



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



Communities and Education Directorate

Glebe Primary School

Improvement Plan 2022-2023



Vision, Values and Aims

VISION

At **Glebe Primary** we strive for **Excellence and Equity** for all Learners to ensure that every child in our school is enabled to reach his/her full potential. We want our pupils to feel safe, happy and be given every opportunity to develop their individual skills and talents. We want the very best for our pupils, now and in the future.

VALUES

At **Glebe Primary** we strive for **Excellence and Equity** for all Learners through the school **values** of **Creativity, Kindness, Responsibility** and **Respect**.

AIMS

At **Glebe Primary** we aim to;

- *Raise standards of attainment and achievement for all by providing a variety of stimulating opportunities and experiences to maximise potential for all pupils.*
- *Maintain the positive ethos within Glebe Primary by providing an inclusive, safe and nurturing learning environment.*
- *Equip children with the skills for life now and in the future.*
- *Promote education as an active partnership within school, with parents/carers and the wider community.*

These aims will be supported by a programme of self-evaluation, planning, school policies/guidelines and by maintaining and developing our partnership with parents/carers and the local community.

Our self-evaluation is based on HGIOS 4 and North Ayrshire's Quality Improvement framework. We measure standards of quality by:

- Collecting a range of data and interrogating this.
- Making direct observations.
- Gathering relevant documentation.
- Obtaining stakeholders views.
- Reviewing the previous School Improvement Plan and evaluating progress and identifying our next steps.

Our self-evaluation is a continuous cycle of review, planning and implementation. Pupils, parents/carers, staff and members of the local community have contributed to evaluations and planning for improvement.

NORTH AYRSHIRE COUNCIL

EDUCATION SERVICE IMPROVEMENT PLAN SUMMARY 2022-23

The Education Service Improvement Plan is aligned to the 5 priorities of the National Improvement Framework. Individual establishments should create their own plan under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan. In the diagram below, the orange boxes show the thematic areas under each priority which the service intends to focus on in the year ahead. A full version of the service improvement plan will be published on the Council website.

