



School Improvement Plan

Session:	2023-2024
School:	East End Primary School
Plan term:	<input checked="" type="checkbox"/> 1 year <input type="checkbox"/> 2 years* <input type="checkbox"/> 3 years*
Link Officer:	<i>Lynne Riddoch (QIO) / Rachel Wilson (QIM)</i>

*on discussion with Link Officer/QIM, context based

Priority 1

Raise Attainment in Literacy and English

**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:
<input 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 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	<input checked="" type="checkbox"/> School and ELC Leadership <input type="checkbox"/> Teacher and practitioner professionalism <input 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	<input type="checkbox"/> <u>P1</u> : Overcoming challenges – disability, neurodiversity <input type="checkbox"/> <u>P2</u> : Tackling child poverty <input type="checkbox"/> <u>P3</u> : Improving CYP mental wellbeing <input type="checkbox"/> <u>P4</u> : Strengthening family support <input type="checkbox"/> <u>P5</u> : Improving CECYP outcomes	<div> <input type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input checked="" type="checkbox"/> 1.5 </div> <div> <input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input checked="" type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7 </div> <div> <input type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input checked="" type="checkbox"/> 3.3 </div>

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
School Improvement and Self Evaluation will focus on learning and teaching approaches in Writing.	Learners will experience a consistency of approach and high expectations in Writing across the school.	Term1-4	SMT All Staff	<ul style="list-style-type: none"> Staff self-evaluation. Pupil voice. Classroom observations. Tracking and tracking meetings. Raised attainment in Writing across the school.
Embed the use of the Moray Literacy Learning and Teaching Pathway. Fully embed the recently introduced Interdisciplinary Learning learner pathway across the school to ensure the development of life-long skills within Literacy, ready for the world of work.	Learners across all stages will experience consistency and planned progression of learning within Listening and Talking, Reading and Writing.	Term1-4	H Petrie SMT	<ul style="list-style-type: none"> Planning folders. Stage planning. Classroom observations. Tracking and tracking meetings. Raised attainment in all 3 Literacy areas. ACEL data. Moderation sessions. Classroom displays.
Embed the active approach to learning within Literacy and English through the use of new Literacy resources.	Literacy lessons will be more motivating, engaging and will cater for a range of learning styles.	Term 1-4	H Petrie SMT	<ul style="list-style-type: none"> Feedback from staff. Teacher Professional Judgement. Tracking and tracking meetings.

<p>Develop learners' comprehension skills through Higher Order Reading.</p> <p>Embed the use of Reading Comprehension assessments.</p>	<p>All tasks, activities and resources will be effectively differentiated and provide appropriate pace and challenge for all learners within Reading.</p> <p>Learners will benefit from Reading resources that match their ability, based on assessment evidence.</p>	Term 2	H Petrie SMT SFL	<ul style="list-style-type: none"> • Planning folders. • Stage planning. • Classroom observations. • Feedback from teaching staff. • Pupil voice. • Assessment data in reading comprehension.
<p>Develop consistency in Writing through the Talk for Writing approach.</p> <p>Talk for Writing training will be delivered as part of the Associated School's Group Improvement Plan.</p>	<p>Learners' motivation and engagement in Writing will continue to increase.</p> <p>Structure and forward planning will be provided to ensure consistency of experience, breadth, depth and challenge for all learners.</p> <p>Learners will benefit from an increase in teachers' confidence in the delivery of Talk for Writing.</p> <p>All pupils will be able to access the Talk for Writing methodology at their own level.</p>	<p>Term 1-4</p> <p>Term 2</p>	H Petrie SMT SFL	<ul style="list-style-type: none"> • Tracking: an increase in the number of pupils achieving the level in Writing in line with National expectations. • Staff self-evaluation. • Pupil voice. • Classroom observations. • Tracking and tracking meetings. • Moderation. • Staff feedback from training. • Jotter monitoring.
Develop Digital Profiling across the school.	Digital Profiling will further develop pupils' ability to talk about their learning/progress within Literacy and set their next steps.	Term 2-4	H Petrie J Mcleod SMT	<ul style="list-style-type: none"> • Pupil Profiles. • Pupil voice. • Feedback from staff / parents.
Review the delivery of Wraparound Phonics and Wraparound Spelling.	Learners will experience a consistency of approach and high expectations in Spelling across the school.	Term 2	H Petrie SMT SFL	<ul style="list-style-type: none"> • Classroom observations. • Jotter monitoring. • Spelling assessments. • Writing demonstrating learners' ability to transfer skills. • Literacy tracking and tracking meetings.

