

**Communities and Education Directorate**

**Springside Primary and Early Years class**

**Improvement Plan**

**2023-2024**





**Vision, Values and Aims**

**Our Vision**

We aim to provide high quality experiences to motivate pupils, parents and staff to reach their full potential in the school and wider community

**Our Values**

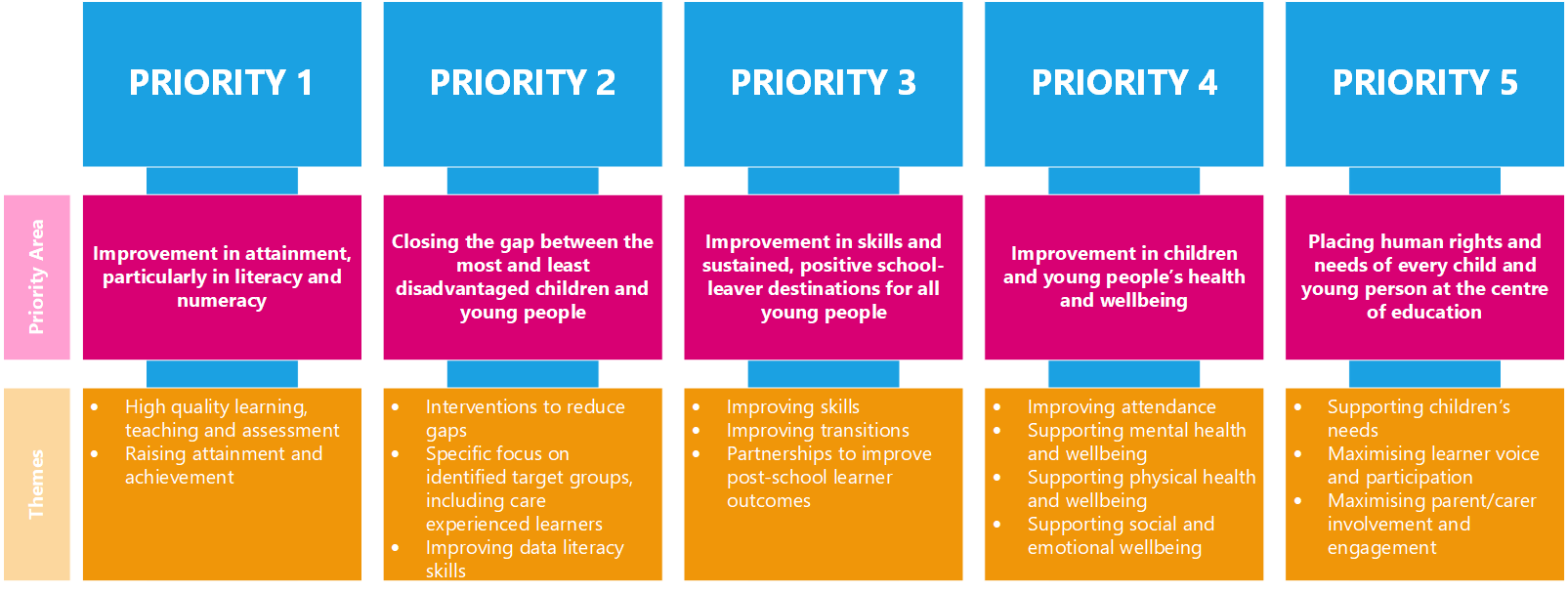
Citizenship Ambition Respect

**Our Aims**

* To set high standards of achievement and attainment.
* To develop responsible citizens, confident individuals, successful learners and effective contributors.
* To promote parental engagement.
* To promote healthy lifestyles.
* To promote the professional development of staff.
* To promote sustainability.
* To develop sporting and cultural activities.
* To promote achievement out with school by instilling attitudes of hard work, determination and a willingness to try their best.

