

Limekilns Primary School



Improvement Plan 2023 - 2024

Achieving Excellence and Equity



Session 2023-2024 Improvement Plan

School Priority 1: All children’s progress in literacy will be supported through developing consistent pedagogical approaches to learning, teaching and assessment.				
National Improvement Framework Priority		Improvement in attainment, particularly in literacy and numeracy Closing the gap between the most and least disadvantaged children		
HGIOS4 Quality Indicators		1.2 leadership of learning; 1.3 Leadership of change; 2.2 Curriculum; 2.3 Learning, teaching and assessment; 3.2 Raising attainment and achievement		
Expected Impact	Strategic Actions Planned	Timescales	Responsibilities	Measure of Success
<p>All staff will deepen their knowledge and understanding of the key principles of the Workshop for Literacy approach and understand how to embed these within their practice.</p> <p>All children will experience meaningful and rich contexts for learning to improve pace, challenge and differentiation in literacy, through experiencing consistent approaches to learning, teaching and assessment.</p> <p>Continued improvement in literacy attainment at key stages of P1, 4 and 7 to achieve stretch targets.</p> <p>Improved consistency across the school in recording assessment information for reading, writing, and talking/listening will lead to increased teacher confidence in professional judgment of progress of and within a level in literacy.</p> <p>All children’s reading comprehension skills will develop through explicit teaching and of comprehension strategies when ‘reading in the moment’ and ‘reading reflections’.</p>	<p>1.Establish Fife Record of Understanding (Rus) for Literacy, as a tool for all teachers to maintain as a record of assessment information</p> <p>2.Engagement in professional learning: Workshop for Literacy - series of 7 twilight sessions to explore effective learning, teaching and assessment practice across the curriculum organisers for literacy.</p> <ul style="list-style-type: none"> • The Workshop for Literacy Approach • Tools for Listening and Talking • Tools for Reading (Phonology) • Tools for Reading • Skills for Understanding, Analysing and Evaluating • Creating Written Texts • Tools for Writing <p>3.Engagement in practitioner enquiry: through use of reflective questions, professional reading, and resources from Fife PL Team for use in classroom.</p> <p>4.Establish six core reading comprehension strategies across the school to improve all children’s comprehension skills.</p> <p>5.Plan time for staff to engage in moderation opportunities, particularly at planning stage.</p>	<p>1.Establish RUs in Term 1. Moderation in Term 3.</p> <p>2.Twilight sessions take place during Term 1 and 2 (Sept-Dec)</p> <p>3.Term 1 and 2</p> <p>4.Inset Day – Nov</p> <p>5.Term 3</p>	<p>1.Class Teacher LB (Assessment & Moderation link) to lead.</p> <p>2.All staff to engage in series of twilight sessions led by Fife PL Team.</p> <p>3.All staff to engage in practitioner enquiry during WfL core approach professional learning.</p> <p>4.Headteacher CM to lead</p> <p>5.Class Teacher LI to lead</p>	<p><u>Quantitative data:</u></p> <ul style="list-style-type: none"> • Termly literacy data from Stage Tracking Overviews. • National assessment data: P1 Base and P4 and P7 NSA data (reading and writing). • Evidence gathered through practitioner enquiry (pupil engagement, motivation, attainment). <p><u>People’s views:</u></p> <ul style="list-style-type: none"> • Carry out and analyse Learner Surveys provided by Fife PL Team (pre and post). • Regular pupil sampling using established ‘Lucky Numbers’, linked to L, T & A themes in How Good is OUR School • Questionnaire for staff pre and post – key themes: confidence in understanding and using WfL approaches to effectively meet the needs of all children; impact of PL sessions on practice. • Dialogue with staff at Tracking and Planning meetings and PL sessions • Parental feedback from and questionnaire – what is the impact on child’s skill, confidence and application? <p><u>Direct observation:</u></p> <ul style="list-style-type: none"> • Monitoring and sampling of jotters – literacy, writing and across the BGE. • Class observation; feedback from Learning Partnership observations - focus on literacy

School Priority 2: Through establishing a whole-school approach to Learning for Sustainability (LfS), all children’s learning will be developed through experiencing contexts for learning that weave together outdoor learning, sustainable development and global citizenship.

