



TROON PRIMARY SCHOOL & EARLY YEARS CENTRE

SCHOOL IMPROVEMENT PLAN

.....
SESSION 2023-2024



TROON PRIMARY SCHOOL & EARLY YEARS CENTRE



SUCCESS THROUGH EFFORT

SOUTH AYRSHIRE VISION

LOCAL AND NATIONAL OBJECTIVES

Our people and places make South Ayrshire and we have a clear and ambitious vision of what we want to achieve. In doing this, we can deliver the best outcomes for our people through, creating strong and successful thriving communities that make a real difference. We will tackle inequalities and injustice by making the best use of available resources and targeting these resources where they are needed most. Both local and national strategic priorities articulate what we hope to achieve for our children and young people.



STRATEGIC IMPROVEMENT OBJECTIVES

LOCAL AND NATIONAL DRIVERS	OBJECTIVE
South Ayrshire Council Plan	1a Spaces and Places 1b Live, Work, learn 1c Civic and Community Pride
Children's Services Plan	2a Outstanding universal provision 2b Tackling Inequalities 2c Love and support for our Care Experienced young people and young carers 2d Good physical and mental wellbeing 2e Promoting Children's Rights
Education Services Priorities	3a Equity, Wellbeing and Inclusion 3b Learning, Teaching and Assessment 3c Curriculum 3d Self-Evaluation for Self-Improvement
National Improvement Framework Priorities	4a Placing the human rights of every child and young person at the centre of education 4b Improvement in children and young people's health and wellbeing 4c Closing the attainment gap between the most and least disadvantaged children 4d Improvement in employability skills and sustained positive school leaver destinations for all young people 4e Improvement in attainment, particularly in literacy and numeracy



OUR VISION, VALUES AND AIMS

OUR VISION

Together we will create a positive environment to nurture, support and challenge everyone to fulfil their potential

OUR VALUES

RESPECT RESPONSIBILITY EQUALITY HONESTY HAPPINESS

OUR AIMS

EXCELLENCE AND EQUITY

To provide an inspiring learning environment with high quality experiences to allow all our children to succeed.
To ensure that every child feels valued and supported and has equal opportunities within the school.
To develop happy and healthy lifestyles.

PARTNERSHIP WORKING

To work in partnership with parents and maintain close links with the wider community.

SCHOOL LEADERSHIP AND IMPROVEMENT

To ensure our children are equipped with the skills they need to become successful learners, confident individuals, effective contributors and responsible citizens.



STRATEGIC DRIVER DIAGRAM SESSION 2023-2024

RATIONALE FOR OUR SCHOOL IMPROVEMENT PRIORITIES

As we begin our new annual improvement plan, the priorities identified below continue to focus on ensuring continuing high standards of attainment and achievement whilst working to close identified gaps and address trends and patterns in attainment data. Through collegiate working and collaboration across our whole school community, we aspire to fulfil our school vision, values and aims and allow all children to see success and achieve their potential. Our areas of development link to identified local and national priorities and have been identified through self-evaluation and consultation with staff, pupils and parents as well as through analysis of attainment and achievement data.

TROON PRIMARY SCHOOL STRETCH AIMS

LITERACY

- ✓ To achieve steady and consistent attainment across all levels of CFE
- ✓ To ensure all stages have over 87% of learners on target for CFE levels by June 2024 - current average 85%

NUMERACY

- ✓ To raise, and then maintain, numeracy and maths CFE attainment across all levels of CFE
- ✓ To ensure all stages have over 87% of children on target for CFE levels by June 2024 - current average 86%

HEALTH AND WELLBEING

- ✓ Maintain high health and wellbeing attainment levels across all stages – current average 93%
- ✓ Maintain high attendance rates across all stages (over 90%): 95% TPS, 80% EYC

KEY DRIVERS: NIF PRIORITIES & SCHOOL AS A LEARNING ORGANISATION DIMENSIONS (SALO)

NIF

- ✓ Improvement in attainment, particularly in literacy and numeracy
- ✓ Closing the attainment gap between the most and least disadvantaged children
- ✓ Improvement in children and young people's health and wellbeing

SALO

- ✓ Developing and sharing a vision centred on the learning of all students
- ✓ Creating and supporting continuous learning opportunities for all staff
- ✓ Promoting team learning and collaboration among staff
- ✓ Establishing a culture of inquiry, innovation and exploration
- ✓ Establishing embedded systems for collecting and exchanging knowledge and learning
- ✓ Learning with and from the external environment and larger learning system;
- ✓ Modelling and growing learning leadership



