

OFFICIAL



School Improvement Planning Session: 2024-25

<b>School</b>	<b>St Conval's Primary School</b>
<b>Learning Community</b>	<b>Holyrood</b>
<b>Link Officer</b>	<b>James Kerr</b>
<b>Head of Service</b>	<b>Donnie MacLeod</b>
<b>School Roll</b>	<b>210</b>
<b>Attendance Rate</b>	<b>91%</b>
<p><b>Pupils affected by the poverty related attainment gap</b> (employment, income, housing, health, access to services, education, crime), covid &amp; other forms of poverty not listed  <b>OTHER</b> – Pupils not in SIMD 1 &amp; 2, not in receipt of school meals but affected by factors detailed above.</p>	
<b>PEF allocation 24-25: £85750</b>	<b>SIMD Quintile 1 (% and Number) (47%-98)</b>
<b>Carry Forward:0</b>	<b>SIMD Quintile 5 (% and Number) (5%-11)</b>
<b>Total Allocation 24-25: £85750</b>	<b>Other (48% - 101 )</b>
<b>FME (number and %) 96 (46%)</b>	<b>Total No Pupils 210</b>
<p><b>Grand Challenges 2023-26</b> (<i>Grand challenges are the long term strategic changes you intend to achieve i.e 'to improve attainment in literacy)</i></p> <ul style="list-style-type: none"> <li>• Raising attainment &amp; Achievement: Improve attainment from majority to most children achieving expected levels in Literacy &amp; Numeracy</li> <li>• Leadership of learning: Inspiring leadership of learning at all levels</li> <li>• Wellbeing Equality &amp; Inclusion: Further enhance our inclusive and equality focussed approach</li> </ul>	

OFFICIAL

**OFFICIAL**

<b>Challenge: • Raising attainment &amp; Achievement: Improve attainment from majority to most children achieving expected levels in Literacy &amp; Numeracy</b>						
<b>Mission : Raise Attainment in Writing</b>					<b>Costs</b>	
<b>Commitments(sprints)</b>	<b>Expected Outcomes</b>	<b>Measures of Impact</b>	<b>Lead Responsibility</b>	<b>Target Date</b>	<b>Core</b>	<b>PEF</b>
All staff engage in Write on Track CLPL then familiarise themselves with resource	Improved staff knowledge, confidence and skills leading to improved approaches	Staff CLPL surveys Early observations of/dialogue around changes to pedagogy	Victoria Butler Rachel Woods	Aug/Sept 2024		
All staff carryout analyses of baseline sentence level assessments carried out in June 2024 to establish starting points.	Clear starting points/next steps identified for learners and reflected in medium term planning	Staff forward planning (medium term) reflects analyses of baseline assessment	All staff	Aug/Sept 2024		
All staff use Write on Track strategies for agreed times. P1-3 (15 mins- 3 times a week) P4-7 (30 mins -3 times a week )	Improved learner experience through increased and contextualised opportunities to build Tools for writing skills. Improved consistency in teaching of writing across the school	Leuven scale Learning Conversation agreed by group POLLI (big question agreed by group) Observations by SLT	Victoria Butler Marian Kelly	Aug 2024- June 2025		
Literacy assessment framework updated to incorporate sentence level assessment	Increased percentage from sentence level assessment Overall 3% increase in writing attainment across school/selected stages	Write on Track Sentence Level Assessments Pupil work samples from sentence level jotters Tracking & Monitoring Data – from June 24, Oct 24 and Spring 25	Marian Kelly Christine Healey	Sept/ Oct 2024		
December Check Point: Evaluative Comments						

