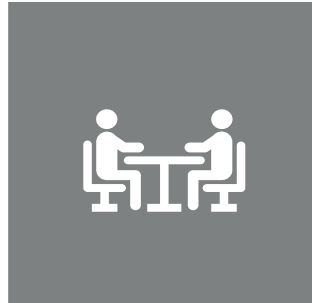




Improving Lives Together
Ambition | Compassion | Integrity



Luncarty Primary & Nursery Quality Improvement Plan 2022-2023

3 Year Overview

Performance Information 2021-2024	Key Priorities 2021-2024	School Leadership 2021-2024
<ul style="list-style-type: none"> Ensure that all teachers have a clear understanding of the attainment data for the school and their class and know how to use this information , AR , SNSA, Star Assessments, Tracking data Target specific cohorts of children-based on attainment information and social and emotional wellbeing information. In class using the performance information to support and challenge through clear targets for differentiation e. literacy & numeracy programmes and Child plan info, wellbeing wheel info, wellbeing questionnaire, CIPS Universal tracking at all stages in Literacy and Numeracy with a particular focus on targeted children who are yet to attain and who are have no ASN/PEF. (What are their next steps/ targets? How do we know that what we do is making difference?) Track targeted P.E.F groups over time in Literacy and Numeracy (tracking, AR, SNSA,Star Assessments) Use other diagnostic assessment (Accelerated Reading) information in Literacy to support more specific areas for support and challenge. Identify diagnostic assessment and track over time for Numeracy.(GLProgress test in Numeracy) Use of SNSA data including long term progress study and National comparisons. Year comparisons to identify weaker areas and focus for teaching. (P1 Bands 1-4), (P4 –Bands 4-7), (P7 bands 7-10) from session 21-22 compared to session18-19 for P4 and P7 	<p>Priorities for 2022-2023</p> <p>Raise attainment of all pupils in Reading ,Writing and in Numeracy</p> <ul style="list-style-type: none"> A new approach for implementing writing across the school creating a rich writing environment to motivate learners, particularly boys Review of wider achievements agenda to enable all learners to access a wide variety of experiences in and out of school and supporting children and families to recognise the importance of these / evidence experiences. (Jass / Crest/ School wider achievements in Learning Journals) Impact of children’s social and emotional wellbeing on their learning. Universal approaches through growth mindset, resilience and self-regulation. Targeted approaches with individuals and small groups in conjunction with class strategies - connecting and applying them. Continuation school ethos, values review based on Pivotal approaches and training. Pupil Participation; in learning , teaching and assessment , in opportunities for personal achievement , in decision making groups and in connection with the wider community . 	<ul style="list-style-type: none"> Staff should continue to carry out individual leadership roles within school e.g. Working Group Leader,1+2 co-ordinator, Restorative and Self–Regulation champions, HWB, DTech. All teaching staff should use the AR data to monitor progress, plan group organisation, and plan appropriate levels of reading texts for Guided reading alongside the ‘Close Independent Reading’. Embedding Skills for Life ,Learning ,Work – in classroom and pupil groups; Working Together & Leadership & HWB (social and emotional) Solving Problems . To address DT,Creativity,Enterprise, RRS
<p style="text-align: center;">School Improvement 2021-2024</p> <ul style="list-style-type: none"> Reviewing SMT quality improvement process (e.g. monitoring evaluating, parental engagement , pupil participation) Using the new PKC school improvement framework from next session onward. Aligning collegiate sessions to ensure progression with SIP and relevance . <p>2022-24Curriculum</p> <ul style="list-style-type: none"> Review approaches and methodology for Talking and Listening (Teaching and Learning) Curriculum: Expressive Arts, RME within the school learning context. Outdoor Learning: Staff training , planning and resourcing for meaningful learning experience 		<p style="text-align: center;">Teacher Professionalism 2019-2022</p> <p style="text-align: center;">2021-24</p> <ul style="list-style-type: none"> Professional reading of research linked to development work to develop a background knowledge and understanding. Implementing the outcomes of any related training. Consistency across the school to embed restorative Circles impact on ethos All teachers to be trained in self-regulation and sharing practice. PRD-linked to GTC professional update.
<p style="text-align: center;">Assessment of Children’s progress 2021-24</p> <ul style="list-style-type: none"> Using AR data to inform Next steps for teaching of Guided Reading /and annual growth in close independent reading skills Establish clear data for Numeracy and Maths progress and growth. <ul style="list-style-type: none"> Continue use of AR Maths data for targeted individuals’ groups (review Dec21) identify, use and evaluate the effectiveness of numeracy assessment for interim stages to provide diagnostic information for planning teaching / groupings next steps SNSA diagnostic assessment information to inform teacher planning for targeted teaching (class, group, individual) and use for transition into next stage. Use all data to support achievement of levels and prediction 	<p style="text-align: center;">LMG Priority 2021-24</p> <p>Pupil Participation</p> <ul style="list-style-type: none"> The school community has an understanding of RRS Core values and show an understanding of the links between UNCR, Sustainable Goals, DYW and Enterprise Staff place high value on learners as leaders and ensuring their voices are heard when making decisions about the school, their views are taken into consideration in an ongoing basis and actioned . Pupils participate in leading learning across the four arenas through focused activities e.g.RRS/ sustainable goals / wider achievements e.g creativity/enterprise/. 	<p style="text-align: center;">Parental Engagement 2021-24</p> <ul style="list-style-type: none"> sharing with parents work undertaken on Pivotal approach linked with school’s ethos and culture Information to parents /carers about improvements in curriculum areas (21-22 writing ‘TALK’ Homework) and their role . Consultation and feedback linked to school development Opportunities for family learning.

