

**Education Directorate**

**Skelmorlie Primary School & EYC**

**Improvement Plan**

**2024-2025**



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**Vision, Values and Aims**

At Skelmorlie Primary School and Early Years Class, we will provide our children with the highest quality education within a nurturing and safe environment. We will provide a positive culture where everyone has ownership of their learning, show respect for each other and value one another as individuals.

We will do this by –

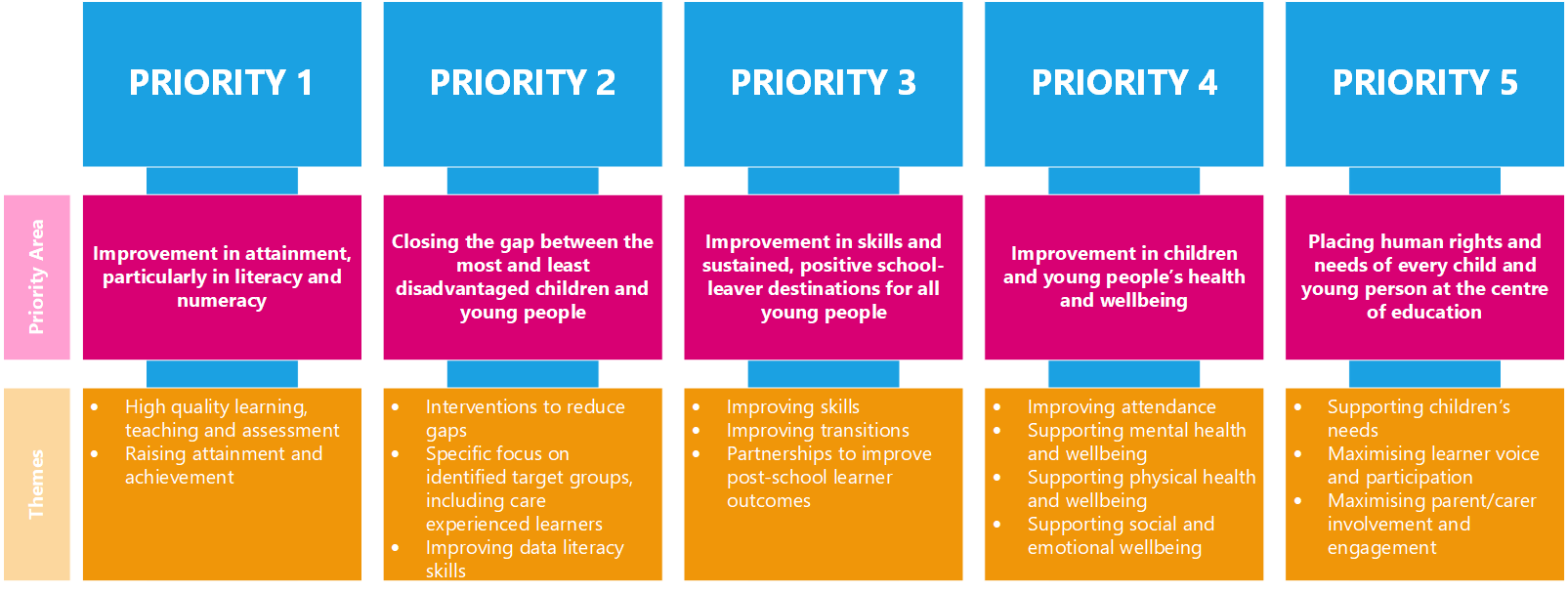
* Providing stimulating, creative and relevant learning experiences showing continuity, progression and challenge for all learners.
* Promoting high standards and expectations to ensure all pupils achieve their potential.
* Working with the local, national and global initiatives in order to strengthen our awareness and responsibility to the wider world.
* Creating opportunities for staff and pupils to lead learning and take on responsibility.
* Promoting social inclusion and diversity in an environment where everyone is made to feel safe and welcome.
* Ensure appropriate leadership and management skills are in place for the school to operate effectively, making the best use of accommodation and resources.

Underpinning our values and aims are our school values –

* Respect
* Honesty
* Responsibility
* Effort
* Cooperation
* Friendship

**EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2023/4 – 2025/6**

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.