South Ayrshire Reads - Improvement Planning 2023-2024

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
<p>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</p> <p>To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry</p>	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.		<i>South Ayrshire Reads</i> 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. <i>(Please share with all pupils during the first few weeks of term and share the video link on your school social media channels)</i>		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



STRATEGIC DRIVER DIAGRAM SESSION 2023-2024

WHAT OUTCOMES DO WE WANT TO ACHIEVE?	HOW WILL WE ACHIEVE THIS?	PERSONNEL	TIMESCALES	HOW WILL WE MEASURE IMPACT?
PERFORMANCE INFORMATION				
To maintain high attainment levels across all curricular areas	<ul style="list-style-type: none"> ✓ Increased staff scrutiny of CFE and assessment data to identify and address trends and patterns in attainment ✓ 'How Good is OUR School?' embedded to gather pupil views ✓ SAC attainment trackers embedded to track attainment over time 	All Staff/SLT SLT/All Staff SLT	August 2023 - June 2024 (all targets)	Quality Assurance evidence School attainment data HGIOS Evaluations
CURRICULUM AND ASSESSMENT				
To close any identified gaps between the most and least disadvantaged and ensure appropriate pace & progression for all	<ul style="list-style-type: none"> ✓ Monitor and track progression through quality assurance procedures and professional dialogue ✓ Measure progress consistently using GL and baseline assessments to gather and analyse comparative data year on year ✓ Monitor and address any identified attendance issues to maintain and improve existing high levels of attendance across school and early years ✓ Involve children in learning conversations to help identify and set personal learning targets 	All staff/SLT All staff/SLT SLT/Staff/Parents Pupils & Staff	August 2023 - June 2024 (all targets)	Gains made in attainment levels Pupil Learning Conversations HGIOS 2.4, 3.2
TEACHER PROFESSIONALISM & SCHOOL LEADERSHIP				
A highly professional team are impacting positively and consistently towards raising standards for all	<ul style="list-style-type: none"> ✓ Collaborative working used to effectively support and promote professional dialogue, strategic thinking, build staff knowledge and skills ✓ Identify staff leadership opportunities and CLPL activities relating to SIP priorities, including partnership working and professional learning ✓ Focus professional learning opportunities and professional dialogue on science of reading training ✓ Prioritise time towards new pupil support procedures 	All staff	August 2023 - June 2024 (all targets)	HGIOS4 QI1.1-1.5 Quality Assurance evidence PRD targets
PARENTAL AND WIDER ENGAGEMENT				
To engage families and wider partners in collaborative working to enhance understanding and enrich learning	<ul style="list-style-type: none"> ✓ Effective partnerships identified and embedded with community partners to support SIP priorities with a focus on reading for pleasure ✓ Review and refresh opportunities for Parental Engagement ✓ Continue to embedded wider partnerships 	SLT SLT/Staff SLT/PC/Parents Active Schools	August 2023 - June 2024	Feedback from surveys/questionnaires HGIOS4 QI 2.4-2.7
1a, 1b, 1c, 1f, 2a, 2b, 2e, 3a, 3b, 3c, 3d, 3e, 4a, 4c			LINKS TO KEY DRIVERS	

