

OBJ



Improving Lives Together
Ambition | Compassion | Integrity

Quality Improvement Plan 2024-2025



SCHOOL:

Grandtully Primary School

TELEPHONE: 5344328

Our vision is to create a nurturing environment where positive relationships and respect are at the heart of productive learning.

Our Values are to be Ready, to be Respectful and to be Safe.

Our Curriculum Rationale can be assessed through the following link

<https://youtu.be/ozinD7JZ8II>



MATHS WEEK 2022



and for pupils to explore and understand the community they live in

Three Year Overview of Key School Priorities 2023-2026

2023-2024	<ul style="list-style-type: none"> • Increase levels of enjoyment of reading so that there is an increase in more children achieving levels earlier. • Assessment and Moderation. Assessment of reading across all stages. Assessment of play in the early years. Moderation of writing across LMG • Partnerships and Participation, with a focus on Learner and parental participation
2024-2025	<ul style="list-style-type: none"> • Raise attainment within literacy through the development of whole school approaches to writing. • To increase staff, pupils and parents understanding of what nurturing means and therefore children will be able to explain how nurtured they feel. • To make learning more visible for parents and families to engage with.
2025-2026	<ul style="list-style-type: none"> • Participation and partnerships, with a focus on parental participation • Raise attainment in literacy – listening and talking • Audit numeracy approaches and attainment.

LMG Priority

LMG Priorities for 2024-2025

- Moderation in listening and talking

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?

Key Priority One: Raise attainment within literacy through the development of whole school approaches to writing.

Rationale: From our tracking data and from the learner conversations it was evident that in order to increase attainment in literacy the focus needed to be on how to scaffold writing through using quality texts.

Overall Aim: By implementing reading into writing strategies from Talk4writing attainment in writing will increase by 6% to 77% across the school by June 2024.

NIF Priority (Highlight):

- Placing the human rights and needs of every child & young person at the centre of education
- Improvement in children & young people's health & wellbeing
- Closing the attainment gap between the most & least disadvantaged children & young people
- Improvement in skills & sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy & numeracy

NIF Drivers (Highlight):

- School & ELC leadership
- Teacher & Practitioner professionalism
- Parent/carer involvement & engagement
- Curriculum and assessment
- School & ELC improvement
- Performance information

HGIOS4 QIs (Highlight) :

- | | | |
|---|-------------------------------------|--|
| 1.1 Self-evaluation for self-improvement | 1.1 Safeguarding & child Protection | 3.1 Ensuring wellbeing, Equality & inclusion |
| 1.2 Leadership of learning | 1.2 Curriculum | 3.2 Raising attainment |
| 1.3 Leadership of change | 1.3 Learning, teaching & assessment | 3.3 Increasing creativity & employability |
| 1.4 Leadership & management of staff | 1.4 Personalised support | |
| 1.5 Management of resources to promote equity | 1.5 Family learning | |
| | 1.6 Transitions | |
| | 1.7 Partnerships | |

Objective <i>What will change? When, who, what, by how much?</i>	Intended Outcomes <i>What will happen as a result of the objective?</i>	Key Improvement Activity <i>What approaches or interventions will be in place? (May be Universal or Targeted)</i>	Measures <i>How will you measure the intended outcomes?</i>	Key Personnel	Monitoring <i>How will you know the activity is happening as planned?</i>	Progress and Impact
Professional judgement of the number of children who are ahead of the expected level will increase from 8% to 15%. Within the children who are currently below the expected level we will reduce the overall number from 29% to 20%.	Children's perception of writing will improve. Attainment in writing will increase. Teacher confidence of writing pedagogy will increase. Teacher's confidence in their professional judgement of writing against the National Benchmarks will improve.	<u>Set Baseline</u> Baseline established from learner conversations and staff confidence survey. <u>Build Knowledge</u> Attend Talk4writing training Purchase relevant reading material. <u>Motivate Staff</u> Professional dialogue from training.	Baseline established from learner conversations and staff confidence survey. Writing assessment data Staff evaluations of training Minutes of professional discussion of meetings Learner conversations	All Teachers Pupils Ciara and Gillian All Teachers	Calendar of activity including working time agreement. Termly tracking meetings Staff meeting discussions Children's writing assessment Learner conversations	

		<p>Discussion of plan for implementation in terms 1 and 2. Share with stakeholders. Trial material</p> <p><u>Develop Teaching techniques</u> Term 1 and 2 trial T4W material and strategies. Agree writing assessment Track pupil progress</p> <p><u>Embed Practice</u> Term 3 Practitioner Enquiry (PE) of an area from T4W Agree policy for future. Track pupil progress</p> <p><u>Review baseline</u> Repeat baseline surveys and questionnaires.</p>	<p>Writing and tracking assessment data</p> <p>PE feedback</p> <p>Writing and tracking assessment data</p> <p>Baseline established from learner conversations and staff confidence survey. Writing assessment data</p>		Parental/carer feedback	
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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?

