

School Improvement Planning Template

School	Annette Street Primary School		
Learning Community	Shawlands		
Link Officer	Michelle Wright		
Head of Service	Donnie McLeod		
School Roll	172		
Attendance Rate	79% (from Focus tool)		
Pupils affected by the poverty related attainment gap (employment, income, housing, health, access to services, education, crime), Covid & other forms of poverty not listed OTHER - Pupils not in SIMD 1 & 2, not in receipt of school meals but affected by factors detailed above.			
PEF allocation 23-24:	89,425	SIMD Quintile 1 (% and Number)	124 / 72%
Carry Forward:	tbc	SIMD Quintile 5 (% and Number)	0
Total Allocation 23-24:	tbc	Other	
FME (number and %)	48.5%	Total No Pupils	185
Grand Challenges 2023-26 (<i>Grand challenges are the long-term strategic changes you intend to achieve i.e. 'to improve attainment in literacy'</i>)			
<ul style="list-style-type: none"> To improve learning and teaching in literacy and EAL To improve assessment To improve relationships 			

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Challenge: To improve learning and teaching (in literacy)						
Mission 1: All classes engaged in Jane Considine approach to writing					Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Prepare All teachers have CLPL and modelling from CLOL to implement a unit plan	All teachers understand a Jane Considine Unit plan	Teacher knowledge, skills and attitudes (KSA) Curriculum plans Writing jotters	Evonne Smith	End of planning block 2	Cover £1610	£1599 online training £4200 for experiences & resources £149.99 Unit plans £250.00 Books
Sprint All teachers co-teach and moderate a unit plan coached by CLOL	Almost all teachers confident in using the Jane Considine approach	Moderation notes; Writing jotters SLT observations POLLI observations	Evonne Smith	End of planning block 3		
Review and longer-term impact Improvement in children's writing stamina and achievement	Increase in length of writing in targeted year groups: infants 1-5 sentences; uppers 1-3 paragraphs	Writing jotters Pupil views	Evonne Smith	End of planning block 3		
Challenge: To improve learning and teaching (in literacy)						
Mission 2: Target classes engaged in Sounds Write approach to phonics teaching.					Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Prepare CLOL, some SLT, all SfLW and pilot teachers have Sounds Write and all have Phonics Tracker training	Staff understand how to teach phonics and use phonics tracker for assessment of phonics	Phonics tracker results evident in forward planning Staff knowledge, skills and attitudes (KSA) survey	Evonne Smith	Block 1	£1000 CPD	£1600 CPD £600 A3 whiteboards for word building
Sprint Pilot teachers will implement the Sounds Write programme and direct SfLWs for small group support.	Pilot teachers confident in Sounds Write approach to phonics teaching. SfLW confident in supporting role.	SLT observations POLLI observations Staff knowledge, skills and attitudes (KSA) survey	Evonne Smith	Block 1, 2 and 3		
Review and longer-term impact For pilot classes, improvement in phonic knowledge and application of phonics in writing	5% improvement in phonics and use of phonemic knowledge in writing for sample classes	Samples of writing Phonics tracker	Evonne Smith	Block 3		
Evaluative Comment (HGIOS 4 Link Outcome to QI Challenge Questions)						

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Challenge: To improve learning and teaching (in EAL)						
Mission 3: All teachers engaged in co-teaching project						Costs
Commitments (sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Prepare All teachers have CLPL on co-teaching project	Teachers prepare a project bid	Teacher knowledge, skills and attitudes (KSA) Curriculum plans/bids	Joanna McPake Wendy English	Block 1	£250 books	£13,400 for 0.2 teacher
Sprint 2- 4 teachers per block work on a co-teaching project coached by JM	Improved confidence in EAL co-teaching	Teacher knowledge, skills and attitudes (KSA) Curriculum plans/bids	Joanna McPake Wendy English	Block 1, 2 and 3		
Review and longer-term impact Celebration of pupil achievement from co-teaching project; develop EAL co-teaching policy	Improved pupil outcomes and achievement for targeted EAL pupils; EAL co-teaching policy	Co-teaching policy Teacher KSA Pupil work Celebration day	Joanna McPake Wendy English	Block 3		
Evaluative Comment (HGIOS 4 Link Outcome to QI Challenge Questions)						
Challenge: To improve assessment						
Mission 4: All teachers engaged in supporting children to profile their learner journey						Costs
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Prepare All SfLW and teachers have CLPL on profiling the learner journey	All staff understand the national profiling guidance	Staff KSA survey	Jem			
Sprint Assessment working party devise and pilot a way to profile on Seesaw	A devised profiling system using seesaw that draws on the national guidance	Seesaw profiling policy and sample	Jem			
Review and longer-term impact All classes are profiling learner achievements Profiling section in assessment policy	An in-use profiling system across all classes	Seesaw sampling across classes Children, parent and partner pre and post views Assessment policy	Jem			
Evaluative Comment (HGIOS 4 Link Outcome to QI Challenge Questions)						