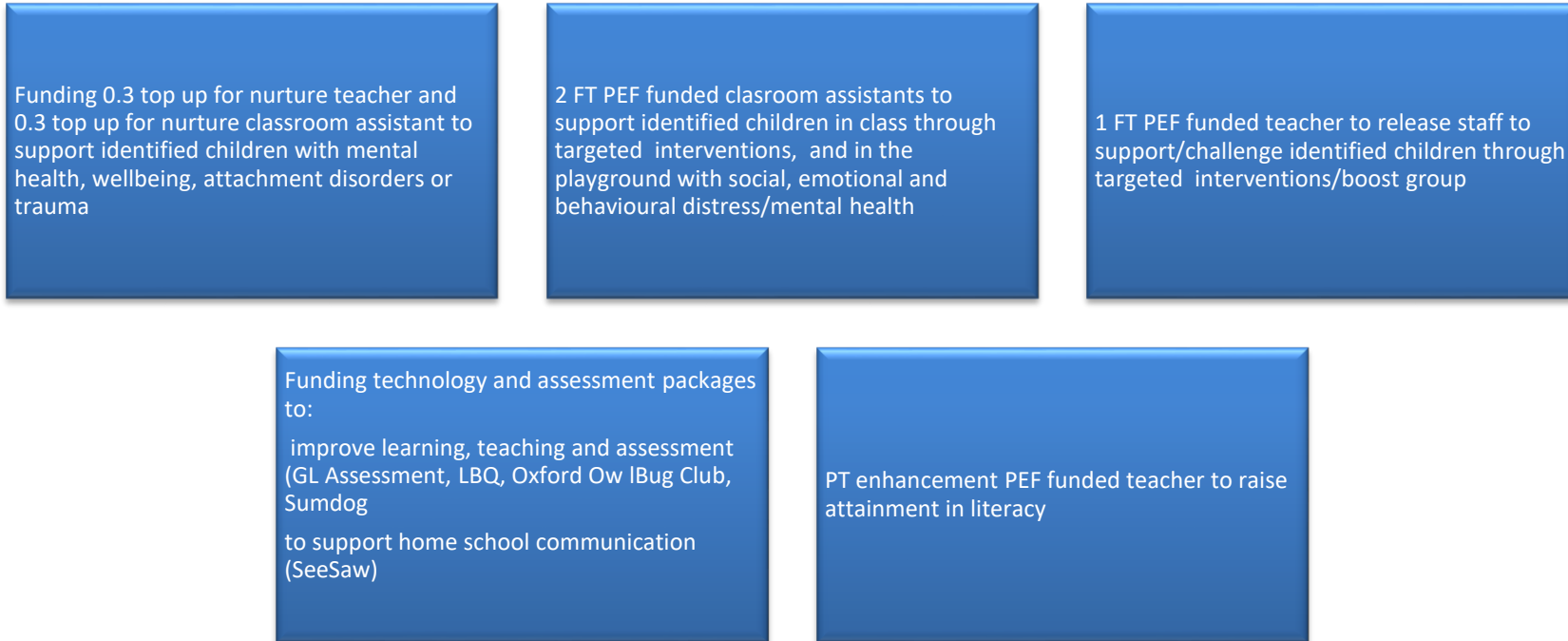


Strategic Plan 2022-23: Glebe Primary School

Establishment Priorities	To raise attainment in numeracy for all learners	To raise attainment in literacy for all learners	To improve learning, teaching and assessment across the school for all.	To ensure universal and targeted supports meet the needs of all learners.	To place the rights and needs of every child at the centre of Glebe's education.
<p>Thematic areas</p>	<p>Learners will develop competency and fluency in all areas of numeracy and mathematics developing skills to analyse and problem solve.</p> <p>Monitor the implementation of a Numeracy and Mathematics skills based curriculum Framework to ensure a consistent and progressive numeracy and maths programme which supports high quality learning, teaching and assessment.</p>	<p>Learners will increase their attainment in literacy. They will improve skills in reading, writing, listening and talking and use these effectively across the curriculum.</p> <p>Monitor the implementation of a Literacy skills based curriculum Framework to ensure a consistent and progressive literacy programme which supports high quality learning, teaching and assessment.</p>	<p>To improve the quality of teaching, learning and assessment in order to close the literacy and numeracy attainment gap between the most/least disadvantaged children.</p> <p>To embed a skills based curriculum to meet learner's needs.</p>	<p>Review, evaluate and implement practices to ensure the needs of all pupils are met.</p>	<p>Embed the principles and practice underpinning 'Rights Respecting Schools' to maximise pupil voice and participation.</p>

Strategic Plan 2022-23: Glebe Primary School

Here is an overview of how we intend to use our **Pupil Equity Funding** to support improvement:



Detailed Action Plan 2022-23: Glebe Primary School

Establishment Strategic Priority:		<ul style="list-style-type: none"> To raise attainment in numeracy for all learners. 				Linked to Service Priority: <i>1 and 2</i>
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes <i>What will change for our learners?</i>	Measurement <i>How will we measure impact?</i>