**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:**  To further develop aspects of literacy and numeracy, embedding new policies and resources and continuing to raise attainment across all stages. | | | | | | |
| **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**  Overall our attainment data from session 2022-23 was up, however there are still pockets of pupils across school who are still not on track in their attainment, particularly in writing and in areas of numeracy/mental maths. Through staff evaluation of our school plan priorities, it was felt that continuing with literacy and numeracy as a priority will give the opportunity to embed the new planners in literacy and numeracy and develop more robust moderation activities around this. There is also a continued need for pupils requiring support emotionally and socially in order to raise their academic attainment. | | | | | | |

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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 £* |
| Access to high quality, consistent learning and teaching within school including a good pace and progression and- depth of learning. | All staff will use the new literacy and numeracy planners and consistency guides including the suggested time to be spent on each outcome.  Staff to visit other schools for peer observations and discussion around outcomes, teaching approaches, displays and resources. | Sept 2023- Jun 2024  Led by HT and PT/All staff | -High quality learning experiences are evidenced through tracking and monitoring pupils.  -Planners  -Class observations  -Peer observations  -Pupil focus groups  -New Staged Intervention paperwork in place  -staff to visit other schools for peer observations |  | Extra 3.5 Teacher hours - £2,149 until Dec 23  Extra 14 Teacher hours from Jan 24-Mar 24  £5,642 |
| Early Years pupils will continue to have pupil experiences within an excellent learning environment. | Early Years staff to continue to improve consistency and quality of active learning focussed on play based pedagogy.  EY Staff to visit other Early Years Classes for peer observations and discussion around outcomes, teaching approaches and resources. | Sept 2023- Jun 2024  Led by EY Manager/Senior EYP/EEL | -High quality learning experiences are evidenced through tracking and monitoring pupils.  -Planners  -New Staged Intervention paperwork in place  -Redesigned/updated zones in the open areas |  |  |
| Pupils will be more active and engaged in their learning, know their targets and how to achieve them. | Staff will regularly meet with pupils to update targets and set next steps in learning. Parents will be more fully involved in this process. | Sept 2023- Jun 2024  Led by HT and PT/All staff | -Pupil/Teacher learning conversations  -Pupil Target setting and regularly updating targets  -Increased Parental involvement  -Pupil committees to give more pupil voice/greater involvement in school improvement.  -HGIOUR used to gather pupil views and areas for improvement |  |  |
| Identified pupils will receive targeted support as individuals or in small groups to support their attainment and achievement. | Staff will carefully track pupils and identify areas of need.  Specific targeted support to be provided in blocks to support pupils.  PT to work with pupils identified as benefiting from targeted support.  Pupil Support Teacher to support pupils within classes in literacy and numeracy.  Classroom Assistant support for those as identified as benefitting from use of 5 minute boxes, Nessy, Toe by Toe resources.  Boost groups in EYC for Speech and Language including use of Makaton for identified pupils. | Sept 2023- Jun 2024  Led by HT and PT/All staff | -Forward plans  -New Staged Intervention plans.  -Tracking meeting paperwork  -PT paperwork for targeted support pupils.  -Baseline assessments/end of intervention assessments  -GLAssessments  -PT running records for targeted support  -Pupil Support Teacher running records for supported pupils  -Running records for Classroom Assistant support for 5 min boxes, Nessy, Toe by Toe.  -EYC paperwork/EY pupil PLPs |  | Extra 0.4  Classroom Assistant hours –  £7,492  Nessy  £350.00  White Rose Maths online smartboard software  £500  Support materials  £800.00  Education City  £650.00  Sumdog  £445.00 |
| Pupils will be supported socially and emotionally to enable them to raise their attainment and achievement. | Use of the GLAssessments PASS screener to identify pupils requiring support in HWB including MWB. Staff will analyse this data and identify pupils requiring support. Nurture staff will put supports in place for these pupils.  Use of Boxalls to identify pupils for Nurture groups. | Sept 2023- Jun 2024  Led by HT and PT/All staff | -PASS data  -Boxall data  -Nurture paperwork for Friendship groups and individuals.  -Classroom and Peer Observations  -Pupil focus groups  -RFA paperwork  TAC minutes |  | Nurture Teacher 0.3  contribution  £18,439  Nurture Classroom Assistant 0.3  Contribution  £4,364 |

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| **PRIORITY 2** | | | | | | |
| **Strategic Objective:**  To explore and develop opportunities for effective pupil participation and leadership. | | | | | | |
| **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 wellbeing, equality 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**  Through HGIOURS activities and feedback, it was noted there was an inconsistency in pupil participation in planning and leading learning in classes. Pupils stated they would like to have more say in choosing topics, outdoor learning activities and in choosing after school clubs or activities.  Through staff HGIOS self-evaluation staff recognised that whilst we do have all pupils in school committees, it was mainly P6-7 who were developing leadership skills and this needed to be increased to include all pupils.  Parent/Carers and the wider community should be encouraged to understand the importance of pupils being more involved in activities in the wider community. | | | | | | |

