



Balmerino Primary School and Nursery Class School Improvement Plan 2023-24

Drafted in June 2023, Published September 2023

Our School. Our Future.

Context

This document should be read alongside the Standards and Quality Report. It has been written with consideration to the evidence noted in that document and in the Education Scotland Inspection Report published on 30th May 2023. Our work in session 2022/23, Staff Professional Review of Development meetings, 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:

- Learning, Teaching and Assessment in Writing P1-7
- Development of a P1-7 Relationships, Sexual Health and Parenthood Programme of Study
- Further Development of a positive Relationships and Behaviour and Rights Respecting Ethos Nursery-P7
- Develop Use of Sign-a-long in Nursery

Following a successful inspection and with a strong staff team in place, the school is well placed to drive these improvements forward and to forge greater links within the Joint headship by working more closely with Wormit PS and Nursery – our partner school.

Action Plan 1: Learning Teaching and Assessment in Writing P1-7

Rationale: Through the evidence gathered to inform the Standards and Quality Report 2023 and from the Inspection Report of May 2023, we recognise the need to continue to develop our pedagogy of writing to ensure consistent standards and that attainment in writing is consistent with attainment in other areas of literacy.				
National Improvement Framework Priority: Improvement in Attainment, particularly in numeracy and literacy				
Focused Priority: All pupils in P1-7 will have improved presentation, grammar and spelling. Attainment in writing will be in line with attainment in other areas of literacy.				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
3.2 Raising Attainment and Achievement 2.3 Learning, Teaching and Assessment		N/A		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Across the school, attainment in writing will be in line with attainment in other literacy areas.</p> <p>Improvements in presentation, spelling, grammar and punctuation will be evident in almost all pupils' jotters.</p> <p>Evidence of almost all children knowing how to improve their writing will be evident through their jotters and through focus group discussions.</p> <p>All children will have experienced a Model for Improvement led writing approach – this will have enhanced their understanding of expectations for tools for writing and attainment.</p>	<p>Team up with Wormit PS staff to share good practice across the two settings with a view to establishing a suite of writing approaches:</p> <ul style="list-style-type: none"> • Model for Improvement (lead: Jen Smith, Debbie Dyer and Jamie Rose, Lucy Jess) • The Write Stuff (lead: Cara Diplexcito) • Workshop for Literacy approaches (lead: Lucy Jess) • Writing for a Reason (lead: Claire MacLean) • Use of Assessment Resources produced by Pedagogy Team (lead: Karen Napier) <p>Further develop approaches to assessment against the Benchmarks and to providing effective feedback (lead: Lucy Jess)</p> <p>Establish whole school expectations/progression around presentation, spelling, grammar and punctuation (lead: Lucy Jess)</p>	<p>Teaching team have a responsibility to engaging with and implementing new strategies.</p> <p>Leads for each area are identified under strategic actions.</p> <p>Lucy Jess and Cara Diplexcito will attend Model for Improvement Wave 9</p>	<p>Pupil surveys on attitude to writing.</p> <p>Pupil banks of evidence</p> <p>Professional discussions with staff</p> <p>Attainment as recorded in TRAMS</p> <p>Data gathered through model for improvement projects</p>	<p>Work on this will begin in Term 1 and by end of term 2 we will have clear expectations around feedback and expectations/ progression around presentation, spelling, grammar and punctuation.</p> <p>By end term 4 we will have a clear expectation of pedagogical approaches in place.</p> <p>Meetings are planned in School Calendar linked to working time agreement.</p>

Ongoing Evaluation of Priority 1

Action Plan 2: Development of a P1-7 Relationships, Sexual Health and Parenthood Programme of Study

Rationale: In deciding on this area, we have noted the following advice in the Inspection report of May 2023: “The headteacher should now work with staff to develop greater coherence in the health and wellbeing curriculum from P1 to P7. This will ensure children develop skills and knowledge across all aspects of the health and wellbeing curriculum.” We have chosen Relationships, Sexual Health and Parenthood (RSHP) as a starting point to developing greater coherence in Health and Wellbeing Learning as we have already noted that staff are teaching this responsively rather than following a programme. A few parents have approached the school indicating they would prefer to be better informed about their child’s learning in this area.				
National Improvement Framework Priority: Improvement in children and young people’s health and wellbeing				
Focused Priority: Staff will develop and follow a cohesive programme for learning and teaching within RSHP. Pupils will experience progressive learning in this area and parents will be better informed about their child’s learning within these Experiences and Outcomes.				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
2.2 Curriculum 3.1 Ensuring Wellbeing , Equality and Inclusion			N/A	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
We will have a P1-7 RSHP programme which almost all parents will have clear knowledge of and which will support progress through this area of the wellbeing curriculum. All P1-7 children will receive their entitlement to learning in this curricular area and almost all will be able to articulate ways to keep themselves safe, hygienic and healthy in relationships and as they approach puberty as well as displaying knowledge of reproduction and how to be a parent (age and stage appropriate).	Engage with the RSHP website to create a programme that fits the needs and context of our school and community – form links with Wormit PS to carry out this work efficiently.	Teaching Team Lucy Jess will take lead	Parental engagement – surveys and focus groups Staff dialogue Pupil focus group discussions and teacher feedback from lessons	The programme will be developed by Christmas 2023. Meetings are planned in School Calendar linked to working time agreement.