**OFFICIAL**

**OFFICIAL**

<b>Challenge: Leadership of learning: Inspiring leadership of learning at all levels</b>						
<b>Mission : Developing learner agency &amp; Empowering staff to lead change</b>						<b>Costs</b>
<b>Commitments(sprint)</b>	<b>Expected Outcomes</b>	<b>Measures of Impact</b>	<b>Lead Responsibility</b>	<b>Target Date</b>	<b>Core</b>	<b>PEF</b>
Fulfil the actions towards the first stage of the UNICEF UK's Rights Respecting Schools Award, Bronze: Rights Committed. (See attached plan)	All members of our school community will be familiar with the UN Convention on the Rights of the Child and understand the principles and processes that underpin our Rights Respecting work.	Staff CLPL evaluations Questionnaires Pupil Steering Group – Meeting Minutes Application for Bronze Award and supporting evidence	Rachel Woods Claire Wood	April 2025		
Use Big Questions to encourage curiosity and promote research, debate and critical thinking. Children work in collaboration with peers and lead their own learning.	These questions will be created to encourage children to offer theories, work collaboratively, use reason and develop critical thinking.	Observations of learner engagement. Presentations/ displays of children's learning Pupil feedback/ questionnaires	Marian Kelly	June 2025		
Further develop our whole school commitment to the development of meta-skills that create adaptive learners. Leading to Meta-skills incorporated into all aspects of the life and work of our school.	Meta- skills framework used to support staff to reflect and develop their teaching practice in developing meta skills in the classroom and beyond.	Pupil Meta-skills self-evaluations, records of learning conversations, observations of teaching and learning. TLC Meeting Minutes. Parental Survey March 2025	Nuala Campbell Andrew Scully TLC	June 2025		
Build capacity of all teaching staff in the planning of differentiated and appropriately challenging learning experiences to ensure learning is accessible for every learner	A consistent approach to differentiated learning in all classrooms whereby teachers confidently adapt teaching, learning and assessment to meet individual learners' needs.	Glasgow's Pedagogy Self Evaluation Toolkit- Differentiation Observations of teaching and learning. Pupil Voice Feedback TLC Meeting Minutes.	Nuala Campbell TLC	June 2025		
December Check Point: Evaluative Comments						

**OFFICIAL**

**OFFICIAL**

<b>Challenge: Wellbeing Equality &amp; Inclusion: Further enhance our inclusive and equality focussed approach</b>						
<b>Mission : Ensure equal opportunities &amp; the inclusion for all learners</b>						<b>Costs</b>
<b>Commitments(sprint)</b>	<b>Expected Outcomes</b>	<b>Measures of Impact</b>	<b>Lead Responsibility</b>	<b>Target Date</b>	<b>Core</b>	<b>PEF</b>
Use data to develop a clear understanding amongst all staff of the social, economic and cultural context of our local community. Review of our VVA to ensure they continue to meet changing and emerging needs.	All staff will have up-to-date knowledge about the local community and understand circumstances affecting children’s lives and learning. Our VVA will in turn be informed by the social, economic and cultural context of our community.	Staff CLPL Evaluation Records of LT&T meetings Stakeholder feedback/ questionnaires	Marian Kelly	Aug/Sept 2024		
Training for all staff on Developmental language disorder (DLD) from SALT.	Staff will have an understanding of DLD, including how to identify potential DLD and support this in the classroom.	Staff CLPL Evaluation Referrals to SALT Clinic	Christine Healey	Aug 2024		
Building Racial Literacy amongst all staff through CLPL.	All staff to be racially literate, effective at dealing with racism and confident in leading anti-racism.	Staff CLPL Evaluation Analysis of racial incident records on SEEMIS Pupil Wellbeing Questionnaires	Marian Kelly	March 2025		
Focused support/ intervention for our Bilingual Learners TIGs and masterclasses to support at P1, 4 & 7	Raise attainment of TIGs in literacy & numeracy by 5% across all stages. In line with stretch aims.	Assessment data, tracking information gathered at tracking meetings.	Annelies de Kanter Anne McCormick Marian Kelly	June 2025		1 FTE 0.2 FTE £84000
December Check Point: Evaluative Comments						

**OFFICIAL**

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.

Grand Challenge	Area of Focus	Quality Indicator
<b>1</b>	Continue to embed learning goals to support learners to set targets	1.2
<b>2</b>	Further develop our approach to Pupil Voice groups and develop procedures to ensure consistence. Continue to support pupils to use GCC version of Harts 'Ladder of Participation' to evaluate and plan agency.	1.3
<b>2</b>	Promote learning beyond the classroom including outdoor learning to enhance learner experience and levels of engagement.	2.3
<b>2</b>	Further develop our programme of Family Learning.	2.5
<b>3</b>	Further embed the use of Glasgow's Motivational Wellbeing Tool' by all learners	3.1
<b>2/3</b>	Continue to explore opportunities to use digital technology to support children with ASL	2.3/3.1