



Balmerino Primary School and Nursery Class School Improvement Plan 2024-25

Drafted in June 2024, Published September 2024

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. Our work in session 2023/24, 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:

- Conceptual Understanding of Numeracy – P1-P7
- Evidencing pupil progress across all 8 curricular areas and ensuring continued rigor in tracking and interventions in Maths and Literacy Nursery-P7
- Pupil Voice, Leadership of Learning and Wider Achievement Nursery-P7
- Further develop Use of Sign-a-long in Nursery

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

Abbreviations used:

SLT – school leadership team – headteacher and principal teacher (HT and PT)

PSA – Pupil Support Assistant

EYO – Early Years Officer

BGE – Broad General Education – the phase of learning from Nursery to S3 where your child learns in all 8 curricular areas: Maths and Numeracy, Languages, Health and Wellbeing, Religious and Moral Education, Expressive Arts, Sciences, Technologies, Social Subjects. Click here to learn more: <https://education.gov.scot/parentzone/curriculum-in-scotland/broad-general-education/>

eLips – focussed literacy observations we make in Nursery to gauge children's strengths and any development areas in their language acquisition

BASE – online assessments we use of the start and end of P1 to give a base line for learning in Maths and Literacy and a gauge of progress
SNSA – Scottish National Standardised Assessments – online assessments completed in P4 and 7 to give diagnostic assessment of next steps and to allow us to monitor progress over time
SfL – Support for learning

Action Plan 1: Conceptual Understanding of Numeracy – P1-P7

<p>Rationale: Analysing data over time suggests that pupils are making faster progress in Literacy than in Numeracy. Furthermore, staff have reflected on their practice and they recognise that because they have not worked on this area together, there may be gaps in consistency of approaches. We would like to have the same shared understanding of Numeracy that we have for literacy, having worked on this together, and with Wormit Staff . Both of these factors have led to us deciding to include Conceptual Understanding of Numeracy as an improvement priority in 2024-25. While the two schools will work together on this following a similar approach to the one we took with writing, the staff at each school decided upon this as an improvement area based on their own data and experiences. In working with our partner school we continue to see both as individual establishments and we do not have a one size fits all approach.</p>				
<p>Education Directorate Improvement Plan: Achievement</p>				
<p>Focused Priority: to ensure consistency in the deliver of a conceptual approach to numeracy, based on key theories and research as well as critical thinking about strategies within our context</p>				
<p>HGIOS4 Quality Indicators</p>			<p>HGIOELC Quality Indicators</p>	
<p>3.2 Raising Attainment and Achievement 2.3 Learning, Teaching and Assessment</p>			<p>3.2 Securing Children’s Progress 2.3 Learning, Teaching and Assessment</p>	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Across the school, attainment over time in maths will be in line with attainment in literacy.</p> <p>Engagement with these sessions and opportunities to share practice within our staff team and with the team from our partner school (Wormit) will support us to develop a consistency of approach and language which will impact positively on pupil’s progress by ensuring familiarity as children transition from one class to the next and move up the school.</p>	<p>PT, will engage in leadership Core Numeracy PL inputs to then deliver the following sessions to all teaching staff:</p> <ul style="list-style-type: none"> • Introduction and Documentation • Structure of Number • Place Value • Decimal • Fractions • Addition and Subtraction • Multiplication and Division • Fractions <p>The suite of sessions will give teaching staff :</p>	<p>HT has responsibility to ensure that collegiate time is timetabled for these sessions to be delivered and that moderation and classroom visits take place.</p> <p>PT has the responsibility to engage with leadership sessions delivered by an education support officer from Fife Council’s professional</p>	<p>Data Attainment as recorded in Progress SNSA and BASE Numeracy data and analysis of data over time in line with our Moderation and Evaluation Framework.</p> <p>People’s Views Professional discussions with staff including good practice sharing opportunities and moderation exercises. Parent and Pupil views on their experiences within the BGE will be</p>	<p>PT will deliver these sessions across September 2024-April 2025. Meetings are planned in School Calendar linked to working time agreement.</p> <p>There will be opportunities on the November and February in-service days for teachers from Balmerino and Wormit to come together to share good practice.</p> <p>A moderation exercise with Wormit same stage</p>

<p>At the end of the project, we will put practice into policy by writing a Numeracy Strategy to support consistency moving forward.</p>	<ul style="list-style-type: none"> • guidance, support materials and ideas for practice • key theory, research, evidence or best practice to support informed professional judgements <p>support to consider learners' experiences and needs within our context support to think critically about strategies and approaches.</p> <p>As well as engaging in these professional learning sessions, staff will work together to plan and moderate and to share good practice. The school leadership team will use MALT assessments to gather evidence on the current point of a group of learners at each stage across both schools and these learners will be reassessed year on year to give a measure of their progress and triangulate against BASE, SNSA and teacher declarations.</p>	<p>learning team and lead sessions with staff.</p> <p>Teaching team have a responsibility to engage with sessions and implement new strategies.</p> <p>Peripatetic Nursery Teacher will attend sessions and link as relevant with EYOs, she will also feed good practice and use of language at Early Level from Nursery into the sessions</p> <p>PT will link in with PSA team so that they have knowledge and skills to support numeracy more effectively.</p>	<p>collected through surveys in line with our Moderation and Evaluation Framework</p> <p>Observations As per our Moderation and Evaluation Framework: Classroom observations Learning Partnership Sampling as per school calendar: Term 2 – P2/5 Term 3 – P3/6 Term 4 – P1/4/7</p>	<p>teaching staff will be carried out in Term 3.</p> <p>The focus of the Learning Partnership in Term 3 will be upon Numeracy as will the focus of classroom visits in term4.</p> <p>It is likely that this will become a 2 year priority as some of the time allocated to this area may need to be reallocated to Action Plan as we deliver the Progress Timeline set by Fife Council.</p>
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Ongoing Evaluation of Priority 1