Key Priority Two : To increase staff, pupils and parents understanding of what nurturing means and therefore children will be able to explain how nurtured they feel.

Rationale : From our learner conversations and self-evaluation with children we can see that there is room to increase children's understanding of what to expect for them to feel nurtured. In their termly individual wellbeing wheel self-evaluation nurture is always the lowest scoring area of SHANARRI and when questioned they will say it's because they don't understand what it means. Almost all staff report that they know and understand the story of each child therefore the next step is to ensure that the children and parent know and testify to this also. In addition in our HGIOS questionnaire with children a few children felt that the school dealt with bullying only some of the time therefore by being a nurturing environment children will know how they will be supported if they or others should experience bullying behaviour.

Overall Aim: By June 2024 we will increase our average ratings on our termly wellbeing profile to over 90% for the nurture principle we choose to focus on therefore showing almost all children report feeling nurtured and included in school.

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<p>1.All children will be able to explain what it means to be nurtured and all will be able to express whether they feel nurtured or not.</p>	<p>1. Children will be able to talk about how they are nurtured and will feel that they have adults they can talk to.</p>	<p>1. Whole school nurture training</p> <p>Baseline measures</p> <p>Nurture principle training</p> <p>Nurture principle implementation</p> <p>Small test of change for support staff</p> <p>Baseline re measured</p>	<p>1. CYP Focus groups</p> <p>Staff questionnaire</p> <p>Glasgow Motivation & Wellbeing tool</p>	<p>1. All staff Pupils and parents to a lesser extent</p>	<p>1. There will be regular check-ins during in-service days.</p> <p>Chosen Nurture Principle will be evident throughout school.</p>	
<p>2. All children will report that the school deals with bullying all of the time.</p>	<p>2. All children, staff and pupils will know the policy and procedures that will occur if any child is experiencing bullying behaviour.</p>	<p>2. Introduction of new PKC policy.</p> <p>Implementation of the policy.</p> <p>School policy written to reflect the guidance from PKC.</p>	<p>2. HGIOS questionnaire to pupils and parents/carers.</p> <p>Staff focus group</p> <p>Bullying and equalities records.</p>	<p>2. Staff, parents/carers and pupils</p>	<p>2. A policy will be in place that all stakeholders know about.</p>	

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?

Key Priority Three: To make learning more visible for parents and families to engage with.

Rationale Due to the removal of Seesaw there is a gap where parents aren't able to engage as easily or as effectively as previously. Our self-evaluation and also Parent Forum discussions show that Parents are keen to learn more about what their children learn and how they can support at home by understanding the curriculum better particularly with regards to the Digital Curriculum.

Overall Aim: By June 2024 almost of all families will report that they are receiving regular feedback at the right time that is helpful and allows them to see the progress of their child.

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1. Almost all parents will show an increased knowledge and understanding of their child's learning through the online platform Just2easy.	1.Children will be able to showcase their learning online and parents will be able to view this at home.	1.All staff and pupils will be able to access Just2easy through their Glow Login. Pupils will be able to upload learning. Staff will be able to set homework on the platform.	1.Engagement will be measured through the site and the level of engagement tracked. e.g. do parents have a look, do they give feedback. Learner conversations and annual surveys will measure stakeholders views.	1.Staff, Pupils and parents. 2.Staff,	1. By monitoring logins by children and parents.	

<p>2. In the annual HGIOS questionnaire almost all parents and carers will report that the school organises activities where they can learn with their child.</p> <p>3. All parents and carers will know the different ways in which we report to them about learner progress.</p>	<p>2. Parents and carers will be more aware of the types of digital learning that their child does in school.</p> <p>Parents and carers will be more aware of the things their child is learning as well as the way in which children learn in grandtully.</p> <p>3. Parents and carers will understand that reporting happens in many different ways.</p>	<p>2. Curricular evenings will be planned for children to teach their parents and carers how to use some of the resources used in school.</p> <p>Stay and learn sessions throughout the session.</p> <p>3. A policy and procedure will be collated from all the different activities across the year which show how this allows the school to report to parents.</p>	<p>2. Annual data from HGIOS. Evaluations of child/parent/carer learning sessions.</p> <p>3. Annual data from HGIOS.</p>	<p>Pupils and parents/carers.</p> <p>3. Staff</p>	<p>2. Curriculum sessions will be planned into Year Calendar and be included in working time agreement.</p> <p>3. Events and activities will be built into annual calendar.</p>	
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