Evidence to support reduced bureaucracy/workload of teachers:

Staff Working Groups/Curricular Leads allocated hours in the WTA to contribute to development of an area of the SIP.

SMT to oversee and assist

Creation of long-term plan for writing with model texts and resources to support staff with the planning process

Priority 2

Raise Attainment in Numeracy and Maths

**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:		
<input 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 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		<input checked="" type="checkbox"/> School and ELC Leadership <input type="checkbox"/> Teacher and practitioner professionalism <input 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	<input type="checkbox"/> <u>P1</u> : Overcoming challenges – disability, neurodiversity <input type="checkbox"/> <u>P2</u> : Tackling child poverty <input type="checkbox"/> <u>P3</u> : Improving CYP mental wellbeing <input type="checkbox"/> <u>P4</u> : Strengthening family support <input type="checkbox"/> <u>P5</u> : Improving CECYP outcomes	<input type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input checked="" type="checkbox"/> 1.5	<input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input checked="" type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7	<input 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		
School Improvement and Self Evaluation will focus on learning and teaching approaches in Numeracy next session.	Learners will experience a consistency of approach and high expectations in Writing across the school.	Term 1-4	SMT All staff	<ul style="list-style-type: none"> Staff self-evaluation. Pupil voice. Classroom observations. Tracking and tracking meetings. Raised attainment in Maths and Numeracy across the school. 		
Embed the Concrete, Pictorial and Abstract approach through the use of the new concrete materials.	<p>All learners have access to appropriate resources to support their understanding of mathematical concepts and approaches.</p> <p>All learners will continue to make progress in Maths and Numeracy as a result of improvements in differentiated tasks, activities and resources.</p>	Term 1-4	K Bywater SMT	<ul style="list-style-type: none"> Staff self-evaluation. Level of pupil engagement. Monitoring of forward plans. Tracking and tracking meetings. ACEL data. 		

	<p>Learners' motivation and engagement with Numeracy & Mathematics will increase.</p> <p>Increased pace of learning in Numeracy and Mathematics.</p>			
Develop assessment approaches to Numeracy and Maths through the implementation of the newly purchased Numeracy assessments.	<p>A baseline for each learner will be created and progress will be tracked throughout the year through the use of these assessments.</p> <p>Learners will be involved at every stage of the assessments in order that they understand what progress they have made and what their next steps are.</p>	Term 2	<p>K Bywater</p> <p>SMT</p>	<ul style="list-style-type: none"> • Baseline assessments. • End of block assessments. • Tracking and tracking meetings. • Teacher Professional Judgement. • Raised attainment in Maths/Numeracy – an increase in pupils achieving PR3.
Further develop Numeracy learner pathway, linking digital resources and lessons to the pathway.	Learners will benefit from a coherent and progressive curriculum that meets all learning needs.	Term 1-4	<p>K Bywater</p> <p>SMT</p>	<ul style="list-style-type: none"> • Increase in the number of pupils achieving the level in line with National expectations. • Level of pupil engagement. • Forward planning.
Develop opportunities for stage planning, practitioners learning together and Moderation in Numeracy and Maths.	Learners will benefit from practitioners having a shared understanding of standards and the provision of tasks that meet all learners' needs.	Term 1-4	SMT	<ul style="list-style-type: none"> • Working Time Agreement. • Forward planning. • In school and ASG Moderation events.
Develop Digital Profiling across the school.	<p>Digital Profiling will further develop pupils' ability to talk about their learning/progress within Numeracy and Maths and set their next steps.</p> <p>Learners will be offered opportunities to demonstrate their understanding of a variety of strategies and their ability to apply knowledge and understanding to tasks.</p>	Terms 2-4	<p>J Mcleod</p> <p>SMT</p>	<ul style="list-style-type: none"> • Pupil Profiles. • Pupil voice. • Feedback from staff / parents.

Develop and implement a whole school programme focussing on Times Tables.	Learners will continue to develop a deeper understanding of Number and Number Processes.	Term 1-4	K Bywater SMT	<ul style="list-style-type: none"> • Forward planning. • Classroom observations. • Jotter monitoring. • Tracking and tracking meetings. • Raised attainment and confidence in Numeracy and Maths – an increase of pupils achieving PR3.
Evidence to support reduced bureaucracy/workload of teachers: Staff Working Groups/Curricular Leads have hours in the WTA to contribute to development of an area of the SIP. Creation of digital planner will reduce planning time.				