Curriculum Rationale

Values	Totality of the Curriculum	Learning and Teaching
<p>The totality of learning experienced by all of our children, in an inclusive, relevant and motivating environment, enables them to develop their skills to be lifelong, confident and successful learners who are responsible and effective contributors as global citizens in the world today and in the future.</p> <p>All stakeholders work together to provide learning experiences and opportunities which enables all pupils to achieve their potential; to allow them to be actively involved in planning and assessment and to fulfil their aspirations within and beyond school.</p>	<p>The school aims to work closely with parents/carers and our community partners. We will take every opportunity to involve them in the life and work of the school, to share our achievements and to build links which enhance our curriculum to deliver motivating learning contexts.</p> <p>Pupils are encouraged to contribute to the school community at every stage. Shared values are communicated and many opportunities allow pupils to grow, develop and support the work of the school.</p> <p>Our curriculum will offer progression and choice which is well planned and includes a blend of discrete subjects and interdisciplinary learning through relevant contexts. This allows for exciting and challenging opportunities for pupils to make connections across learning both in class and as part of whole schoolwork.</p> <p>Opportunities for children to develop their interests and wider achievements are given both within school for equality of opportunities and are encouraged out with school to enable children to achieve and develop their potential.</p>	<p>All staff have a clear, shared understanding of learning and teaching practice which will provide high quality learning experiences across all curricular areas. A focus on core skills in literacy, numeracy and health and wellbeing are well planned and linked to contexts to ensure opportunities are given for their application across the curriculum .</p> <p>A range of well-planned strategies are used to provide these real contexts for learning and link learning to support children’s understanding of the world around them. ‘Planning should encourage participation by, as well as being responsive to, the learner, who can and should influence and contribute to the process.’</p> <p>Learning experiences and skills development will be delivered through active learning, independent and collaborative learning, problem solving through investigating and exploring and play across the stages.</p> <p>There is specific emphasis on developing the children’s understanding of their own health and wellbeing, including key qualities such as resilience, perseverance and a positive attitude to learning. Planned experiences provide opportunities to develop their ability to make informed choices about their own health and wellbeing.</p>
<p style="text-align: center;">Experiences and Outcomes</p> <p>All experiences and Outcomes are used to plan coherent and progressive learning and teaching practices to motivate and engage children in their learning and are based upon current , well founded research.</p> <p>Consistency in the progression of their knowledge , understanding , skills and attributes are integrated into school programmes of work and are moderated to National curricular benchmarks.</p>		<p style="text-align: center;">Entitlements</p> <p>Throughout a child’s life in school from pre –school onwards, learning has been developed to ensure that each young person is provided with a Broad, General Education. All learners are entitled to experience this Broad General Education (BGE) which will include delivery of the experiences and outcomes across all 8 curriculum areas.</p> <p>All children will have well planned opportunities to develop an understanding of and apply the skills for Learning, Life and work and work in partnership with all stakeholders including business.</p>