<p>1. Learners will develop competency and fluency in all areas of numeracy and mathematics developing skills to analyse and problem solve.</p> <p>2. Monitor the implementation of a Numeracy and Mathematics skills based curriculum framework to ensure a consistent and progressive numeracy and maths programme which supports high quality learning.</p>	<p>1.1 1.3 2.2 2.3 2.4 2.5 3.2</p>	Y	<p>Focus on the following key points from the Numeracy Across Learning document to support excellent teaching in numeracy throughout our school:</p> <ol style="list-style-type: none"> Active learning and planned, purposeful play. Development of problem-solving capabilities. Developing mental agility. Frequently asking children to explain their thinking. Use of relevant contexts and experiences, familiar to children and young people. Using technology in appropriate and effective ways. Building on the principles of Assessment is for Learning, including understanding the purpose and relevance of the activities. Promoting an interest and enthusiasm for numeracy. <ul style="list-style-type: none"> Robust tracking and monitoring of pupil attainment by SLT and CT's. 	<p>DHT Aug 22- Jun 23</p> <p>HT Sept 22 Jan 23 Jun 23</p>	<p>Children will be more confident and fluent in numeracy.</p> <p>Children will be able to discuss learning more competently.</p> <p>Children's attainment will rise and data will show they are making progress.</p> <p>Children will be able to work more collaboratively with others.</p> <p>Children will apply mathematical thinking to different concepts.</p> <p>As we share learning with families parents will be able to better support pupil progress in numeracy and maths.</p> <p>Children will develop a deeper enthusiasm for numeracy and maths.</p> <p>Children will have better learning experiences and opportunities in numeracy and maths.</p>	<p>Assessment data will improve over time (data overtime trackers).</p> <p>Diagnostic and baseline assessments for all stages will be utilised 3 times per year and progression will be monitored and discussed at tracking and separate data meetings.</p> <p>Baseline assessment in P1 will be used to show areas of strength and areas for focus; identifying children who may require immediate intervention.</p> <p>SNSA data will show improvement in attainment and support teacher professional judgement in CfE data.</p> <p>CfE attainment will increase at all stages.</p> <p>A range of pupil evidence showing depth and application of practice including; learning walks, classroom observations, pupil's views, parent views, planning tracking and monitoring, jotter audits, floor books, staged intervention plans and intervention trackers will support staff</p>

