Glenburn Primary School

IMPROVEMENT PLAN: 2023-2024

Our Vision, Values and Aims

Our school vision, values and aims are at the heart of the actions and behaviours of our whole school community. We are passionate about providing rich learning opportunities for all of our children which will support them to develop their talents, interests and capabilities and realise their fullest potential. This is encompassed in our current school vision: **To be the best that we can be**.

Values

Honesty	Respect	Responsibility
Teamwork	Friendship	Inclusion

Aims

Our school aims are founded on the shared values and ambitions of the school and its wider community. They take account of the needs of the pupils and reflect the improvement objectives of South Ayrshire Council. These objectives give a framework from which priorities in the School Improvement Plan will be developed. By having a clear vision and promoting our values in all that we do, the aim at Glenburn Primary is to allow our pupils to develop as:

Successful Learners   **Confident Individuals**

Responsible Citizens   **Effective Contributors**

South Ayrshire Vision

Our vision and ambition in South Ayrshire Educational Services is to achieve excellence and equity. We have the highest expectations for all learners so that they achieve their potential regardless of their circumstances. We want to achieve this in a context where we act with integrity in a climate of mutual trust and respect and have the highest ambition for every learner. It is our ambition to close the attainment gap while constantly stretching and challenging children and young people who are attaining at the highest levels to achieve more. Closing the gap while challenging every learner will guide and define the work of educational services.

Local and National Improvement Objectives

South Ayrshire Council Plan

Spaces and PLaces

Live, Work, learn

Civic and Community Pride

Children's Services Plan

Outstanding universal provision

Tackling Inequalities

Love and support for our Care Experienced young people and young carers

Good physical and mental wellbeing

Promoting Children's Rights

Education Services Priorities

Equity, Wellbeing and Inclusion

Learning, Teaching and Assessment

Curriculum

Self Evaluation for Self Improvement

National Improvement Framework Priorities

Placing the human rights 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

Improvement in employability skills and sustained positive school leaver destinations for all young people

Improvement in attainment, particularly in literacy and numeracy

Glenburn Primary School
School Improvement Plan
2023 – 2024

Learning Journey
- G. Lang

Learning, Teaching and Assessment Raising Attainment
- SLT

Pupil Support
- Karen Blackwood

Health and Wellbeing
- Karen Blackwood

Transition – EYC/P1
- Karen Blackwood

Numeracy and Mathematics
- Kathryn Hamilton

Pupil Equity Fund
- Gayle Lang
- Gaynor Hartley

Transition – P7/S1
- Craig Martin

Nurture
- Gaynor Hartley
- Craig Martin

Technologies
- Lynsey Walker

Literacy
- Craig Martin

Modern Languages
- Craig Martin

Maintenance Agenda

MAINTENANCE AGENDA 2022/2023				
LEARNING AND TEACHING	CFE / RAISING ATTAINMENT	ASSESSMENT AND ACHIEVEMENT	SELF-EVALUATION	CLUSTER
*Curricular planning *Spanish and French *Higher Order Thinking Skills *Technologies *	* PEF – Tracking and Monitor * Pupil Progress Meetings * Data Analysis * SNSA * Accelerated Reader * Schonell Spelling * Wellbeing Web	* Planned Assessments * Moderation of Writing * Moderation of Numeracy * Accelerated Reading P4-P7 *SEEMIS – Tracking in BGE	*PDR/PRD *Engaging with Professional Update *Daily in staff practice *Monitoring Programme	*Tracking attainment in Literacy, Numeracy and Health and Wellbeing *Cluster Champions – Literacy, Numeracy and Health and Wellbeing *Enhanced Transition

Ongoing school developments moved to the Maintenance Agenda	Staff Responsible
Continue to deliver quality French and Spanish lessons across all stages following our progressive planner.	C.Martin V. MacKay
Deliver Talkboost programme to groups of P2 pupils.	C. Martin
Increase opportunities across the year to share learning with parents/carers	All staff
Embed STEM planned learning in Term 3 across the school.	C. Martin S. Bentley
Embed Grammar and handwriting across the school using progressive planners building on literacy skills at each stage.	All staff
Use Numicon to support numeracy in Early Level	M. McClure L. Ingram
Extend provision for active after school clubs in partnership with Active Schools	K. Blackwood

PRIORITY 1: LEARNING, TEACHING AND ASSESSMENT

NIF Priority:
Improvement in attainment, particularly in literacy and numeracy.
Improvement in Employability Skills