STRATEGIC DRIVER DIAGRAM SESSION 2023-2024



WHAT OUTCOMES DO WE WANT TO ACHIEVE?	HOW WILL WE ACHIEVE THIS?	PERSONNEL	TIMESCALES	HOW WILL WE MEASURE IMPACT?
SCHOOL AND ELC IMPROVEMENT - LITERACY				
<p>Improvement in attainment in literacy through a well-planned, progressive literacy programme</p> <p>Children will be aware of the importance of reading for enjoyment and display increased confidence in writing</p> <p>Close identified gaps and ensure appropriate pace & progression for all learners</p>	<ul style="list-style-type: none"> ✓ Implement the South Ayrshire Reads initiative to create skilled and confident readers; develop staff professional learning opportunities and partnership working with SAC literacy leads, Troon library, Scottish Book Trust, authors and families – create a calendar of events and development opportunities linked to SAR priorities ✓ Resources reviewed and updated including a focus on class libraries to incorporate a range of fiction, non-fiction and additional genres and support SAR implementation ✓ Review literacy pathways, including grammar and spelling, to ensure appropriate pace/challenge across all stages and composite classes ✓ Embed new writing across all stages from EYC to P7 to ensure consistent, progressive pathways with a clear focus on skills development ✓ Embed assessment procedures to ensure consistency in professional judgement of attainment – provide opportunities to share practice and moderate achievement levels ✓ Continue to embed evidence informed interventions with identified learners to improve outcomes and raise attainment 	<p>All staff Library, Authors & Literacy Leads</p> <p>All staff</p> <p>All staff/SLT</p> <p>All staff/SLT</p> <p>All staff/SLT</p> <p>DHT/CPST DHT/CPST/SA</p>	<p>June 2024</p> <p>Dec 2023</p> <p>June 2024</p> <p>June 2024</p> <p>June 2024</p> <p>June 2024 June 2024</p>	<p>Quality Assurance cycle and evaluations</p> <p>Planning and assessment data tracked/monitored</p> <p>Staff feedback: HGIOS QI2.2-2.7, 3.1,3.2</p> <p>Baseline data for CFE, EYC milestones & PEF tracking</p> <p>Pupil voice gathered and actioned using HGIOURS</p>
SCHOOL AND ELC IMPROVEMENT - NUMERACY				
<p>Improvement in attainment across numeracy and mathematics through progressive programmes allowing achievement for all</p> <p>Children will display increased confidence and recognise next steps.</p> <p>Close identified gaps, ensuring appropriate pace and progression</p>	<ul style="list-style-type: none"> ✓ Resources reviewed and updated as required, including digital subscriptions ✓ Share good practice and refresh professional learning in Number Talks, Big Maths, MTV approaches, CPA; continue to identify meaningful CLPL opportunities to support effective teaching and engage learners across all stages in numeracy and maths ✓ Individual maths toolkits, interventions and mastery kits embedded in use to support universal and targeted needs improving accuracy in basic number skills ✓ Review numeracy and maths pathways to ensure appropriate pace/challenge across all stages and composite classes ✓ Baseline assessments used consistently to benchmark learning, analyse date and inform next steps ✓ Expand opportunities for all pupils from EYC to P7 to lead their own learning and learn through exploration and enquiry 	<p>Class teachers</p> <p>Class teachers & Numeracy leads</p> <p>SA/Teachers</p> <p>All staff/PT</p> <p>All staff/SLT</p> <p>All staff/pupils</p>	<p>October 2023</p> <p>Dec 2023</p> <p>June 2024</p> <p>June 2024</p> <p>June 2024</p> <p>June 2024</p>	<p>Quality Assurance cycle and evaluations</p> <p>Planning and assessment data tracked/monitored</p> <p>Staff feedback: HGIOS QI2.2-2/7, 3.1, 3.2</p> <p>Baseline data for CFE, EYC milestones & PEF tracking</p> <p>Intervention data tracked and monitored</p>
1a, 1b, 1c, 2a, 2b, 3a, 3c, 3d, 4a, 4c, 4d, 4e			LINKS TO KEY DRIVERS	