teaching and assessment			<ul style="list-style-type: none"> Teachers to analyse data effectively to help them focus on key aspects of learning and teaching which are having a positive impact and to identify those which need to be improved. Continue a planned program of ‘Pupil Progress Meetings’ to track attainment and achievement, evaluate and review progress made by individuals and discuss next steps in supporting learning with class teachers taking more responsibility to analyse data. Tasks, activities and resources are effectively differentiated and provide appropriate pace and challenge for all learners. Staff reflect on their own practice and work collaboratively with others to build capacity to meet the needs of learners, actively seeking out and sharing good practice within and beyond the school. Ensure school learning areas are numeracy rich learning environments. Ensure consistent approaches to providing high quality feedback. To enable the children to give effective feedback to peers and suggest ways in which they can improve. A range of Arithmetic, and Problem Solving and Reasoning assessments to measure children’s progress in Numeracy and Mathematics will be implemented. 	<p>CTs Aug 22- Jun 23</p> <p>HT Sept 22 Jan 23 Jun 23</p> <p>CTs Aug 22- Jun 23</p> <p>CTs Jun 23</p> <p>DHT Nov 22</p> <p>CTs Jun 23 CTs Jun 23</p> <p>DHT Oct 22</p>	<p>Children will benefit from a numeracy rich environment and use visual clues to support their learning.</p> <p>Children will be able to identify their strengths and areas of development based on new assessment procedures.</p> <p>Children will have the opportunity for progressive experiences with depth of learning with appropriate challenge and support.</p> <p>Pupils needs will be better met through new and creative teaching strategies.</p> <p>Parents will be able to better support pupil progress in numeracy and maths.</p>	<p>professional judgement, SLT oversight and improve learning, teaching, and assessment.</p> <p>Planning will show increased opportunities for depth and application of learning.</p> <p>Staff confidence and development in ability to teach numeracy and maths will improve as evidenced in a staff questionnaire.</p> <p>Pupil focus group with SLT will reveal that pupils of different abilities will be able to discuss their learning and their progress in numeracy and maths.</p> <p>Regular tracking and data meetings with SLT will focus on key action points identified via assessments and professional dialogue.</p> <p>PEF and non PEF pupils will be tracked separately to show evidence of closing the gap in attainment, with a focus on numeracy data from assessments linked to Frameworks.</p> <p>Increased parental engagement will be evidenced via questionnaires and attendance rates at workshops.</p>
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		<ul style="list-style-type: none"> • All members of staff will continue to develop their skills in teaching 'Number Talks' by engaging in Professional Learning focused on embedding Number Talk methodologies for mental addition, subtraction, multiplication and division. • Embed family learning Numbertalk sessions into practice and provide a SWAY for parents to support them in helping their children develop their skills in mental agility. • Family learning activities related to Numeracy and Maths shared via information leaflets, videos and the school twitter account. • Staff make effective use of a consistent Staged Intervention process to ensure children's needs are met. • Enhance the use of Digital Technologies in Numeracy and maths lessons to support and challenge children in their learning; including the use of LBQ to raise attainment. • P.1 Numeracy and Mathematics Workshop to support families in supporting their children. • Numeracy and Maths workshops related to 'Read Write Count' focused on sharing home learning activities and resources. • Weekly homework tasks related to Numeracy and Maths in new format agreed by parents and pupils. 	<p>DHT & CTs Oct 22</p> <p>CTs Sep 22</p> <p>CTs Jun 23</p> <p>DHT Aug 22 Nov 22 Feb 23</p> <p>DHT & IT Lead Jun 23</p> <p>P1 CTs Sep 22</p> <p>P2 & P3 CTs Nov 22</p> <p>CTs Sep 22</p>		
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		<ul style="list-style-type: none"> • Utilise the new skills progression planners in Numeracy and Mathematics to support progression, breadth and application of learning. • Implement and embed the development of Big Maths interactive sessions across the school. • Participate in National Numeracy initiatives to further develop pupil's numeracy skills and raise awareness of the importance of numeracy. • Work effectively with colleagues across the cluster, authority, PLA and SWEIC to moderate using benchmarks to support us in developing a shared understanding of achievement of a level. 	<p>CTs Jun 23</p> <p>DHT Nov 22</p> <p>CTs Jun 23</p> <p>CTs Apr 23</p>		
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Establishment Strategic Priority:		<ul style="list-style-type: none"> To raise attainment in literacy for all learners. 					Linked to Service Priority: 1 and 2
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes What will change for our learners?	Measurement How will we measure impact?	
<p>1. Learners will increase their attainment in literacy. They will improve skills in reading, writing, listening and talking, and use these skills effectively across the curriculum.</p> <p>2. Monitor the implementation of a Literacy skills based curriculum framework to ensure a consistent and progressive literacy programme which supports high quality</p>	<p>1.3 1.5 2.2 2.3 2.4 2.5 3.2</p>	Y	<ul style="list-style-type: none"> Develop a clear rationale for the teaching of reading and writing across the school with consistency of approach. Robust tracking and monitoring of pupil attainment by SLT and CT's. Teachers will analyse data effectively to help them focus on key aspects of learning and teaching which are having a positive impact, and to identify those areas which need to be improved. Embed a range of assisted technologies to support pupils with Dyslexia and literacy difficulties. Further develop play pedagogy in P1 and P2 to improve the teaching of Literacy. Continue to promote a culture of reading for enjoyment across the school. Continue a planned program of 'Pupil Progress Meetings' to track 	<p>PTs Oct 22</p> <p>HT Sept 22 Jan 23 Jun 23</p> <p>CTs Aug 22- Jun 23</p> <p>DHT & PST Aug 22- Jun 23</p> <p>P1 & P2 CTs Aug 22- Jun 23</p> <p>PTs Oct 22</p> <p>HT Sept 22</p>	<p>Children will be more confident and fluent in reading.</p> <p>Children will be able to apply spelling rules to all forms of writing.</p> <p>Children will be able to discuss learning more competently.</p> <p>Children's attainment will rise and data will show they are making progress.</p> <p>Pupils will confidently work more collaboratively with others and support each other learning.</p> <p>As we share learning with families parents will be able to better support pupil progress in literacy.</p> <p>Children will develop an enthusiasm for reading and writing.</p> <p>There will be increased pupil engagement with new texts and e-books available for use at school and at home.</p>	<p>Assessment data will improve over time (data trackers).</p> <p>Diagnostic and baseline writing assessments for all stages will be utilised 3 times per year and progression will be monitored and discussed at tracking meetings.</p> <p>NGRT and NGST assessments to be completed twice per year to identify areas of strength and areas for development, as well as immediate intervention for spelling and reading.</p> <p>A Phonological awareness screener will be used to show areas of strength and areas for focus, identifying children who may require immediate intervention.</p> <p>SNSA data will show improvement in attainment and support teacher professional judgements in CfE data.</p> <p>CfE attainment will increase at all stages.</p>	