National Improvement Framework Priority	Improvement in attainment, particularly in literacy and numeracy Improvement in children and young people’s health and wellbeing			
HGIOS4 Quality Indicators	1.2 leadership of learning; 1.3 Leadership of change; 2.2 Curriculum; 2.3 Learning, teaching and assessment; 2.7 Partnerships; 3.2 Raising attainment and achievement			
Expected Impact	Strategic Actions Planned	Timescales	Responsibilities	Measure of Success
<p>All children will receive their entitlement to LfS and will develop values, attitudes, knowledge, and skills to support them to shape a sustainable future across the 4 capacities.</p> <p>All children will engage in motivating and relevant interdisciplinary activities that are aligned to UN Sustainable Development Goals. Within these contexts children will lead their learning through creating their ‘Big Questions’.</p> <p>Through a shared understanding and knowledge about LfS, staff will have developed confidence to plan and lead learning linked to sustainable development, outdoor learning, and global citizenship.</p> <p>Families will have increased understanding about the concepts related to LfS and the benefits of taking learning outside/outdoor education.</p> <p>All children will experience progressive and regular outdoor learning opportunities from P1-7, which build on their prior knowledge and skills. Our new School Garden will be further developed to promote wellbeing and inclusion</p>	<p>1.Planned professional development opportunities using local and national resources to develop a shared understanding of</p> <ul style="list-style-type: none"> • what learning for sustainability is • links to GTCS standards & national policy • relevance for learners <p>2.Refresh IDL contexts for learning:</p> <ul style="list-style-type: none"> • create a 3-year progressive programme • children’s ‘Big Questions’ to lead learning • ensure coverage of Es&Os by bundling • links to sustainable development goals <p>3.Moderation of planning for LfS themes.</p> <p>4.Continue to develop strong community partnerships through initiatives such as volunteering, supporting community engagement or sharing their expertise.</p> <p>5.Share information about LfS in a range of ways throughout session with families.</p> <p>6.Create two working parties to establish and develop the planning and implementation of a progressive, challenging and high quality outdoor learning programme across the school:</p> <ul style="list-style-type: none"> • P1-P3 Natural Connections – Foundation • P4-P5 Natural Connections – Level 1 • P6-P7 John Muir environmental award 	<p>1.Term 1</p> <p>2.Term 1</p> <p>3.Term 3</p> <p>4.Whole-school ‘school garden’ context for learning – beginning Term 1</p> <p>5.Throughout all terms</p> <p>6.Term 3 and 4 Use Inset Day in Feb</p>	<p>1.SLT – KM & CM</p> <p>2.Principal teacher KM to lead</p> <p>3.All staff</p> <p>4.All staff Principal Teacher KM to liaise with community group</p> <p>5.All staff</p> <p>6.Teacher working parties:</p> <ul style="list-style-type: none"> • Natural Connections – RA, LB, LI, NH & AH • John Muir – RF, SO & KM 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> • Use of LfS Self-Evaluation and Improvement Framework – (Ed Scot) • LfS is evident in the planning of interdisciplinary learning, which demonstrates clear pupil voice to guide learning through creation of ‘big questions’. • Number of children achieving the accreditation/award in outdoor education programmes. • Tracking of children’s wider achievement. <p><u>People’s views:</u></p> <ul style="list-style-type: none"> • Children: pupil sampling and use of questionnaires to establish impact of improvements on their knowledge, skills and attitudes linked to LfS. • Staff: through collegiate sessions, planning meetings and questionnaires, gather impact on confidence, motivation, knowledge and skills. • Families and partners: gather views and opinions at school events and through questionnaires. <p><u>Direct observation:</u></p> <ul style="list-style-type: none"> • Outdoor areas such as the School/Community Garden are used with increased frequency and meaningfully support learning at all stages