Priority 3

Health and Wellbeing

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:

- ☒ Placing human rights and needs of every child and young person at centre
- ☒ Improvement in children and young people's health and wellbeing
- ☒ Closing the attainment gap between the most and least disadvantaged children
- ☐ Improvement in skills and sustained, positive school leaver destinations for all young people
- ☐ Improvements in attainment, particularly in Literacy and Numeracy

NIF Drivers:

- ☒ School and ELC Leadership
- ☒ Teacher and practitioner professionalism
- ☒ Parent/carer involvement and engagement
- ☒ Curriculum and assessment
- ☒ School and ELC Improvement
- ☐ Performance Information

Children's Services Plan:

- ☐ P1: Overcoming challenges – disability, neurodiversity
- ☐ P2: Tackling child poverty
- ☒ P3: Improving CYP mental wellbeing
- ☒ P4: Strengthening family support
- ☐ P5: Improving CECYP outcomes

HGIOS?4 QIs:

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| <input checked="" type="checkbox"/> 1.2 | <input checked="" type="checkbox"/> 2.2 | |
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| <input checked="" type="checkbox"/> 1.5 | <input type="checkbox"/> 2.5 | <input type="checkbox"/> 3.3 |
| | <input type="checkbox"/> 2.6 | |
| | <input checked="" type="checkbox"/> 2.7 | |

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Further develop and embed the use of the Health and Wellbeing Digital Learner Pathway across the school.	<p>Pupils will have a coherent and progressive experience of all areas of H&WB.</p> <p>Learners will benefit from consistency and no duplication of topics.</p>	Term 1-4	<p>M Hopkirk</p> <p>SMT</p>	<ul style="list-style-type: none"> Forward planning. Stage planning. Classroom observations. Tracking and tracking meetings.
Participatory Budget Programme to support Health and Wellbeing.	Learners and their families will have greater ownership over decisions regarding Pupil Equity Funding.	Term 2	SMT	<ul style="list-style-type: none"> Meetings with Participatory Budget Group. Consultation results. Feedback from parents / staff. Pupil voice. Level of pupil engagement. Attendance data.
Embed Relational Policy.	Learners and staff will benefit from consistency of approach towards behaviour and expectations.	Term 1-4	<p>M Hopkirk</p> <p>SMT</p>	<ul style="list-style-type: none"> Violence and Aggression data. Weekly assemblies. Staff evaluations. Level of pupil engagement in learning.

Further develop Rights Respecting School's Award.	<p>Pupils will have increased opportunities to engage with their Rights at class level.</p> <p>Pupils will engage with their Rights in an organic fluid way, with meaningful links being made in their learning.</p> <p>Learners and staff will benefit from consistency in language used across school linked to Rights through the Charters and Policies.</p> <p>Pupils will engage in learning for Rights through whole-school IDL Learner Pathway and assemblies.</p>	Term 2-4	<p>Teaching staff member?</p> <p>SMT</p>	<ul style="list-style-type: none"> • Baseline audit – where are we now? • Rights Respecting School's Planner. • Rights Group meetings and agreed actions. • Learners' ability to talk about Rights in a meaningful way. • End of year review.
<p>Continue to develop Play indoors and outdoors across the school.</p> <p>Develop a progressive Outdoor Learning Pathway.</p>	<p>Learners will be further engaged and motivated in their learning.</p> <p>Learners will be provided with opportunities to transfer/demonstrate their skills in a variety of contexts.</p> <p>All learners will benefit from a more regular, progressive curriculum-led experience as part of Outdoor Learning.</p>	Term 2-4	<p>Teaching staff member ?</p> <p>SMT</p>	<ul style="list-style-type: none"> • Forward planning. • Stage planning. • Level of pupil engagement in learning. • Classroom observations.
<p>Develop Pupil Leadership Groups:</p> <p>Pupil Council</p> <p>Rights Group</p> <p>Digital Leaders</p>	<p>Learners will benefit from opportunities to be more involved in decision-making in relation to the work of the school.</p> <p>Digital Leaders will lead the school in increased digital experiences and achievement at whole school level.</p>	Term 2-4	<p>Teaching staff to lead Leadership Groups – these tbc</p> <p>SMT</p>	<ul style="list-style-type: none"> • Pupil Council meetings and agreed actions. • Progress made towards Rights Respecting School's Award. • Progress made in Digital Technologies curriculum/profiling (see SIP Priority 4) • Pupil Voice. • Feedback from Staff/parents/community links.

