

Pitreavie Primary

Session 2023-2024 School Improvement Plan



National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people				
Focused Priority: Staff to develop effective pedagogy to embed understanding and application of the learning, teaching and assessment cycle.				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
QI (HGIOS 4) 1.2 Leadership of Learning 1.5 Management of resources to ensure equity 2.3 Learning Teaching and Assessment 2.6 Transitions 3.2 Raising attainment and achievement			HGIOELC 1.2 Leadership of Learning 1.5 Management of resources to ensure equity 2.3 Learning Teaching and Assessment 3.2 Securing Children's Progress	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales
Consistency in feedback and assessment approaches leading to improved teacher judgement of attainment in all year groups All children from P1-P7 will know their next steps in learning.	Embed consistent assessment, feedback and jotter policy across school. Clear approaches to short, medium and long-term assessments applied at all stages.	Debbie Broadley All teaching staff	Policy evaluated and embedded. Assessment timetable agreed. Evaluated through joint moderation sessions.	Embedded by June 2024
Accurate teacher judgement of attainment using consistent sources of evidence.	Embed clear understanding of evidence gathered to support professional judgement. Moderation of assessment evidence across stages. Use of What is a Level Professional Learning Resources. Input from QAMSO	John Stewart (QAMSO) All teaching staff	Moderated through professional dialogue at tracking meetings and peer moderation groups. Moderation opportunities at cluster and Learning Partnership.	Embedded by June 2024

<p>Increased engagement in literacy activities leading to improved attainment in talking and listening from N5-P7. Stretch target of 83% to be met in the mainstream.</p>	<p>Consistent core provision planned across the three playrooms to enable moderation for tracking. Further analysis of E-Lips scores. Increased emphasis on teaching and assessing speaking and listening from P1-P7. Use of materials provided by DLD team.</p>	<p>Karen Methven Cathy Byrne Paul Tuffy Michelle Paton Caroline Conway Lynette Thomson</p>	<p>More children communicating their needs effectively in nursery. Track attendance at PEEP and Bookbug. Increased attainment in speaking and listening based on reliable assessment evidence</p>	<p>March 2024</p>
<p>All teaching staff will have a shared understanding of effective pedagogy.</p>	<p>Collegiate sessions to embed "What is a Pitreavie Lesson" Use of Bruce Robertson Teaching Delusion literature.</p>	<p>Debbie Broadley All teaching staff</p>	<p>Improvement noted in lesson evaluations/ observations from within school and through learning partnership.</p>	<p>December 2024</p>
<p>Pupils within ASC more settled and engaged in learning</p>	<p>Embed tools for communication to be used within ASC. Quad to be utilised for sensory play Tac Pac to be embedded Introduce more structured sensory activities</p>	<p>All ASC staff working with Inclusive Practice Team</p>	<p>More children communicating their needs effectively. Evidenced through observation.</p>	<p>June 2024</p>

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Ongoing Evaluation

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National Improvement Framework Priority: Improvement in children and young people's health and wellbeing				
Focused Priority: Develop pupil voice in all 4 arenas of participation – learning, teaching and assessment, opportunities for personal assessment, decision making groups, connection with the wider community				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
1.2 Leadership of Learning 1.5 Management of resources to ensure equity 2.4 Personalised Support 2.7 Partnerships 3.1 Ensuring well-being, equality and inclusion		1.2 Leadership of Learning 1.5 Management of resources to ensure equity 2.4 Personalised Support 2.7 Partnerships 3.1 Ensuring well-being, equality and inclusion		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales
Children’s Rights embedded across the life and work of the school	Apply for RRS Bronze and Silver Awards Develop pupil voice through RRSA steering group Develop understanding of teaching and learning about rights, through rights and for rights. Ensure alternative means of communication are available for children to express their needs Anti-Bullying Policy revisited	Jane Adams Sam Thomson Lindsay Roger Tula Hernandez Doreen Duman Liz Coggane Fiona Cree Sasha Pender	Bronze and Silver RRS Awards New Anti-Bullying project launched	June 2024
All pupils from nursery to P7 are supported in their right to express views (Article 12) Pupils feel confident to raise concerns or issues with peers and adults, developing a reciprocal sense of feeling valued and trusted. Agency scores at GMWP are increased.	Development of Peer Mediators Refresh of Cosy referral process Use of Connected and Compassionate Classroom Use of Circle resources Use of The Voice of the Infant Best Practice Guidelines Refresh of Buddy Programme De-escalation Approach introduced	Debbie Gibson Megan Campbell Adele Rasberry Liz Coggane	Through observation at Early Stages Increased scores in parental questionnaire Increased Agency and affiliation Scores in GMWP with targeted groups at P4 and P5.	May 2024

