**Carnegie Primary School**



 **School Improvement Plan 2023-2024**



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| * **National Improvement Framework Priority:**   **Placing the human rights and needs of every child and young person at the centre of education.**
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| **Focused Priority: Culture: Promoting a strong culture of achievement across the school community built on the four capacities and our school values** **Create a school and community culture committed to learning for sustainability** |
| **HGIOS4 Quality Indicators** | **HGIOELC Quality Indicators** |
| **Leadership of Learning (1.2)****Leadership of Change (1.3)** | N/A |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| A shared commitment to promoting and recognising achievement.A shared pride in our school’s capacity for improvement and achievements.4 Capacities embedded as a school community framework for celebrating achievement and used by learners to talk about their own learning pathwaysStrong professional collaboration and professional knowledge developed leading to improved outcomes for all learners.A school and community committed to learning for sustainabilityLearners who are responsible citizens and effective contributors with a deeper understanding of global issues and their role in improving outcomes for the future | Embed 4 capacities across our school community to recognise and promote achievement through* Departmental display boards
* House Activities
* Huddle focus
* Homework tasks
* Postcards home

Plan and implement opportunities for individual & whole school achievements.Inc. John Muir Award, Natural Connections, Bikeability, RRS Gold Award, Green Flag and Kitbag AwardDevelop an action plan for achieving the Digital Schools AwardAll class teachers to used 4 capacities within 4 Part Model.Learning Conversations to focus on the language of core skills and 4 capacitiesEffective processes in place for learners to profile their own learner journeys.All teachers to build on previous knowledge and understanding of PI to critically reflect on pedagogy and practice through collaborative enquiry.Professional dialogue and staff training to enable staff to better understand how to achieve high quality learning for sustainability Learning opportunities to be provided via:* Whole school focus days
* Huddle focus
* Homework tasks
* Embedded across the curriculum

Eco-Committee to develop a 3 year action plan focussed on sustainability and Climate Action and to embed this within the School Improvement Framework. Termly whole school tasks to raise awareness of the key climate issues linked to the Eco Schools Action Plan | DHT- Laura InglisPupil led Achievement CommitteePupil CouncilParent CouncilShared across staff with leadership roles.DHT- Laura InglisCT-Douglas WebbIT Working GroupPupil led Achievement CommitteePupil CouncilParent CouncilAll staffAll Staff led by HTLed by:Pupil Voice GroupDHT- Laura InglisCT-Vicky Gray and Working GroupSupported by:PT-Sarah Nicolson/ Scott Mitchell (RRS)Shannon Philp (Pupil Council)Silvia Kremeyer (ECO) and ECO CommitteeSilvia Kremeyer (ECO) and ECO Committee | Consistent use of language in relation to achievement across the school community. All staff confident in use of language relating to the 4 capacities and the skills being developed.All children aware of the 4 capacities and how they develop themIndividual and whole school accreditations achievedPositive Feedback from all stakeholdersImplementation plan in place to achieve Digital Schools AwardEffective collegiate working with parent group leading to well attended Parent Workshops.60% parents feedback indicating an understanding of 4 capacitiesAll learners to have a individual learning profile which captures their learning journey.80% of learners can articulate their learning journey and relate progress to core skills and the 4 capacities.All teachers engage in collaborative teaching opportunities.All teachers to undertake a Collaborative EnquiryAll class teachers can report on impact of CI including quantative and qualitative data relating to a collaborative enquiry.Feedback from pupils indicates that +80% can articulate our commitment to ensuring learning for sustainabilityAll parent voice activities contain reference to and promote learning for SustainabilityAll parents receive information relating to our commitment to learning for sustainability and 50% parents know what our aims are.All staff undertake training and can demonstrate an understanding of the school’s commitment to learning for sustainabilityEco-Committee Action Plan updated to show record of progress towards, and achievement of, the Eco Schools Green Flag award Inclusion of sustainability within curricular and wider school planning. | **August 2023-June 2024****Dec 2023 - May 2024****November 2023-December 2024** |

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| **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: Relationships: Create a framework for meaningful family learning across the curriculum**  **Develop links with partners and businesses to support and enhance learning and teaching, with a focus on STEM/DYW** |
| **HGIOS4 Quality Indicators** | **HGIOELC Quality Indicators** |
| **Family Learning (2.5)****Increasing creativity and Employability (3.3)****Leadership of Learning (1.2)** | N/A |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| **Strong partnership with parents and families that enhance learners’ experiences both in and out of school****An active and engaged school community****Strong links with education partners leading to enhanced experiences for all learners.****Ambitious learners who can articulate the choices they have and what they need to do to achieve them.****Learners understand and can explain the links between skill for learning and skills for life and work.** | Develop a menu of family learning sessions to be offered and delivered throughout the year* Family cookery sessions
* Family gardening-development of a mini allotment
* Family Outdoor Learning
* Literacy (1+ 2 French classes)
* Family numeracy workshops
* HWB and PE family sessions

