

School Improvement Planning Template

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| **School** | **Caldercuilt primary School and Nursery Class** |
| **Learning Community** | **Cleveden** |
| **Link Officer** | **Kimberlee King** |
| **Head of Service** | **Jean Miller / Jackie Fulton**  |
| **School Roll** | **170** |
| **Attendance Rate**  |  |
| **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 23-24:**  | **£ 47,520** | **SIMD Q**uintile 1 **(% and Number)** | **30 17.6%** |
| **Carry Forward:** | **£ -6,819** | **SIMD Q**uintile 5 **(% and Number)** | **0 0%** |
| **Total Allocation 23-24:** | **£ 40,701** | **Other** | **Quintile 2 = 35 20.6%****Quintile 3 = 19 11.1% Quintile 4 = 37 21.7%** |
| **FME (number and %)** | **58 34.1%** | **Total No Pupils**  | **170** |

**Grand Challenges 2023-26 (***Grand challenges are the long term strategic changes you intend to achieve i.e ‘to improve attainment in literacy)* |
| **Challenge 1:** Build high-quality, inclusive practices, improving overall learner outcomes. **(Leadership and Management)****Challenge 2:** Provide best possible outcomes and learning contexts to develop learner’s creativity and employability skills. **(Successes & Achievements)****Challenge 3:** Raise attainment & Achievement in Reading **(Achievement and Progress)** |

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| **Challenge 1:**  Build high-quality, inclusive practices, improving overall learner outcomes. **(Leadership and Management)** |
| **Mission 1:**  **Develop, promote and sustain aspirational vision for LCFE which is meaningful, relevant to context underpinning our continuous improvement. (1.3) (3.2,2.2)** | **Costs** |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
| Co-create a vision to support improved outcomes in language and communication within our school context. (Which is meaningful and aligned with the needs of our community). | LCFE SWOT analysis & action plan created. Audited speech, language and communication interventions.LCFE accreditation. Vision agreed. | Self-Evaluation toolkit review.Action plan & SWOT analysis agreed/shared with LCFE Mentors (EP & SALT from LC). | LCFE Lead TeacherDHTLCFE Working Party |  Oct 2023 |  |  |
| Implement and create sustainable LCFE principles, practices, procedures and training for all stakeholders. | All staff knowledgeable & confident in process. School/Nursery demonstrate evidence of all 5 LCFE indicators across learning community. | Steering group feedback/survey. Talk Practices self-evaluation. Peer Observations. Parent survey LCFE accreditation.LCFE CAT SessionsLCFE Working Party meetings.LCFE Steering Group feedback.Parent/Carer Questionnaire LCFE AccreditationAssemblies AgendaSfL Worker LCFE Training December, | LCFE Lead TeacherDHTLCFE Working Party | Jan 2023June 2024 |  |  |
| Staff will build understanding of the importance of creating an inclusive environment. | Meet success criteria for LCFE accreditation: agreed transitions, improved ethos & culture, calmer environment and displays. | Ethos and culture feedback (pupils, staff parents). Observation of school environment: displays, visual supports, less stimuli. | LCFE Lead TeacherDHTLCFE Working PartyAll staff | Jan 2024 | Core |  |
| **Challenge 1:**  Build high-quality, inclusive practices, improving overall learner outcomes. **(Leadership and Management)** |
| **Mission 2:**  **Robust CLPL for LCFE accreditation empowering high quality support enabling all children to achieve success. (2.4)(1.2, 2.2)** | **Costs** |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | **Core** | **PEF** |
| Teachers, CDOS and Support staff will engage in Teaching & Learning Sessions to support inclusion. | LCFE strategies used consistently S&LT/ EP Mentors will report positively. Almost all staff will know Building Blocks of Language. development Communication / Building Blocks of Language development /Talk Practices. | Observation, feedback, learner conversations, self-evaluations of improved interactions, engagement & attainment improvement. | LCFE Lead TeacherDHT | Jan 2023 |  | CDO early intervention P1-P3 |
| All Staff will review inclusive pedagogy and shared understanding of presumed mainstream and inclusion | Myth Busted & relationships built to share vision to enable change of culture to support most vulnerable/distressed children. | All staff trained in whole school Restorative Practice, Emotion Works, Nurturing Principles and work within school inclusion policy | SLTCTs | June 2024 |  |  |
| Develop staff Wellbeing Policy & procedures in line with Nurture QA/Team & prioritise valued role modelling. | Staff feel valued, cared for and have support to enable school priorities.Termly parent/staff/pupil workshops: stay & plays | Survey of staff wellbeing. MHWB Policy will include staff. Staff participation in wellbeing days. Pupil parent feedback  | HWP working PartySLT | Dec 2023 |  |  |
| Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions)* |
| **Challenge 2: Provide best possible outcomes and learning contexts to develop learner’s creativity and employability skills. (Successes & Achievements)** |
| **Mission 1: DYW through development of meta-skills, and ensuring clear understanding of the importance to their future lives. (3.3)(2.2)** | **Costs** |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | **Core** | **PEF** |
| Create progression with clear expectations: link to resources for staff and parents (language, skills, technology etc.) | IDL map using WOW and meta-skills.linked to forward plans as tracker.Improved understanding/use of meta-skills language by learners (all stages) | Staff questionnairesStaff feedbackLearner questionnaireLearner feedback | STEM LeadPTIDL Working party |  Dec 2023 |  |  |
| Allow critically thinking: make connections with creative exploration through children’s learning (IDL/technology) | Thinking routines visible in all classesIncreased confidence in learning/ teaching technologyWider community engagement for IDL | Feedback from parents/partners/SpecialistsLeaner feedback and reflectionTermly showcases & feedback | PTIDL Working partyClass teachers | Oct 2023June 2024 |  |  |
| Sustain Inspirational partnerships with a range of employers, sectors and industries and education bodies. | CREATE links for Expressive Arts BSW with STEM specialists.Links with further education made.Increased IDL partnerships | Learners are inspired and knowledgeable about specific professionsProfessional profiles | STEM LeadPTIDL Working partyClass teachers | Dec 2023 |  |  |
| **Challenge 2: Provide best possible outcomes and learning contexts to develop learner’s creativity and employability skills. (Successes & Achievements)** |
| **Mission 2:**  **Provide learners with range of contexts and environments to ensure and promote pupil enjoyment and adaptability (3.3)(2.2)** | **Costs** |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | **Core** | **PEF** |
| Ensure there is pupil voice when using funding to adapt their learning environments. | Children will have designed areas of learning to suit their needs.Parents and partners will take part in the changing of playground alongside children.  | Children’s Working Party to discuss and plan playground.Children’s WP to ask views of classmates. | SLTIDL Working PartyChildren’s Working Party |  Oct 2023 |  Grants  |  |
| Consistency across school by agreeing outdoor themes and resources showing progression across stages and levels. | Every stage will have set time/areas/use of resources outside.Staff and learners will feedback to IDL WP so amendments can be made. | Staff feedbackLearner feedbackObservation | STEM LeadPTIDL Working PartyCTs | Dec 2023June 2024 | Core & Grants |  |
| Increase duration of quality time outdoors, ensuring progression over terms and a range of curricular areas. | Many curricular areas visibly taught outside as extension of classroom.Increased staff confidence using a range of resources.  | Learner enjoyment, participation and engagement in lessons.Use of real life contexts visible across all classes | PTCTs | Dec 2023June 2024 |  |  |
| Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions)* |

