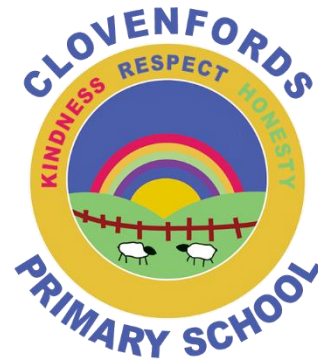




School Improvement Plan

2024-25



INTRODUCTION - School Improvement Planning 2024/25

This document outlines our identified priorities for Session 2024/25, which will bring about continuous improvement of outcomes for our learners. It is based on rigorous self-evaluation of our provision, including the impact of development work carried out during 2023/24. For more information on our performance, see our School Improvement Report June 2024.

Self-Evaluation Summary

Identification of strengths and aspects for improvement involves knowing the impact of our work on learners. Learners are at the heart of effective self-evaluation' -HGIOS 4? HGIOELC?

Strengths 2023-24

- Our school Aims are becoming embedded through the introduction of 'Clovenfords Coins' with children working together to develop their understanding of the wellbeing indicators in meaningful and relevant contexts.
- Introduction of the Kaligo App to support development and consolidation of handwriting.
- A regular lending library was established for ELC families, run by our P6 pupils, to support reading for pleasure and early vocabulary acquisition.
- Through professional learning there has been an increase in knowledge and application of concrete materials (such as Cuisenaire Rods) as well as strengthened practice in retrieval and recall practice in numeracy lessons.
- The school gained their Digital Schools Scotland Award.
- Staff undertook additional training from CALL Scotland to develop whole school approaches to increasing the range of accessibility tools to support inclusion and learning. Trained staff member on Drawing and Talking Therapy.
- Respectful Relationships Statement created collaboratively with input from staff, pupils and families.
- All teachers engaged in SBC Way Breakthrough Curriculum sprints to begin to implement and embed identified pedagogies and pathways over the next two years.
- Showbie portfolios have become more streamlined and are aiding reporting to parents.

Areas for Improvement 2024-25			
	Short Term	Medium Term	Long Term

<p>Learning, teaching and assessment (incl. pedagogy, pathways and digital)</p>	<p>#SBCWay</p> <ul style="list-style-type: none"> • Develop understanding of SBC Way progression pathways for Writing. • Engage in further professional learning/reading using The Writing Revolution • Begin to engage with writing assessments. • Develop IDL – including writing across the curriculum • Develop Numeracy lesson structure and begin to use pathways and assessments. • Create and establish Curriculum Rationale. 	<ul style="list-style-type: none"> • Embed best practice approach to developing writing lesson structures to ensure consistency. • Showbie profiles will reflect and show IDL learning with feedback showing next steps. • Embed best practice approaches to developing recall and retrieval in numeracy lessons and structure. Consistency of language and CPAL. • Implement pupil voice focus groups to further develop Curriculum Rationale and share with families. <p>(Engage with National Writing Improvement CYPIC – P4 (January 2025))</p>	<ul style="list-style-type: none"> • Reflect and evaluate impact of SBCWay Writing. Identify further areas for development. • Share learning around engagement with The Writing Revolution. Agree next steps. Moderate impact using data. • Evaluate Year 1 of IDL planning and adapt for Session 2025-2026. • Evaluate numeracy lesson structure and use of pathways and assessments. • Evaluate Curriculum Rationale based on planning, COs and Showbie Portfolios. Identify further areas for development.
<p>Inclusion (incl. nurturing practice, promotion of wellbeing and universal / targeted supports for all learners)</p>	<ul style="list-style-type: none"> • Gather evidence and submit application for Bronze Award – Rights Respecting School • Implement CIRCLE CPS to support H&WB Targets for identified children • Use data from GMWP to deliver ongoing resilience H&WB learning. 	<ul style="list-style-type: none"> • Begin to work towards Silver RRS Award and embed children’s understanding of Rights in gatherings and assemblies alongside class inputs. • Moderate delivery of RSHP and Building Resilience learning planning and 	<ul style="list-style-type: none"> • Evaluate children’s understanding of the UNCRC and their rights. • Agree next steps. • Engage children in end of session GMWP survey – trends identified to inform next steps.

