



School Improvement Plan

Session:	2024-2025
School:	
Plan term:	<input checked="" type="checkbox"/> 1 year <input type="checkbox"/> 2 years* <input type="checkbox"/> 3 years*
Link Officer:	Mrs Audrey Buchanan

*on discussion with Link Officer/QIM, context based



Priority 1

Summary of Priority: Raising Attainment in Literacy

Key links to Moray Education Priority Area(s):

- Learning, Teaching and Assessment
- Empowering leadership at all Levels
- Curriculum
- Closing the poverty related attainment gap

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Placing human rights and needs of every child and young person at centre <input type="checkbox"/> Improvement in children and young people's health and wellbeing <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input checked="" type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and practitioner professionalism <input checked="" type="checkbox"/> Parent/carer involvement and engagement <input checked="" type="checkbox"/> Curriculum and assessment <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> P1: Overcoming challenges – disability, neurodiversity <input type="checkbox"/> P2: Tackling child poverty <input type="checkbox"/> P3: Improving CYP mental wellbeing <input checked="" type="checkbox"/> P4: Strengthening family support <input type="checkbox"/> P5: Improving CECYP outcomes 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 	<ul style="list-style-type: none"> <input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 2.4 <input checked="" type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input checked="" type="checkbox"/> 2.7 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input checked="" type="checkbox"/> 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Use Moray literacy progressions across the school.	<p>Using the Moray progression across the school will ensure that seamless transitions between classes.</p> <p>Moray progressions used for planning will ensure that learning is explicitly linked to experiences and outcomes.</p> <p>Staff will use Moray progressions for moderation purposes ensuring a consistent level of expectation across the whole school.</p> <p>Assessment activities will be based on the progression and therefore ensure a consistent approach across the whole school.</p>	September 2024	Teaching Staff	<ul style="list-style-type: none"> • Class planning folders will include the Moray literacy progressions. • Whole school moving to digital planning. • Mrs Gordon part of the Literacy MIG and will provide feedback to staff with regards to developments across Moray. • Transitions between classes will benefit from clear handover of progression notes. • Termly assessment data will show an upwards trend. • Reading and Writing ACEL data will increase in P1, P4 and P7.
Grammar skills to be embedded within writing lessons.	<p>Writing lessons will start with a grammar focus.</p> <p>Writing success criteria will include grammar to ensure that learners are able to apply skills in context.</p> <p>Staff able to track pupil progress and implement support, if needed, in a timely manner.</p>	November 2024	Teaching Staff	<ul style="list-style-type: none"> • Writing pieces will show application of grammar skills. • Through self and peer assessment learners will be able to identify next steps in grammar and writing. • Increase in writing attainment across the school in termly assessments. • SNSA data will show an increase in correct answers in grammatical questions. • Writing ACEL data will increase in P1, P4 and P7.

