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**Quality Improvement Plan**

**2022-2023**

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| **3 Year Overview\*** | | |
| **Performance Information** | **Key Priorities** | **School Leadership** |
| **2020-2023** | **2020-2023** | **2020-2023** |
| -Staff to continue to develop an understanding of the National Improvement Framework, HGIOS4 and HGIOELC and the implications for practice  -Continue to analyse and interpret data – national, local and school to identify trends and ways forward with a close focus on identified pupils as part of Closing the Gap  -Continue to use Scottish National Standardised Assessments. Interrogate data collected from formative and summative assessments to enable a more robust data analysis  - Use information gathered from Questionnaires and other forms of parental, staff and pupil feedback to identify improvement priorities for the school | In response to feedback from Parent and Learner questionnaires we will:  Enhance Children’s learning experiences through high quality Learning and Teaching through: Provision of high-quality feedback; Pupils to lead their own learning; Moderation across our LMG; Use of Progression Pathways; Development of Teacher guides to improve on clarity of expectations   * Tightening of self, peer and SLT monitoring   Build upon resilience in our school community through: Continuation and development of outdoor learning; Mindfulness training for pupils ; Universal supports of Bounce back and Emotion works integrated into our curriculum; Development as a Restorative school | -Leadership opportunities within school and authority for all staff  -Close working relationships with our LMG on Moderation and aspects of our Quality Improvement Plans  -SLT Development Days  -Staff to engage in research for school developments through PRD process and CLPL  -Staff responsibility for their skills groups  -Continue whole school Community Engagement for School Transformation Project  -Children will continue to lead their own Learning through Pupil Council, RRS, Scotland- Malawi Partnership, Planning and assessing own classroom learning |
| **School Improvement** |  | **Teacher Professionalism** |
| **2020-2023** | **2020-2023** |
| -Use and understand challenge questions in HGIOS4 and HGIOELC to evaluate practice  -Closing the Gap – narrow the equity gap by identifying and tracking relevant pupils’ progress using appropriate interventions  -Raising attainment: staff to engage CLPL opportunities and professional development through PRD process  -Use Progression Pathways and benchmarks to plan and assess learning  -Further develop high quality assessments at planning the learning meetings | -Continue Moderation opportunities in school and across LMG  -Staff to engage with relevant CLPL which has an impact on practice  - Develop a shared understanding of the Benchmarks and learning pathways  - Skills development to be a feature of classroom practice  - Peer monitoring within own school and outwards to LMG schools  - Self-Monitoring program to continue  - LMG wide support of individuals into learning groups through PRD process |
| **Assessment of Children’s progress** | **LMG Priority** | **Parental Engagement** |
| **2020-2023** | **2020-2023** | **2020-2023** |
| -Access a range of resources to assess pupil progress, e.g. Benchmarks, Standardised Assessments, WTTT assessment etc  - Staff to gain confidence to analyse and interpret data, identify priorities for learning and target support and interventions for individual pupils  - Record and track Pupil progress through Tracking module and own tracking table  - Pupils, staff and parents will confidently engage with learning conversations, supported by digital learning journals, identifying progress, strengths and development needs  - Use of self and peer assessment | * Linked to key LMG Quality Improvement activities. | -Continue to sustain parental partnerships through focus groups and Parent Council activities  - Parents invited to Get Togethers, School Events, Sharing the Learning events and fundraisers  - Parental workshops along with pupils in the evenings  - Digital Learning Journals  - Parent Contact Evenings  - Engagement in Parent Council Meetings  - Reintroduction of Parent volunteers post Covid-19 restrictions |

\*Schools will be familiar with this template of the 3-year plan linked to the 6 key drivers of improvement within the NIF.

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| **Quality Improvement Plan** - **Priorities and Outcomes**  What are the outcomes that you plan to achieve for your children, young people and families for this session? | | | |
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| **Improvement Outcome:**  **Writing Attainment –There shall be improvements in the teaching and learning of writing.**  **So that, by June 2023, most pupils in P4 will achieve first level (increasing from 50% to 63%) and most pupils in P7 (increasing from 43% to 67%) through improvements in the teaching and learning of writing.** | | | |
| **NIF Priority:**  Improvement in attainment, particularly in literacy | **NIF Driver(s):**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance information | **HGIOS4 QI(s):**  1.2 Leadership of Learning  2.3 Learning, teaching and assessment  2.4 Personalised support  2.5 Family Learning  3.2 Raising attainment and achievement | |
| **School Lead: Kirsty Binnie and Craig Torrens** | **Completion Date: June 2023** | **Review Date: November 2022, February 2022 and June 2023** | |
| **What impact will you measure?**  *What’s going to be different or better?* | **How will you measure it?**  What and by when? | | **Progress at Review Date** |
| **Universal Support** | | | |
| -All children in the school will be undertaking weekly extended writing “Big Writes”.  - Braco Primary School’s approach to teaching writing and raising writing standards shall focus on:  - Accurate basic skills – spelling, punctuation, grammar, and handwriting.  -Regular and meaningful assessment and feedback.  -High expectations for all pupils with clear writing progression for each class eg, P1,2,3,4,5,6,7. | -By September 2023 all staff will be able to demonstrate a shared understanding of the purpose and process of the moderation cycle.  -By September 2023 a clear calendar to moderate feedback in for writing will be established.  -Between September 2022 and June 2023 regular moderation of writing sessions both in jotters will take place both in school and across the local management group.  -There will be a focus on monitoring of learning and teaching of writing by SLT  Between September and June, a Self-monitoring programme of writing will be re-established and implemented.  -Learning intentions will reflect Es and Os and Success Criteria will be clear, relevant and measurable.  -Staff will be upskilled in evaluating and monitoring learner’ progress in writing – lesson observations, staff surveys and outcomes in writing jotters will evidence this. | |  |
| **Targeted Support** | | | |
| Pupil Assistant Support across the school will facilitate the learning of identified pupils to target them to make accelerated and make rapid improvement with their writing | Individual feedback given to leaners will be linked clearly to success criteria and next steps identified | |  |