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Challenge: To improve assessment							
Mission 5: Improve class teacher interim assessment and reporting						Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF	
Prepare All teachers have CLPL on assessment of, for and as learning. CLPL on assessment stops as part of BtC5	All teachers understand assessment stops as providing rigour to professional judgement on progress (BtC5)	Teacher KSA Assessment folder Assessment workbook for each class	Jem Anderson	End of planning block 1			
Sprint Teachers plan pre-post concept assessment in reading coached by ES and JA	All teachers can teach what is needed and assess what has been taught for a concept	Pupil assessment Assessment Folder	Jem Anderson Evonne Smith	Planning block 2			
Review and longer-term impact Teachers can present pupil assessment data in spreadsheet, at CPJ meet and tracking meet; report on Seesaw	All teachers confident in the reporting and use of assessment data for professional judgement	Teacher KSA Assessment workbook Assessment policy Fact, story action proforma	Jem Anderson	End of planning block 3			
Challenge: To improve assessment							
Mission 6: Improve class teacher assessment in classrooms						Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF	
Prepare All teachers have CLPL on questioning & feedback (Dylan Wiliam resources)	All teachers can identify at least 3 key elements of effective questioning and feedback	Teacher KSA	Jem Anderson Nazz Javaid	Block 2	£250 books	£13,400 for 0.2 teacher	
Sprint Teachers select an area of focus to show improvement in e.g. feedback	All teachers have experimented with ways to improve classroom assessment	Teacher KSA Teacher evidence e.g. plans Lesson observation	Jem Anderson Nazz Javaid	Block 2			
Review and longer-term impact Teachers contribute examples of work to assessment policy	Assessment policy developed	Assessment policy Teacher KSA	Jem Anderson Nazz Javaid	By end block 3			
Evaluative Comment (HGIOS 4 Link Outcome to QI Challenge Questions)							

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Challenge: To improve relationships						
Mission 7: To improve attendance						Costs
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Prepare All stakeholders have information/CLPL on and contribute to attendance policy, current data, plans, procedures and strategy.	Almost all teachers and families confident in strategies to improve attendance.	Stakeholder KSA	Heather Wallace	End of planning block 1		£13,400 for 0.2 teacher
Sprint All stakeholders to be given attendance data and contribute to individual attendance plans.	Improved attendance in targeted year groups.	Increased attendance data in P2, P4 and P7 Stakeholder KSA	Heather Wallace	Planning block 1 & 2		Possible £9,000 DHT 1 increment support strategic change
Review All staff to analyse and evaluate class attendance data.	Attendance policy developed and actioned	Stakeholder KSA Evaluate action plan and strategies. Measure increase in attendance	Heather Wallace	Planning block 3		
Challenge: To improve relationships						
Mission 8: To have a whole school positive relationships approach						Costs
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Prepare All stakeholders have CLPL on nurture principles & ABIC, attunement principles & restorative approaches	All stakeholders understand relationship led behaviour management	Stakeholder KSA	Heather Wallace	Block 1, 2 and 3	£250 books	£13,400 for 0.2 teacher
Sprint Staff select focus for improvement with each CLPL	The class team reports a positive ethos in the classroom as well as increased engagement.	Leuven scale Learning Conversations	Heather Wallace	Block 1-3		£6,900 SfLW
Review All stakeholders contribute to the development of positive relationships policy.	Positive Relationships Policy Developed	Improved GMWP Positive relationships policy Stakeholder KSA	Heather Wallace	Block 3		
Evaluative Comment (HGIOS 4 Link Outcome to QI Challenge Questions)						

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