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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 £* |
| Staff will have training on the new Learner Participation Policy to better meet the needs of pupils.    Staff will complete the Learner Participation ‘Readiness to Learn’ questionnaire to better meet the needs of pupils. | Staff will take part in collegiate activity to give an overview of the Learner Participation Policy  Completion of the questionnaire by all staff.  Collation of results | *Term 1 August In-Service Day 2.*  *All staff*  All staff  HT/PT/EY Manager | All staff given a copy of Learner Participation Policy.  Completed staff questionnaires.  Analysis of collated questionnaires. |  |  |
| Staff will create a pro-forma to gather pupils’ voice, ideas and suggestions around IDL to better meet the needs of pupils. | All staff will engage in professional dialogue and sharing of ideas to create an effective pro-forma to capture learner participation to be kept in forward planner. | Term 1  All staff | -Pro-forma alongside IDL planner showing pupils’ participation – ideas and suggestions.  -Forward plans showing pupil involvement.  -Termly Pupil Focus Groups  -Evidence of pupil participation through class displays and pupil work. |  |  |
| Pupils will be consulted regularly and have a say in decisions which impact on their learning. | Staff will plan for pupils to be involved in discussions to choose a context in IDL with a focus on skills progression.  EY staff to continue to plan according to pupils interests.  Create a consistency guide for all staff with expectations for all classes. | Terms 1-4  All staff  By end of Term 1 by all staff | -Forward plans showing pupil involvement.  -Termly Pupil Focus Groups  -Evidence of pupil participation through class displays and pupil work.  - Consistency guide being followed by all staff |  |  |
| Pupils will have the opportunity to suggest learning experiences and develop skills linked to their interests and skills for life and work. | Create an eform for all pupils to complete to identify areas of interest.    Develop an annual calendar for personalisation and choice activities which focus on skills progression based on children’s interests.  This may also be linked to World of work. | By September  HT/PT  By September  HT/PT | -Completed questionnaire results.  -Analysis of results.  -Calendar of dates for Personalisation and Choice/Wider Curriculum groups. |  | £500.00 |
| Pupils will continue to be part of the established Pupil committee groups. | 8 cross stage committee groups will meet regularly (three times per term) to gather pupil ideas and suggestions to lead school improvement. | Terms 1 -4  All staff | -Committee minutes displayed for all to see.  -Suggestion box slips with ideas. |  |  |
| Increase parental involvement in pupils’ progress through involvement with the Learner Participation policy. | eform to be used to gather parents views about the impact of the committees and the wider personalisation and choice groups. | Term 2 – 3  HT/EY Manager | -Attendance at Parent workshops with HT/EY Manager to share the Learner Participation strategy.  -Parents to join the Personalisation and choice groups/Stay and Play sessions in EYC |  |  |
| Evaluation of development of Learner Participation Policy | Microsoft eforms to gather pupil, staff and parent evaluations | Term 4  HT/PT/EY Manager | Comparison of Pupil tracking from August 2023 to June 2024 |  |  |

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| **PRIORITY 3** | | | | | | |
| **Strategic Objective:**  To improve digital technology skills across the school and Early Years Class to enable learners to transfer skills for learning, life and work and develop high quality moderation across the school and cluster. | | | | | | |
| **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**  New Education Scotland Documents ‘Teacher Digital Framework’ and ‘Features of Highly Effective Digital Learning, Teaching and Assessment in Schools’ to be implemented in school. As a cluster we discussed and decide to use a collegiate approach to address this. This will also give our cluster the opportunity for effective and purposeful moderation across all cluster schools. | | | | | | |