<p>learning, teaching and assessment.</p>			<p>attainment and achievement, evaluate and review progress made by individuals, and discuss next steps in supporting learning with class teachers taking more responsibility for analysing data.</p> <ul style="list-style-type: none"> • Tasks, activities and resources are effectively differentiated and provide appropriate pace and challenge for learners. • Staff reflect on their own practice and work collaboratively with others to build capacity to meet the needs of learners; actively seeking out and sharing good practice within and beyond the school. • Ensure school learning areas are literacy rich environments. • Ensure consistent approaches to providing high quality feedback. • To enable the children to give effective feedback to peers and suggest ways in which they can improve. • A range of spelling, reading and writing assessments to measure children's progress in literacy will be implemented. • All members of staff will continue to develop their practice through peer observations and training in PM Benchmarking in reading and writing. • Family learning activities related to literacy will be shared via information leaflets, videos and the school twitter account. 	<p>Jan 23 Jun 23</p> <p>CTs Aug 22- Jun 23</p> <p>CTs Aug 22- Jun 23</p> <p>PTs Nov 22</p> <p>CTs Jun 23 CTs Jun 23</p> <p>PTs Aug 22- Jun 23</p> <p>PTs Aug 22- Jun 23</p> <p>PTs Jun 23</p>	<p>Teachers detailed planning will improve as a result of consistent approach to learning, teaching and assessment with the implementation of a new skills based curriculum.</p> <p>There will a clear rationale for the school's approach to reading, including whole school and class expectations, which will result in consistency of practice for pupils. Pupils will report an increase in confidence in their reading skills, using listening and talking, and reading strategies, to understand, analyse and evaluate texts.</p> <p>Pupil's will make links and use reading skills across other areas of the curriculum.</p> <p>Parents will be able to better support pupil progress in literacy at home with strategies and activities to help progression.</p> <p>Teachers will have an increased depth of knowledge about individual pupil performance. Teachers will have well-developed skills of data analysis which are focused on improvement thus pupils' needs will be better met.</p> <p>Universal and targeted approaches in literacy will have a positive impact on children's progression within their learning.</p>	<p>PEF and non PEF pupils will be tracked separately to show evidence of closing the gap in attainment.</p> <p>A range of pupil evidence showing depth and application of practice including; learning walks, classroom observations, pupil's views, parent views, planning tracking and monitoring, jotter audits, floor books, staged intervention plans and intervention trackers will support staff professional judgement, SLT oversight and improve learning, teaching, and assessment.</p> <p>Planning will show increased opportunities for depth and application of learning.</p> <p>Staff confidence and development in ability to teach literacy will improve – staff questionnaire.</p> <p>Pupil focus group with SLT will reveal that pupils of different abilities will be able to discuss their learning and progress in literacy.</p> <p>Regular tracking meetings with SLT will focus on key action points identified via assessments and professional dialogue.</p> <p>Increased parental engagement will be evidenced via questionnaires and attendance rates at workshops.</p> <p>Tracking of targeted interventions to show progress for targeted learners.</p>
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			<ul style="list-style-type: none"> • Staff will make effective use of the Staged Intervention process to ensure all children's needs are met. • Enhance the use of Digital Technologies in literacy lessons to support and challenge children in their learning, including the use of LBQ to raise attainment. • P.1 Literacy Workshop to support parents on how to help their children at home. • Literacy workshops related to 'Read Write Count' focused on sharing home learning activities and resources. • Weekly homework tasks related to Literacy in new format agreed by parents and pupils. • Utilise the new skills progression planners in literacy to support progression, breadth and application of learning. • Participate in National Literacy initiatives to further develop pupil's skills including FM Reading Challenge, World Book Day, national writing competitions etc. • Continue to utilise the phonemic awareness assessments to identify gaps and plan targeted interventions supported by the PLA. • Continue to utilise Talk Boost to support pupils and monitor regularly for impact. 	<p>DHT Aug 22 Nov 22 Feb 23</p> <p>DHT & IT Lead Jun 23</p> <p>P1 CTs Sep 22</p> <p>P2 & P3 CTs Nov 22</p> <p>PTs & CTs Sep 22</p> <p>CTs Jun 23</p> <p>PTs & CTs Jun 23</p> <p>P1 CTs Sep 22</p> <p>DHT & CTs Sep 22</p>	<p>Children will have improved learning experiences and opportunities in literacy, through improved teaching and learning and through effective and progressive planning and CLPL.