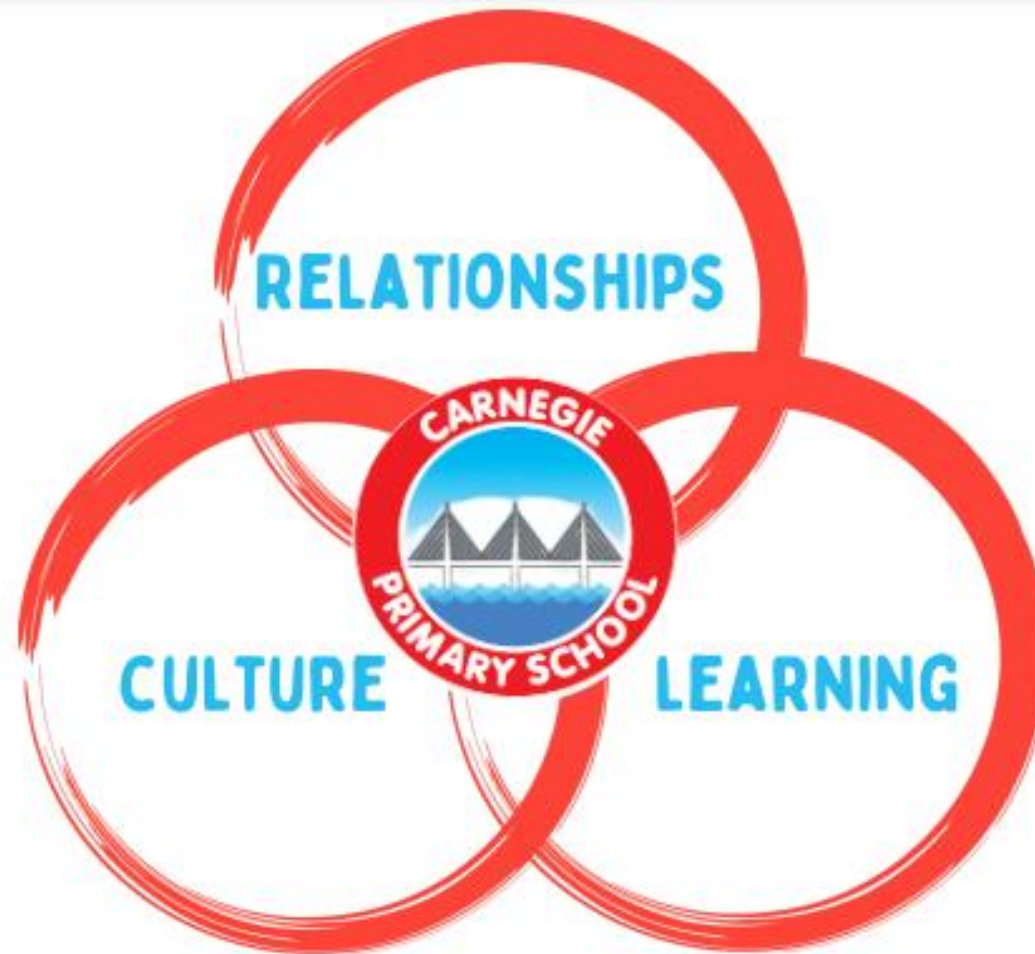


Carnegie Primary School



School Improvement Plan 2021-2022



National Improvement Framework Priority: Improvement in children and young people's health and wellbeing				
Focused Priority: Relationships: Building strong links with our school partners and local businesses				
QI (HGIOS 4)			HGIOELC	
Improving Wellbeing, Equity and Inclusion (3.1) Family Learning (2.5)			N/A	
Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
<ul style="list-style-type: none"> Link with Police Scotland and associated partners to review and update our Travel Action Plan Work collegiately with the Parent Council to promote a school community approach to health and wellbeing Build strong links with school partners to enhance the learning experiences for our pupils Rights Respecting School- working with partners and across the Woodmill cluster to achieve silver DLC- working with partners and cluster towards new campus 	<p>October 2021</p> <p>September 2021</p> <p>October 2021</p> <p>February 2022</p> <p>3-year plan Spring 2024</p>	<p>Travel Action Committee to be reconvened with representation from school staff, parents and pupils. Led by Ashley Paterson (PT) and Julie Journeaux (HT)</p> <p>Parent Council to agree an action plan at the AGM in September for 2021-22 relating to the '5 Ways to Wellbeing'</p> <p>SLT to develop local/national links to provide enhanced outdoor learning experiences. Ashley Paterson (PT) to develop links with financial institutions to enhance financial education across the school. Re-establish links with local partners to support our Eco Committee Plan</p> <p>Cluster working group established. Carnegie lead, Sarah Nicholson (PT) School RRS Committee to set a plan to achieve Silver award by Feb 2022 led by SN (PT)</p> <p>Cluster HTs to identify and action priorities towards ensuring full involvement and engagement of cluster schools in the development of the DLC</p>	<p>Concerns relating to school travel to be addressed with positive feedback from families and pupils</p> <p>Effective collegiate working by the Parent Council leading to well attended Parent Workshops. 50% parents engaging in at least one aspect of the initiative</p> <p>Regular engagement with local partners in the life of the school. Local Partners contributing to the school's improvement planning.</p> <p>Silver Award Achieved</p> <p>Active engagement of staff, pupils and families in the development of the DLC.</p>	<p>Improved safety for families travelling to and from school.</p> <p>5 Ways of Wellbeing recognised as a school community approach to wellbeing by staff, families and pupils. Improved wellbeing across the community.</p> <p>Enhanced learning experiences for all children leading to improved attainment in literacy and numeracy (+2%)</p> <p>School community recognises, promotes and upholds the values of a RR School.</p> <p>A positive experience for all stakeholders in the development of the campus</p>