<p>Parents and pupils display increasing autonomy in approaching learning with an additional need such as Dyslexia, Dyscalculia and DLD.</p> <p>Through participation in a committee, pupils will develop life skills such as team work, problem solving and citizenship leading to the establishment of a greater shared community</p>	<p>Parent and Pupil Workshops</p> <p>Creation of horizontal committees. Pupil voice to create individual focus.</p>	<p>Lisalynne Duddy Brown Emma Louden Heather Penman</p> <p>All staff</p>	<p>Pupil and Parent Questionnaire</p> <p>Baseline data and follow up to be created by each committee</p>	<p>December 2023</p> <p>May 2024</p>
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Ongoing Evaluation

National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy, Improvement in employability skills				
Focused Priority: Refresh aspects of the curriculum to ensure pupils have the skills, knowledge and attributes needed for learning, life and work				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
1.2 Leadership of Learning 1.5 Management of resources to ensure equity 2.2 Curriculum 2.3 Learning Teaching and Assessment 3.2 Raising attainment and achievement		1.2 Leadership of Learning 1.5 Management of resources to ensure equity 2.2 Curriculum 2.3 Learning Teaching and Assessment 3.2 Securing Children's Progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales
Increased attainment in reading across school	Increased knowledge of effective literacy teaching to include MFI Reading Improvement project and Stephen Graham resources. Use of Fife Spotlight paper.	Clare Napier Debbie Paxton Heather Penman	Increased attainment in reading. Move from 82.8% at secure stages to 85%	June 2024
Continue to increase attainment in writing	Embed approach to writing with a combination of Daily Write and Fife Writing pack. Additional focus on effective teaching of spelling and handwriting.	Nadia Prior Rachael Hemmings	Increased attainment in writing. Move from 75% to 78% Almost all (over 90%) of pupils from P3-P7 to have a value-added spelling score.	June 2024
Consistency in planning and tracking across the BGE	Finalise digital planning documents based on progressive learning pathways provided by Fife Council. Focus on understanding and implementation of high quality IDL. Continue to develop STEM provision.	Sarah Mortimer Nicole Gregor Lou Male	Whole school approach to IDL through an increased understanding of curriculum design. Moderated through class visits and joint planning meetings	December 2023

<p>Innovative curriculum created that delivers the BGE flexibly</p>	<p>Rewrite Curriculum Rationale taking account of the Refreshed Curriculum Narrative for CFE</p>	<p>All staff</p>	<p>A fit for purpose curriculum rationale that is used and understood by all</p>	<p>March 2024</p>
<p>All learners experience relevant and engaging teaching of music, to equip them with transferable skills</p>	<p>Embed Charanga Increase instrument use Progressive programme of events to increase participation.</p>	<p>Toni Wylie Fiona Rubino Michelle Paton</p>	<p>Whole school approach to music education through a structured and coherent programme which is accessible to all children. Moderated through class visits and planning meetings</p>	<p>May 2024</p>
<p>Nursery and ASC pupils will experience opportunities to express and communicate ideas through a range of high-quality stimuli</p>	<p>Hear My Music project for ASC in conjunction with YMI Develop music areas within playrooms and gardens. Introduce Charanga in nursery. Reintroduction of PEEP and Bookbug.</p>	<p>Joy Gudgin Wendy Syme Amber Leigh Thomson Lauren Pearse Gail Bryce Marlene Torres Houwaida Edouss Louise Gifford Elaine Anstruther Paula Flower Jackie Shiels</p>	<p>As above plus parental questionnaires for nursery</p>	<p>December 2023</p>
<p>Completion of trial of Progress reports and tracking processes reporting at Literacy, Numeracy and Health and Well-Being. High quality PE delivered and assessed through PEPAS approach</p>	<p>Collegiate sessions based on new Progress system. Revisit PEPAS principles for teaching and assessing PE.</p>	<p>John Stewart Steve Doig Chris Hay Anne Loizidou Taylor Wilson</p>	<p>Evaluation of new tracking and reporting system.</p>	<p>June 2023</p>

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Ongoing Evaluation

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