	Pupil's application of grammar skills will help to improve their writing levels.			
Literacy working walls in all classes.	<p>Learners will be able to see how to use grammar, phonics and spelling skills within their writing.</p> <p>Working displays will reflect current learning activities in class and provide support for learners to apply these within further written activities.</p> <p>Working walls will allow for consistency across the school and ensure pupil progress is maintained.</p>	August 2024	School Staff Pupils	<ul style="list-style-type: none"> Learners will use working walls regularly and will be able to explain how they help. Learners can evidence that they are applying what they are learning within writing pieces. Working walls are present in all classrooms. Quality of written pieces across the school will show increased understanding of concepts. Termly assessment data will show an increase in attainment.
Writing rubrics to be used to plan and assess writing across the school.	<p>Clear progression across the school with regards to writing skills development.</p> <p>Learners will gain an understanding of writing expectations and next steps.</p> <p>Learners encouraged to self and peer assess writing pieces to ensure they are meeting expectations.</p>	August 2024	Teaching Staff Pupils	<ul style="list-style-type: none"> Quality of writing will improve across the school. Learners will be able to share their next steps in writing. Assessment data will reflect an upwards trend in writing across the school. SNSA data will show an increase in correct answers in writing questions. Writing ACEL data will increase in P1, P4 and P7. Learners will achieve at least 80% of rubric outcomes before moving on to next level.
Re-launch Accelerated Reader programme.	<p>Pupils and parents have a clearer understanding of the AR programme and the benefits it has to pupil's progress in reading.</p> <p>Pupils will be able to state their reading age, reading successes and their next steps.</p> <p>All pupils will make progress in reading.</p>	November 2024	Teaching Staff Parents	<ul style="list-style-type: none"> Parent information shared via email, social media and face to face information evening. Parental feedback received via menti or eform on their understanding of the AR programme. Pupil's engagement with the programme will increase by at least 20%. Reading ages across the school will increase. SNSA data will show increase in reading and comprehension skills. Termly assessment data will reflect that pupils are achieving at least three months within their chronological age, or interventions will be planned.
Implement class novel sets to support development of comprehension skills in upper stages.	<p>Upper stages pupils will develop their reading skills supported by texts which provide more challenge.</p> <p>Upper stages pupils involved in choosing the texts to ensure pupil engagement.</p> <p>Upper stages staff will develop reading activities which align with high school expectations to provide seamless progression between settings.</p> <p>Pupils begin to use reading and comprehension activities as a driver for application of meta-skills.</p>	January 2025	Upper stages staff	<ul style="list-style-type: none"> New class sets of novels included in the planning of comprehension and reading activities in P6 and P7. Reading ages increasing in P6 and P7, where pupils are not receiving ages concurrent with chronological age supports will be put in place. SNSA data will show increase in reading and comprehension skills. SHS staff notice an improvement in the readiness of our P7 pupils to engage in reading and comprehension activities at SHS.

				<ul style="list-style-type: none"> P6 and P7 pupils will share their understanding of meta-skills and give examples of how they have been applied.
Continue to work towards becoming a 'Reading School'.	<p>An emphasis will continue to be placed on the value of reading across the school. Pupils encouraged to develop an interest in reading for enjoyment and developing their skills.</p> <p>The wider community will be involved in the 'Reading School' developments to support pupils to read for enjoyment outside of school.</p> <p>Pupils will have access to a wider range of texts that suit everyone's reading interests.</p> <p>Pupils will be involved in whole school developments to increase opportunities for reading.</p>	May 2025	Teaching Staff Pupils Parents	<ul style="list-style-type: none"> Increase in the amount of pupils who are choosing to read for enjoyment. Increase in AR quizzes being taken across the school. Menti and eform feedback shows parental feedback about reading and their involvement in driving reading as a priority within our school community. Reading ages across the school will increase. ACEL and SNSA data. Evidence collated for the 'Reading School' programme.
Use a structured approach to teaching spelling and phonics.	<p>Staff to use Wrap Around Spelling and Wrap Around Phonics to ensure clear progression for learners is embedded.</p> <p>Learners to engage with daily spelling/phonics activities to improve understanding.</p> <p>Learners to apply spelling and phonics skills across the curriculum.</p> <p>Spelling/phonics homework to follow whole school approach to ensure consistency for pupils and parents.</p>	August 2024	Teaching Staff Pupils Parents	<ul style="list-style-type: none"> Increase in weekly spelling scores across the school. Where pupils are scoring 3 months or more below their spelling age support will have been planned and implemented. Significant improvement in spelling in all written activities across the curriculum. SNSA data will reflect an improvement in understanding of spelling and phonics rules and patterns.
<p>Evidence to support reduced bureaucracy/workload of teachers:</p> <ul style="list-style-type: none"> Moray Literacy progression is prepared and ready for use. Writing rubrics in place. Structured spelling and phonics resources are in place. Progressions used for planning. 				



