



	2024-2025
	Linkwood Primary
	<input type="checkbox"/> 1 year <input checked="" type="checkbox"/> 2 years* <input type="checkbox"/> 3 years*
	<i>Susanne Campbell</i>

*on discussion with Link Officer/QIM, context based



Priority 1

Summary of Priority: Improved attainment through high quality learning and teaching of literacy

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| <input checked="" type="checkbox"/> Leadership of change and empowerment | <input checked="" type="checkbox"/> Learning, Teaching and Assessment | <input checked="" type="checkbox"/> Raising achievement and attainment |
| <input type="checkbox"/> Ensuring wellbeing, equality and inclusion | <input checked="" type="checkbox"/> Curriculum | <input type="checkbox"/> Self-evaluation for school improvement |

<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 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	<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 checked="" type="checkbox"/> <u>P1</u> : Overcoming challenges – disability, neurodiversity <input checked="" 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 checked="" type="checkbox"/> <u>P5</u> : Improving CECYP outcomes	<input type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5	<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input 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 type="checkbox"/> 3.3
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Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Literacy Overall Further update Literacy pathways for each primary stage detailing key learning and assessment to be covered.	<ul style="list-style-type: none"> Learners and their families will have clear understanding of their progress and next steps at their stage of learning. 	By Sept 24	Fiona Stevenson	<ul style="list-style-type: none"> Most learners are clear on what their next steps in learning in literacy are. Seesaw posts will detail Learning Intention and next steps in reading once a term for each pupil.
Reading for Enjoyment Working towards Reading Schools Bronze Award Accreditation by developing a culture of reading for enjoyment	<ul style="list-style-type: none"> Learners will have frequent access to high quality reading material and ebooks to access at home. Learners will have regular opportunities to use the school library to access high quality reading material. Learners will access a range of genres of reading to find and use information indoors and outdoors. 	By June 25	Reading Working Group	<ul style="list-style-type: none"> Engagement with Reading Cloud and Soras ebooks. Baseline no families- 50% of families engagement. Achieve Reading Schools Bronze Award status by June 2025 Leuven scale of engagement shows increasing levels of engagement when reading for enjoyment with almost all pupils showing moderate levels of involvement across P2-7
Reading skills Assess fluency reading age Embed homework strategy	<ul style="list-style-type: none"> Learners needs will be well matched to planned activities and interventions Learners to be well supported to practise fluency at home. 	By Aug 24	All Class Teachers	<ul style="list-style-type: none"> Hertfordshire reading test Baseline Aug 24, review progress March 25 Reading age increases by at least 9 months for most children. ACEL results/ SNSA results

Support a consistent approach to teaching Reciprocal Reading strategies across P2-7	<ul style="list-style-type: none"> • Learners are engaged and motivated during reading lessons. • Learners progression in reading skills is well mapped. • Confidence in using reciprocal strategies independently increases. • Learners will further develop understanding of what they read and be able to analyse and evaluate information more successfully. • Learners will improve their skills of finding and using information in printed materials and online. 	By Sept 24	Robyn Wilson	<ul style="list-style-type: none"> • 1st level P4 raise from 73%, 2023/24 to 78% 2024/25 • 2nd Level P7 raise from 71%, 2023/24 to 76%2024/25-
Develop a consistent approach to teaching comprehension skills across the school.		By Dec 24	Fiona Stevenson/ Annelie Graf	
<p>Writing Raise attainment in Writing by further embedding pedagogical approaches using T4W and Wraparound Spelling programme across the school.</p>	<ul style="list-style-type: none"> • Learners will experience a consistent approach to writing across the school • Improved understanding and application of punctuation and grammar through high quality toolkits and well mapped out writing programme. • Learners will be able to apply taught spelling strategies in their writing at P3 and P4 • Learners with persistent literacy difficulties will use Read and Write, Clicker and online apps to support writing in P3-7 • Learners with persistent literacy difficulties will be well supported by Wraparound Spelling for learners with persistent spelling difficulties. 	By June 25	All class teachers	<ul style="list-style-type: none"> • 1st level P4 raise from 70% 2023/24 to 75% 2024/25 • 2nd level P7 raise from 70% 2023/24 to 72% 2024/25 • Linkwood moderation levels in line with ASG schools • Increased attainment of Blackwell spelling results for P3 and P4 pupils with 80% achieving in line with their chronological age.
P4 teachers to undertake training with CYPIC National Improving Writing Programme	<ul style="list-style-type: none"> • Learners will feel success with progress monitored and shared regularly. 	By June 26	Andrea Main	<ul style="list-style-type: none"> • All pupils with literacy difficulties will have access to supportive technology • Pupils with literacy difficulties will make at least 0.5yr progress in spelling age by June 25 • Improvement in writing attainment for current P3 pupils from 68% to 72%
		By June 25	Nadine Pirie Chris Lake	
<p>Listening and Talking Develop whole school approach to Listening and Talking</p>	<ul style="list-style-type: none"> • Learners will be well supported to develop skills through well mapped programme • Assessment toolkit will highlight strengths and areas for pupils to develop. 	BY June 25		2023/24 1 st Level 70% 2024/25- 75%
		By June 25		2023/24 2 nd Level 70%, 2024/25- 75%
Outdoor learning to support literacy development	<ul style="list-style-type: none"> • Learners will have regular opportunities for reading and support reading of different genre outdoors 	By June 25		All learners to access reading outdoors at least once per week by June 25
Play and opportunities to explore reading for enjoyment will be available in all classrooms.	<ul style="list-style-type: none"> • Learners will access a range of reading materials to support play and exploration through every day activities 	By June 25		All learners will have daily access to reading in their daily play and exploration opportunities by June 25

Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:

ACEL, SNSA, Hertfordshire Reading Test, Blackwell Spelling Test, Leuven scale observations, Seesaw, jotters, QI results, teachers planning and assessments



Priority 2

Summary of Priority: Improved attainment through high quality learning and teaching of numeracy and maths

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| <input checked="" type="checkbox"/> Leadership of change and empowerment | <input checked="" type="checkbox"/> Learning, Teaching and Assessment | <input checked="" type="checkbox"/> Raising achievement and attainment |
| <input type="checkbox"/> Ensuring wellbeing, equality and inclusion | <input checked="" type="checkbox"/> Curriculum | <input type="checkbox"/> Self-evaluation for school improvement |

<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 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	<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 checked="" type="checkbox"/> P1 : Overcoming challenges – disability, neurodiversity <input checked="" type="checkbox"/> P2 : Tackling child poverty <input type="checkbox"/> P3 : Improving CYP mental wellbeing <input type="checkbox"/> P4 : Strengthening family support <input checked="" type="checkbox"/> P5 : Improving CECYP outcomes	<input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5	<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 2.4 <input 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 type="checkbox"/> 3.3
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Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Develop Linkwood maths policy to ensure high quality learning and teaching and consistent approach to teaching key strategies	<ul style="list-style-type: none"> Learners are well supported to understand and build on maths concepts with consistent language and support materials and approaches across stages. Shared Learning and Homework opportunities will support learning at home. 	Nov 25	Andrea Main	<ul style="list-style-type: none"> Numeracy and Maths policy in place to support consistency.
Explore Concrete, pictorial, abstract approaches to teaching maths	<ul style="list-style-type: none"> Learners understanding will be well supported by ensuring firm foundations of understanding and key practice of core skills. 	Nov 25	Andrea Main/ Iona Hancock	<ul style="list-style-type: none"> Raised attainment in numeracy in P5 from 60% to 70% achieving 1st level and P6 from 70% being on track to achieve to 75%
Digital technologies to support numeracy and maths CPD opportunities for staff to become more confident with Big Maths, Sumdog,	<ul style="list-style-type: none"> Digital skills will be developed through regular access to technology and maths programmes to support understanding and retrieval of concepts. P5-7 pupils regularly accessing Sumdog in school and at home. Big Maths Click Is and lern its completed online once a week. 	June 25	Andrea Main/ Working Group	<ul style="list-style-type: none"> Track progress and impact through diagnostic assessments. P5-7 pupils using Sumdog 2-4 times per week in school and once at home. Progress in Big Maths demonstrating 12 months progress for P5-7 pupils working below expected level.

