop the children’s understanding of the impact of their participation</li> <li>➤ Continue with Pupil Groups : Pupil Council, Eco Committee, Rights Respecting Group, Junior Road Safety Officers, Sports Committee and Equalities Committee</li> </ul>	Aug 23 – June 24	Young Leaders of Learning Programme How good is OUR school part 2 Children’s Parliament resources	Pupil self-evaluation using HGIourS
All stakeholders will understand their role in promoting equality and social justice and will take responsibility for their part in this.	<ul style="list-style-type: none"> <li>➤ Promote a culture of equality and social justice among all stakeholders to effect positive change.</li> <li>➤ Continue with Parents Equalities Group an establish a children equalities group</li> <li>➤ Equalities, Fairness and Rights Impact Assessment to be undertaken when introducing new policies to assess the potential impact on protected characteristic groups</li> <li>➤ Staff to undertake data analysis of their new class to have an in depth understating of the cultural and socio economic issues affecting their learners</li> </ul>	Aug 23 – June 24	Social Justice Framework Social Justice Strategy Advancing Excellence and Equity PEF	All stakeholders will understand their role in promoting equality and social justice and will take responsibility for their part in this.

## Successes and Achievements

### How good are we at improving outcomes for all our learners?

Quality Indicators	NIF			
<b>3.1 Ensuring wellbeing, equality and inclusion</b>	<ul style="list-style-type: none"> <li>✓ <b>Improvement in attainment particularly in literacy and numeracy</b></li> <li>✓ <b>Closing the attainment gap</b></li> <li>✓ <b>Improvement in children’s and young people’s health and wellbeing</b></li> <li>✓ <b>Improvement in employability skills</b></li> </ul>			
<b>3.2 Raising Attainment and Achievement</b>				
<b>3.3 Increasing Creativity and Employability</b>				
Impact and Outcomes	Action	Timescale	Resources	Evaluation
Improved attendance for targeted individuals and families, leading to an improvement in the school average from 90% to 94%.	<ul style="list-style-type: none"> <li>➤ Create an attendance policy which is shared with all stakeholders</li> <li>➤ Robust, embedded process are in place to gather pupil’s views on their health and well being</li> <li>➤ Staff are confident at analysing the data of the pupil’s views and use this to effectively identify early warning patterns as well as the causes of absence</li> <li>➤ Appropriate intervention plans are created with all stakeholders</li> <li>➤ Robust attendance monitoring procedures are in place for learners at high risk of absence including vulnerable groups.</li> </ul>	Aug 23 – June 24	SEEMIS Attendance ERC EBSA guidance Attendance policy	Weekly attendance tracking
<p>The whole school community has a shared understanding of the wellbeing of rights.</p> <p>The curriculum provides children and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance.</p>	<ul style="list-style-type: none"> <li>➤ Create opportunities for children to promote their rights on a local and global scale.</li> <li>➤ Develop pupils’ understanding of the concept of duty bearers</li> <li>➤ Explore the concepts of fairness dignity and equity with the children and develop their understanding of how the school promotes these</li> <li>➤ Look for ways to incorporate an explicit commitment to rights when describing the school, helping the whole school community to understand the important underpinning role the CRC plays in shaping our practice and policy</li> <li>➤ Take forward action points from the Anti-Racism Curriculum Review</li> <li>➤ Teachers to undertake CLPL in Cultural Responsive Teaching</li> <li>➤ Explicit links to talking and listening</li> </ul>	Aug 23 – June 24	UNCRC Gold Accreditation Documentation RRSA Strands and Outcomes at Gold The Dignity in School Hub Anti-Racism Curriculum Review Self-Evaluation for Diversity UN Sustainable Development Goals	<p>Achieve Gold: Rights Respecting Award</p> <p>Quality Assurance Calendar</p>
<p>Foster a sense of creativity and community across our school.</p> <p>Develop pupils skills for learning, life and work and how all these achievements relate to the world of work</p> <p>Establish links with those in our school community, outside agencies and businesses that support skills development across levels.</p>	<ul style="list-style-type: none"> <li>➤ Regeneration of DYW skills groups</li> <li>➤ Review existing pathways and evaluate their continued relevance</li> <li>➤ Develop new plans that are creative, ambitious and engaging</li> <li>➤ Ensure each pathway has links to community/external agency/stakeholders</li> <li>➤ Planned learning experiences demonstrate opportunities for the development of creativity skill</li> <li>➤ Explicit links to talking and listening</li> </ul>	October 2023-March 2024	Principal Teacher Current DYW planners Cluster approach to DYW Inclusion working group LIP- DWP action plan	Staff evaluation Link with talking and listening skills for rigorous and robust pre and post data
<p>Further embed our culture of reading by engaging in a whole school approach in reading for pleasure, supporting wellbeing and improving outcomes for all pupils.</p> <p>Deeper understanding for all stakeholders in knowledge and strategies to encourage reading for pleasure.</p>	<ul style="list-style-type: none"> <li>➤ Staff engage in CLPL lead by Literacy Team on ways to promote reading for pleasure.</li> <li>➤ Develop reading for pleasure action plan</li> <li>➤ Develop interdisciplinary planning and learning.</li> <li>➤ Effective planning, implementation of actions and evaluation by collecting feedback from pupils, families and staff.</li> </ul>	October 2023-March 2024	Literacy team Reading Schools	Achieving Reading Schools Gold accreditation.