NIF Drivers:
Teacher professionalism;
Parental engagement;
Assessment of children's progress;
School Improvement;
School Leadership
Performance Information

HGIOS 4/HGIOELCC QIs
1.2 Leadership of Learning
1.3 Leadership of Change
2.2 Curriculum
2.3 Learning, Teaching and Assessment
2.4 Personalised Support
2.5 Family Learning
2.6 Transitions
3.1 Ensuring Wellbeing, Equality and Inclusion

School as a Learning Organisation:
Developing and sharing a vision centred on the learning of all students
Creating and supporting continuous learning of all staff
Promoting team work and collaborating among all staff
Establishing a culture of enquiry, innovation and exploration
Embedding systems for collecting and exchanging knowledge and learning
Learning with and from the external environment and larger learning system
Modelling and growing learning leadership

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead	Completion Date	How Will We Measure Impact On Children and Young People?
Learners will be motivated and actively engaged in a rich curriculum which provides breadth, depth and progression and is appropriate to the needs of all learners. Assessment is integral to our planning of learning and teaching. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding and skills. Our assessment evidence is valid and reliable.	Implementation of new curriculum planners across all curricular areas and across each stage and level.	K. Blackwood/ K.Hamilton	June 2024	**Progress towards securing these targets will be informed by:** ✓ Evaluated lesson plans. ✓ Termly SLT evaluation of curriculum planning across all stages. ✓ A robust timetable of assessments that allows for information across the year to be ✓ Pupil interest and evaluations regarding learning and teaching. ✓ Baseline data from P1 CEM assessments and measured progress in June 2024.
	A review of assessment calendar across all stages. Reviewing assessments used across Literacy and Numeracy and the impact assessment has on identifying next steps for pupils.	SLT	June 2024	
	Ensure consistency and content of class assessment folders to track pupil progress across all curricular areas in BGE.	G. Hartley	Dec 2023	
	Introduction of pupil tracker used widely within South Ayrshire to track class and individual progress.	G. Hartley	Dec 2023	
	Continue to develop transition approaches between Early Years Centres and P7-S1 ensuring that there are robust systems in place for pupils with ASN.	C. Martin/K. Blackwood	June 2024	
	Implementation of CEM BASE assessments in Primary 1 in September and June to strengthen milestone data provided from Early Years Centres. This will provide a robust starting point for all P1 pupils as baseline assessment in Literacy and Numeracy and provide data at the end of the school year to measure progress and impact.	K. Blackwood	Aug 2023/June 2024	

Learners will be able to demonstrate their knowledge, skills and achievements across the four contexts for learning.

Learners will be consistently able to talk confidently about their personal targets and their strengths and next steps in learning.

Learners will receive high quality feedback that enables them to identify their strengths and next steps in learning. | Embed opportunities for learners to be actively involved in agreeing Learning Intentions and Success Criteria consistently across the school (creating and co-creating where appropriate). | All Teachers | Dec 2023 | **Progress towards securing these targets will be informed by:**

✓ Monitoring Strategic Planning Files.
✓ Termly Pupil Progress Meetings
✓ Sampling views – pupils, staff, and parents.
✓ Learning conversations with pupils
✓ Informal/formal observing learning experiences both within and out with the classroom.
✓ Learning conversations with staff, partner agencies (relevance of learning, developing and application of skills for learning, life and work, entrepreneurial experiences, impact of experiences)
✓ Feedback from pupils, parents, partners.
✓ Technology working group meeting notes
✓ Displays created in school |
| | Review current approach to learning journey (FAB FILES) and create a more meaningful and streamline way of documenting attainment and achievement where pupils are involved in deciding the content of their journey. | G. Lang | June 2024 | |
| | Review of how class teachers and school assistants provide high quality feedback to our learners that leads to pupils identifying their strengths and their next steps in learning.
Implement a consistent approach to feedback across all stages. | G. Hartley | June 2024 | |
| | Further develop innovative and creative ways to self-evaluate school approaches to learning and teaching with staff, pupils, parents/carers and partners to secure school improvements | G. Hartley | June 2024 | |
| | Work with groups of learners across all stages to evaluate the quality of the work of the school using "wee HGIOS" and agree actions across the school for improvement.
Work with groups of learners at First and Second Level to create 'child friendly' SIP. | G. Hartley | June 2024 | |
| | Implementation of the SAC Technology planning and framework across all stages. | L. Walker | June 2024 | |
| | Develop staff confidence, knowledge, skills and understanding of effective ways to use digital technologies to enhance learning and teaching.
Develop in school CLPL opportunities throughout the year and monitor the use of digital technology in each class. | L. Walker | Aug 2023 | |
| | Creation of a technology working group to further develop ideas within technology to enhance learning and teaching.
Creation of a pupil technology group to lead and support technology across the school.
Take part in Internet Safety Day and Digiday to increase digital awareness. | L .Walker
June 2024 | | |

