



Balmerino Primary School and Nursery Class

School Improvement Plan 2022-23

Drafted in June 2022, Published in September 2022

Our School. Our Future.

Context

This document should be read alongside the Standards and Quality Report.

Session 2021-22 has been a complex but productive year for the school. We have all recognised the need to continue to improve our work alongside the need to provide the best experiences we could for our learners in the context of Covid-19 restrictions and a number of staff absences. There have been a number of additions to our staff team and we have worked hard to embed our aspirational Vision, Values and Aims Statement: Our School. Our Future as well as to raise attainment and continue on our school improvement journey.

Our work in session 2021/22, analysis of data and understanding of the current educational context and national priorities has led to the establishment of these Improvement Priorities for this coming year:

- Development of Skills and Accreditation through Outdoor Learning (P2-7)
- Learning, Teaching and Assessment in Writing P2-7
- Ensure Quality Personal Learning Planning in Nursery
- Progression in French (1+2) – Nursery to P7
- Parental Engagement - Nursery

Moving into session 2022-23, we recognise there will be changes ahead. Our roll has dropped meaning we will have 2 primary classes and no P1 group. We are benefitting from retaining experienced teachers, our current PSA team and our current EYO team. Parental Engagement is a priority throughout the school but for the primary classes, it will be woven through the other three improvement areas as well as practice from pre-pandemic restrictions being reinstated. We are setting an aim of having at least one parent for each child attend a school activity by Christmas. In light of having a P2/3/4 class, it is very important that we continue to provide play based learning experiences to our youngest learners in particular – development of play pedagogy will continue to be part of the life and work of the school although it will not sit as an improvement area. We will use some of our additionality time next year to support this. Through our Outdoor Education Priority, we recognise the importance of play and activity for all learners regardless of age and we will be developing our outdoor space and opportunities for a range of play (including loose parts play) during playtimes and curricular time.

We recognise the importance of attendance to support children's wellbeing as well as attainment and achievement. In general our children attend well but we are aware that this has been affected by the pandemic and have plans in place to address and support. We have a clear picture of pupil attendance and any concerns: in session 2021-22 the average attendance rate was 94.84%. This is above the national and Fife averages (93.9% and 92.12% respectively) but is a decrease on attendance in 2018-19 (the previous session with no prolonged school closure) which was 96.6%. In session 2021-22, 33% of children had attendance below 95%. No child had an attendance rate below 88%. We are engaging with Fife Council's new attendance strategy to monitor

attendance in session 2022-23 with the aim of achieving our stretch target of 95.7%. We have already engaged with parents at a universal level by sharing information about attendance and our plans for keeping them informed about their child's attendance and to work with them as necessary to support attendance. This information is also available on our website.

Action Plan 1: Development of Skills and Accreditation through Outdoor Learning

Rationale (Why this area is a priority)	Actions	Expected Outcome (What will be different)	Timescales/Resources	How we will gather evidence of our success/what evidence will we gather?	Responsible People Lucy Jess, Sarah Purves, Lucy Bowman, Cara Diplexcito, Amy Connelly
Prior to the pandemic, the school had identified its use of the outdoors as a strength while also recognising the need to ensure learning experiences out of doors link to the curriculum and offer skills progression.	Look outwards to other settings to see examples of skills progressions to adopt/adapt for our setting. Engage with parents to involve them in their child's learning experiences out of doors and to seek help, resources and expertise in developing our outdoor space. Seek parental voice on benefits of outdoor learning. Explore and decide upon an accreditation option for outdoor learning – e.g. Natural Connections or John Muir Award.	All P2-7 children will make use of the outdoors as a regular part of our curricular delivery and development of skills for learning, life and work. This will be evident through our Outdoor Learning Planning Sheets. We will have evidence of all children developing skills for Learning, Life and work through the outdoor context. Most children will be able to discuss the skills they are developing. By June 2024 All Primary children at Balmerino PS will be enrolled on an outdoor learning accreditation pathway.	Term 1 and 2 – develop skills progression and investigate development of outdoor area and accreditation programme(s) Term 3 and 4 – begin to use skills framework and make decisions about accreditation routes. By August 2023, we will be ready to implement our outdoor learning/accreditation programme.	Pupil, parent feedback – focus groups and/or surveys Observations of outdoor learning lessons/experiences and monitoring of Outdoor Learning Planning Sheets Professional discussions	Links to HGIOS4: 2.2 Curriculum
					NIF Priority: Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school-leaver destinations for all young people
					NIF Driver: School Improvement Parental Engagement