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| **PRIORITY 1** | | | | | | |
| **Strategic Objective:**  What do you want to specifically achieve across your school/department/EY centre?  **To raise attainment in literacy and numeracy by developing approaches to planning, tracking, monitoring and assessment across the curriculum ensuring that learning builds on what is already known and is appropriately challenging** | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
| **Service Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people 3. Improvement in skills & sustained, positive school-leaver destinations for all young people. 4. Improvement in children & young people’s health & wellbeing 5. Placing human rights & needs of every child & young person at the centre of education | **HGIOS□ & HGIOS ELC**  *Language specific to HIGIOELC is in green* | | | | | |
| **1.1** Self-evaluation for self-improvement  **1.2** Leadership for learning  **1.3** Leadership of change  **1.4** Leadership & management of staff  *(practitioners)*  **1.5** Management of resources to promote equity | | **2.1** Safeguarding & Child Protection  **2.2** Curriculum  **2.3** Learning, teaching & assessment  **2.4** Personalised Support  **2.5** Family Learning  **2.6** Transitions  **2.7** Partnerships | | **3.1** Ensuring wellbeingequality and inclusion  **3.2** Raising attainment & achievement  *(Securing children’s progress)*  **3.3** Increasing creativity and employability  *(Developing creativity and skills for life and learning)* | |
| **NIF Drivers of Improvement**   1. School & ELC Leadership 2. Teaching & Practitioner Professionalism 3. Parent/carer involvement & engagement 4. Curriculum & Assessment 5. School & ELC Improvement 6. Performance Information | **Care Standards - Care Inspectorate Quality Indicators**  *Applicable within all early years settings* | | | | | |
| * 1. Nurturing care and support   2. 1.2 Children are safe and protected   3. Play and learning   4. Family engagement   5. Effective transitions | **2.1** Quality of the session for care, play and learning  **2.2** Children’s experience high quality facilities | | **3.1** Quality assurance and improvement are led well  **3.2** Leadership of play and learning  **3.3** Leadership and management of staff and resources | | **4.1** Staff skills, knowledge and values  **4.2** Staff recruitment  **4.3** Staff deployment |
| **Rationale for Change**  What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.  **Through analysis of ACEL, GL & SNSA we have identified that there has been a dip in attainment across stages demonstrating that we need to continue to streamline approaches to planning, ensuring clear progression of skills within a level ensuring staff continue to explore features of effective learning and teaching with a focus on pace and differentiation. Analysis of data and classwork has shown that children should write more regularly across the curriculum and for a range of purposes. Staff will continue to develop their understanding of data.** | | | | | | |