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| **Challenge 3: Raise attainment & Achievement in Reading (Achievement and Progress)** |
| **Mission 1:**  **Improve Family Engagement in Reading Nursery – P7 (2.5, 3.2) (2.5, 5.2)** | **Costs** |
| **Commitments** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | **Core** | **PEF** |
| Improve opportunities for family participation and engagement to increase attainment of reading | More Family ‘stay and play’ sessions. Bookbug and RWC workshops scheduled. Clear Home Learning expectation for reading established. | 2 family session per year per class as minimum.Increased communication with parents | CLOLSLTCT’s | June 2024 |  |  |
| Improve opportunities for child led learning through Reading. Ensure pupil voice when adapting learning environment. | Robust Paired Reading system in place. Increased pupil enjoyment, Core Reading Schools Award & junior librarians working with P1-3.  | Scheduled regular paired reading with high pupil engagement.Staff, parent, pupil feedback | Literacy lions WPLiteracy WPHouse Captains/librariansClass teachers | Oct 2023June 2024 |  | CDO early intervention P1-P3 |
| All staff to engage in reading pedagogy CLPL with CLOL support. | Improved levels of learner engagement.Improved use of assessment data impacting on planning for learning. | Moderated Reading Peer Visits/POLLITeacher modellingCLOL Feedback | CLOLCT’s | Dec 2023 |  |  |
| **Mission 2 :**  **Build a robust and sustainable system for challenging reading attainment (2.3) (2.5)** |
| **Commitments** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | **Core** | **PEF** |
| CLOL to complete reading modules through GIC/Literacy for all, with a focus on target setting in reading. | Improved understanding of feedback techniques e.g. hinge point Q’s. Improved skills in developing others: train the trainer model. | Evidence of techniques being used through POLLI. | CLOL: DC | Dec 2023 |  |  |
| Promote equity for all through TIGs established and develop improved approaches with regard to feedback. | Reduction in reading gaps within identified classes.CDO TIGs focus on Reading agreed with CLOL. Range of CLOL TIGs | Baseline assessmentsLearner conversationsParent feedback | CLOL: DCCT’s |  Oct 2023 – June 2024 |  | CDO early intervention P1-P3 |
| Develop and consistently use a robust tracking system for reading attainment over time.  | As part of QA calendar CTs complete reading data collectively and timely. Triangulated data over time. System for measuring NSAs on able learners | Tracking system for reading P1-P7NSAs | PTCT’sCLOLSLT | Oct 2023 |  |  |
| **Evaluative Comment** *(HGIOS 4 measuring impact and progress)* |