Action Plan 2: Learning Teaching and Assessment of Writing P2-7

Rationale (Why this area is a priority)	Actions	Expected Outcome (What will be different)	Timescales/Re sources	How we will gather evidence of our success/what evidence will we gather?	Responsible People
<p>Attainment in writing continues to be below attainment in other areas, particularly in the upper school. This is not a new trend – it was recognised pre-pandemic and it is not a trend unique to Balmerino. We have worked this year on using raw writing to support assessment and target setting and upon setting clear expectations at each level. In evaluating this (more detail in Standards and Quality Report) we have recognised the importance of creating meaningful contexts to write and motivation and of gathering evidence across the whole curriculum as well as making best use of peer/self/teaching marking and quality feedback.</p>	<p>Establish meaningful contexts for writing. Make opportunities for children to write with teacher support and independently, building up a bank of evidence, annotated in a consistent way so we can know the input that has gone into each piece.</p> <p>Agree consistent structures to writing lessons and consistent methods of marking and giving feedback.</p> <p>Look outwards to practice at other schools and to moderate.</p> <p>We will engage with parents by inviting them into school to see their child's writing and by sharing examples on Seesaw.</p>	<p>Each child will have a bank of evidence which can be used to assess their progress against the benchmarks drawing on examples from across the curriculum and a range of contexts.</p> <p>At present, about half of children in the upper school rate themselves 7 out of 10 or higher in our attitudes to writing survey. By May 2022 our aim is that most will do so.</p> <p>We will achieve our stretch target of 79.8% of P4 and 7 learners achieving the expected level by June 2022.</p> <p>This will be an increase of 3.3% over current predictions.</p> <p>Teaching staff will all know how writing is taught across the school and all children will have consistent experiences.</p> <p>All children will receive feedback from peers and teacher and most will be able to articulate their own feedback.</p>	<p>Throughout session 2022-23</p> <p>We will use collegiate time to discuss this and additionality time to support each other in class.</p>	<p>Pupil surveys on attitude to writing.</p> <p>Pupil banks of evidence</p> <p>Feedback from parents – informal at events and formal through surveys and focus groups</p> <p>Professional discussions with staff</p>	Teaching Team
					Links to HGIOS4: 3.2 Raising Attainment And Achievement
					NIF Priority: . Improvement in Attainment, particularly in numeracy and literacy
					NIF Driver: School Improvement

Action Plan 3: Ensure Quality Personal Learning Planning in Nursery

Rationale (Why this area is a priority)	Actions	Expected Outcome (What will be different)	Timescales/Resources	How we will gather evidence of our success/what evidence will we gather?	Responsible People
The Care Inspectorate have published new documentation which we have not yet engaged with.	Engage with Care Inspectorate guidance. Ensure we have a shared understanding of the guidance and of where each part of a child's plan is stored and how it is accessed. Ensure shared understanding of how personal planning links into our responsive planning and of quality recording of observations. Look outwards to other settings.	The team will be familiar with the guidance and with how it applies at Balmerino PS. All children will have plans which meet the full expectations of the document and which evidence progress through quality observation comments. Their plans will support us to ensure their learning is at the right level for them.	Care Inspectorate Guidance. Time on Inset Days and before and after school days. This work will likely be completed by Christmas 2022	Observation of PLJs etc will show that the expectations of the document are being met.	Lucy Jess and Nursery Team
					Links to HGIOELC: 3.2 Securing Children's progress
					NIF Priority: . Improvement in attainment, particularly in literacy and
					NIF Driver: Assessment of children's progress

Action Plan 4: Progression in French (1+2) Nursery-P7

Rationale (Why this area is a priority)	Actions	Expected Outcome (What will be different)	Timescales/Resources	How we will gather evidence of our success/what evidence will we gather?	Responsible People
To ensure we meet the requirements of the Scottish Government's 1+2 initiative.	Engage together over Fife's French progression pyramids	Almost all of the P5 cohort (in August 2022) will achieve second level in French by end of P7 and subsequent years will do the same.	We will work upon this throughout the school year – this will be a three year plan.	Observation of lessons Feedback from parents Assessment of pupils Professional discussions	Sarah Purves – single point of contact for 1+2
	Engage with cluster colleagues in line with the Madras Cluster improvement plan				Teaching Team and EYO team
	Engage with parents to seek expertise in teaching French and to involve them in their child's French learning at school				Links to HGIOs: 2.2 Curriculum
	Establish that we are a 'French School' build in daily and assembly routines in French as well as stand alone lessons. Create a bank of resources including those that will allow children to hear native French speakers.				NIF Priority: Improvement in employability skills and sustained, positive school-leaver destinations for all young people NIF Driver: Teacher Professionalism Parental Engagement

Action Plan 5: Parental Engagement in Nursery

Rationale (Why this area is a priority)	Actions	Expected Outcome (What will be different)	Timescales/Resources	How we will gather evidence of our success/what evidence will we gather?	Responsible People
<p>Pandemic Restrictions have reduced opportunities for parental engagement which has always been a very important part of our nursery. We wish to re-establish this in a way that is appropriate for our current context – there have been a changes in the team and it is a different group of parents</p>	<p>Carry out parental surveys to see the times of days and activities they would most like to get involved in.</p> <p>Re-establish Book Bug and peep.</p> <p>Establish other opportunities for parents to engage with nursery and with their child's learning.</p>	<p>Parents will be frequently involved in nursery and they will have a good idea of how to support their child's learning, development and progress. For almost all children, a parent will have attended a learning session in Nursery and we will have evidence of them engaging in at least one learning task at home e.g. through parents sharing via email or at a peep or Bookbug session.</p>	<p>Throughout the session – surveys to be carried out at beginning and end of year (at least) to inform work and evidence progress.</p>	<p>Parental feedback – surveys, informal conversations, post it feedback etc</p> <p>Pupil voice</p> <p>Professional conversations</p>	Lucy Jess and Nursery Team
					Links to HGIOELC: 2.5 Family Learning
					NIF Priority: . Improvement in attainment, particularly in literacy and
					NIF Driver: Parental Engagement