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| PRIORITY 1: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *How will we know the change is an improvement? Can you quantify this?*  *What data will be collated and analysed to demonstrate progress? Consider baseline data.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| Children will benefit as there will be increased continuity in learning and knowledge of each individual child and their journey | Increased transition meetings to enable class teachers/practitioners to pass on information of pupils to new class teacher to help with planning & progression with particular focus on EYC transition | **May 2024 – September 2024**  CT/SEYP/EYP | Children will settle into their new stage. PASS results will demonstrate increased percentages in ‘confidence in learning’ and ‘self-regard as a Learner’ for P4-P7 children and ‘Learner Self-worth’ and ‘Response to Learning’ for P1-P3 children |  |  |
| Increased involvement in planning learning, teaching, and assessment will result in improved quality of advice and feedback to learners about the quality of their work and what they can do to make it better  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 | Two nominated Moderation Leads (MLs) will be identified and given time to plan and lead moderation activities within Skelmorlie Primary during collegiate sessions for session 2024-25  By February 2025 MLs will have led bespoke professional learning in relation to moderation, learning, teaching, and assessment including High Quality Assessments  By April/May 2025 all practitioners will have engaged in a series of moderation activities across stages and with other practitioners working within the Cluster Schools | **August 2024 – June 2025**  ML/CT/HT | Pre and post practitioner evaluation will demonstrate:   * Increased practitioner confidence in sharing practice and moderation * Improved practitioner confidence in planning High Quality Assessments * Improved practitioner confidence in robust accurate teacher professional judgements |  |  |
| A more comprehensive record of learning and achievement across the curriculum enabling identification of gaps which will improve provision for pupils | Review of ELC learning journals evidencing development across the curriculum | **Aug 2024 – June 2025**  SEYP/EYP | Milestone data improved and analysed termly, Learning Journals &  SeeSaw will track progress & show progression across the curriculum |  |  |
| Learners will access high quality resources and learning environments that address the need for critical thinking and problem solving skills for the future | Learning environments are resourced appropriately to support involvement in play pedagogy at Early/1st level and the development of STEAM skills(problem solving and critical thinking) at 1st/2nd level embedded across the school | **September 2024 – June 2025**  CT | Attainment data in numeracy and mathematics is improved  Staff Observation notes and Quality Assurance procedures  record increased critical think/problem solving skills being demonstrated – a Skills Based Planner will be implanted and evaluated to assess impact |  |  |
| Increased challenge across all areas of the ELC playroom leading to increased progress for pupils | Environmental audits linked to Children’s Milestones will be implemented | **August 2024 – June 2025**  SEYP/EYP/HT | Revisiting Environmental audits/Playroom set up will provide increased challenge for children |  |  |
| Children will have success in their learning through clear LI and SC and target setting additional support in P1-P3 will enable increased opportunity to support feedback sessions/targeted support | Revisiting Visible Learning to aid staff understanding of Clear LI and SC set for lessons & teacher feedback to inform next steps and link to targets ensuring high expectations of all learners  Ensure plenaries are purposeful | **August 2024 – June 2025**  CT | Classroom monitoring and Quality Assurance Activities will evidence a higher quality of LT & Assessment – Opportunities for peer observations and joint observations with SLT |  |  |
| Children will have increased confidence and resilience in their own abilities resulting in raised attainment & improved pace and challenge particularly in P5 | Delivery of Mindset/Metacognition/Visible Learning across all stages | **August 2024 – June 2025**  CT/HT | Termly progress meetings with HT and class teachers will evidence progress for all pupils |  |  |
| Children will evaluate their own learning and identify next steps in learning by taking ownership of personal targets resulting in increased attainment | Children will use AifL strategies to evaluate own work for peer and self -assessment purposes based on LI and SC | **August 2024 – June 2025**  CT | Pupils work will show clear progress with evaluative comments |  |  |
| Pupils views are sought, valued and acted upon  Shared school vision and values  Children will make informed choices and will have a key role in leading learning  Children feel they have increased ownership of what is happening in the school | Use of HGIORS – pupil evaluations and implement changes based on the results | **September 2024 – June 2025**  HT/PT/CT | Pupils can talk about and share their learning - SeeSaw  Plenary Evaluations demonstrate confidence in learning  Highly motivated pupils - PASS  ‘You Said…We Did’ Board |  |  |
| A variety of learning experiences to support individual learning styles  Increased and appropriate pace for our learners across CfE levels  which will enhance the pupil’s skills in literacy and numeracy  particular focus on problem solving & writing & reading | Detailed short term planners identify a variety of literacy and numeracy tasks daily - to include outdoor learning/ active learning and ICT to enhance learning and teaching experiences for the children  Outdoor Learning will be planned for and a member of SLT will team teach across all classes to model planning & delivery of outdoor learning | **August 2024 – June 2025**  CT  **August 2024 – June 2025**  PT | Pupils attainment will be raised and raised standards across the school will be established. This will be evidenced in :  Pupils work  Class monitoring  Jotter monitoring  There will be increased staff confidence and reflective dialogue leading to positive outcomes for our learners  Pre & post practitioner evaluation will demonstrate:  Increased practitioner confidence in planning outdoor learning experiences  Improved practitioner confidence in planning High Quality Assessments  Improved practitioner confidence in delivering high quality outdoor learning experiences |  |  |
| Staff confidence is increased which in turn will improve attainment and the allocation of a Pupil Support Assistant to support children across P1-P3 will enable play to be developed with a continued emphasis on social and emotional support to children across P1 – P3 | A full and effective calendar of professional learning opportunities in numeracy (problem solving and critical thinking) and literacy is provided for all staff | **August 2024 – June 2025**  HT/PT/CT | Attainment data in literacy and numeracy is improved  Quality assurance procedures – feedback and next steps acted upon  Pupil Voice on Teaching and Learning is evident  Play observation evidence increased confidence in children socially and emotionally |  |  |
| Consistent practice across school in delivery of digital technology will improve pupil progress | Staff are supported in delivery of digital technologies | **August 2023 – June 2024**  CT | Increased staff confidence in delivering digital literacy throughout the curriculum raising standards |  |  |
| Develop consistent practice across school. Children will have explored a wider range of vocabulary and styles increasing confidence and raising attainment in reading & writing | Audit of current resources; include children in the research & purchase of new texts  Link teaching of writing to reading. Teach different genres in blocks  Provide opportunity to write across the curriculum; applying previously taught skills | **October 20234 – November 2025**  PT  **November 2024 – June 2025**  CT | Children will demonstrate continued progress in SNSA, GL, NGRT assessments  The quality of discussion in reading/writing lessons will improve and be observed by staff and evidenced in planners/observations  Children demonstrate an improvement in their writing and vocab/Children able to apply writing across different contexts  Pupil Focus groups will reveal that children report a change in most classes involving using a wider range of texts  Consistent use of resources and language  Introduce marking code and support children to self-asses |  |  |