		outcomes, linked to data from GMWP.	
<p>Early Learning & Childcare</p>	<ul style="list-style-type: none"> • Use data from Up Up and Away, literacy audit to further plan enriching opportunities for literacy learning across all environments. • Undertake numeracy audit to inform next steps in planning, experiences, spaces and interactions. • Establish digital floorbook to capture intentional planning and share with families. 	<ul style="list-style-type: none"> • Practitioners to engage in 1:1 learning conversations and update trackers based on observations. Weekly. • Develop pupil voice in Showbie portfolios to support children in beginning to understand themselves as learners. • Use numeracy audit to strengthen learning opportunities indoors and outdoors. • Create family learning postcards to share on Showbie and encourage parental engagement. 	<ul style="list-style-type: none"> • Further develop ELC reception to encourage parental engagement at the start and end of day which will support information sharing, timely feedback and short surveys/exit passes to monitor impact of improvements. Evaluate progress of consistent and timely tracking. • Moderate pupil portfolios. • Evaluate planning and how this has supported children’s learning and progress, and transition. • Create parental survey to gauge impact of family learning postcards.

Priority 1: Learning, teaching and assessment (incl. pedagogy, pathways and digital)

QI	NIF Priority	SBC Framework	Intended outcome: High-quality teaching approaches to writing will be consistent across levels to support professional judgement.			
2.2, 2.3, 3.2	Improvement in attainment, particularly in literacy and numeracy	#SBCWay	Pupil confidence in writing will increase. Quality of writing will improve. All teachers will have increased professional understanding of pedagogical approaches to writing and will have implemented consistent language.			
Process				Progress Tracker		
			Strategic lead and key people	Timescale (Date)	Measures of Success (What is the impact of the improvements for learners?)	Review Date
1	What are we going to do? <ul style="list-style-type: none"> Engage in professional development and implementation of a consistent pedagogical approach to writing across all levels with a specific focus on sentence level, paragraph level and executive functions (plan, draft, revise etc.) Develop pedagogical approaches to providing opportunities for children to engage in writing across the curriculum. Begin professional learning/reading using The Writing Revolution. 		SLT CTs	June 2025	Outcome Measures The #SBCway BREAKTHROUGH curriculum for Writing will be used. Reported pupil attainment will support evidence of impact. Audits of pupil / staff confidence will support evidence of impact. Process measures We will be able to evidence implementation of the 4-part curriculum: <ul style="list-style-type: none"> Methodology 	

	<ul style="list-style-type: none"> Begin to engage with progression pathways and writing assessments. 			<ul style="list-style-type: none"> Pathways Assessment approaches Structure / Delivery 	
	<p>Why we need to do it?</p> <ul style="list-style-type: none"> Moderation of pupil writing across all levels last session highlighted gaps in pupil understanding of sentence construction, sentence expansion and more opportunities to edit and redraft. Moderation and professional discussion highlighted the need for consistent approaches to teaching writing. Moderation and professional discussion highlighted the need for children to have further and more relevant opportunities to write across the curriculum. 			<p>We will evidence action against the #SBCway 'implementation plan' for this curriculum subject.</p> <ul style="list-style-type: none"> Pupil online portfolios will evidence increased confidence and progress in applying taught strategies. Pupil online portfolios will evidence a range of writing across different curricular areas. 	
2	<p>What are we going to do?</p> <ul style="list-style-type: none"> Develop IDL to support children's learning in context that is unique to our school and area. Use IDL planning to incorporate writing across the curriculum and support BGE offer. 	<p>SLT</p> <p>CTs</p>	<p>June 2025</p>	<p>Process measures</p> <p>We will be able to evidence implementation of:</p> <ul style="list-style-type: none"> Methodology Structure / Delivery Pupil progress <ul style="list-style-type: none"> Pupil online portfolios will evidence increased opportunities for writing across curriculum. Pupil online portfolios will evidence agreed IDL learning. 	
	<p>Why we need to do it?</p> <ul style="list-style-type: none"> Moderation and professional discussion have highlighted a need to ensure our curriculum does not become too narrow. The development of our IDL learning is informing the creation of our Curriculum Rationale. 				