Priority 2

Summary of Priority: **Curriculum Development – Maths and Numeracy**

Key links to Moray Education Priority Area(s):

- Learning, Teaching and Assessment
- Empowering leadership at all Levels
- Curriculum
- Closing the poverty related attainment gap

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Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Update maths and numeracy progressions to ensure that they are reflecting maths and numeracy benchmarks from early to third level.	Clear progression pathways will ensure pupils are aware of expectations and next steps. Learners will be encouraged to engage in maths and numeracy learning which is relevant and coherent. Progressions used to plan assessment activities ensuring a consistent approach across the whole school. Progressions used during moderation activities ensures all staff are aware of expectations within each level.	November 2024	Teaching Staff	<ul style="list-style-type: none"> Digital planning will include updated progression documents for each class. Progression will be shown using updated progression documents. Termly assessment data will show that pupils are gaining skills between start of block and end of block assessments. ACEL data will show an increase in maths and numeracy skills in P1, P4 and P7 compared to last year. SNSA data will show an improvement in pupil's confidence in answering questions correctly when compared to previous SNSA data.
Maths and numeracy skills to be developed through context for learning.	Learners will apply maths and numeracy skills in different contexts, which will allow them to see these skills being used in for a real life purpose. Learners grow in confidence in applying maths and numeracy skills in different contexts.	August 2024	Teaching Staff	<ul style="list-style-type: none"> Context bundle planning documents include space for maths and numeracy skills to be included. Learners can explain how they have used maths and numeracy skills within other contexts. Context assessment reflections will show learners confidence in applying skills.

	Learners see that maths and numeracy skills have a purpose in the world of work and in life beyond school.			<ul style="list-style-type: none"> Start and end of block assessments will show value added.
Robust assessments in place to support maths and numeracy skills across school.	<p>Learners will complete assessment activities which are based on the benchmarks from early to third level.</p> <p>Learners will complete start of block assessments to identify gaps within understanding.</p> <p>Learners will complete end of block assessments to demonstrate skills gained.</p> <p>Learners will be encouraged to use skills learned at different points of the year to ensure information is retained longer term.</p>	November 2024	Teaching Staff	<ul style="list-style-type: none"> Start and end of block assessments will show value added through teaching. SNSA data will show that pupils in P1, P4 and P7 have gained skills in maths and numeracy. Consistent approach to assessing across the school will allow for coherent class level assessment data to be gathered. Pupils will move up a level within maths and numeracy when they achieve at least 80% of the overall assessment score.
Consistent approach to homework across school.	<p>Learners will benefit from a range of maths and numeracy homework activities that they can complete.</p> <p>Homework activities will give learners the opportunity to practice skills being developed in class.</p> <p>Maths and numeracy sway shared with parents/carers which identifies ways that skills can be developed at home.</p>	August 2024	Teaching Staff Pupils Parents	<ul style="list-style-type: none"> Increase in amount of pupils completing maths and numeracy homework compared to previous year. Pupil's recall of maths and numeracy skills will increase, this will be evident in mental maths assessments. Assessment data will show an increase in achievement at all levels compared to previous year.
Practical maths and numeracy activities planned to support development of skills.	<p>Learners will have access to quality experiences that invite them to apply developing skills in practical maths activities.</p> <p>Practical activities used to extend learning in class as a warm up or end of lesson activity.</p> <p>Learners will gain confidence in applying maths and numeracy skills in different contexts.</p>	January 2025	Teaching Staff	<ul style="list-style-type: none"> Practical activities evident in all classrooms. Learners able to share strategies that they use to solve problems. Profiles will demonstrate how pupils have applied their maths and numeracy skills in practical ways. Assessment data will show pupils are able to retain skills and apply them.
<p>Evidence to support reduced bureaucracy/workload of teachers:</p> <ul style="list-style-type: none"> Maths and numeracy resources have been organised and stored to make access easier. Progression documents shared with all staff. Assessment expectations clear and cohesive across school. 				