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| **PRIORITY 2** | | | | | | |
| **Strategic Objective:**  What do we want to specifically achieve across your school/department/EY centre?  **To increase attainment in children’s health and wellbeing through the development of skills for life, learning and work** | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
| **Service Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people 3. Improvement in skills & sustained, positive school-leaver destinations for all young people. 4. Improvement in children & young people’s health & wellbeing 5. Placing human rights & needs of every child & young person at the centre of education | **HGIOS□ & HGIOS ELC**  *Language specific to HIGIOELC is in green* | | | | | |
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| **NIF Drivers of Improvement**   1. School & ELC Leadership 2. Teaching & Practitioner Professionalism 3. Parent/carer involvement & engagement 4. Curriculum & Assessment 5. School & ELC Improvement 6. Performance Information | **Care Standards - Care Inspectorate Quality Indicators**  *Applicable within all early years settings* | | | | | |
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| **Rationale for Change**  What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.  **Attendance data lower than NA average and Quartile.**  **Analysis of NGRT, SNSA & GL Assessments support that children with particularly low attendance are not attaining potential (see ACEL achievement levels). This is related to PEF spend.** | | | | | | |

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| PRIORITY 2: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *How will we know the change is an improvement? Can you quantify this?*  *What data will be collated and analysed to demonstrate progress? Consider baseline data.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| Improved attendance levels across the school resulting in raised attainment in literacy, numeracy and HWB | Analysis of attendance & attainment data  Parent Information Sessions highlighting impact of low attendance on attainment and impact emotionally & socially for children  Improved incentives | **August 2024 – June 2025**  HT | Improved attendance data  PASS results will demonstrate increased percentages in ‘confidence in learning’ and ‘self-regard as a Learner’ for P4-P7 children and ‘Learner Self-worth’ and ‘Response to Learning’ for P1-P3 children evident in Professional Dialogue and  Parent Evaluations |  |  |
| The promotion of effective, inclusive practice across the establishment resulting in raised attainment for children | Continued use of CIRCLE resource in Primary and Up, Up & Away resource in EYC  Continued Staff/pupil training & Implementation of ‘Zones of Regulation’ across the school and link to EYC  Continued staff training & implementation of SCERTS Framework & Assessment | **August 2024 – June 2025**  CT/PT/HT | PASS & Pupil Questionnaire results are improved  Icepack evaluations show improved social and emotional skills  HIGIOURS HWB theme challenge questions/QIF visit/  *Zones of Regulation Display/ Discussion*  *SCERTS Paperwork demonstrate improved understanding of inclusive practices* |  |  |
| Increased understanding to support behaviour, wellbeing and raise the attainment for children | Revisiting and embedding ‘Applying Nurture as a Whole School Approach’  Targeted children showing anxiety will be offered counselling sessions | **September 2024 – June 2025**  HT/PT/CT | ‘Applying Nurture as a Whole School Approach’ toolkit improving relationships and welling of staff and pupils evident in the analysis of staff/pupil/parent needs surveys/questionnaires/  Collegiate/In-service programme shows that a range of staff wellbeing activities opportunities are being provided  Circle/Up, Up & Away audits demonstrate improvement |  |  |
| Children will develop teamwork, curiosity and consolidate their learning while making informed choices to leading their learning as they play | Playground will be developed to offer more opportunities for physical and creative play | **June 2024 – June 2025**  HT | Survey before and after development will show increased positive interactions child: child & child: adult  Observations of positive play experiences will demonstrate improved social skills |  |  |
| Children will develop teamwork, curiosity and consolidate their learning in problem solving and critical thinking, being able to identify skills for life | STEAM learning Zone developed to support development of skills for life, work and learning  Meta-skills framework  My World of Work | **September 2024 – June 2025**  CT | Displays & surveys before, during and after development will demonstrate improved critical thinking and problem solving skills |  |  |