School Priority 3: All children’s wellbeing and learning will be positively influenced through a whole school approach to embedding children’s rights in the ethos and curriculum of the school.				
National Improvement Framework Priority		Improvement in attainment, particularly in literacy and numeracy Improvement in children and young people’s health and wellbeing		
HGIOS4 Quality Indicators		1.2 leadership of learning; 1.3 Leadership of change; 2.2 Curriculum; 2.3 Learning, teaching and assessment; 2.7 Partnerships; 3.2 Raising attainment and achievement		
Expected Impact	Strategic Actions Planned	Timescales	Responsibilities	Measure of Success
<p>All children and our wider school community will know about and understand the UN Convention on the Rights of the Child and will be able to describe how it impacts on their lives and on the lives of children everywhere.</p> <p>All staff will engage in training to deepen their knowledge to embed, enhance and maintain Rights Respecting practice.</p> <p>All children will engage in interdisciplinary learning activities that incorporate the UNCRC Articles</p> <p>All children will speak with confidence about how positive relationships are encouraged.</p> <p>All children will feel safe and protected and know what to do if they need support.</p> <p>All children will value education and are involved in making decisions about their education. They will be able to talk about the role they have in their learning.</p>	<p>1. Create a steering group with pupil representatives (P1-6) teacher and a parent/s.</p> <p>2.Begin fortnightly lunchtime meetings to take forward the RRSA Silver Action Plan.</p> <p>3. Ensure adults and the wider school community know about and understand the UNCRC:</p> <ul style="list-style-type: none"> • Posters displayed and shared via school newsletters to convey key information about our RRSA journey • Shared start and finish with parents to share learning and activities on UNCRC Articles • Sharing learning on Seesaw <p>4.Incorporate the UNCRC Articles into our LfS and IDL contexts for learning.</p> <p>5.Whole school learning opportunities linking rights to national days.</p> <p>6.Make links between Emotion Works, UNCRC and NSPCC</p> <p>7. Involve children in a range of activities to promote young people’s rights on a local and global scale including: charity fundraisers; local beach cleans and conservation work; community partner work: community garden/Limekilns Church</p>	<p>1.Create group in Term 1</p> <p>2.Fortnightly throughout the school year</p> <p>3.Throughout term 1-4</p> <p>4.Term 1</p> <p>5. Throughout the year</p> <p>6. Term 3</p> <p>7. Term 2 and 3</p>	<p>Class teachers leading – LB and AH</p> <p>Class teachers leading – LB and AH</p> <p>Class teachers leading – LB and AH</p> <p>Headteacher CM Principal Teacher KM</p> <p>All staff</p> <p>Class Teacher RF Principal Teacher KM</p> <p>LB and AH</p>	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> • Action Plan for Silver RRSA • Timeline of evidence gathered in a sway – ongoing throughout year • Through evaluating attendance data and use of pupil questionnaire feedback. <p><u>People’s views:</u></p> <ul style="list-style-type: none"> • Pupil sampling through lucky numbers and use of questionnaire data to establish impact of improvements in using the Rights Respecting language • Parent voice through using FORMS to gather knowledge and understanding between home and school. • Parental feedback following shared start/finish. <p><u>Direct observation:</u></p> <ul style="list-style-type: none"> • Observation of pupils using regulation strategies and considering rights respecting solutions to dealing with conflict. • Evidence of classroom displays linking rights to broad general education and Learning for Sustainability contexts.

Nursery Priority 1: All children’s learning, development and progress will be supported through quality planning, observations and tracking processes.