Ongoing Evaluation

Session 2021 -2022

National Improvement Framework Priority: Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children				
Focused Priority: Culture- Building a strong culture of wellbeing across the school community Building a strong culture of professional learning and pedagogical enquiry				
QI (HGIOS 4)			HGIOELC	
Leadership of Learning (1.2) Leadership of Change (1.3)			N/A	
Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
<ul style="list-style-type: none"> Implement 5 Ways of Wellbeing across our school community to support and extend our Emotion Works Programme. 	August 2021 (staff and pupils) Sept 2021 (families)	Donna Parker (DHT)- to lead staff training with partner agencies (EP and OMM) Working Group established to support ongoing develop of programme Parent Council to develop programme for families Pupil Council (led by Shannon Philp) to ensure pupil engagement at all stages.	Quality of learning and teaching improved leading to increased attainment and engagement (3%) Closing of attainment gap and improved attainment for our children living in deprivation (5%)	Shared vision, values and aims embedded across the school community in relation to health and wellbeing leading to better behaviour, better engagement and better learning.
<ul style="list-style-type: none"> Develop the Branch Out programme to support the mental wellbeing of our learners in P7 	September 2021	P7 teaching team and P7 House Captains supported by Laura McPherson (DHT)	Consistent use of language in relation to health and wellbeing across the school community. Improved health and wellbeing across our staff team	A shared commitment to improving our mental health and wellbeing. All stakeholders empowered to lead change which improves outcomes for learners.
<ul style="list-style-type: none"> Continue to develop our Emotion works programme to ensure a common language across the school 	September 2021	Donna Parker (DHT)- to lead refresher staff training with partner agencies	Feedback and data gathered from staff, pupils and families	
<ul style="list-style-type: none"> Support for Learning team to review processes and procedures to ensure the most effective targeted support 	October 2021	Support for Learning Team supported by Donna Parker (DHT)		
<ul style="list-style-type: none"> School support team to develop the use of kitbag, lego therapy and other interventions to support our most vulnerable learners 	September 2021	Support for Learning Team supported by Donna Parker (DHT)		

