

Carnock Primary School

School Improvement Plan

2024/25



Education Directorate Improvement Plan: Achievement				
Focused Priority: Spelling – 75% of children in Primary 2 – 7 will have a standardised score of 100 or above by May 2025				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
1.1 – Self-evaluation for self-improvement 1.2 – Leadership of learning 2.3 - High Quality Learning, Teaching and Assessment 2.4 – Personalised Support 3.2 – Raising attainment and achievement				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>All children in Primary 2 – 7 will be taught a spelling rule each week and will have 4 follow up sessions to practise using this rule.</p> <p>Standardised assessment data (SWST) will show that children are improving in spelling and 75% achieving 100 or more in standardised score by May 2025.</p> <p>Children will be confident in spelling and able to transfer skills</p>	<p>All teaching staff will engage in professional learning on how to teach spelling and facilitate follow up practice for children.</p> <p>All teaching staff will be involved in drafting guidance on how spelling is taught at Carnock.</p> <p>SWST baseline assessment in August. Teaching staff will use this data to plan teaching of spelling using Five Progression Pathway. Spelling will be discussed during tracking attainment meetings throughout the session. Follow up assessments in December and March. Final assessment in May.</p> <p>Children’s views about the teaching of spelling rules and learning</p>	<p>DHT will lead on this</p> <p>All teaching staff</p> <p>All teaching staff</p> <p>All teaching staff</p>	<p>Single word spelling test</p> <p>Children’s views</p> <p>Planning, tracking and attainment meetings</p> <p>Jotter monitoring</p> <p>Formative assessment</p> <p>Data from sumdog spelling software</p>	<p>August 2024</p> <p>September 2024</p> <p>August 2024 December 2024 March 2025 May 2025</p> <p>August 2024 December 2024</p>

Education Directorate Improvement Plan: Achievement/ Engagement				
Focused Priority: Digital technologies – All children will demonstrate increased engagement and motivation in learning which is enhanced through the use of digital technologies by May 2025.				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
1.1 – Self-evaluation for self-improvement 1.2 – Leadership of learning 2.3 - High Quality Learning, Teaching and Assessment 2.4 – Personalised Support 3.2 – Raising attainment and achievement				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
By May 2025 all children in will have experiences of a variety of digital technologies including Glow, clicker 8, visualiser, immersive reader, one note, Click View, sumdog, numeracy software, scratch/pivot, smartboard notebook etc. appropriate to their age and stage in learning. This will improve engagement and motivation in learning and meet their individual needs.	Class teacher survey of current use and impact of digital tech.	HT	Class teacher surveys	November 2024
	Pupil focus groups of current use and impact of digital tech.	HT	Pupil questionnaire	November 2024
	All staff engage in professional learning as identified through survey.	All staff Fife PL Team	Class visits Parent/carer surveys	May 2025
	Class teachers create and implement action plan for use of digital technology to support and extend children in their class.	Class teachers	Minutes of planning, tracking and attainment meetings	May 2025
	Class teachers use Fife Progression Pathway to plan and implement teaching, learning and assessment in digital technologies.	Class teachers		Ongoing

	Discuss and evaluate use of digital technologies during planning, tracking and attainment meetings.	HT/DHT		September 2024 January 2025 April/May 2025
	Consider refresh programme of IT equipment moving forwards.	HT/DHT		June 2025

Ongoing Evaluation

This should be updated as part of on-going cycle of self-evaluation

	Learning, teaching and assessment <ul style="list-style-type: none"> Focus for parent/carer workshops/open mornings – sharing progression across identified curricular areas 	All class teachers		December 2025 March 2025 May 2025
Ongoing Evaluation				
<p style="color: red;">This should be updated as part of on-going cycle of self-evaluation</p>				

Pupil Equity Fund allocation for session 2024/25	£ 9720
School Context (copied from SIP)	

Context

Carnock is a small village approximately 4 miles west of Dunfermline with a population of approximately 750. Carnock Primary School serves both Carnock and Gowkhill. There are a few placing requests from neighbouring villages including Comrie, Oakley and Blairhall. Children of nursery age attend several provisions including Inzievar Nursery Class, Blairhall Nursery Class and Crossford Nursery Class as well as external partners.