National Improvement Framework Priority		Improvement in attainment, particularly in literacy and numeracy Closing the gap between the most and least disadvantaged children		
LINKS TO HGIOELC		1.3 Leadership of change; 2.3 Learning, teaching and assessment; 3.2 Securing children’s progress		
Expected Impact	Strategic Actions Planned	Timescales	Responsibilities	Measure of Success
<p>Quality observations will consistently demonstrate - language of learning; child’s voice; context; degree of achievement.</p> <p>Practitioners will accurately judge and record children’s progress and next steps, which will inform well-timed interventions.</p> <p>Children will be able to talk about their learning with increasing confidence, using their PLJs and displays.</p> <p>Close partnership working with families will identify children’s next steps, ensuring pace and challenge.</p> <p>Needs of children will be constantly responded to through a balance of intentional and responsive planning, which connect with and extend interests and motivations.</p> <p>Floorbooks will effectively involve children in planning and leading their learning and document ways learning has been deepened.</p> <p>Threads of learning will be clear and reflected across observations, planning, PLJs and floorbooks.</p>	<p>Revisit professional learning as a reflection tool to embed a shared understanding of quality interactions, significant observations and next steps in learning.</p> <p>Regular peer moderation of observations, incorporating coaching conversations to identify strengths and development areas.</p> <p>Further develop practitioner learning conversations and family cuppa chats to co-create targets in children’s learning together.</p> <p>Develop a clear and shared understanding of intentional and responsive planning through:</p> <ul style="list-style-type: none"> Professional learning Additional modelling and practical support Clearly identifying roles for practitioners Developing knowledge of EL curriculum Analysing evidence of threads of learning from other settings <p>Introduce and develop practitioner understanding of their role in using provocation tools:</p> <ul style="list-style-type: none"> visible thinking routines ‘I see, I think, I wonder’ Talking Tubs. <p>Develop consistent practice in using Floorbooks for recording children’s learning through:</p> <ul style="list-style-type: none"> professional learning using models of good practice 	<p>Term 1</p> <p>Mid-point of each term</p> <p>Termly, in line with QA Calendar for N4s and N5s</p> <p>Term 1</p> <p>Term 1</p> <p>Intro in Term 1</p> <p>Term 1 – 4</p> <p>Term 1</p> <p>Term 3</p> <p>Term 2</p> <p>Term 2</p>	<p>CM</p> <p>All EYOs</p> <p>All EYOs</p> <p>CM</p> <p>Early Years PT - AT</p> <p>EYDO – TH</p> <p>Early Years PT – AT</p> <p>EYDO – TH</p> <p>EYDO – TH</p> <p>CM</p>	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> Termly moderation of quality of observations in PLJs by Nursery Teacher – consistent use of 4 elements of a significant observation. Termly moderation of quality of daily responsive planning and intentional planning – Is the learning clear? Is there an appropriate balance between both plans? Evidence evaluations are informing next steps. Evidence detailed in ‘Our Improvement Journey’ floorbook. <p><u>People’s views:</u></p> <ul style="list-style-type: none"> Practitioner feedback evidenced through consultations and questionnaires on the impact of professional learning to develop knowledge, skills and confidence to plan effectively and use of floorbooks to document children’s interests and learning. Evidence of children’s voice in the learning cycle from intentional and responsive planning and in floorbooks. Parental feedback at cuppa chats and through questionnaires. Feedback from EYOs, EYDOs and EYPT on quality assurance processes. <p><u>Observations:</u></p> <ul style="list-style-type: none"> Evidence of improvement in practitioner’s knowledge of children’s progress and next steps during termly ‘learner conversations’. Observations on the floor and analysis of children engaged in visible thinking routines. Sampling of children – can they talk about their learning documented in their PLJs?

Nursery Priority 2: All children’s learning, development and progress will be supported through experiencing high quality outdoor play.				
National Improvement Framework Priority		Improvement in attainment, particularly in literacy and numeracy Closing the gap between the most and least disadvantaged children		
LINKS TO HGIOELC		1.3 Leadership of change; 2.3 L, T & Assessment; 2.7 Partnerships; 3.2 Securing children’s progress		
Expected Impact	Strategic Actions Planned	Timescales	Responsibilities	Measure of Success
<p>Children will experience a rich outdoor play provision, which will provide opportunities for big movement and dynamic play.</p> <p>Children will experience regular contact with nature and an appreciation and respect for biodiversity through accessing green spaces (garden) and local beach.</p> <p>Children will experience a literacy and numeracy rich indoor and outdoor environment which will build on and grow their interests, vocabulary and knowledge.</p> <p>All practitioners will clearly be able to notice, observe and plan for <i>learning</i> in outdoor local environments and in setting outdoor provision.</p> <p>All practitioners will undertake lead roles to motivate, support and inspire others, thereby developing a range of leadership skills.</p> <p>Families will have the opportunity to be involved in outdoor play experiences and will understand how outdoor play benefits their child’s physical, cognitive, social and emotional development.</p>	<p>Audit of outdoor provision - Nursery team to carry out an audit of the quality of the outdoor play provision, taking one area over the course of a week. Through this the team will deeply understand:</p> <ul style="list-style-type: none"> • How each area is being used by children • The learning taking place in each area • What is working well and what needs improved • How it can be improved • Child/parent/staff voice <p>Action Plan to improve outdoor provision – Using the information gathered, the team will create an action plan, which clearly states activities, practitioner leadership roles and timescales to develop outdoor play.</p> <p>Professional learning –</p> <ul style="list-style-type: none"> • All staff to complete the Outdoor Learning Module (Fife Early Years) • Professional reading – Out to Play • Professional reading – My World Outdoors <p>School/Community Garden partnerships - Use and develop community partnerships to support the provision of quality learning experiences in the School Garden. Develop leadership roles for children.</p> <p>Increase use of local area for learning outdoors-</p> <ul style="list-style-type: none"> • Practitioner Beach Kindergarten online training • Plan/implement play experiences at the beach 	<p>September – November</p> <p>Plan created in December Carry out Action Plan over Term 3</p> <p>Term 2</p> <p>Term 3</p> <p>Monthly meetings Develop over the 4 terms</p> <p>Training Term 3 Beach Kindergarten to run Mar-Jun</p>	<p>All EYOs</p> <p>EYDO – TH - to support/coach through professional dialogue</p> <p>All EYOs will have a leadership role EYDO – TH - to support</p> <p>All EYOs to lead PL on section of professional reading for their colleagues</p> <p>EYO – RK, to lead PT – KM, to support</p> <p>All EYOs EYDO – TH – to support</p>	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> • Termly monitoring – improvement in the quality and focus on the <i>learning</i> outdoors evidenced in the daily responsive planning (DRP) and weekly intentional planning. • Termly monitoring – sampling of observations in PLJs focused on quantity and quality of observations outdoors; evidence of range of physical, social, cognitive and emotional skills developed through outdoor play. • Range of evidence detailed in Improvement Floorbook • Use of core Quality Indicator graffiti walls <p><u>People’s views:</u></p> <ul style="list-style-type: none"> • Staff questionnaire to monitor confidence in noticing, recording, and planning for learning in outdoor spaces such as woods/beach and nursery outdoor area in pre (August) and post (May) • Gather feedback from parents in a range of ways: post-its from Stay and Play; oral feedback from cuppa chats; comments from Seesaw posts related to learning outdoors and through questionnaires. • Gather children’s voice and record in Improvement Floorbook, observations and displays. • Feedback from EYDOs and EYPT on quality assurance processes. <p><u>Observations:</u></p> <ul style="list-style-type: none"> • Evidence from regular observations of the quality of interactions, experiences, and spaces (PNT, EYPT, HT)