</p> <p>Pupils will have more opportunities to read; TRIC, ERIC, Reading Buddies. Class libraries and enriched literacy environments will promote a positive reading culture.</p> <p>Children will be able to identify their strengths and areas of development based on new assessment procedures.</p> <p>Children will have the opportunity for progressive experiences with depth of learning with challenge and support.</p> <p>Pupils needs will be better met through new and creative teaching strategies.</p>	<p>Collation of participation rates of National Literacy interventions e.g. First Ministers Reading Challenge, Read, Write, Count etc.</p> <p>Evaluation of parent workshops to show increased engagement and support at home.</p> <p>Pupils' views and progress recorded in pupil surveys.</p>
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		<ul style="list-style-type: none"> • Invest in new resources to support a consistent approach to teaching spelling across the school. • Use the Scottish criterion scale to assess and moderate writing consistently across the school, to support teacher professional judgement of a level. • Implement a new Grammar programme and link this to the new Grammar progression framework making it unique to Glebe pupils across the school. • Continue to implement a reading buddy programme to promote a positive reading culture across the school. 	<p>PTs Jun 23</p> <p>PTs & CTs Jun 23</p> <p>PTs Jan 23</p> <p>PTs Aug 22- Jun 23</p>		
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Establishment Strategic Priority:		<ul style="list-style-type: none"> To improve learning, teaching and assessment across the school for all. 					Linked to Service Priority: 1, 2, 4 and 5
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes What will change for our learners?	Measurement How will we measure impact?	
<p>To improve the quality of learning, teaching and assessment in order to close the literacy and numeracy attainment gap between the most/least disadvantaged children.</p> <p>To embed a skills based curriculum to meet learner's needs.</p>	<p>1.2 1.3 2.2 2.3 3.2</p>		<p>Establish consistency throughout the school through updating the curriculum rationale with all stakeholders.</p> <p>Revise and modify the assessment calendar to include new assessments, e.g. PS and R and support staff to use the data from these assessments to improve the quality of learning and teaching.</p> <p>Ensure staff use a variety of assessment approaches including AIFL to allow learners to demonstrate their knowledge and understanding.</p> <p>Identify two moderation leads (MLs) to plan and lead moderation activities during collegiate sessions.</p> <p>By February 2023 MLs will have led bespoke professional learning in relation to moderation, learning, teaching, and assessment including High Quality Assessments</p> <p>All practitioners to engage in a series of planned moderation activities across stages.</p>	<p>HT & DHT Sep 22</p> <p>DHT Aug 22</p> <p>HT & DHT Aug 22- Jun 23</p> <p>HT Aug 22</p> <p>PTs Feb 22</p> <p>PTs May 23</p>	<p>Children will be involved in creating a new curriculum rationale specific to Glebe. They will be confident in talking about the vision, values and aims of the school.</p> <p>Staff will be supported to be data literate – this will support pupil progress.</p> <p>Staff will have clear expectations of an assessment timetable and will develop their ability to use the data more rigorously to identify strengths and areas for development for all pupils. This will improve attainment for all.</p> <p>Staff and pupils will be able to use a variety of AIFL strategies to gauge/monitor learning and understanding during lessons.</p> <p>Pupils will have increased involvement in planning learning, teaching, and assessment improving pupil engagement with tasks.</p> <p>Improved quality of advice and feedback to learners about the quality of their work and what they can do to make it better will produce better</p>	<p>A range of pupil evidence showing depth and application of practice including; learning walks, classroom observations, pupil's views, parent views, planning tracking and monitoring, jotter audits, floor books, staged intervention plans and intervention trackers will support staff professional judgement, SLT oversight and improve learning, teaching, and assessment.</p> <p>Improvement in Arithmetic and Problem Solving and Reasoning data based on assessment information progressing over time.</p> <p>Increased pupil confidence in discussing and showcasing their wider achievements in and outside of school.</p> <p>Teaching and learning opportunities will become more creative and progressive as observed through quality assurance work.</p> <p>CFE data will improve.</p> <p>Data analysis will improve evidenced through robust discussions at data meeting and staff professional</p>	