Our Vision Statement:

Our vision statement was devised by one of our previous pupils. The current cohort were consulted and they felt this vision was still relevant. They made the decision to keep it, making some slight modifications. It has been shared with pupils, staff and parent representatives.

To learn, achieve and discover more every day.

Our Aims:

At Carnock Primary School, we endeavour to ensure all our young people are supported to become successful learners, confident individuals, effective contributors and responsible citizens by keeping the following aims at the heart of everything we do.

- To provide high quality, stimulating learning experiences which engage and challenge in order to meet the needs of every young person. The focus on real life skills prepares young people for a range of positive destinations
- Through high expectation promoting aspirations and ambitions, young people are encouraged to achieve their full potential. Attainment and achievements are recognised, valued and tracked.
- To promote positive relationships within an inclusive school community characterised by mutual respect. Such relationships will be supported by developing physical, social, mental and emotional health and wellbeing.
- To develop a collaborative school culture involving, recognising and valuing all stakeholders in the decision-making process.
- To embed Learning for Sustainability across the four contexts for learning to ensure the young people and families of Carnock are effective and responsible global citizens.

Our Values at Carnock

- Honesty
- Respect
- Friendship
- Fairness
- Responsibility

Carnock Primary School building is over 150 years old and is located at the heart of the village of Carnock. It provides a broad general education for primary age children of Carnock and surrounding villages. The school has four classrooms and currently has 69 children in three composite classes – P1/2, P3/4/5 and P5/6/7. The senior leadership team of 1.0FTE Headteacher (Joint HT with Crossford Primary and Nursery) and 0.5 PEF funded DHT. The school is

supported by 0.1 FTE support for learning. The children regularly access the outdoors and visit a local forest to participate in John Muir awards and Fife Natural Connections.

Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)

At Carnock Primary School we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings; Uniform, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning.

Stakeholder engagement

(in what ways have you engaged with your stakeholders – learners/parents/community etc.)

- all parents/carers had the opportunity to feedback on improvement priority work through questionnaires
- Pupils on-going feedback gathered through regular pupil focus groups, pupil leadership groups, questionnaires
- Pupil wise and parent wise information
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- Parent council discussion termly

Participatory Budgeting

(Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)

Not applicable

Rationale

(what poverty-related attainment gap are you trying to address?)

This does not all have to have a PEF cost

Amount of Fund allocated (if appropriate) £ 9720

In Primary 1/2/3 class there will be a new entrant with significant additional support needs who will initially require one to one support to engage in learning and be safe in school.
 In addition there are 5 children, 3 of which who are affected by aspects of poverty, who are not on track in literacy.

<p>Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference</p>	<p>Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)</p>	<p>Measure of Success (Triangulation of Evidence/QI Methodology)</p>	<p>Impact on learners Ongoing evaluation Dec/June (What has been the actual impact/outcome, in particular for the targeted group of learners) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)</p>
<p>Children who are not on track in literacy will close the attainment gap in terms in projected date to achieve expected levels. Individual child will be able to take part in learning safely and with peers where appropriate.</p>	<p>DHT to oversee PEF plan in both schools. Use of assessment data and knowledge of children to create an action plan of targeted interventions to support attainment in literacy. Weekly meeting to review impact and adjust interventions if required. Evaluate impact after 3 and 6 weeks. PSA support in Primary 1/2/3 class for first term to support all new entrants to settle in and provide additional support for individual child with additional support needs.</p>	<p>Attainment data eg SWRT, SWRT,, CfE projections Minutes of meetings Staff views Parent/carer views Children's views</p>	<p>What has been the impact? Have you met your original expected impact?</p>