<p style="text-align: center;">Support</p> <p>Support for each child is relevant and appropriate, identified, addressed and reviewed in relation to their needs.</p> <p>Best use is made of all current resources to ensure needs are met whether this is learning or social and emotional.</p> <p>All stakeholders are clear about policy and practice in this area</p>	<p style="text-align: center;">Principles</p> <p>We aim to provide a curriculum that meets the needs of all of our children, which allows for breadth and depth of learning, offering challenge and enjoyment and which develops skills for learning, skills for life and skills for work. In doing so we will prepare our children to take their place in a modern society.</p> <p>Curriculum development is based upon the seven key principles of:</p> <ul style="list-style-type: none"> • Challenge and enjoyment, Breadth, Progression, Depth, Personalisation and choice, Coherence, Relevance <p>At all stages there are planned opportunities for pupil participation including personalisation and choice, which enhances pupils' progress in their learning. Opportunities for pupils to make informed choices about their learning will encourage and motivate pupils to become successful learners</p> <hr/>	<p style="text-align: center;">Assessment</p> <p>All teachers currently base their practice on Assessment for Learning principles and the supporting strategies in practice including Learning Intentions and Outcomes, asking good questions, giving quality feedback formative and summative assessment and self and peer assessment.</p> <p>The use of National Benchmarks, Local authority and LMG moderation supports judgements on assessment of learners' progress. Gathering good quality evidence is well planned and use of the children's Learning Journal documents their progress through selected examples of progress based on targets, Learning Intentions and Outcomes. The evidence contained within this will vary as children progress at different rates and it is therefore the class teacher along with the child who decides what and when to put in an example of evidence of progress, This will support and evidence pupil tracking within and across levels.</p> <p>At every level, an ethos of high expectation is encouraged and attainment and achievement are recognised and celebrated.</p>
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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?

Improvement Outcome: <i>To provide increased opportunities for learner participation</i>			
NIF Priority: <i>Improvement in children and young people's health and wellbeing</i> <i>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</i> <i>Improvement in attainment, particularly in literacy and numeracy</i> <i>Closing the attainment gap between the most and least disadvantaged children and young people</i>	NIF Driver(s): <ul style="list-style-type: none"> school leadership teacher professionalism assessment of children's progress Parental Engagement School Improvement Performance Information 	HGIOS4 / HGIOELC QI(s): 1.2 Leadership of Learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 2.7 Partnerships 3.2 Raising attainment and achievement	
School Lead: Debs Swan (HT) Emma Hepburn (PT)	Completion Date: <ul style="list-style-type: none"> June 2023 	Review Date: <ul style="list-style-type: none"> Termly 	
What impact will you measure? <i>What's going to be different or better?</i>	How will you measure it? What and by when?		Progress at Review Date
Universal Support			
<i>To increase the number of opportunities for children to participate in decisions about what they want to, and how they learn</i>	<i>Carry out a Baseline assessment to gauge the following pupil views:</i> <ul style="list-style-type: none"> What Learner Participation is The opportunities currently available to them <i>To revise and agree, as a whole school community, our Vision, Values & Aims</i>	Sept '22 From Term 1	

	<p><i>Initiate Pupil Groups</i></p> <ul style="list-style-type: none"> - RRS - Pupil Council - Wider Achievement Programme 	<p><i>Sept '22</i></p>	
	<p><i>To implement initial opportunities for learning through the ECO programme</i></p>	<p><i>Jan '23</i></p>	
	<p><i>To provide opportunities for pupil leadership / sharing learning across classes</i></p> <ul style="list-style-type: none"> - Buddy system - Global Goals learning - Shared French learning opportunities supported by SCILT 	<p><i>Term 1</i> <i>Ongoing</i></p>	
	<p><i>Re-assess to gather pupil views to gauge impact</i></p>	<p><i>May '23</i></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?