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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 £* |
| Pupils will have access to a high quality digital learning experience leading to better learning outcomes for all learners. | Microsoft eform survey to all early years and teaching staff to audit staff skills and training needs.  Discussion on the Ed. Scot documents ‘Teacher Digital Framework’ and ‘Features of Highly Effective Digital Learning, Teaching and Assessment in Schools’ | In-Service day 1 – 17.8.23  HT/PT (Digital Learning Coordinator) all staff. | -All staff will begin to implement digital learning into the school day.  -Forward Planners, Early Years Planners  -Classroom Observations  -Peer Observations |  | iPad x 5 top up  £1,560  iPad  covers  £108.00 |
| Pupils will have access to all aspects of digital technology regularly. This will increase their confidence and skills in using technology across the curriculum. | Digital Coordinator to collate information from audit, analyse and identify key trends | Cluster Digital coordinators meeting 08/09/23 1.00-3.00pm at Lawthorn.  PT | -Audit will identify individual needs for all staff across the cluster. This will inform which courses will be offered.  -Pre and post evaluations will be completed to measure impact for staff.  -Pupil focus meetings to measure impact on pupils.  -Staff planners will show progress for pupils in use of technology and lessons taught.  -Class Observations and peer observations to measure digital use and impact across the school. |  | Green Screen and stand  £37.00  Book creator Apps x5  £15.00 |
|  | Cluster Moderation event. All staff will engage in professional dialogue at their stage. Staff will discuss audit from In-Service day and identify areas for digital skills development or up-skilling. | In-Service Day 3 – 18/09/23  All staff | -Tracking meetings will show impact of initiative.  -Staff professional dialogue.  -Self-evaluations form staff collegiate sessions.  -Identification of good practice. |  |  |
|  | Springside’s Digital skills progression pathway to be reviewed and issued to all staff.  Audit of resources. | Sept/Nov collegiate  Digital leader | -Updated progression planner being used in forward plans  -Termly evaluations  -Tracking meetings  Class/peer observations  -Pupil focus groups |  |  |
|  | Cluster Digital Coordinators to collate information and plan workshops to meet the needs of staff. | 24/11/23  26/01/24  1.30-3.00pm at Lawthorn | -Collated information and plans.  Cluster Digital Leaders. |  |  |
|  | All cluster staff to participate in Digital Technology workshops . | In-Service Day 4 – 13/02/24  All staff |  |  |  |
|  | All staff to complete their identified development training to address gaps in their knowledge and to build confidence in delivering the digital programme.  Individual and school collegiate sessions through planned PRD/CLPL sessions. | Individual staff between November 2023 and June 2024. | -Staff attendance at workshops  -Staff evaluation of impact of workshops.  -All teaching staff (representative from EYC due to staff pupil ratio needed in playroom) |  |  |
| - | Staff in school CLPL sessions at the PLA | PLA-Digital Accessibility, 09/11/2023  PLA-28/09/23 Digital Technologies to support numeracy in the classroom (iPads)  PLA- 02/11/23 Digital Technologies to support creativity in literacy in the classroom (iPads) | -Staff attendance at workshops.  -Staff evaluations of PLA sessions and points from action  -Resource implications identified.  -All teaching staff (representative from EYC due to staff pupil ration needed in playroom) |  |  |
|  | Cluster Moderation event. All staff to engage in purposeful professional dialogue in stages. Staff to moderate the use of technology and the quality of planned experiences for pupils. | In-Service Day 5 - 24/05/24  All staff | -Staff attendance at workshops.  -Evaluations of workshops.  -Evidence of staff member’s area of development seen during class observations and Peer observations.  -Pupil focus groups – pupils able to articulate digital developments. |  |  |
|  | Springside’s Digital skills progression pathway to be reviewed and tweaked in discussion with all staff.  Audit of resources. | In-Service Day 5 – 24/05/24  Led by Digital Coordinator.  All staff. | -Updated progression pathway ready for session 2024-25. |  |  |

**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:** | | | Margaret Shedden | | |
| **Carry forward:** | £60.00 | **Total Allocation:** | £44,280.00 | **Total:** | £44,360 |

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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? |
| Enhanced life experiences and skills for pupils whose families may not be able to provide them. | Our pupils will develop skills for learning, life and work. Outdoor learning develops the skills of team working, cooperating, creativity, problem solving and an appreciation of nature. Pupils will have the opportunity to sow seeds, tend plants, harvest vegetables and taste the produce.  Pupils will also have the opportunity to enhance their learning by accessing the outdoor environment. | Staff will plan a progressive programme of outdoor learning activities. These plans will incorporate STEM activities, Global Goals and elements of Forest Schools. | Sept 23-Jun24  On-going throughout the year. | Top up of Various equipment for Outdoor Learning  £826 |  |  |
| Enhanced life experiences and skills for pupils whose families may not be able to provide them. | Our pupils will develop skills for learning, life and work. Pupils will have the opportunity for a life enriching experience. Pupils will experience a residential trip at Arran Outdoor Centre. Varied activities including hill walking, orienteering, seashore walks, seal watching, climbing wall, team challenges, eco work including the John Muir Award. | Plan and Take pupils on the Arran residential trip and encourage all pupils to take part in, and experience, life on a Scottish Island as well as the many activities that qualified instructors can deliver. | Feb 2024 led by 2 members of staff (TBC) | Contribution towards  Arran outdoor Centre for adults and pupils  £620.00 |  |  |
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