<ul style="list-style-type: none">• Establish a programme of Seasons for Growth• All staff to undertake a practitioner enquiry using the PDSA model and present their findings and evidence to colleagues	September 2021 Started by early term 2 and completed by end of Term 3	Led by Scott Mitchell (SfL) and Nicola Atherton (PSA) Class teachers to work in groups of on their own to undertake a practitioner enquiry		
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Ongoing Evaluation

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Session 2021 -2022

National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children				
Focused Priority: Learning: Staff training and professional learning in literacy (focusing on Listening and Talking) Develop curriculum pathways in literacy for 1+2 (French and German) Develop and embed play pedagogy in P2 Develop progression pathways and learning experiences in expressive arts and financial education.				
QI (HGIOS 4)			HGIOELC	
Learning Teaching and Assessment (2.3) Curriculum (2.2) Raising attainment and achievement (3.2)			N/A	
Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
<ul style="list-style-type: none"> Staff engagement with professional learning in teaching expressive arts. Collaborative teaching across the school for expressive arts to consolidate learning and implementation of new approaches. Moderation framework built into collegiate calendar to ensure rigorous discussion about learning, teaching and pupil progress. Staff training to develop confidence and knowledge of teaching a second language. Progression pathway introduced Buddy system in place to support those staff members who are less confident in teaching a second language 	<p>December 2021</p> <p>December 2021</p> <p>September 2021</p> <p>December 2021</p> <p>Jan-March 2022</p>	<p>Working Group established (Ruth Robertson, Isla Ferguson, +++)</p> <p>Led by Working group</p> <p>SLT (led by Avril O'Donnell (DHT)) to review moderation framework in place to ensure consistency and high quality of moderation at all levels.</p> <p>Led by Kayleigh Morris and working group established. Audit to identify teacher needs in relation to professional learning in 1+2 and appropriate staff training planned.</p> <p>Led by Kayleigh Morris and working group</p>	<p>Consistent and progressive approach to teaching expressive arts across the school</p> <p>Positive pupil/parent feedback re learning experiences</p> <p>Appropriate and high-quality moderation supported by data</p> <p>CT feedback on moderation process demonstrates sound understanding and supports pace and challenge in learning.</p> <p>Evidence gathered from baseline audit and mid/end session reviews to evaluate</p> <ul style="list-style-type: none"> - staff confidence 1+2 - level of engagement -quality of pedagogy <p>Pupil views re their experiences (start/mid/end of session)</p>	<p>Increased pupil participation and engagement in learning. High quality learning experiences in expressive arts that build on prior learning.</p> <p>Rigorous systems in place leading to improved teacher confidence and improved attainment</p> <p>Skilled, confident teachers who ensure high quality relevant learning experiences in 1+2</p>

<ul style="list-style-type: none"> Staff training and collaborative teaching to improve pedagogy in listening and talking 	November 2021	Sarah Nicolson and working group established	Improved attainment in listening and talking (+3% across the school and +5% for those most disadvantaged)	High quality learning experiences and improved attainment in listening and talking Learners confident in listening and talking/ can articulate next steps and how to achieve them
<ul style="list-style-type: none"> Play pedagogy developed through the early years department and into P2 	August-December 2021	P1 and P2 teaching teams supported by Avril O'Donnell (DHT)	Improved attainment in literacy and numeracy (+3%) Improved pupil engagement in learning (observed) Positive feedback from families	High Quality play pedagogy embedded in P2
<ul style="list-style-type: none"> Financial Education to be developed across all stages and a skills programme developed to ensure progression. 	September-May 2022	<p>Ashley Paterson (PT) to lead short-life working party.</p> <p><u>PEF funding</u> PTs to support identified pupils and lead high quality staff training through collaborative teaching and staff development.</p>	Departmental moderation activity re learner's experiences in relation to attainment and engagement Pupil/family surveys	Financial education embedded within numeracy and maths programme.

Ongoing Evaluation

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