STRATEGIC DRIVER DIAGRAM SESSION 2023-2024



WHAT OUTCOMES DO WE WANT TO ACHIEVE?	HOW WILL WE ACHIEVE THIS?	PERSONNEL	TIMESCALES	HOW WILL WE MEASURE IMPACT?
SCHOOL AND ELC IMPROVEMENT – HEALTH AND WELLBEING				
<p>A positive, rights respecting approach is embedded throughout the school; children are aware of their rights and respect others</p> <p>Children and families will be supported to make positive changes to support and improve both learning and wellbeing</p> <p>Children are engaged in physical activity to improve their wellbeing</p>	<ul style="list-style-type: none"> ✓ Clear focus on our whole school approach to rights, vision and values, including our new cluster motto, to embed consistent approaches and expectations with all ✓ Profiling and target setting reviewed to effectively share learning between home and school; identify new procedures to replace Seesaw (EYC) and identify twice yearly consistent procedures to share Snapshot jotters (P1-7) ✓ Nurturing approaches embedded in practice to support learners; Boxall profiling used consistently as required ✓ Continued focus on staff wellbeing throughout the session ✓ Continue to work with Active Schools to engage all children in activities to promote their physical wellbeing ✓ Outdoor learning prioritised using local areas and working with partners to enhance pupil wellbeing – EYC/SA leads developing beach/forest school approaches ✓ Child Protection training for all staff and ongoing Coast training opportunities to ensure consistently high levels of professional knowledge 	<p>All staff</p> <p>All staff</p> <p>All staff/SLT</p> <p>All staff/SLT PT & Active Sch.</p> <p>All staff/partners EYC/SA Leads & Staff</p> <p>All staff/SLT</p>	<p>Dec 2023</p> <p>Dec 2023</p> <p>June 2024</p> <p>June 2024</p> <p>June 2024</p> <p>June 2024</p>	<p>HWB data from wellbeing wheels</p> <p>Quality Assurance evidence</p> <p>Professional dialogue: learning from/with each other</p> <p>HGIOS self-evaluation QI3.1, 3.2, 3.3 & HGIOURS</p>
SCHOOL AND ELC IMPROVEMENT – WIDER AREAS				
<p>Continue to review and enhance the curriculum to meet the needs of children, staff and families</p> <p>To establish a culture of improvement that impacts positively on all</p>	<ul style="list-style-type: none"> ✓ MUSIC: high-quality provision implemented across all stages (NCCT) to develop pupils' music skills and wider skills including pupil wellbeing, language development, executive function and social skills ✓ PLAY: Embed play-based learning opportunities across Early Level to provide meaningful learning contexts including beach & forest school focus in the EYC and playful pedagogy; develop play as a learning context across ages and stages ✓ DIGITAL: Digital skills continue to be developed to support progression in line with new guidelines; significant time prioritised towards CLPL training on digital working and new online staff systems within GLOW ✓ POLICY: Review and refresh EYC and school policies to ensure clear, consistent procedures; refresh and update school handbook ✓ PUPIL VOICE: Opportunities to further develop and promote pupil voice and leadership groups explored and developed with all staff and children 	<p>Staff lead/SAC Music Staff</p> <p>Early level staff/ All staff and SLT</p> <p>All staff/PT</p> <p>SLT/Staff</p> <p>SLT/Staff/Pupils</p>	<p>June 2024</p> <p>June 2024</p> <p>June 2024</p> <p>June 2024</p> <p>Dec 2023</p>	<p>Quality Assurance procedures, CFE and attainment data</p> <p>HGIOS and staff feedback</p> <p>Pupil Voice from HGIOURS feedback/Parent and partner feedback</p>
1a, 1b, 1c, 1f, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d			LINKS TO KEY DRIVERS	

MARR CLUSTER PRIORITIES 2023-2024



Cluster Improvement Priority		Rationale for Improvement Priority based on evidence			
To enhance our approaches to curricular transitions, ensuring continuity in pedagogy and a shared understanding of learning, teaching and assessment across sectors through collaborative working to raise attainment.		Building on the successes of transition in 2023/24, there is a need to further develop our approaches to planning curriculum programmes in literacy and numeracy to support effective transition. There is a strong rationale for promoting togetherness and a strong sense of belonging to the Marr cluster through our shared vision for learning. Analysis of GL and CfE data has identified the need to raise attainment in writing across the cluster. The South Ayrshire Reads programme is a key driver for improvement across the local authority.			
SAC Priority	NIF Priority	NIF Driver	HGIOS? 4		
Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy	1, 2, 4, 5	School and ELC Leadership Teacher and practitioner professionalism Curriculum and assessment School and ELC Improvement	1.1, 1.2, 1.3, 1.4, 1.5, 2.3, 2.6, 2.7, 3.1, 3.2, 3.3		
What actions are required to reach desired outcome?		Who	When	Resources	Outcome Measures
Promote the Marr Cluster vision across the school and wider community to ensure unity of approach. Embed a shared understanding of what high-quality learning, teaching and assessment looks like. Develop approaches to celebrating success underpinned by values and rights.		All	September 2023	Marr Vision for Learning SAC Vision for Learning Promotional Posters RRS Resources	All children and young people feel a sense of belonging to the Marr cluster. Their success and achievements are celebrated through our values and commitment to children's rights.
Plan and deliver a cluster family learning event that promotes learning in literacy, numeracy and health and wellbeing. Involve a wide range of partners to support learning.		G Hobson J Fleming	May 2024	SAC and local partners Development time	Parents and carers are supported to enhance their child's learning at home, leading to improvements in literacy, numeracy and health and wellbeing.
Develop our approaches to planning of high-quality assessment of children's writing. Staff to collaborate throughout the process ensuring effective moderation and consistency of standards through Marr Cluster Creative Writing Competition.		Fiona Paterson Gillian Sargent	Feb 24 - May 24	Development time Staff self-evaluation Data (GL, CfE, SNSA)	Children and young people are benefitting from staff's shared understanding of assessment and moderation.
Promote reading for enjoyment and build a culture of reading throughout the Marr Cluster through engaging in South Ayrshire Reads CLPL and implementing South Ayrshire Reads approaches.		Julie Fleming Gillian Sargent School Librarians	August 23 – June 24	SAC Reads Strategy Library Resources Accelerated Reader and GL assessments	There is a culture of reading across the Marr Cluster. Data is identifying improvements in reading.
Lead SAC pilot to develop knowledge of terminology that is essential to supporting learners' transition from primary to secondary through Critical Literacy Transition Project and recommended list of texts.		P7 Teachers C Mair (Muirhead) G Sargent, PT English D Russell, LT Literacy	By end May 2024	Lesson plans Development time Identified resources	Learners' have increased knowledge of core terminology to support their effective transition from P7 to S1.