PRIORITY 2: IMPROVEMENT IN ATTAINMENT IN LITERACY AND NUMERACY

NIF Priorities:	HGIOS 4/HGIOELCC QI's:	School as a Learning Organisation:
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. **NIF Drivers:** Teacher professionalism Parental engagement Assessment of children's progress School Improvement Performance Information	1.2 Leadership of Learning 1.3 Leadership of Change 1.5 Management of Resources to Support Equity 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	Developing and sharing a vision centred on the learning of all students Creating and supporting continuous learning of all staff Promoting team work and collaborating among all staff Establishing a culture of enquiry, innovation and exploration Embedding systems for collecting and exchanging knowledge and learning Learning with and from the external environment and larger learning system Modelling and growing learning leadership

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead	Completion Date	How Will We Measure Impact On Children and Young People
	LITERACY AND ENGLISH			
Learners will demonstrate increased levels of motivation and engagement in reading and writing and which leads to increased levels of attainment. Better outcomes and achieved levels of pupils on STINT addressing the closing the gap agenda. Learners' attitudes and reading habits will continue to develop and have a positive impact on levels of attainment and achievement.	Led by the South Ayrshire Reads strategy – all staff will be involved in the strategic aim of developing confident and skilled readers across all stages. SOUTH AYRSHIRE STRATEGIC AIM AND PLAN BELOW. Review of reading assessment at all stages to ensure a clearer all round assessment of reading elements – decoding, comprehension, understanding and inference. Increase opportunities for reading for enjoyment. Resource different reading materials and different places to read. Employ a school reading motto and consistent approach to reading for enjoyment. Implement and review new cluster writing assessment criteria. Through new writing planners ensure consistent approach to planning and teaching writing across each stage. Further develop school approaches to assessing for and supporting Dyslexia. Creation of Dyslexia working group within staff and a parent/carer working group. Working towards the South Ayrshire Dyslexia Inclusive Practice Award.	C. Martin C. Martin C. Martin R. Fullard (CST) R. Fullard (CST)	June 2024 June 2024 Dec 2024 June 2024 May 2024	**Progress towards securing these targets will be informed by:** ✓ Assessment through Accelerated Reading 4 times per year. ✓ AR quiz results after every book read. ✓ Analysing progress with CT and SLT at pupil progress meetings. ✓ P1, P4, P7 SNSA ✓ P3, P4, P5, P6,P7 GL Assessments

Reading ACEL Data June 2021

P1	Authority	P4	Authority	P7	Authority
97%	79%	82%	75%	73%	74%

Reading ACEL Data June 2022

P1	Authority	P4	Authority	P7	Authority
84%	80%	85%	79%	85%	79%

Reading ACEL Data June 2023

P1	Authority	P4	Authority	P7	Authority
96%	82%	85%	78%	88%	81%

✓ Continue to have Reading attainment in P1 over 95%
✓ Increase Reading attainment in P4 and P7 to 90%

		Increase opportunities to develop the use of digital technologies to support and engage pupils in writing. Teach P6 and P7 pupils to use READ WRITE as tool for supporting writing. Introduce READ WRITE for Dyslexic pupils in P4 and P5.	P6/P7 staff R. Fullard (CST)	June 2024	✓ Sampling pupils' work ✓ Monitoring the effectiveness of planning ✓ Monitoring the effectiveness and impact of staged intervention targets on pupil progress ✓ Evaluating new writing assessment criteria grids and moderating across stage. ✓ DIPA Meeting groups notes. ✓ Completing DIPA by end of the year

