

Inverkeithing Primary School

School Improvement Plan

Session 2024-25



Focused Priority: To raise attainment in Literacy

HGIOS4 Quality Indicators

National Improvement Framework Priority:

1.1 Self Evaluation for Self-Improvement 1.2 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement/Securing Children's Progress

Improvement in attainment, particularly in literacy and numeracy.

Expected Impact	Strategic Actions Planned (& Timescales)	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)
<p>By June 2025 raise attainment in Reading in P1, P4 and P7 to reach our stretch target or 88%</p> <p>During class/group observations consistent approaches to the teaching of literacy are embedded in all classrooms.</p> <p>Assessment approaches indicate attainment gains for pupil' showing impact of initiatives.</p>	<p>Using collated audit results from session 23-24, embed a consistent, approaches with the teaching of phonic, spelling, reading, and writing (from August 2024)</p> <p>Implement peer assisted reading (P7/P4 and P5/P3) programme to support fluency in reading (Aug – Oct 24).</p> <p>Implement peer assisted (P7 /P4 and P5/ P3) high frequency words programme (Aug – Oct 24).</p> <p>Implement home/ school programme related to learning high frequency words at P3, P4 and P5 stages (Aug – Oct 24).</p> <p>Staff training with a focus on the teaching of high frequency words and implementation of new reading scheme (P1-P7) (August INSET, termly staff meetings and termly tracking meetings). Assessment grid for common words introduced to support the triangulation of assessment evidence (by November '24)</p> <p>Staff group will take part in reading QI training with Fife's professional learning team for P7 learners (Aug – Oct 24).</p> <p>Implement use of YARC reading assessment to increase in depth assessment knowledge of pupils reading abilities alongside our existing assessment approaches. (September 24)</p> <p>Consult with all stakeholders to assess the impact our reading approaches (March/ April 2025).</p> <p>Writing rubric approaches based on Fife's writing resource consistently used (from September 2024). Creation of WAGOLL banks (by May 2025)</p> <p>Shared finishes promoting good practise in reading and writing (monthly from September 2024)</p> <p>Book at bedtime, P1 parent workshops and reading workshop for parents (across the academic session).</p> <p>SRA cards to be used to assess grammar in the same way as we have successfully used this resource to assess comprehension at a pupil's level (reading age).</p>	<p>All teaching and support staff.</p> <p>Scott Wilson, Raising Attainment PT.</p> <p>Children will take part in initiatives and support the evaluation of these.</p> <p>Families will take part in initiatives and evaluate the impact of these.</p>	<p>Evidence from class observations, tracking of reading assessments and planning and tracking meetings.</p> <p>Implementation of new reading scheme monitored through planning and tracking meetings.</p> <p>Reading data, high frequency words and phonic / spelling results analysed and tracked across the whole school with a specific focus on P1, P4 and P7 cohorts.</p> <p>Feedback from learners through pupil surveys.</p> <p>Class observations.</p> <p>Learning Partnership report</p> <p>Moderation between stage partners and cluster colleagues.</p> <p>Baseline test of change/QI methodology for Reading QI project at P7.</p> <p>Monitoring of attainment</p> <p>Curriculum Development sessions throughout the year to be identified on the collegiate calendar for reading input.</p> <p>Class observation schedule for the year to be shared with staff.</p> <p>On-going and discussed at Tracking meetings termly. All learners will experience consistent approaches in the teaching of literacy.</p>

Focused Priority: Learning, Teaching, Engagement and Assessment Approaches

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Expected Impact	Strategic Actions Planned (& Timescales)	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)
<p>By May 2025 BGE tracking system will be fully implemented, impacting positively teacher’s professional judgement and end of session report writing.</p> <p>Parent feedback will show increased knowledge and understanding of IPS support strategies.</p> <p>Shared Finishes are evaluated positively and are impacting on children’s out of school learning.</p> <p>Playtimes are positively, impacting on better engagement with relationships and class learning.</p>	<p>New BGE tracking system implemented through staff training and regular planning and tracking meetings. Consideration of assessment across the curriculum a priority for staff meetings termly. (Termly & by May 25) (From SQR) 4-part model graphics for use in all classes to structure lessons will be displayed throughout the school (August 2024). (From SQR) Circle Framework approaches will be used consistently as an approach to supporting children with additional support needs as form part of our continuum of support (finalised by Oct '24).</p> <p>Sway compilation of support strategies used in school to share with parents (by October 2024). Support strategy of the month shared through monthly newsletters to IPS families to spotlight approaches and raise parental awareness. (Termly throughout the session)</p> <p>IPS Continuum of Support developed with staff and shared with IPS families through reviews and support sway. (By October 2024)</p> <p>Parental workshops / Shared Finishes with children around raising awareness of curriculum areas (monthly throughout the session)</p> <p>Nurture approaches to support engagement in school and in classrooms (throughout the session)</p> <p>Working with Active Schools to support engagement in active approaches for children (from September 2024)</p> <p>Playground approaches and focus developed to support better play and relationships outside through staff and pupil training (from September 2024)</p> <p>Playground pal training for Primary 7 pupils to support conflict resolution at breaks (May / June 2024)</p> <p>Buddy group system for P1 children to support (from August 2024)</p>	<p>All teaching and support staff.</p> <p>Children will take part in initiatives and support the evaluation of these.</p> <p>Families will take part in initiatives and evaluate the impact of these.</p>	<p>Staff providing positive feedback and impact of assessment across the curriculum.</p> <p>Feedback from learners through pupil surveys</p> <p>Class observations.</p> <p>Learning Partnership observations and report</p> <p>New tracking approaches support rigorous pace and challenge in pupil’s learning leading to increased attainment through targeted learning and teaching approaches.</p> <p>Positive feedback from parents / carers.</p> <p>All learners will experience consistent learning, teaching, assessment, and support approaches.</p>