MARR CLUSTER PRIORITIES 2023-2024



What actions are required to reach desired outcome?	Who	When	Resources	Outcome Measures
Provide consistent high-quality learning experiences across numeracy and Maths, using data to inform improvement planning and interventions to support improvements in attainment. Re-launch common methodology and language of numeracy through Maths Challenge Day.	F McCue, PT Maths A Mendy, LT Numeracy P7 Teachers	Aug 23 – Oct 23	GL / SNSA Assessments Staff Development Time Lesson Plans Time for staff visits	Increased attainment in Numeracy across P7, S1 and S2.
Promotion of positive relationships and engagement with secondary school for pupils identified at P5-P7 with a view to ensuring increased attendance by: <ul style="list-style-type: none"> Identifying factors impacting on attendance Raising awareness of impact of attendance on our families – including term time holidays Working in partnership with our families who are facing challenges to build relationships and trust and strengthen communication Working in partnership with local agencies and services to reduce barriers to attendance 	G Hobson Cluster HTs D Alford K Webster Primary PEF Leads J Scott	August 2023 – June 2024	Educational Psychologist Welfare Officer Support and Development Worker Cluster Resources	Reduction in learners with less than 80% attendance. Increase overall school attendance by 3%.
Implement the Team Around the Cluster pilot, evaluating the impact on children and families.	Cluster HTs G Hobson, F Young	Oct 23 – Apr 24	Learning and Inclusion Teacher, Support and Development worker, TAC Meetings	Improved attendance and engagement. Reduction in referrals and exclusions.


Key Dates 2023 - 24	
P7 teachers to meet with English and Maths at Marr	Tuesday 19 th September 2pm
Cluster P7 Debate	Friday 24 th November
P7 Walk about	Friday 15 th December
P7 Rotary Quiz	TBC
P7 Parent Welcome Evening	Tuesday 5 th March
P7 Maths/STEM Challenge	Tuesday 12 th March 9.30 – 12.00pm
Showcase Event (Cluster Family Learning)	Tuesday 14 th May 5:30pm – 7:30pm
P6 DYW and Modern Languages Transition Day	Friday 17 th May
P7 to S1 Transition Days	Tuesday 11 th & Wednesday 12 th June
New S1 parent / guidance staff meetings	W/C Monday 17 th June



BUDGET & RESOURCES SESSION 2023-2024

PUPIL EQUITY FUNDING - £34, 560		
<ul style="list-style-type: none"> School Assistant hours - £26,986 	<ul style="list-style-type: none"> Focused on school assistant provision and resources to support identified learners and impact positively on attainment, achievement and inclusion 	<ul style="list-style-type: none"> Resource allocation £7,574
LITERACY	NUMERACY	OTHER AREAS
<ul style="list-style-type: none"> Digital subscriptions renewed Focus on reading for pleasure – fiction, non-fiction, furniture and author support Reading training opportunities identified including science of reading materials Jolly Phonics and Grammar training extended - £99 per person Author visits; funding application explored through the Scottish Book Trust 	<ul style="list-style-type: none"> Website subscriptions and class resources maintained and extended as appropriate following staff consultation Online training explored and funded Classroom resources to support additional challenge and support purchased CPA approach and resources funded to embed good practice 	<ul style="list-style-type: none"> Staff development – professional reading resources and training £500 Resources updated as required to support learning and teaching Educational outings for all stages part-funded