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| **Quality Improvement Plan** - **Priorities and Outcomes**  What are the outcomes that you plan to achieve for your children, young people and families for this session? | | | |
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| **Improvement Outcome:**  **Behaviour – A positive whole school approach towards behaviour shall seek to ensuring that high quality learning and teaching can consistently take place, by June 2023.** | | | |
| **NIF Priority:**  -Placing the human rights and needs of every child and young person at the centre of education  -Improvement in children and young people’s health and wellbeing  -Closing the attainment gap between the most and least disadvantaged children and young people | **NIF Driver(s):**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance information | **HGIOS4 QI(s):**  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  2.5 Family Learning  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement | |
| **School Lead: Kirsty Binnie and Craig Torrens** | **Completion Date: June 2023** | **Review Date: October 2022, March and May 2023** | |
| **What impact will you measure?**  *What’s going to be different or better?* | **How will you measure it?**  What and by when? | | **Progress at Review Date** |
| **Universal Support** | | | |
| Pupils, staff, parents and carers shall be clear in the expectations of behaviour so that all pupils feel included, respected, safe and secure and the Braco school values of being honest, hardworking, equitable and respectful are embedded as part of everyday practice. | - Decrease in number of bullying alleged incidents (SEEMIS records)  - Decrease in playground disputes – tracked month by month.  -Improvement of condition of teaching and shared environments and resources  -Comparison of Theme 1 and 3 from How Good Is OUR School questionnaire in May 2022 and May 2023  -Results from general learner questionnaire in May 2023  -Termly Well Being Web questionnaires shall show that pupils feel that our school is a happy, safe, welcoming, nurturing, calm and purposeful school environment.  - Positive improvements to behaviour across the school shall be observed. | |  |
| **Targeted Support** | | | |
| Pupils provided with individual strategies to help them develop self-awareness and self-regulate emotional behaviours. | -Staff training in self-self-regulation strategies to cascade to pupils  -The use of emotion works shall be embedded throughout the school as demonstrated in learning walks and lesson observations.  -Nurturing, supportive and restorative conversations and approaches taking place throughout the school. | |  |

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| **Improvement Outcome:**  **Inclusion Attainment – All staff will ensure inclusion and progress in the attainment of targeted learners, by June 2023.**  **All staff will embed CIRCLE Resource into their practice** | | | |
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| **School Lead: Kirsty Binnie and Craig Torrens** | **Completion Date: June 2022** | **Review Date: November 2022, February 2022 and June 2023** | |
| **What impact will you measure?**  *What’s going to be different or better?* | **How will you measure it?**  What and by when? | | **Progress at Review Date** |
| **Universal Support** | | | |
| All pupils, including those with identified additional support needs are making sustained academic and social progress. Supports and strategies, as outlined in CIRCLE, for all will be improved and implemented. | - Learning walks, lesson observations and pupil surveys will demonstrate that classrooms will be inclusive environments  -Collaboration with parents and partner agencies will be effective evidenced through multi-agency feedback and parent surveys.  Parents will be given suggested supports and strategies and will feedback will be requested on impact  - Staff training and feedback shall show an increased understanding of CIRCLE across the school  -Evidence of collaboration with partner agencies e.g SALT will be recorded  -Parental Questionnaires | |  |
| **Targeted Support** | | | |
| All pupils will be included in the life and work of the school through a varied diet of interventions and enrichment learning activities such as; RDA, Lego groups, social communication group, sensory diet, | -Between September 2022 and May 2023 there will be monitoring evidence of The CIRCLE inclusive Classroom Scale (CICS) by SLT  -Between September 2022 and May 2023 there will be monitoring evidence of The CIRCLE participation scale (CPS) by SLT | |  |