NUMERACY AND MATHEMATICS

Increased attainment levels will demonstrate that **all** learners, including those who are affected by the poverty related attainment gap, will have made progress from their previous stage of learning and development.	Ensure all staff and new staff are confident in their approach in using school planning and the SAC Progression framework across all levels to ensure coherent planning of learning in Numeracy and Maths.	K. Hamilton	Oct 2023	**Progress towards securing these targets will be informed by:**
	Introduce and implement SAMSON maths across all stages in a consistent approach to developing mental maths skills. Training and resources will be provided on In Service day.	K. Hamilton	Dec 2023	✓ Informal/formal observation of classroom practice and the child's learning experience. ✓ Staff self-evaluation and reflection ✓ Sampling views – pupils, staff, and parents. ✓ Sampling pupils' work ✓ Sampling FAB Files/jotters ✓ Monitoring the effectiveness of planning
	Review assessment approaches to maths and the information current maths assessments provide class teachers with regards to progress and identifying next steps in learning .	K. Hamilton	Dec 2023	✓ Monitoring the effectiveness and impact of staged intervention targets on pupil progress ✓ Monitoring range of assessments/school based and cluster including GL and SNSA ✓ SAMSON maths assessments

Numeracy ACEL data June 2021

P1	Authority	P4	Authority	P7	Authority
97%	84%	85%	76%	80%	72%

Attainment and achievement of learners will be maximised due to enhanced cluster and *SWEIC* working.	Increase opportunities for active learning and a range of outdoor learning experiences linked to numeracy and maths e's and o's at Early and First Level. Refresh resources in order to increase opportunities to learn through play, investigation and in a range of contexts.	K. Hamilton	June 2023	

Numeracy ACEL data June 2022

P1	Authority	P4	Authority	P7	Authority
88%	84%	87%	78%	85%	78%

Refresh maths and numeracy resources in order that 'real life' contexts can be taught effectively. Ensure there is application of maths through IDL/STEM and that there are appropriate resources available to reflect this learning.	K. Hamilton	Dec 2023	

Numeracy ACEL data June 2023

P1	Authority	P4	Authority	P7	Authority
98%	87%	85%	77%	90%	82%

Take part in Maths Week Scotland incorporating activities that reflect real life links.	K. Hamilton/ all teaching staff	Sept 2023	
To explore play based learning approaches to maths in Primary 1 and Primary 2.	K. Hamilton/ P1 and P2 staff	June 2024	

✓ Increase ACEL data in P4 to 90%
✓ Maintain ACEL data in P1 and P7 90% and above

Improvement Planning 2023-2024 *   * Include links to the plans when available*

South Ayrshire Service Plan Priority:
1. Closing the poverty-related attainment gap by improving attainment in literacy

SAR Strategic Plan Priority:
To raise attainment in literacy and close the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire

ALL SOUTH AYRSHIRE SCHOOLS
2023-2024

SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
To *develop confident and skilled readers in South Ayrshire* with a lifelong love of reading and the confidence to access all aspects of education, culture and society To *support and develop all education staff in South Ayrshire* to implement best practice through a culture of shared knowledge, collaboration and enquiry	By **June 2023** all schools will have an identified Reading Leader	The **values, vision and aims** of South Ayrshire Reads is consistent and clear to all stakeholders	All reading leaders can join a dedicated MS Team to ensure access to information, local/regional/national messages and resources and, opportunities to collaborate.		**June 2023**
	By **June 2023** all clusters will have an identified SAR link person to direct enquiries / requests to.		*South Ayrshire Reads* strategy document and MS Team		**June 2023**
	By end of **August 2023** ALL education staff, parents, children and young people will be introduced to the strategic vision of (SAR)the South Ayrshire Reads initiative.		SAR Video link will be provided, and time allocated on August Inservice days to share with all school staff. *(Please share with all pupils during the first few weeks of term and share the video link on your school social media channels)*		**August 2023**
	By **April 2024** ALL education staff will have had the opportunity to attend an online South Ayrshire Reads Engagement session		Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed		**April 2024**
	By **April 2024** ALL parents, carers and partners will have had the opportunity to attend an online South Ayrshire Reads Engagement session		Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed		**April 2024**
	By **September 2023** ALL primary education staff will have engaged in initial science of reading training (Sept Twilight) and follow-up training (TBC)		Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed		**April 2024**
	By **February 2024** ALL school assistants will have had the opportunity to attend in-person Supporting Children with Reading training		Training will take place on both October 2023 and February 2024 Inservice days		**October 2023 February 2024**

PRIORITY 3: IMPROVEMENT IN CHILDREN'S HEALTH AND WELLBEING

NIF Priorities:
Improvement in Children's Health and Wellbeing

NIF Drivers:
School Leadership
Teacher professionalism
Parental engagement
Assessment of children's progress
School Improvement
Performance Information