Continue to build core maths and numeracy summative assessments and analyse assessment data to ensure any gaps are well planned for	<ul style="list-style-type: none"> ● Learners needs will be well known and well planned for ● Use SEAL assessments to measure progress of identified gaps for identified pupils ● SNSA data scrutinised to ensure gaps in learning and teaching is planned for. 	June 25	Andrea Main	<ul style="list-style-type: none"> ● Pupil progress through a level and achievement of benchmarks is clearly defined. ● SEAL assessments demonstrate identified pupils have made progress in 4 out of 5 of the identified areas.
Develop key information booklets for parents to build confidence in supporting learning at home.	<ul style="list-style-type: none"> ● Learners will be supported well at home to understand and practise key strategies. 	June 25	Working group	<ul style="list-style-type: none"> ● Booklets to be available for parents ● Parent feedback from questionnaire
Outdoor learning to support application of numeracy and maths in real-life situations	<ul style="list-style-type: none"> ● Learners will experience a range of opportunities indoors and outdoors to embed their understanding of maths and numeracy, using real life examples. ● Enjoyment, motivation and application of maths and numeracy skills will be supported outdoors. 	June 25	Working group	<ul style="list-style-type: none"> ● Children experiencing at least one outdoor maths session a week and Leuven scale indicates engagement for 80% of class. ● Teachers planning for at least one numeracy outdoor learning session a week.

Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:

- Policy in place
- Lesson observations
- Moderation of planning
- Assessment outcomes informing next steps
- SNSA and ACEL data will show improvements
- Parent Booklet



Priority 3

Supporting All Learners :

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| <input type="checkbox"/> Leadership of change and empowerment | <input checked="" type="checkbox"/> Learning, Teaching and Assessment | <input checked="" type="checkbox"/> Raising achievement and attainment |
| <input checked="" type="checkbox"/> Ensuring wellbeing, equality and inclusion | <input type="checkbox"/> Curriculum | <input checked="" type="checkbox"/> Self-evaluation for school improvement |

<input checked="" type="checkbox"/> Placing human rights and needs of every child and young person at centre <input checked="" 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 type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy	<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 type="checkbox"/> Curriculum and assessment <input type="checkbox"/> School and ELC Improvement <input type="checkbox"/> Performance Information	<input checked="" type="checkbox"/> <u>P1</u> : Overcoming challenges – disability, neurodiversity <input checked="" type="checkbox"/> <u>P2</u> : Tackling child poverty <input checked="" type="checkbox"/> <u>P3</u> : Improving CYP mental wellbeing <input checked="" type="checkbox"/> <u>P4</u> : Strengthening family support <input type="checkbox"/> <u>P5</u> : Improving CECYP outcomes	<input checked="" type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5	<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7	<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3
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Actions	Outcomes for learners	Timescale	Responsible	Measures of success
Continue to embed a nurturing and inclusive culture by embedding our staged Intervention process using data to plan interventions and support all learners.	<ul style="list-style-type: none"> Learners will be well supported within a nurturing approach across the school and especially within the Learning Hubs. Identified learners accessing school full time. 	Feb 25	Andrea Main/ Lisa Goodwin/ Mara Blokpoel	<ul style="list-style-type: none"> IEPs shared with families in September, February and April and family comments noted. Increase in class wellbeing scores for target group. Attendance levels increased by 10% for identified pupils.
Continue to explore the Circle Resource to ensure structures and routines are firmly embedded.	<ul style="list-style-type: none"> Learners will experience predictable routines alongside high quality learning experiences Learners will be well supported to manage their emotions Planned learning activities will meet the needs of learners 	June 25	Andrea Main	<ul style="list-style-type: none"> Increase of 5% in engagement across all classes from baseline score All class teachers completing environmental surveys Identified pupils have individual CIRCLE profiles completed to support access of class. Reduction in DO calls due to learner activities not matching learning needs.

Review our Health and Wellbeing programme to ensure Equality and Diversity is well taught across the school to support anti-bullying understanding.	<ul style="list-style-type: none"> ● Learners and stakeholders will be supportive to the needs of learners across the school. ● Learners will be supported to be who they are without prejudice. ● Increased tolerance and acceptance of others. 	March 25	Fiona Stevenson/ Robyn Wilson	<ul style="list-style-type: none"> ● Decrease in bullying and equalities stats ● Increase in attendance from 93% to 95% by June 25 ● Decrease in inappropriate language slips
Develop a Transition Policy to ensure consistent practise across the school and during significant period of change.	<ul style="list-style-type: none"> ● Learners will be well informed and supported to manage change 	June 25	Lisa Goodwin/ Mara Blokpoel	<ul style="list-style-type: none"> ● Levels of escalated behaviours at the start and end of year will be less ● GWMP results will show increase in feeling safe and included. ● Parents will feedback their child feels well supported.
Inclusive Communication approaches embedded SCERTS embedded for ASN pupils.	<ul style="list-style-type: none"> ● All learners will be understood and be able to express their own ideas and have a voice. ● Learners with communication difficulties have well planned programmes of support. 	June 25	Lisa Goodwin/ Mara Blokpoel	<ul style="list-style-type: none"> ● Decrease in V&As in Woodlands ● Boardmaker visuals used consistently across the school. ● SCERTS assessments tool used to identify and plan for gaps.
Increased alternative curriculum including Outdoor learning opportunities for pupils at risk of not achieving their potential	<ul style="list-style-type: none"> ● Learners will have increased opportunities to learn in different environments to support their health and wellbeing 	June 25	Annelie Graf	<ul style="list-style-type: none"> ● AnalyseM data used to effectively track identified pupils.
<p>Evidence of impact/self-evaluation to be gathered in respect of the actions noted above: Teacher planning, Class Profiles and Intervention planning, decrease in V&As and inappropriate language slips, GWMP results, attendance records, seesaw, questionnaires</p>				