Ongoing Evaluation of Priority 2

Action Plan 3: Further Development of a positive Relationships and Behaviour and Rights Respecting Ethos (Nursery-P7)

Rationale: We began (but did not conclude) some work on de-escalation last session. We recognise the need to further develop our skills and understanding in this area to enhance our policy and practice with regards to Relationships and Behaviour. We began to better engage with the United Nations Convention on the Rights of the Child in session 2022-23 and recognise the need to further develop this to ensure out whole school has a rights respecting ethos.				
National Improvement Framework Priority: Improvement in children and young people's health and wellbeing				
Focused Priority: There will be an increased understanding of the Rights Respecting Ethos – shared by staff, pupils and parents.				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
2.2 Curriculum 3.1 Ensuring Wellbeing , Equality and Inclusion		2.2 Curriculum 3.1 Ensuring Wellbeing , Equality and Inclusion		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>Instances of children experiencing dis-regulated behaviour and associated incidents will decrease.</p> <p>All children will learn and play within a Rights Respecting Ethos supporting positive experiences and wellbeing.</p>	<p>Re-visit Relationships and Behaviour audit.</p> <p>Share Learning from last sessions de-escalation training with all staff. This will likely be done in partnership with Wormit. Key staff are: Jamie Rose, Cara Diplexcito, Sarah Purves, Clare Henderson).</p> <p>Work to further develop strategies to promote positive behaviour and good regulation at a universal level – 5 point scale, cartoon strips, Decider Skills. Key Staff are Jamie Rose, Lucy Jess, Sarah Purves – we will also take advice from Supporting Learners Service.</p>	<p>Whole Staff Team – leads are listed beside their actions in strategic actions column.</p>	<p>Relationships and Behaviour audit and follow up</p> <p>School Record keeping</p> <p>Professional Dialogue</p> <p>Parental Feedback (surveys)</p> <p>Pupil Feedback – focus groups</p>	<p>Work on this will begin in term 2 and be completed by end of term 3. Meetings are planned in School Calendar linked to working time agreement.</p>

	<p>Engage with Unicef Resources to develop regular routines to discuss rights with children. As a staff, explore rights respecting ethos using the ‘What would your workplace feel like if...’ approach</p> <p>Make changes to policy and practice in line with lessons learnt from this work.</p>			
Ongoing Evaluation of Priority 3				

Action Plan 4: Develop Use of Sign-a-long in Nursery

Rationale: Through their reviews of professional development, EYOs have identified a gap in their knowledge and practice in this area. While we currently do not have any pupil who needs the support of sign-a-long, staff have rightly identified the need to develop this as part of their skill set and to make it a routine feature of nursery life.

National Improvement Framework Priority: Improvement in Attainment, particularly in numeracy and literacy.

Focused Priority: Sign-a-long will be in regular use in Nursery

HGIOS4 Quality Indicators	HGIOELC Quality Indicators
N/A	2.4 Personalised Support 3.2 Securing Children's Progress

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (<i>Triangulation of Evidence/QI Methodology</i>)	Timescales
By June 2024, signing will be in regular use in Nursery by staff and children and displayed in the environment as appropriate. Almost all children will know that some people use signing to communicate as they can't hear or speak. All children will have had an opportunity to lead learning at assembly.	<p>EYOs to source and engage with Sign-a-Long training materials. Key staff: Angela Kelly and Natasha McGregor</p> <p>Introduce 'sign of the week' to Nursery to embed use of specific signs. Focus initially on signs to support routines (walk, water, snack...) and on seasonal signs (pumpkin, Christmas Tree).</p> <p>To develop early leadership skills, Nursery children will share the sign of the week with primary children at assembly.</p>	Angela Kelly and Natasha McGregor (EYOs) will lead this work.	<p>Observation in Nursery – discussion with children.</p> <p>Parental Feedback – survey</p>	Work on this will begin in term 1 and be ongoing

Ongoing Evaluation of Priority 4