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| **PRIORITY 3** | | | | | | |
| **Strategic Objective:**  What do we want to specifically achieve across your school/department/EY centre?  **To ensure pupil rights at the forefront and providing children with opportunities to lead change within school and community** | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
| **Service Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people 3. Improvement in skills & sustained, positive school-leaver destinations for all young people. 4. Improvement in children & young people’s health & wellbeing 5. Placing human rights & needs of every child & young person at the centre of education | **HGIOS□ & HGIOS ELC**  *Language specific to HIGIOELC is in green* | | | | | |
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| **Rationale for Change**  What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.  **Pupil, Staff & Family Questionnaires alongside professional dialogue evidence that most children contribute effectively to the life of the school and wider community; staff should build on these opportunities and track skills for life learning and work.** | | | | | | |

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| PRIORITY 3: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *How will we know the change is an improvement? Can you quantify this?*  *What data will be collated and analysed to demonstrate progress? Consider baseline data.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| Wider achievements will be recorded and tracked enabling staff to identify those requiring support to engage | Development of robust records and monitoring wider achievements | **September 2024**  HT/PT/CT | Professional dialogue, Introduction of My World of Work to record acheivements, paperwork to evidence improvement in the number children engaged in wider activities  Pupil evaluations will indicate children positively engaging in more activities out with school |  |  |
| All children feel confident in their ability to enact change and feel their voice is heard | Children select new Community Groups | **Sept 24**  HT/CT | Children will engage with their community group, demonstrate confidence to volunteer, participate in activities ensuring their voice is heard |  |  |
| Rights are visible and children are able to talk to and about their rights with confidence | All classes to create a class charter for their class  Articles to be incorporated into assemblies  Class discussion explicitly incorporating rights | **Aug/Sept 24**  PT | Increased staff and pupil confidence will be measured through questionnaires/wall displays demonstrating understanding/  pupil voice |  |  |
| Children and staff use the language of rights | Children will refer to themselves as Rights Holders and adults as Duty Bearers (class charter will use these terms in displays)  Pupil Participation Framework will be introduced | **June 25**  All staff | Observations, evaluations and progression through RRS Awards will demonstrate children & staff using the language of rights |  |  |
| Pupils confidence and ability to articulate and discuss their rights will improve | Rights will explored across the curriculum through discussion, children will create a gym hall charter | **June 25**  PT/CT | Increased staff and pupil confidence will be measured through staff/pupil/family questionnaires & observation |  |  |
| Enhanced communication and joined up working with parents/carers and member of our wider community | Working with the community and cluster schools on shared projects | **Termly**  PT | Evidence of community engagement will increase which will be evidenced on social media through X  Cross Cluster Collaboration will improve the impact actions undertaken. Staff and pupil confidence will improve through collaboration |  |  |

**This should only be completed for aspects of your PEF spend not included within your Improvement Plan priorities.**

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| **PEF contact - HT or DHT with responsibility for the plan:** | | | Lynne Cathcart | | |
| **Carry forward:** | £0 | **Total Allocation:** | £8162 | **Total:** | £8162 |

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| PEF Action Plan | | | | | | |
| Poverty Related Gap | **Pupil Outcomes** | **Implementation Plan** | **Timescales/**  **Responsibility** | **Detail of Spend** | **Measures of Impact** | **Analysis & Evaluation of Progress** |
| Provide details of the gap or barrier you wish to address. | Specifically, what will change for our learners? | What do we plan to do to achieve this outcome? | What are our timescales?  Who will lead? | Record cost & provide concise detail of what this entails. | How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data. | What does the data tell us? How well is evidence from self-evaluation analysed to improve pupil outcomes? How is the spend contributing to narrowing our attainment gap? |
| Improve attendance levels, resilience and self-esteem | Learners will feel supported and attend more regularly, therefore engaging in an increased number of literacy, numeracy and HWB experiences resulting increased attainment | Classroom Assistant providing support to CT provide interventions supporting literacy, numeracy & HWB | CT/CA | £8162 PEF allocation 2024-2025 | Improved Attendance Data  Improved PASS results & ACEL data of targeted groups |  |
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