MORAY COUNCIL: Education Department

SCHOOL IMPROVEMENT PLAN



Priority 4

Leadership of Learning

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| <input checked="" type="checkbox"/> Leadership of change and empowerment | <input checked="" type="checkbox"/> Learning, Teaching and Assessment | <input type="checkbox"/> Raising achievement and attainment |
| <input checked="" type="checkbox"/> Ensuring wellbeing, equality and inclusion | <input type="checkbox"/> Curriculum | <input checked="" type="checkbox"/> Self-evaluation for school improvement |

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Actions	Outcomes for learners	Timescale	Responsibles	Measures of success
Learners leading learning- Developing Assessment capable learners.	<ul style="list-style-type: none"> Learners will be clear of their strengths and skills they are developing. Learners will be clear of what they are learning and steps to success. They will co-create success criteria with their teachers. Learning will be celebrated and next steps made visible on learning walls and on class work. Mistakes will be seen as learning steps. Learners will be well supported to make progress through regular assessment and feedback. 	June 25	Fiona Stevenson / Annelie Graf	<ul style="list-style-type: none"> 75% of Pupils will be able to articulate learning and next steps in IDL. NA Toolkit self evaluation will be completed at key points across the year showing: <ul style="list-style-type: none"> increased staff confidence increased pupil participation and articulation of their learning.
Learners Voice- Pupil Led Councils and Committees	<ul style="list-style-type: none"> Learners will participate in a council or committee of their choice and be supported to share their ideas. A new House system will increase opportunities to work across the school to develop social skills and a sense of belonging. Learners will have a secure understanding of their rights and the rights of others. 	June 25	Fiona Stevenson	<ul style="list-style-type: none"> GWMP used to measure increase in levels of pupils feeling a sense of belonging. Achievement of Rights Respecting Schools Silver Award

Year 1 of Linkwood's Learning Adventures will be embedded	<ul style="list-style-type: none"> • Learners will lead their learning through project based approach. • Learners will develop their understanding of their role In sustainability and global citizenship. 	June 25	Fiona Stevenson	<ul style="list-style-type: none"> • By Nov '24, all learners have experienced the inquiry cycle through their learning adventures. • By May 2025, teacher confidence in delivering Learner Participation increases as identified in NA LTA self-evaluation • 75% Learners across P1-7 are confident to talk about Sustainable Development Goals through their Adventures
Play will be embedded across P1 and P2 and there will be increased opportunities for play and exploration across the whole school.	<ul style="list-style-type: none"> • Learners will have regular opportunities to play indoors and out. • Skills development will be well tracked. • Learners will access high quality play resources to support their learning and enable them to apply their knowledge and skills 	June 25	Kirsty Dunlop	<ul style="list-style-type: none"> • At least 3 quality play/ exploratory opportunities planned each week by every class teacher. • Development of skills tracked through Seesaw.
Opportunities for Creativity will be well planned across the Expressive Arts	<ul style="list-style-type: none"> • Learners will experience well planned and progressive creative experiences. 	Nov 25	Fiona Stevenson	<ul style="list-style-type: none"> • Learners will have increased engagement in expressive arts using the Leuven scale. • Pupil Questionnaire to measure motivation and engagement..
<p>Evidence of impact/self-evaluation to be gathered in respect of the actions noted above: Learning walls, seesaw, jotters, displays, focus child observations, wider achievement journals, teacher plans, GWMP results, class wellbeing questionnaires, Leuven scales, increase in attendance, decrease in V&As, raised attainment literacy, numeracy</p>				

MORAY COUNCIL: Education Department

SCHOOL IMPROVEMENT PLAN



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

Maintenance priorities/critical actions	Key outcomes for learners	Timescales	Responsible	Measures of success
IDL				•
T4W				•
Building Relationships Policy				•
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