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School Improvement Planning Session: 2024-25

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| **School** | **Annette Street Primary School**  |
| **Learning Community** | **Shawlands** |
| **Link Officer** | **Michelle Wright** |
| **Head of Service** | **TBC** |
| **School Roll** | **186** |
| **Attendance Rate**  | **88%** |
| **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. |
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| **PEF allocation 24-25: 89,000** | **SIMD Q**uintile 1 **(% and Number)** 141 / 75% |
| **Carry Forward: 1,000 approx** | **SIMD Q**uintile 5 **(% and Number)** 4 / 2% |
| **Total Allocation 24-25: 90,000** | **Other** 41 / 22% |
| **FME (number and %):** 78 / 42% | **Total No Pupils** 186 |

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| **Grand Challenges 2023-26** ***Engagement, Participation & Inclusion; Wellbeing and Learning; Achievement and Progress:**** *Create a curriculum that meets the needs of all learners*
* *To improve relationships with and within the school*
* *To improve writing*
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| **Challenge: *(copy/paste aligned challenge)*** |
| **Mission :**  | **Costs** |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
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| December Check Point: Evaluative Comments |

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| **Challenge:**  **To improve relationships with and within the school** |
| **Mission: Improve belonging (attendance), engagement and behaviour**  | **Costs** |
| **Commitments(sprint)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
| All stakeholders to be given attendance data and SfLW to be allocated a targeted intervention family and all staff to analyse and evaluate class attendance data termly. | Improved attendance in whole school and for targeted families; the embedding of attendance policy consistently across the school.  | Increased attendance data in P1, P4 and P7 for targeted childrenIncrease in staff confidence in supporting good attendanceIncrease in pupil self-efficacy & positive attitudes in regards attending school  | Heather Wallace | Dec 2024 |  | £9,000 DHT PEF additionality |
| All stakeholders have consistent approaches to behaviour: using nurture principles & ABIC, attunement principles & restorative approaches. | All stakeholders understand and implement relationship led behaviour management;All staff to be confident in using restorative approaches. | Increased positive ethos in the school Increased pupil engagementTeacher KSA | Heather Wallace | Dec 2024 |  |  |
| All stakeholders contribute to the development of positive relationships policy. | Positive Relationships Policy Embedded | Improved GMWPPositive relationships policyStakeholder KSA  | Heather Wallace | June 2024 |  |  |
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| December Check Point: Evaluative Comments |

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| **Challenge:**  *To improve writing*  |
| **Mission:** A whole school approach to writing that improves writing engagement and stamina | **Costs** |
| **Commitments(sprint)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
| All teachers work collaboratively to plan and deliver a JC unit plan. Planning makes use of co-teaching approaches and encourages learners to make use of trans-languaging skills. | All teachers choose a JC unit plan then plan and adapt approach to suit needs of the class and co-teaching model. Continued use of talk partners to support understanding. | Teacher knowledge, skills and attitudes (KSA)Curriculum plansWriting jotters/Writing Profiles | Evonne Smith  | End of planning block 2 |  | £300 x 7 for experiences/resources=£2100 £60/70k PEF teacher (enable targeted intervention by DHTs) |
| Establishment of writing for enjoyment strategies – writing across the curriculum/daily writing/incidental writing. Peer and self-assessment leading to useful feedback | Children enjoy writing and know the purpose of why we write. Children are able to write for fun and can describe activities they enjoy doing. | Moderation notes; Writing jottersSLT observations/Learning ConversationPOLLI observations/Pupil writing profilesTeacher views KSA | Evonne Smith  | End of planning block 3 |  |
| Improvement in children’s writing stamina and achievement at their level. Lessons that provide suitable challenge for all learners are evident. | Increase in length of writing in all learners. Learners are able to write independently for sustained periods of time. | Writing jotters Pupil views/Learning conversationWriting achievement folder -chosen by learner. | Evonne Smith  | End of planning block 3 |  |
| To embed learning intentions and success criteria and develop questioning skills  | All children are able to use the LI and SC and can use it to self-assess own work Children given appropriate wait timeQuestions appropriate to child’s level and build on what children know. | SLT observationsPOLLILearning conversationsJotters | Evonne Smith | End of planning block 3 |  |
| December Check Point: Evaluative Comments |
| **Challenge:**  *Create a curriculum that meets the needs of all learners* |
| **Mission: To engage in practitioner enquiry to support the development of school curriculum**  | **Costs** |
| **Commitments(sprint)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
| All teachers have CLPL on curriculum  |  Teachers prepare a project bid  | Teacher knowledge, skills and attitudes (KSA)Curriculum plans/bids | Jem AndersonAnne Marie LoveChristine McCormack  | Start of each block 2 bids per block |  | £300 x 7 for experiences/resources=£3500  |
| 2- 4 teachers per block work on a co-teaching project coached by AML and CM | Improved confidence in curriculum innovation that meets the needs of all learners | Teacher knowledge, skills and attitudes (KSA)Curriculum plans/bids | Jem AndersonAnne Marie Love |  |  |  |
| Celebration of pupil achievement from curriculum project; develop curriculum rationale and maps | Improved pupil engagement and outcomes for literacy; part developed a curriculum rationale  | Rationale Teacher KSAPupil work Celebration day | Jem AndersonAnne Marie Love |  |  |  |
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| December Check Point: Evaluative Comments |

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| Grand Challenge  | Area of Focus | Quality Indicator |
| Wellbeing and Learning; achievement and progress; engagement, participation and inclusion | Embedding best practice in ASN | 2.4, 3.1 |
| Wellbeing and Learning; achievement and progress; engagement, participation and inclusion; networked learning organisation | Embedding work on family learning and partnerships | 2.2, 2.5, 2.7. 3.1 |
| Engagement, participation and inclusion; networked learning organisation | Embedding work on the vision and values  | 1.1, 1.2, 1.3 |
| Wellbeing and Learning; achievement and progress; engagement, participation and inclusion | Embedding work on assessment esp. learning intentions and success criteria | 2.3 |
| Wellbeing and Learning; achievement and progress;  | Embedding the learning, teaching, assessment and moderation cycle, including closer tracking of EAL levels and targeted interventions | 2.3, 3.2 |

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Please use the space below to note any other improvement action initiated in previous years which are continuing to be focus in the coming year but not your identified priority for 24-25.