Improvement Outcome: To promote Inclusion and to track the impact of this on increased learner engagement.			
<p>NIF Priority: <i>Improvement in attainment, particularly in literacy and numeracy</i> <i>Closing the attainment gap between the most and least disadvantaged children and young people</i> <i>Improvement in children and young people's health and wellbeing</i> <i>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</i></p>	<p>NIF Driver(s):</p> <ul style="list-style-type: none"> • school leadership • teacher professionalism • parental engagement • assessment of children's progress • school improvement • performance information 	<p>HG10S4/HG10ELC QI(s): 1.2 Leadership of Learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 2.7 Partnerships 3.2 Raising attainment and achievement</p>	
<p>School Lead: Debs Swan (HT) Emma Hepburn (PT)</p>	<p>Completion Date: Initial aspects June 2023</p>	<p>Review Date: Termly</p>	
<p>What impact will you measure? <i>What's going to be different or better?</i></p>	<p>How will you measure it? What and by when?</p>		<p>Progress at Review Date</p>
Universal Support			
<p><i>Measure how accessible learning is within each of our learning environments</i></p>	<p>Use of:</p> <ul style="list-style-type: none"> • Circle Inclusive Classroom Scale (CICS) • Peer visits • Staff & Learner conversations • Nurturing Relationships' baselines • 'How Nurturing is our School?' 	<p>Term 1 Term 2 Termly Begin Term 1 Begin Term 1</p>	

<p>To increase our understanding of nurture and evidence this through the Nurturing Relationships Pilot</p>	<p>The following measures will be used at the outset of our pilot and repeated at the end of the year to measure change / impact:</p> <p>Baseline understanding of the principles of nurture and their impact upon learning / engagement:</p> <ul style="list-style-type: none"> - Staff - Children <p>Scaled Wellbeing Wheel</p> <p>Glasgow Wellbeing Scale</p> <ul style="list-style-type: none"> - Children - Staff version <p>Attendance upon Nurturing Relationship inputs with Educational Psychology</p> <p>Practitioner Enquiry based upon individual evaluations as outlined above</p>	<p>From Term 1</p> <p>Ongoing</p> <p>From Term 3</p>	
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	<i>Re-issue baselines to evaluate impact, progression and next steps</i>	Term 4	
Targeted Support			
<i>To ensure that our learning environments support the needs of individuals within and out with their classrooms</i>	<p><i>Observe and track behaviours; times, curricular areas, other pupils, need ie, triggers, disregulation</i></p> <p><i>Implementing strategies for each individual based upon Circle / Nurturing Relationships feedback</i></p> <ul style="list-style-type: none"> - <i>Introduce enhancement of play / active learning opportunities</i> - <i>support from agencies</i> <ul style="list-style-type: none"> - <i>nurture teacher</i> - <i>CLW</i> - <i>CLA</i> - <i>Ed Psych</i> - <i>CAMHS</i> <p><i>Staff / Staff and learner / staff observations and conversations</i></p>	<p><i>Ongoing to evaluate initial behaviours / triggers</i></p> <p><i>From Term 1</i></p> <p><i>Ongoing to evaluate which interventions / changes promote success</i></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?

<p>Improvement Outcome: To embed current approaches in writing and implement interventions to support an increase in attainment by 21% across a specific year group.</p>			
<p>NIF Priority: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>NIF Driver(s):</p> <ul style="list-style-type: none"> • school leadership • teacher professionalism • parental engagement • assessment of children's progress • school improvement • performance information 	<p>HGIOS4 / HGIOELC QI(s): 1.2 Leadership of Learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 2.7 Partnerships 3.2 Raising attainment and achievement</p>	
<p>School Lead: Debs Swan (HT)</p>	<p>Completion Date: June 2023</p>	<p>Review Date:</p> <ul style="list-style-type: none"> - November 2022 - March 2023 - May 2023 	
<p>What impact will you measure? What's going to be different or better?</p>	<p>How will you measure it? What and by when?</p>		<p>Progress at Review Date</p>
<p>Universal Support</p>			
<p>Our learners will view themselves as writers through developing environments for writing, inclusive of:</p> <ul style="list-style-type: none"> - increased opportunities for writing through play and writing context areas 	<p>Baseline Learners conversations using scaled questions inclusive of writing opportunities and self-evaluation of themselves as writers</p>	<p>Term 1</p>	