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Action Plan 2: Evidencing pupil progress across all 8 curricular areas and ensuring continued rigor in tracking and interventions in Maths and

Rationale: Fife Council are rolling out a new electronic tracking system (called Progress) to analyse and record tracking and interventions. This will not make significant changes to our practice in Maths and Literacy as we already have rigorous systems in place to track and record. This was recognised at the inspection in March 2023 and the learning partnership visit of February 2024 and they have been reported upon in the standards and quality report 2023-4. The next step for us in terms of maths and literacy is to further develop our targeting setting to better include pupil voice and offer effective feedback to support children to identify and understand their own next steps. The elements of the new Progress System which will be new to us is that we can use it to track pupil progress across the 6 curriculum areas beyond Maths and Literacy and that we will be using it for end of year reporting to parents. We need time to gain familiarity with the system before using it for reporting and we need to further develop our use of curricular pathways across the school to accurately track children's progress in all areas.

Education Directorate Improvement Plan: Achievement/ Health & Wellbeing

Focused Priority: By June 2027, there will be an effective system in place to plan with children so that they know their next steps and can articulate their learning. Children will receive effective feedback to support them to understand their progress towards those targets and to evidence their progress across all areas of the Broad General Education (BGE).

HGIOS4 Quality Indicators

2.2 – Curriculum
2.3 – Learning, Teaching and Assessment
3.2 – Raising attainment and achievement

HGIOELC Quality Indicators

N/A

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (<i>Triangulation of Evidence/QI Methodology</i>)	Timescales
<p><u>This is a 3 year project</u> By June 2027, there will be an effective system in place to plan with children so that they know their next steps and can articulate their learning. Children will receive effective feedback to support them to understand their progress towards those targets and to evidence their progress across all areas of the Broad General Education (BGE).</p> <p>The expected impact of this priority will not be achieved in one year. The expectation, therefore is that this work will roll on into 2025-26 and onwards in 206-27.</p> <p><u>By June 2024</u>, the expected impact is that we will have maintain our rigorous tracking in Numeracy and Literacy and that Teachers will be beginning to track across</p>	<p><u>Moderation</u> All staff will use CfE benchmarks to engage in moderation activity linked to Numeracy (with Wormit Staff) and Health and Wellbeing (within the cluster)</p> <p><u>Effective Feedback/Planning</u> All staff will continue to use current school planning and we will adapt as necessary to ensure we can track learning across the curriculum building on current good practice in literacy and numeracy and starting with and health and wellbeing. Staff will pilot systems to set targets with children, provide feedback and involve them in setting and achieving next steps. These will then be shared will all staff across both schools and agreement made on good practice to inform a strategy for feedback, assessment and target setting across the BGE.</p> <p><u>Assessment</u></p>	<p>All teaching staff will engage with these moderation exercises as per the school calendar. PT will take the lead on Numeracy Moderation.</p> <p>All class teachers</p> <p>All class teachers</p>	<p>Data Analysis of attainment data in Literacy, Numeracy. Analysis of CFE and BASE/NSA data in line with our Moderation and Evaluation Framework. Over time, evaluation of data across the BGE will be added to the Moderation and Evaluation Framework but this will likely happen into 2025-26.</p> <p>People's Views Teacher views on new system Teacher professional dialogue with SLT at Planning/Tracking Meetings Professional dialogue during sharing good practice and moderation sessions. Parent and Pupil views on their experiences within the BGE will be collected through surveys</p>	<p>School Leadership Team will attend Progress training and develop familiarity with the software in Terms 1 and 2.</p> <p>We will follow the Fife Council timeline for the rollout of Progress</p> <p>Professional Dialogue around effective assessment, feedback and articulation of next steps will take place from term 2, as per the school calendar with a view to all tracking information being recorded by June 2024 at which point the new reporting system will be used.</p> <p>4 collegiate hours have been added to 'reporting' to allow for time to get familiar with the system. This is time staff will use as part of their reporting, there are not meetings</p>