		<p>Continue to use diagnostic assessments to support teacher judgement and identify next steps in learning.</p> <p>Further support staff to analyse data, looking at key trends and next steps for learning and teaching.</p> <p>Continue to embed the new skills based curriculum frameworks across all curricular areas and support staff to meet the needs of all. Promote skills for learning, life and work.</p> <p>Embed new skills based curriculum to provide high quality, differentiated programmes of work for all pupils.</p> <p>Improve the quality of learning and teaching to include more creative and innovative teaching methodologies, including the use of digital technologies.</p> <p>Audit and improve class learning environments to ensure that learners have the opportunity to be independent.</p> <p>In all classes, meeting learner's needs is achieved through the use of differentiated work programmes to support quality classroom management.</p> <p>Ensure there is clear skill progression and improved experiences for all pupils in PE.</p>	<p>CTs Aug 22- Jun 23</p> <p>DHT Oct 22 Feb 23 May 23</p> <p>DHT & CTs Aug 22- Jun 23</p> <p>DHT & CTs Aug 22- Jun 23</p> <p>SLT Jun 23</p> <p>SLT X 3 Year (Obs. dates TBC)</p> <p>SLT Jun 23</p> <p>PE Lead Aug 22- Jun 23</p>	<p>outcomes for pupils thus improving attainment.</p> <p>The use of a variety of assessment approaches will allow learners to demonstrate their knowledge, understanding, skills, attributes, and capabilities in different contexts across the curriculum.</p> <p>Pupils will be assessed on the skills taught through the frameworks and staff will become confident in using Literacy and Numeracy High Quality Assessments to assess pupil learning to identify their next steps.</p> <p>Pupils will receive a more progressive, coherent and broad curriculum with staff becoming more confident to teach skills to different stages.</p> <p>Pupils will improve in all aspect of PE, including skills development and evaluation. They will be able to confidently discuss next steps in their learning.</p> <p>Staff will be innovative in planning to improve learning experiences for pupils in a fun and engaging way.</p> <p>Learning environments will be conducive to pupils leading their learning.</p>	<p>dialogue and feedback at pupil progress and tracking meetings.</p> <p>Pupil survey results will evidence increased pupil engagement in learning.</p> <p>The school will apply and earn a 'Sports Scotland' award based on the improvements in the delivery of PE, clubs and wider activities whilst further engaging with the local community.</p>
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			<p>Create a new progressive school wider achievement and recognition system to celebrate achievements both in and out of school. Use the information to target specific pupils and families who don't engage.</p> <p>Review and re-promote school leadership roles e.g. junior leadership team, committee/community groups and opportunity to lead learning in class and across the school.</p>	<p>HT & DHT Sep 22</p> <p>HT & DHT Sep 22</p>		
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Establishment Strategic Priority:		<ul style="list-style-type: none"> To ensure universal and targeted supports meet the needs of all learners. 					Linked to Service Priority: 1, 2 and 4
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes What will change for our learners?	Measurement How will we measure impact?	
Review, evaluate and implement practices to ensure the needs of all pupils are met.	1.1 2.1 2.2 2.3 2.4 2.5 3.2	Y	<p>Continue to embed the new staged intervention process within Glebe Primary with staff, pupils and parents.</p> <p>Review, evaluate and improve the quality of Staged Intervention Paperwork across the school by training staff and modelling practice to write SMART targets.</p> <p>Support staff to think creatively using a wide variety of strategies /supports/interventions/adaptations to meet the needs of all learners.</p> <p>Concentrate targeted interventions for selected pupils to close the gap in attainment.</p> <p>Update a whole school ASN overview with detailed notes pupils and utilise professional dialogue based around data and tracking meetings to ensure all pupils are catered for.</p> <p>Audit and implement a Dyslexia identification process for Glebe primary using the NAC dyslexia toolkit while improving staff confidence and understanding of new procedures to support pupils.</p>	<p>DHT Aug 22 Nov 22 Feb 23</p> <p>DHT Aug 22 Nov 22 Feb 23</p> <p>DHT Aug 22 Nov 22 Feb 23</p> <p>DHT Aug 22- Jun 23</p> <p>DHT Aug 22- Jun 23</p> <p>DHT & PST Aug 22</p>	<p>Pupils to share high level messages in their Staged Intervention paperwork linking home and school to improve experiences.</p> <p>Children will feel supported and able to:</p> <ul style="list-style-type: none"> Fully integrated into the school's general approach to meeting learning needs. Methods of communication and the sharing of information from School to home via the staged intervention process. Evaluate success and develop and discuss learning targets. Improve ability to communicate their learning and targets more effectively. <p>Pupils will receive better experiences and learning opportunities at their level.</p> <p>Pupils will be able to talk about their learning and identify their next steps.</p> <p>Teachers will have an increased depth of knowledge about individual children</p>	<p>Staff to audit their learning environment in August and January.</p> <p>DHT to monitor parent involvement with % based data x3 per year.</p> <p>DHT to quality assure Staged Intervention paperwork including parental and pupil comments x3 per year.</p> <p>Attainment and CFE data will rise</p> <p>Meeting learners needs will support pupil mental health, anxiety and behaviour. SLT to monitor at regular intervals and discuss during tracking meetings.</p> <p>Pupils will feel more settle and supported in their learning – pupil and PASS survey data will support this.</p> <p>Pupils identified quicker who meet the definition for Dyslexia and ensuring correct supports are in place to meet their needs – SEEMIS data.</p>	