Priority 3

Summary of Priority: Parental Engagement

Key links to Moray Education Priority Area(s):

- Learning, Teaching and Assessment
- Empowering leadership at all Levels
- Curriculum
- Closing the poverty related attainment gap

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Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Parent Council supported to understand their role within school developments.	Parent Council members will support wider parent body to understand the school's improvement priorities and how parents/carers can assist with these. Parents/carers given time and space to share their opinions, skills and talents to best support school developments. Parents/carers supported by school staff to identify how they can support whole school development.	November 2024	Parents School Staff	<ul style="list-style-type: none"> • Increasing number of parents attending Parent Council meetings sessions. • Increase in parental response to school surveys compared to previous years. • Minutes from Parent Council meetings shared with wider parent body. • Parents actively engaged in school development. • Parental voice gathered via menti and eforms.
Using online platforms to engage with parents.	Parents/carers will be more aware of improvement priorities and development work being undertaken to enhance all pupils' experiences at school. Parents/carers will be reminded about activities planned and be able to prepare learners for changes to routines, or ensure they bring relevant resources to school. Learners will feel confident that parents/carers are interested in the life of their school.	December 2024	Parents School Staff	<ul style="list-style-type: none"> • Data from Sway will show the amount of parents accessing class and school newsletters. • Data from Sway will show how many parents have accessed the numeracy and literacy support ideas for home. • Amount of feedback received via eforms will increase compared with previous year. • Menti data will show instant feedback and will show an increase in engagement compared to previous years. • Menti to be used to give timely feedback on various aspects of school development.

	Learners will use online profiling tools to support reflections on learning and next steps.			<ul style="list-style-type: none"> Data gathered from online profiling will show increase in amount of parental engagement compared to parents who accessed and signed written reflective logs.
Providing resources to encourage parents to support pupils learning and progression at home.	<p>Parents will be consulted about what resources and support would be beneficial for helping pupils at home.</p> <p>Action will be taken by staff to provide the support and resources required to help parents gain confidence in supporting pupil development.</p> <p>Learners will benefit from targeted support at home to help them make progress on next steps.</p> <p>Learners will benefit from parental engagement from parents who have a better understanding of their child's development needs.</p>	January 2025	Parents School Staff	<ul style="list-style-type: none"> Feedback from parents with regards to resources and support that would be beneficial. Increase in amount of parental feedback given compared to previous years. Pupil's assessment data will show an upwards trend. Pupils reflective logs will be accessed digitally and data will be gathered to reflect how parents are interacting with this form of reporting.
Supporting parents to understand the expectations of the curriculum.	<p>Parent information sessions organised in school to support understanding of curriculum areas, experiences and outcomes, benchmarks and assessment evidence.</p> <p>Parents will be able to support learners when discussing their learning progress and in identifying any gaps in their learning.</p> <p>Learners will receive targeted support both at home and school.</p>	May 2025	Parents School Staff	<ul style="list-style-type: none"> Data will show how many parents attended information sessions. Feedback from sessions will show whether they were useful for parents, or the changes that need to be made to sessions. Learner's assessment data will show an upwards trend compared to previous years assessments. Parent's communication with school via pupil profiling and reporting will show a greater understanding of curriculum expectations.
Increasing parental awareness of impact they have on life of school, school development and positive ethos.	<p>Information shared with parents about Parental Engagement as a key driver in pupil success and about Moray Parental Engagement Strategy.</p> <p>Parents/Carers encouraged to engage in wider life of the school via information evenings, supporting trips, sharing own skills and talents with pupils.</p> <p>Learners will see that parents/carers value their school and want to be part of the community.</p>	November 2024	Parents School Staff	<ul style="list-style-type: none"> School calendar will evidence parental engagement events. Parental feedback will evidence greater understanding of school ethos, aspirations and curriculum expectations. Learner's profiles will show how they have benefited from parental engagement. Learner's health and wellbeing webs will show an increase in positive outcomes.

Evidence to support reduced bureaucracy/workload of teachers:

- Parental engagement information already available via Moray Council and other sources.
- Parent Council already aware of the need to increase parental engagement.