<p>the other areas of the BGE with a view to evidence individual pupil's progress in all areas. Children will be able to articulate their learning in Numeracy and Literacy and identify next steps targets. Children will receive effective feedback to support them to understand their progress towards those targets and to evidence their progress across Literacy and Numeracy.</p>	<p>Professional Dialogue will support the development of assessment approaches within the curriculum beyond Numeracy and Literacy to give a picture of individuals progress through the Broad General Education (BGE) to support Tracking in all areas.</p> <p><u>Tracking/Progress Framework</u></p> <p>We will develop our understanding of the Progress Framework. This will be used to track progress in learning across the curriculum and record targeted interventions for individual or cohorts of children.</p> <p>We will move our Literacy and Numeracy tracking data from TRAMS to the Progress Framework. We will develop our Tracking of progress in the other areas of the BGE. All teaching staff will use the reporting aspect of the framework to complete end of session written reports to ensure all parents/carers have access to an annual written report which is informed by professional judgements as well as moderation exercises and standardised assessment.</p>	<p>SLT will take the lead on professional dialogue sessions. All teaching staff will participate.</p> <p>SLT will be responsible for inputting initial data and maintaining the tracking element of the Progress System.</p> <p>All teaching staff will be responsible for coming to tracking meetings with up to date assessment information to inform professional dialogue and allow for the input of tracking data.</p>	<p>in line with our Moderation and Evaluation Framework</p> <p>Observations</p> <p>Forward planning documentation Classroom observations in line with our Moderation and Evaluation Framework</p>	<p>scheduled with respect to these hours.</p>
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Ongoing Evaluation of Priority 2

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Action Plan 3: Pupil Voice, Leadership of Learning and Wider Achievement Nursery-P7

<p>Rationale: We have identified specific gaps in our self evaluation against the core Qis – in 1.3 we recognise we do not yet create enough leadership opportunities for children at all levels, in 3.1 we recognise that greater opportunities for pupils to express their views and make decisions would enhance our provision in line with the UNCRC and we further recognise that within 3.2 there is a need for us to further develop tracking and planning for wider achievements.</p>				
<p>Education Directorate Improvement Plan: Achievement/Health & Wellbeing</p>				
<p>Focused Priority: There will be an increased understanding of the Rights Respecting Ethos – shared by staff, pupils and parents.</p>				
<p>HGIOS4 Quality Indicators</p>			<p>HGIOELC Quality Indicators</p>	
<p>1.3 – Leadership of Change 3.1 – Ensuring wellbeing, equality and inclusion 3.2 – Raising attainment and achievement</p>			<p>1.3 – Leadership of Change 2.3 – Learning, Teaching and Assessment 3.1 – Ensuring wellbeing, equality and inclusion 3.2 – Securing Children’s progress</p>	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>All children will take on a leadership role within the school community. Almost all will be able to give examples of how their voice is heard and of decisions they have helped make/change they have led.</p> <p>Staff will have effective tracking for all pupil’s wider achievements in place and this will inform planning of further opportunities.</p>	<p>Staff to meet to discuss leadership roles that could be delivered in school and each staff member will take the lead in one area, facilitating a pupil group.</p>	<p>All Staff</p>	<p>Data/Observation Tracking system Observation of Tracking system</p> <p>People’s Views Dialogue with staff and pupils</p>	<p>Beginning in Term 1 and then developed through the course of the year – as per school calendar</p>
	<p>Staff will work together to plan an effective tracking system so that we have a clear picture of children’s wider achievements and we can identify those at risk of missing out.</p>	<p>All Staff</p>		
	<p>Staff will make use of the Circle Framework to plan environments and suitable for individual learners needs and involve pupils in this planning to be most effective.</p>	<p>SfL, PSA and infant team</p>		

Ongoing Evaluation of Priority 3

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Action Plan 4: Further develop use of Sign-a-long in Nursery with a view to creating progress in this learning through the school

Rationale: We began to introduce sign-a-long as a routine feature of nursery life in session 2023-24. This has made progress but needs to be embedded. In line with priority 3, we recognise this provides an opportunity for Nursery children to lead learning within the school. We also recognise an opportunity to link with learning in the upper school where children are learning British Sign Language.

Education Directorate Improvement Plan: Achievement

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

HGIOS4 Quality Indicators

N/A

HGIOELC Quality Indicators

2.4 Personalised Support
3.2 Securing Children’s Progress
1.3 Leadership of change

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>By June 2025, signing will be embedded into our nursery and this will support specific children’s communication. All children will have had an opportunity to lead learning at assembly.</p> <p>All children (Nur-P7) will be able to explain how sign-a-long supports the communication of some people and children in the upper school will be able to articulate the difference between sign-a-long and British sign language and sign in both.</p>	<p>EYOs to continue to engage with Sign-a-Long training materials.</p> <p>Embed ‘sign of the week’</p> <p>To develop early leadership skills, Nursery children will share the sign of the week with primary children at assembly.</p> <p>P6/7 will continue to learn BSL as their L3 in line with the 1+2 approach to modern languages.</p>	<p>EYOs will lead the sign-a-long work in Nursery. HT and PT will facilitate the learning at assemblies and make the link between the two types of signing. Class teachers will lead BSL in the upper school.</p>	<p>Observation in Nursery and at assembly – discussion with children.</p> <p>Parental Feedback – survey</p>	<p>Work on this will begin in term 1 and be ongoing</p>

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Ongoing Evaluation of Priority 4

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