Attainment Fund Rationale:	Amount of Fund - £9800
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Rationale behind identified actions:

- Intervention 1a - A few learners in P2 and P3 have been identified as having gaps in attainment in reading and writing and, from assessment, support needs to target phonic skills to progress learning within tools for reading/tools for writing.
- Intervention 1b – A few learners need support to settle to learn in class and manage mini-transitions.
- Intervention 2 – A few learners across P4-7 have been identified as having gaps in reading attainment in terms of their predicted levels for their stage. A range of skills need to be targeted including development of fluency and accuracy, and explicit support to use reading comprehension strategies.

Expected Impact	Interventions Planned	Measure of Success	Impact on Learners - Ongoing Evaluation
<p><u>Intervention 1:</u> By December 2023, a few learners in P2 and P3 will have</p> <ul style="list-style-type: none"> • Improved phonological skills - be able to identify phonemes in cvc words • Recognise increased number of initial sounds and digraphs from baseline • Blend cv and cvc words moving from 80% to 90% in reading for P2 and 88% to 91% in P3 in reading. <p>By December 2023, a few learners will have met specific targets related to using strategies to support mini-transitions and learning in their classroom</p> <p><u>Intervention 2:</u> By January 2023, a few learners will - know and be able to use comprehension strategies; feel an increase in motivation to read; have reduced gaps in reading</p>	<p><u>Intervention 1a:</u> Phonics P1-3 (August – December) Additional PSA hours will be used to provide intensive support to develop phonic skills with a few learners in P2 and P3. This will include:</p> <ul style="list-style-type: none"> • Overlearning of initial sounds and digraphs • Segmenting and word building • Blending practise <p>Analysis of the start of year BASE will be used, along with class teacher assessments, to identify children in P1 needing early intervention with developing early phonic skills.</p> <p><u>Intervention 1b:</u> Transitions P1-3 (August – December) Targeted PSA support for a few learners to manage transitions and increase time in class.</p> <p><u>Intervention 2:</u> Reading P4-7 (January – June) Additional PSA hours will be used to support individual learners to develop blending skills, fluency, accuracy and to be able to use comprehension strategies to make sense of text. A range of reading resources will be used along with pupil voice to support motivation and interest in reading. Reading materials will be provided for home.</p>	<ul style="list-style-type: none"> • P1 BASE • LPS Phonic Assessment to be used to track details of progress aligned to Jolly Phonics progression (5 Groups) - Grapheme-phoneme Phoneme-grapheme Blending skills Segmenting skills Writing words with sounds/patterns • Achievement of SMART targets for individuals • Use of NGRT at beginning and end of intervention • Reading Engagement Pupil Survey at beginning and end of intervention – analysis of pupil self-concept as a reader and value of reading • Ongoing evaluative notes noting conversations and observations • Tracking information 	<p><u>Term 1:</u></p> <p><u>Term 2:</u></p> <p><u>Term 3:</u></p> <p><u>Term 4:</u></p>

