STRATHKINNESS PRIMARY SCHOOL

STANDARDS AND QUALITY REPORTING AND SCHOOL IMPROVEMENT PLANNING SUMMARY DOCUMENT (FULL REPORTS CAN BE ACCESSED ON SCHOOL WEBSITE)

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| **SQR - SESSION 2021-22** |
| **PRIORITIY 1:**  **DEVELOP APPROACHES TO PUPIL VOICE BY IMPROVING PEDAGOGICAL AND STRATEGIC APPROACHES TO FEEDBACK** |
| IMPACT:   * Majority of teaching staff have developed their approaches to providing feedback as integral to pedagogy * 4-part model continues to support approaches in sharing learning with pupils. Majority of pupils report that they understand what they are learning, why they are learning it and what they need to do to improve * Majority of staff report they feel more confident in ways to give effective feedback * Evidence shows that the majority of pupils have improved their vocabulary in articulation of emotions and use this in self-regulation and restorative approaches. |
| **PRIORITY 2:**  **RE-BUILD AND DEVELOP PARENT VOICE, PUPIL VOICE AND COMMUNITY LINKS** |
| IMPACT:   * Almost all parents attended the open afternoon and provided positive feedback on the event * All staff engaged with audit and action planning of pupil voice approaches * All staff demonstrate a commitment to the whole school vision for developing pupil voice * Almost all pupils fed back to say that pupil committees supported their pupil voice in school * All pupils on a committee agreed that pupil committees provided them with opportunities to engage in the life of the school * Less than half of all pupils were included in a committee and actions to involve all pupils did not come to fruition |
| **PRIORITY 3:**  **DEVELOP A DIGITAL CULTURE BY FULLY INVOLVING PUPILS AND STAFF IN DESIGNING AN APPROACH TO DIGITAL RESILIENCE** |
| IMPACT:   * + Almost all pupils in upper school demonstrate a commitment to their role in managing school devices   + The reorganisation of devices has improved use as devices are more consistently available and in working order.   + Digital subscriptions are used by all pupils to enhance learning both at home and in school. |
| ATTAINMENT:   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | CLASS | **LITERACY** | **READ** | **WRITE** | **L&T** | **MATHS** | **NMM** | **SPM** | **IH** | | P1 | 88.6 | 88.6 | 88.6 | 88.6 | 88.6 | 88.6 | | P4 | 90 | 90 | 90 | 90 | 90 | 90 | | P7 | 86.6 | 66.6 | 100 | 86.6 | 86.6 | 86.6 | |
| **PUPIL EQUITY FUNDING:**   * Digital subscriptions have been used to support learning at home and to enhance pedagogical approaches in school. * Emotion Works has been implemented to support self-regulation and provide emotional support for pupils * Resources have been purchased to provide sensory experiences for pupils to support regulation * Staff PL resources have been purchased to support delivery of sensory experiences * Additional support staff have delivered sensory experiences for pupils to improve self-regulation |

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| **SIP 2022-23** |
| **Priority 1: DEVELOP APPROACHES TO TEACHING AND LEARNING IN NUMERACY** |
| EXPECTED IMPACT:   * Increased teacher efficacy for all teaching staff * Streamlining and consistency of approach * Improved moderation and transition processes * Positive mathematical mindsets in majority of pupils * Increased levels of pupils engaged in their learning journey * More clarity for parents/carers in school approach to teaching numeracy |
| PROPOSED ACTIONS:   * Audit of current resources * Staff questionnaire – current approaches, identified strengths, identified development needs * Pupil and parent questionnaires to identify views and visions * Interrogation of assessment data * Explore approaches in other schools * Identification of good practice and what works well with current resources * Identify areas for further development * Identify next steps through stakeholder survey and interrogation of assessment data |
| **Priority 2: DEVELOP OUTDOOR LEARNING - IMPROVE ACCESS TO OUTDOOR PEDAGOGY AND IMPROVE LEANRING PATHWAYS WITHIN OUTDOOR LEARNING** |
| **EXPECTED IMPACT:**   * Increased opportunities for learning to be taken outdoors * Some development of progression in learning pathways in relation to outdoor learning * Practice has developed that can be embedded and further developed for future sessions * Increased teacher efficacy in delivering learning in the outdoors * Improved community links in relation to outdoor learning |
| **PROPOSED ACTIONS:**   * Staff audit of practice and strengths of current approaches * Audit of school resources and local context accessibility * Survey of pupils – strengths of current approach, ideas, and proposed opportunities of the context * Identification of community links and LA support for outdoor learning * Links to curricular areas and wider achievement opportunities * Develop progressive skillset related to outdoor learning - basic |
| **Priority3: IMPROVE PROCESSES AND APPROACHES TO ENSURING MEANINGFUL PUPIL VOICE IS INCLUDED IN MORE AREAS ACROSS THE SCHOOL COMMUNITY AND WIDER CURRICULUM** |
| EXPECTED IMPACT:   * Pupils are engaged effectively in the life and work of the school. * Pupils are effectively engaged in their own learning journey. * Pupils develop the skills to mediate and regulate with their peers |
| PROPOSED ACTIONS:   * Revise pupil committee approach to include pupil engagement in SIP, Curriculum Rationale, School Website, Community Council and Parent Council * Use of How Good is OUR Pupil Voice Toolkit * Develop Four Part Model further to enhance approaches to self/peer assessment and feedback * Use of Cluster Peer Mediation training and Emotion Works approach |
| **PEF**:  Funding will be used to provide additional staffing to support development of wider achievement, skills for work and community links. Funding will also be used to provide staff and resource to continue to meet the sensory and emotional needs of pupils |