



Session 2023-24 Tayport Primary School Improvement Plan



National Improvement Framework Priority: Improvement in children's health and well-being NIF Driver: School Improvement				
Focused Priority: To ensure all learners feel nurtured and included in our school. - All staff using the Circle framework to plan appropriate routine and structures, social & communication, & physical environments. - All staff using tools available to support the development of emotional literacy.				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
1.1 – Self-evaluation for self-improvement; 1.2 – Leadership of Learning; 2.1 – Safeguarding & child protection; 2.3 – Learning, teaching & assessment 3.1 – Ensuring wellbeing, equality & inclusion; 3.3 Developing creativity & skills for life and learning			n/a	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
All our learning environments support self-regulation and children's sense of belonging and feeling nurtured. Almost all identified learners show increased participation in learning. Almost all children will recognise that they have opportunities to make influence decisions in their school.	Achieve rights respected school accreditation – bronze rights committed.	VT House Captains	Rights Respecting School Survey staff and children Pupil Focus Groups Staff Feedback Parent Questionnaire	May 23 Mar 24 Specifics on self-evaluation calendar
	All staff receive professional learning in use of Circle Framework. Use the Circle Framework to ensure school learning environments, structures and routines, are nurturing and inclusive. Staff will improve their understanding of learners' motivation and skills.	Carys Murray, EPS, VT JP alltaff	The Inclusive Classroom Environment Scores tracked over time Learning Visits – SLT and Peer Leuven scale Pupil Focus Groups	June 23 Ongoing
	Ensure our wider curriculum is inclusive by design and that there is awareness of protected characteristics.	VT and JP All staff	Planning meeting data IDL plan moderation	Sept/Dec/Mar



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	HWB "Responsibility for All" strategies used to improve feeling included and nurtured.	All staff VT AS, P7 Teacher	Glasgow Motivation Survey (P2-7) tracked Planning meetings Pupil Focus Groups	Sept/March
	Everyone is leading an improvement in our school. Linking with external partners where possible.	MAD groups Impact Teams	Ongoing evaluation shared on display boards Tracking of MAD plans Impact Team Evidence	Ongoing
	Capture pupil voice before, during and after learning	VT All staff	Planning and tracking meetings Jotter Moderating Pupil focus groups	Sept/Dec/Mar
	Professional reading around play pedagogy to develop creativity, social skills and regulate behaviour	HF, P1 Teacher	Teacher feedback Observation – Leuven scale	Ongoing
	Staff to be trained in use of Fife's "summary of support" and Child's Plans. Linking the inclusive classroom expectations to this.	A MacMaster, SfL Teacher	Learning environment audit Planning and tracking meetings	Aug 23 Ongoing
	Targeted support for learning blocks for those who need it.	A MacMaster Class Teachers	Tracking data	Ongoing
	Update staff- Fife Council guidance on physical intervention linked to de-escalation approaches.	AS	Reduction in incidents/ V&A.	Aug 23 Ongoing
Ongoing Evaluation				



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National Improvement Framework Priority: Improvement in attainment in particular literacy and numeracy.				
NIF Driver: Assessment of Children's Progress				
Focused Priority 2: To improve writing attainment				
<ul style="list-style-type: none"> - All staff engaged in Stephen Graham creating a balanced writing professional learning. - Rigorous collaborative writing moderation processes 				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
1.3 – Leadership of Change; 2.2 – Curriculum; 2.3 – Learning, teaching & assessment; 2.4 – Personalised Support; 2.6 – Transitions; 3.2 – Securing children's progress;			n/a	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>Most of the identified group in P3-P7 will show progress (in house tracking used) in writing attainment.</p> <p>School will exceed the literacy stretch target for 2023-24 which is 81% of P1, P4 and P7 achieving appropriate literacy levels.</p>	4 part model for lessons agreed to support learners in understanding skills learned.	VT All teachers	Learning Visits – SLT and Peer Pupil Focus group	Term 1
	Create a Tayport Writing Policy that links to a consistent approach to Fife's Writing and Assessment documentation.	JP & GN	Jotter monitoring Pupil focus groups	Term 1 and 2
	All teachers trained in PM writing resources to support 9 text types	All teachers	Moderating jotters Observation Pupil Focus groups – oral description work	Ongoing 2023-24
	Professional learning in Fife Writing Assessment Tools to support formative and self-assessment in writing	All teachers	Jotter moderating Pupil focus groups Pupils generate A4 assessment poster Learning walks	Term 1 and 2
	Writing Coverage linked to PM writing professional learning and IDL/ Topic for year 2	IDL Impact Team	Tracking coverage over time	By August 23



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All children experiencing the breadth of the writing curriculum.	QI methodology implemented P4-7 with teachers gathering data	G Narauskaite – QI Implementation Lead	Tracking discussions/ data	By March 2024
	Teachers engage in peer learning visits in and out of our setting.	VT All teachers	Feedback from visits	Ongoing
	Block of moderation cycle of collaborative planning and delivery of writing	VT All teachers	Collaborative conversations and next steps	Term 2
	Align school approaches/ pathways for spelling to best practice	Spelling Impact Team	Schonell spelling ages improve	March 2024



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National Improvement Framework Priority: Closing the attainment gap between the most and least disadvantaged children.				
NIF Driver: Parent/carer involvement and engagement				
Focused Priority 3: To improve our curriculum through increased parental engagement				
- There is evidence of increased community partnership in our curriculum.				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
1.2 – Leadership of learning; 2.2 – Curriculum; 2.5 – Family Learning; 2.7 – Partnerships; 3.1 – Ensuring wellbeing, equality & inclusion			n/a	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>Most children can accurately share their progress and next steps.</p> <p>Our curriculum features community involvement which supports building sense of belonging.</p> <p>Most parents understand our curriculum rationale,</p>	Clear communication on how we engage with families in our calendar, including how we share learning and progress throughout the year.	VT	Attendance at family events Family surveys	By August 24
	Create opportunities for parents/carers to engage in our curriculum rationale - how children learn – curriculum evening – play/ numeracy/ QI writing/ IDL and termly summaries against 4 contexts for learning	All teachers	Attendance at family events Family surveys	By December 23
	Support learners in improving their language of learning to set next steps particularly in writing.	VT All teachers	Monday meeting – qualitative data over time	By March Ongoing
	To gain Silver reading accreditation create a reading café with parents. Engage with local community	VT MAD groups Larick Centre	Attendance Visitor feedback Rights Respecting Pupil Survey	By April 24
	To support parent/carers in extending learning and self-regulation strategies at home.	All teachers	Family surveys	By December 23
	Deliver whole school Careers week.	VT	Partner survey Pupil Focus group	May 2023



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<p>their child's progress and next steps</p>	<p>The community uses the Tesco Community Grant funded Zen Zone in school to build wellbeing and self-regulation skills.</p>	<p>AS</p>	<p>Track usage of Zen Zone HWB survey results Family feedback</p>	<p>December 23</p>
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