Offer a variety of format and timings for family learning opportunitiesReview home learning model to enhance home/ family learning opportunitiesTransition activities planned and implemented for all P5, P6 and P7 pupils to support cluster transition to DLCLinks with business partner Redstart to support Financial Education programmeRe-establish links with Fife college to support STEM learningDevelop links with local business to support STEM learningEstablish partnerships with Skills Development Scotland, Scottish Enterprise and Woodmill High School’s STEM Ambassadors School Careers Fair organised for September 2023 to bring together the partnership development and learning prioritiesCreate a menu of opportunities to ensure sustainability and a skills progression to ensure teachers build on prior learning.Work in partnership with Ardroy to embed outdoor education and John Muir Award across curriculum learning pathways | Avril Foster/Donna ParkerWorking Group:CT- Scott MitchellCT- Claire ThomsonCT- Leigh McCreaPSAs and EYOS to lead key initiatives Nicola AthertonPam CassleyDHT (Laura Inglis) and HTPT (Ashley Paterson) to lead working groupDHT (Laura Inglis to lead working groupCT Isla Ferguson | Active engagement with families happening across the school 40% of families engaging on onsite opportunities across the year.70% of families engaging remotely through home learning opportunities.Positive feedback from 98% of families who participate in family learning experiencesIncreased engagement (a further 8 families in 2023-24) for family learning that supports our most deprived families in particular (see SAC plan) Improved attainment for our most deprived learners (a further 2% in 2023-24) Improved attendance for our identified families (a further 3% in 2023-24)Positive feedback from learners, teachers and partners.Active engagement with partners across the schoolEnhanced learner experiences in STEM subjectsA progression framework in placed for skills based learning that is used by all teachers.Evidence of contextual play in classesRaised attainment in the top 5% of learners (3%)Improved attainment and engagementPositive feedback from learners, teachers and families. | August 2023- June 2024August 2022- August 2024(To be reviewed/ evaluated termly)August 2022- August 2024 |

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| **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-** ImproveDifferentiation to drive forward pace and challenge in learningDevelop creativity in Learning- Visible learning/critical thinking/collaborative learning/enquiry based/play/project based learning Raise attainment in Writing Learning for Sustainability- Embed learning through RRSA, DYW, Outdoor Learning and Financial Education within learning pathways |
| **HGIOS4 Quality Indicators** | **HGIOELC Quality Indicators** |
| Learning, teaching and assessment (2.3)Raising attainment and achievement (3.2)Increasing creativity and employability (3.3) | N/A |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| Differentiation in planning and pedagogy which is matched to learners’ needsIncreased focus on the pace and challenge of learning leading to increased attainment for the most able learners.Improved attainment in writingProfessional knowledge and expertise of staff enhanced by staff training, leading to improved learner experiences in writing.Effective moderation and assessment of writing to ensure robust data that is aligned to learners’ progress.An enquiry-based framework for learning across all stages that promotes creative, play based approaches to learning increasing pupil participation and engagement in learning.Staff development and training leads to consistently high-quality learning experiences in writingthat build on prior learning..Increased teacher confidence delivering quality experiences linked to Learning for sustainabilityImproved participation and engagement in learning for sustainabilityLearners who are Effective Contributors and Responsible Citizens | Staff training and professional dialogue.* Referencing Sue Crawley- The Ultimate Guide to Differentiation
* Dylan Williams/Shirley Clarke
* Input from Fife QAMSO
* Moderation focus
* Peer class visits

Staff training and professional dialogue * Use of SEIC resource to support pedagogical approaches
* Increased focus on symbolic play and emergent writing in the early years.
* Staff training using the ‘Writing Bundle’

Promote writing across the community:Writing festival/Author visitsWriting given increased profileEntry to Writing competitions, including the Rotary Young Writers AwardDevelop a Carnegie Anthology 2024.Staff training and professional dialogue.* John Hattie-Visible Learning
* Andy Griffiths/Mark Burns- Teaching Backwards
* Moderation focus
* Peer class visits
* Collegiate working with Dalgety Bay PS
* Collaborative Enquiry by CTs

Embed learning for Sustainability across learning pathways to identify cross-curriculum links and opportunities for interdisciplinary learning | DHT- Avril FosterPT- Sarah NicholsonProfessional Learning Working GroupsCT- Vicky GrayWorking Group | Differentiation evident in all classesPlanning evidences differentiation of learning and challenges the most able learners.Increased challenge evidenced by improved attainment of most able learners (additional 3 months progress for 10% of those ahead of expected level)Positive learner and parent feedbackAttainment of Writing at all stages increased by 3%Quality and diversity of writing approaches evident through, Pace and Progress meetings, class observations and jotter monitoringPositive feedback from pupilsImproved self-esteem for learners in relation to their writingFeedback from Learners indicates a more ‘can do’ attitude. Improvement of 15%Classroom observations evidence enquiry-based learning as a meaningful and challenging part of the learning process.90% of children reporting they feel challenged in their learning90% of children can articulate the core skills they are developing, how they relate to the 4 capacities and how they contribute to learning, life and work.Improved attainment for the top 5% of our learnersIncreased motivation and participation for those currently off-track and a 3% reduction in the attainment gap.80% staff reporting increased confidence in the teaching of an enquiry-based approach.90+% staff indicate increased confidence in delivering on learning for sustainability90+% of children can articulate what learning for Sustainability is and what learning they have experienced over the school year.65% learners can talk confidently about why learning for sustainability is important. | August 2023-January 2024August 2023-December 2023January 2024-December 2024 |