RIGHTS RESPECTING SCHOOLS LINKS

UNCRC ARTICLES	UNCRC ARTICLES	UNCRC ARTICLES
<p>Article 3 Adults must do what's best for me</p> <p>Article 6 I should be supported to live and grow.</p> <p>Article 12 I have the right to be listened to and taken seriously.</p> <p>Article 13 I have the right to find out and share information.</p> <p>Article 15 I have the right to meet with friends and to join groups.</p>	<p>Article 19 I have the right to be protected from being hurt or badly treated.</p> <p>Article 23 If I have a disability, I have the right to special care and education.</p> <p>Article 28 I have the right to an education.</p> 	<p>Article 29 I have the right to an education which develops my personality, respect for others' rights and the environment.</p> <p>Article 31 I have a right to relax and play.</p> <p>Article 39 I have the right to help if I have been hurt, neglected or badly treated.</p> <p>Article 41 Where our country treats us better than the U.N. does we should keep up the good work!</p> <p>Article 42 Everyone should know about the UNCRC</p>



DEVELOPMENT AREAS & STAFF LEAD 2023-2024

WORKING GROUPS – LITERACY & NUMERACY

STAFF LEAD – SAC LEADS

HGIOS QUESTION	QUALITY INDICATOR	NIF DRIVERS
<ul style="list-style-type: none"> How well is our focus on literacy and numeracy leading to raising attainment across the curriculum? How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge? To what extent do we critically engage with research, policy sources and developments in learning and teaching? How well do we utilise accreditation where appropriate, to recognise and celebrate achievement? How well are we removing barriers to learning and ensuring equity for all? 	2.2 Curriculum 2.3 Learning, teaching and assessment 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy

WORKING GROUPS – HEALTH WELLBEING

STAFF LEAD – HT/DHT

HGIOS QUESTION	QUALITY INDICATOR	NIF
<ul style="list-style-type: none"> How well do all staff understand their role and responsibility in supporting learners' health and wellbeing? How well do children and young people show consideration for others and demonstrate positive behaviour and relationships? How well do we listen to and involve children and young people in making decisions about their wellbeing, their lives and their future? How well do we ensure that all staff undertake regular professional learning around legislation, statutory requirements and codes of practice? How well do we use our community and spaces to deliver high-quality outdoor learning? 	2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement	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 Improvement in employability skills and sustained positive school leaver destinations for all young people



DEVELOPMENT AREAS & STAFF LEAD 2023-2024

WORKING GROUPS – DIGITAL SKILLS

STAFF LEAD – PRINCIPAL TEACHER

HGIOS QUESTION	QUALITY INDICATOR	NIF DRIVERS
<ul style="list-style-type: none"> • How well do we deploy a wide variety of innovative and creative resources and teaching approaches, including digital technologies? • Are opportunities to develop creativity skills evident across all areas of the curriculum? Are learners transferring their creativity skills to new contexts? • Does the use of digital technologies enhance learning and give young people the skills to understand, apply and create new digital solutions of their own? • Is the development of digital skills underpinned by computing science, enabling children to be skilled users and creators? • Do young people develop an understanding of the general principles that underpin all digital technology? • Are digital technologies used to support and improve communication and collaboration with others to achieve a common goal? 	2.2 Curriculum 2.3 Learning, teaching and assessment 2.5 Family Learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.3 Increasing creativity and employability	Placing the human rights of every child and young person at the centre of education 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

WORKING GROUPS – POLICY AND SELF-EVALUATION

STAFF LEAD – HT/DHT

HGIOS QUESTION	QUALITY INDICATOR	NIF
<ul style="list-style-type: none"> • How well have we identified our whole-school, departmental and individual strengths and areas for improvement through self-evaluation? • How well do we involve all stakeholders in self-evaluation and planning for improvement? • How effective are we at ensuring an inward, outward and forward focus in our evaluation and improvement activities? • How well is evidence from self-evaluation being used to drive forward change? • How effective are our approaches to evaluating and monitoring the impact and sustainability of our professional learning? 	1.1 Self-evaluation for improvement 1.3 Leadership of change 2.7 Partnerships	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

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SUCCESS THROUGH EFFORT