<ul style="list-style-type: none"> • Roll out Glasgow Wellbeing Motivation profile (GWMP) • Re-introduce the analysis of these to inform interventions as part of H&WB. 	<p>Learners will further develop their ability to identify next steps in learning within Health and Wellbeing.</p> <p>Learners will benefit from staff identifying appropriate supports/interventions as a result of the analysis of the GWMP results.</p>	<p>Term 2</p> <p>Term 3</p>	<p>M Hopkirk</p> <p>SMT</p>	<ul style="list-style-type: none"> • GWMP twice yearly and the results collated from these. • Identified interventions / supports. • Learners' ability to identify their next steps and talk about these.
<p>ASN staff to support wellbeing with targeted pupils.</p> <p>Reintroduce targeted Nurture sessions as part of Support for Learning.</p> <p>Further develop the use of online Boxall Profiles.</p>	<p>Pupils will be supported in their wellbeing by ASN staff using information/data from GWMP and Boxall Profiles.</p> <p>The learning environment will be built on positive, nurturing and appropriately challenging relationships.</p> <p>Staff will identify gaps in pupils' development/wellbeing needs and put in place interventions to support these.</p>	<p>Term 1-4</p>	<p>ASN Staff</p> <p>SMT</p> <p>Teaching staff</p>	<ul style="list-style-type: none"> • Data collected from Boxall Profiles and GWMP. • ASN timetables and interventions. • Nurture timetables. • Online Boxall Profiles. • Monthly ASN / SMT meetings.
<p>Evidence to support reduced bureaucracy/workload of teachers:</p> <p>Staff Working Groups have allocated hours in the WTA to contribute to development of an area of the SIP.</p> <p>SMT to oversee and assist.</p>				

Priority 4

Digital Technologies

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:

- ☐ Placing human rights and needs of every child and young person at centre
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NIF Drivers:

- ☒ School and ELC Leadership
- ☒ Teacher and practitioner professionalism
- ☒ Parent/carer involvement and engagement
- ☒ Curriculum and assessment
- ☒ School and ELC Improvement
- ☐ Performance Information

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| <input checked="" type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> 2.3 | <input type="checkbox"/> 3.1 |
| <input checked="" type="checkbox"/> 1.4 | <input type="checkbox"/> 2.4 | <input type="checkbox"/> 3.2 |
| <input checked="" type="checkbox"/> 1.5 | <input type="checkbox"/> 2.5 | <input checked="" type="checkbox"/> 3.3 |
| | <input type="checkbox"/> 2.6 | |
| | <input type="checkbox"/> 2.7 | |

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Develop online Profiling	<p>Learners will begin to understand themselves as learners and set themselves next steps in learning,</p> <p>Learners will benefit from sharing their learning at home with parents/carers. Parents will have a greater understanding of what/how their child is learning and the progress they are making.</p>	Introduced in Term 1 and continued throughout the year.	<p>All class teachers</p> <p>Lead: J Mcleod</p>	<ul style="list-style-type: none"> Level of family engagement with the profiles. Learners' ability to talk about their learning, their ability to identify what they are learning and set themselves next steps. Feedback from staff / parents / pupils. Online Learner Profiles.
Develop Digital Technologies Learning and Teaching Pathway	<p>Learners will have access to exciting digital lessons that are progressive and engaging.</p> <p>Learners will begin to further develop their skills and confidence in digital technologies.</p>	By term 3	DHT	<ul style="list-style-type: none"> Development sessions. Forward Plans. Online Learner Profiles. The level of learner engagement during Digital Technology lessons as well as while using technologies within other subject areas. Learners' confidence/ability in Digital Technologies.

Develop Digital Sharepoint	Staff will have wider access to planning, allowing for greater consistency in planning and curriculum delivery for the learners.	Term 2	K Bywater G Sutherland	<ul style="list-style-type: none"> • Development sessions. • Forward Plans. • Level of staff engagement with Sharepoint. • Feedback from staff.
Further develop the use of Seemis for reporting to parents/carers	<p>Learners will benefit from a streamlined and more regular approach to reporting to parents/carers.</p> <p>Parents/carers will have a better understanding of where their child is in their learning and their next steps, in line with Moray.</p>	Term 3	SMT	<ul style="list-style-type: none"> • Development sessions / staff meetings / in-service days. • Feedback from staff / parents / pupils. • WTA feedback.
<p>Evidence to support reduced bureaucracy/workload of teachers:</p> <p>Staff Working Groups have allocated hours in the WTA to contribute to development of an area of the SIP.</p> <p>SMT to oversee and assist.</p>				



Maintenance Agenda *(to be populated at school discretion in discussion with link officer/QIM)*

[illegible]