HGIOS 4/HGIOELCC Qis:
1.2 Leadership of Learning
1.3 Leadership of Change
2.1 Safeguarding and Child Protection
2.2 Curriculum
2.3 Learning, Teaching and 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 and achievement

School as a Learning Organisation:
Developing and sharing a vision centred on the learning of all students
Creating and supporting continuous learning of all staff
Promoting team work and collaborating among all staff
Establishing a culture of enquiry, innovation and exploration
Embedding systems for collecting and exchanging knowledge and learning
Learning with and from the external environment and larger learning system
Modelling and growing learning leadership

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead	Completion Date	How Will We Measure Impact On Children and Young People
Pupils will develop knowledge and skills to manage their mental, social and emotional health and wellbeing.

Pupils will continue to develop respectful attitudes and behaviour towards others and each other.

Pupils will have a respectful awareness of diversity.

Increased opportunities for family support.
Increased opportunities for families to share learning together. | Implementation of new HWB curriculum planners. Embed the planned approach to teach HWB across all stages. Knowledge, understanding and skills are built upon each year. | K.Blackwood | June 2024 | **Progress towards securing these targets will be informed by:**

✓ Feedback from PPM Meetings
✓ Monitoring of Wellbeing Wheels/Motivation Tracker
✓ Attendance Tracking
✓ Feedback from staff, pupils, parents about behaviour
✓ Learning conversations with children
✓ Boxall profiles for individual pupils |
	Further develop assessment approaches linked to HWB. Ensure that there is robust tracking in place for individual pupils regarding social and emotional wellbeing.	K.Blackwood	June 2024	
	Further develop the use of the WOKE reading materials across the school to develop knowledge and understanding of diversity and resilience.	C. Martin	Dec 2023	
	Continue to build upon our campus Rights Respecting Schools group including staff and pupils across both Glenburn and St. Ninians and sharing information across both schools.	K.Blackwood	June 2024	
	Continue to support and provide Family Learning opportunities that enables them to access learning activities that meet their needs. Ensure that our PEF cohort of families have regular opportunities to be invited to family learning activities and classes to support ongoing needs. Support families with attendance.

Work in partnership with Thriving Communities and the PACT project (Parent and Child Together) to develop an ongoing programme that engages families to be actively involved together. | G.Hartley | June 2024 | |

Attendance – whole school	Target
2022/2023 - 93%	2023/2024- - 95%
Below 90% attendance	Below 90% attendance
19%	5%

	Nurture			Progress towards securing these targets will be informed by:
Increase confidence and resilience in our young people. Pupils are supported individually and targeted intervention will allow for pupils to receive the correct support.	**Nurture** Continue to develop our school Nurture programme across the school targeting identified pupils who require support with self-confidence, resilience or ACES. Timetable groups of pupils who will access planned nurture time weekly. Continue to use Boxall Assessments to identify specific wellbeing targets for pupils. Create planned sessions based on Boxall criteria and evaluate ongoing progress. Involve parents/carers in the Nurture process identifying targets for individual pupils that will support individual need at school and at home. Explore the nurture principles with staff and pupils using the nurture evaluation in the Education Scotland Document – Applying Nurture as a Whole School Approach. **Life Skills**	G.Hartley/ C. Martin	June 2024	✓ Feedback from PPM Meetings ✓ Monitoring of Wellbeing Wheels/Motivation Tracker ✓ Attendance Tracking ✓ Feedback from staff, pupils, parents about behaviour ✓ Learning conversations with children ✓ Boxall profiles for individual pupils ✓ Completed Life Skills planner and tracker ✓ Nurture evaluations – pupils/staff/parents/carers
Increase opportunities for identified learners to experience and achieve through learning life skills.	Begin to populate and evaluate Life Skills experienced by pupils attending our nurture groups using our new Life Skills planner. Create opportunities for groups of learners around the 7 identified Life Skills while tracking particular First Level Experiences and Outcomes.			

PEF BUDGET

PEF Priority	Staffing	Resources	Total
*Improving attendance for identified pupils and families. *Improve progress in writing, reading and numeracy. *Increase Nurture experiences and opportunities. *Increase parent/carer involvement regarding children's learning.	1.0 PEF PT (Literacy and numeracy interventions) 0.5 PEF PT (Nurture) 1 x school assistant 0.5 class teacher (support)	Nurture	Teaching staff ➤ £40,914 School Assistant ➤ £21,285 Nurture resources ➤ £276
			£62,475