<ul style="list-style-type: none"> - interactive literacy learning walls - continued use of Big Writing Adventures and the PKC modelled approach with Stephen Graham - Improved growth mindset with our learners seeing themselves as writers 	<p>Devise an agreed classroom audit outlining expectations across different year groups / classes inclusive of context areas & walls – November Inset</p> <p>Carry out devised audit</p> <p>Time given to develop areas with resources</p> <p>Moderate writing attainment and predictions</p> <p>Learning walks – staff and learners</p> <p>Repeated conversations using Baseline questions at the end of session</p>	<p>Term 2</p> <p>Term 2/3</p> <p>Term 3</p> <p>End of Term 2 Beg. Of Term 4</p> <p>Ongoing</p> <p>Term 4</p>	
Targeted Support			
<p>Increased understanding of literacy / phonics</p> <p>Increased opportunities for linking reading and writing</p> <p>Positive mindset for writing through increased confidence</p>	<ul style="list-style-type: none"> - Implementation of RWI - Continuation of Wave 3 - Supported time with Pupil Support Assistant - Supported time with Pupil Support Teacher 	<p>Term 2</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	

<p><i>Increased word processing skills enabling learners to use ICT as a positive support for writing extended pieces</i></p>	<p><i>Nessy Fingers</i></p> <ul style="list-style-type: none">- <i>Assess progress made working through Nessy Fingers programme</i>- <i>Impact this has on using ICT as a support</i>	<p><i>From Term 1</i></p>	
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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?

<p>LMG Improvement Outcome: Our learners will develop their ability to act as advocates for children’s rights and fairness in their journey to becoming rights respecting global citizens.</p>		
<p>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 Improvement in skills and sustained, positive school-leaver destinations for all young people</p>	<p>NIF Driver(s):</p> <ul style="list-style-type: none"> • School and ELC leadership. • Curriculum and Assessment • School and ELC improvement. • Performance information 	<p>HGIOS4 QI(s):</p> <ul style="list-style-type: none"> • 1.2 Leadership of Learning • 2.2 Curriculum • 2.7 Partnerships • 3.1 Ensuring wellbeing, equality and inclusion
<p>School Lead: Identified Rights Respecting Schools Ambassadors (staff and pupils) as overseen by SLT</p>	<p>Completion Date: May 2023</p>	<p>Review Date: Nov 2022 & Feb 2023 (LMG meeting)</p>
<p>What impact will you measure? What’s going to be different or better?</p>	<p>How will you measure it? What and by when?</p>	<p>Progress at Review Date</p>
<p>Universal Support</p>		
<p>Improvement will be evident/reflected in three main areas; ethos, practice and environment Ethos – Learners will:</p> <ul style="list-style-type: none"> • have improved wellbeing • have improved attendance • have improved attitudes • be actively engaged in school life • experience a reduction in bullying and discrimination 	<p>Ethos</p> <ul style="list-style-type: none"> • Glasgow Health and Wellbeing Survey August/April • attendance measured throughout the session • learning conversations/pupil focus group • measure rates of participation in committees & clubs 	

- feel safe at school
- enjoy all their rights
- experience more positive break and lunchtimes
- be supported by staff who have improved knowledge of Children's rights
- supported consistently by a school relationships policy underpinned by UNCRC

Practice

- Establish a RRS Group with staff and pupil leaders, meet regularly to plan how to share information on UNCRC with class teachers and learners.

Learners understand and can discuss:

- the 4 overarching rights (Article 2, 3, 6 &12)
- that they are rights holders and that adults are duty bearers
- that rights are Universal and Unconditional
- that rights are Inherent, Inalienable and Indivisible

learners will collaborate across settings to:

- to further their understanding of the core points above
- create class, playground and relationships charters relevant to current award status
- raise awareness of and campaign for a local issue (Perth Foodbank)

- SEEMIS attendance records
- Glasgow Health and Wellbeing Survey
- Rights checklist
- PSA and pupil survey
- Staff survey
- Restorative approaches focus group

Practice

- RRS Group minutes
- Completed Action plan
- Email/newsletters/sway

- Class timetables
- Learner conversations, pupil focus group
- Assemblies
- Class monitoring

- Learner conversations/pupil focus group
- Charters

<p>Environment</p> <ul style="list-style-type: none"> • RRS pupil leadership team will create engaging and informative RRS displays • Where possible other displays will be linked to relevant articles • Learners will collaboratively create class, playground and/or relationships charters relevant to current award status 	<ul style="list-style-type: none"> • Monitoring learning environments by schools RRS Pupil Leadership Teams • Class charters displayed, 	
<p>Staff</p>		
<ul style="list-style-type: none"> • Identified lead practitioner from each setting to liaise with leads from other LMG settings to arrange cross setting learning opportunities including monitoring learning environments 	<ul style="list-style-type: none"> • Leaders to liaise 	