		<p>Write a new Dyslexia policy to support staff to meet the needs of all pupils through effecting teaching and learning.</p> <p>Introduce new interventions and regularly monitor their impact. E.g. 5 minutes boxes, Power of 1, Plus 2</p> <p>Continue to train Classroom Assistants in utilising targeted literacy and numeracy interventions including PLA interventions to meet pupil needs.</p> <p>Continue to use Classroom Assistants to support pupils in the classroom and playground.</p> <p>Audit and improve the Staged Intervention process to x3 per year to match new planning frameworks to ensure planning and Staged Paperwork coincide to improve attainment.</p> <p>Re allocate PST timetable to support targeted stages and specific pupils; linked to data.</p> <p>Allocate periods of time in PST timetable for further research on interventions and teaching practices and provide opportunities to share with staff and provide training.</p> <p>Using data ensure pupils who require additional support will work in Boost</p>	<p>DHT & PST Oct 22</p> <p>DHT Aug 22- Jun 23</p> <p>DHT Aug 22- Jun 23</p> <p>DHT Aug 22- Jun 23</p> <p>DHT Oct 22 Feb 23 May 23</p> <p>DHT Termly *Or as required</p> <p>DHT Termly</p> <p>DHT Aug 22- Jun 23</p>	<p>and therefore more able to meet individual needs.</p> <p>Pupils will have individualised plans with clear, measurable and achievable target to support improvement</p> <p>Pupils will be able to work both at school and at home on targets to help them improve their attainment.</p> <p>The new staged intervention process will help support pupils to raise attainment.</p> <p>Ensure pupils who meet the definition for Dyslexia are identified and supported in their learning.</p>	<p>Happier pupils, improved teaching and learning measured through learning walks, monitoring processes.</p> <p>Measurement data over time to show progress in targeted interventions.</p> <p>Quality Assurance of staff delivering interventions and staff survey on confidence and ability to support pupils.</p> <p>Boost groups data, CfE data and school assessment data will show all show positive progress.</p> <p>Pupil Support Teacher to keep records of research and how this will impact on pupils and evidence delivery of CLPL to staff to improve their practice.</p> <p>Parental feedback on survey based around meeting pupils needs.</p> <p>Participation rates will increase and 100% of pupil across the school will be tracked on in/out of school activities.</p>
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			<p>Groups for literacy and numeracy (with PEF teacher).</p> <p>Improve parental understanding of the staged intervention process and their involvement in supporting their child.</p> <p>Targeted sports/activity clubs for pupils who require additional support to attend wider achievement opportunities</p>	<p>DHT Aug 22 Nov 22 Feb 23</p> <p>PT & PE Lead Termly</p>		
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Establishment Strategic Priority:		<ul style="list-style-type: none"> To place the rights and needs of every child at the centre of Glebe's education. 					Linked to Service Priority: 5
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes What will change for our learners?	Measurement How will we measure impact?	
Embed the principles and practice underpinning 'Rights Respecting Schools' to maximise pupil voice and participation.	1.1 2.2 3.1	N	<p>All staff will participate in Rights Respecting schools training. This will cover a breadth of professional learning including the Convention's articles and making use of the four RRSA standards to put children's rights at the heart of our school's practice.</p> <p>RRS lead will develop a clear rationale for RRS across the school with consistency of approach. RRS lead will set up a steering group of young people and adults to lead and monitor the progress of the award.</p> <p>RRS principles and practices will be embedded into school ethos to support children across the school.</p> <p>Pupils will develop their confidence through their experience of an inclusive rights respecting school community, play an active role in their own learning and speak and act for the rights of all to be respected locally and globally.</p> <p>Teachers will make links between rights and responsibilities and relate to GIRFEC, ensuring children rights and the impact on well-being.</p>	<p>HT & RRS Lead Nov 22</p> <p>HT & RRS Lead Apr 23</p> <p>HT & RRS Lead Jun 23</p> <p>HT & RRS Lead Jun 23</p> <p>CTs Aug 22- Jun 23</p>	<p>The whole school community will model rights respecting language and attitudes.</p> <p>Pupils will lead the process and document progress. Pupils should feel empowered and be able to confidently represent their peers and share the thoughts of the collective group.</p> <p>Children will further develop a rights respecting attitude and use associated language.</p> <p>Teachers will plan opportunities for pupils to learn about the Convention and its importance to the well-being of children and young people locally and globally.</p> <p>Children's views are considered in matters relating to them. Their views are sought and recorded on Staged Intervention paperwork and in the Children's Hearing system.</p> <p>Almost all pupils will attempt to resolve conflicts and seek consensus (using Restorative Approaches) while</p>	<p>The majority of pupils and staff can briefly describe some of the Convention's articles and how these affect children's lives, as well as understand that the Convention applies to every child, everywhere, all the time.</p> <p>Pupils will participate in a steering group to carry out an audit on the school's RR work to date, taking into account the views of their peers and adults in the school.</p> <p>Planning will show increased opportunities for learning about rights locally and globally.</p> <p>Some assemblies will focus on the Convention and children's rights. Displays about RRSA and the Convention are prominent in the school.</p> <p>School ethos will improve and we will see the positive impact of these actions on children, young people and staff. This is evidenced through questionnaires.</p>	

					<p>accepting the rights of others to hold different opinions and beliefs.</p> <p>Pupils will audit our current level and create an Action Plan informed by the audit. The RR steering group will work towards gaining Gold status.</p> <p>There is opportunity to interact in the local and global community by attending events and participating in competitions. Technology is used to enhance global opportunities and take learning beyond the classroom. Some children are involved in taking action to improve the lives of children locally and globally.</p>	
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