3	<p>What are we going to do?</p> <ul style="list-style-type: none"> Develop our Curriculum Rationale to support a more aligned approach to all curricular areas with clear lines of progression. 	SLT CTs	June 2025	<ul style="list-style-type: none"> The Curriculum Rationale will include the voices of all stakeholders and will further embed the ethos and culture of the school, our Vision, our Values and our Aims. Children will have a greater awareness of their curriculum and how their engagement in this enables and develops their understanding of the four capacities. 	
	<p>Why do we need to do it?</p> <ul style="list-style-type: none"> A rationale is the next step in our improvement journey which has embedded our VVA. To increase all stakeholders understanding of our curriculum offers through the creation of our Curriculum Rationale. 				
4	<p>What are we going to do?</p> <ul style="list-style-type: none"> Develop Numeracy lesson structure and begin to use pathways and assessments. Continue to develop understanding and use of CPAL approaches and develop children's engagement with a range of concrete materials to develop fluency and application of number concepts, problem solving and reasoning. 	SLT CTs	June 2025	<p>Outcome Measures</p> <p>We will be using the #SBCway BREAKTHROUGH curriculum for Numeracy.</p> <p>Reported pupil attainment will support evidence of impact.</p> <p>Audits of school / staff confidence will support evidence of impact.</p> <p>Process measures</p> <p>We will be able to evidence implementation of the 4-part curriculum:</p> <ul style="list-style-type: none"> - Methodology - Pathways - Assessment approaches - Structure / Delivery <p>We will evidence action against the #SBCway 'implementation plan' for this curriculum subject.</p>	
	<p>Why do we need to do it?</p> <ul style="list-style-type: none"> To achieve equity and equality of educational offer and experiences. 				

	<ul style="list-style-type: none"> To raise attainment in Numeracy by ensuring quality pedagogy. To support inclusion and meeting all learners' needs through the CPAL approach. Feedback from pupil survey indicated that they would like to use different 				
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Priority 2: Inclusion (incl. nurturing practice, promotion of wellbeing and universal / targeted supports for all learners)

QI	NIF Priority	SBC Framework	Intended outcome: Improve children's understanding of the importance of inclusion through positive and respectful social interactions by developing knowledge of UNCRC.			
3.1	Improvement in H&WB	#SBCWay	To improve social and emotional relationship skills for seven identified children by June 2025. CPS Scale - increase by one point in each identified area of the scale.			
Process				Progress Tracker		
		Strategic lead and key people	Timescale (Date)	Measures of Success (What is the impact of the improvements for learners?)	Date Reviewed	
1	What we are going to do. <ul style="list-style-type: none"> Gather evidence and submit application for Bronze Award – Rights Respecting School 	SLT	June 2025	<ul style="list-style-type: none"> Children will be able to talk more confidently about their rights. Children will be able to relate their learning and daily experiences to their rights. 		
		CTS				

	<p>Why we need to do it.</p> <ul style="list-style-type: none"> To support and further improve children’s understanding of the importance of inclusion through positive and respectful social interactions by developing knowledge of UNCRC 			<ul style="list-style-type: none"> Gatherings and assemblies will be used, alongside focus groups to gauge impact and support next steps. 	
2	<p>What we are going to do.</p> <ul style="list-style-type: none"> Implement CIRCLE CPS to support H&WB targets for identified children Use data from GMWP to deliver ongoing Resilience learning. 	<p>SLT</p> <p>CTS</p>	<p>June 2025</p>	<ul style="list-style-type: none"> Nurture teacher and class teacher will reassess at the end of each term. Parental involvement will include family friendly CPS Scale to be filled in as part of the baseline assessments. Termly check in with families. Social and emotional relationship skills for seven identified children by June 2025 will have increased by one point in each identified area of the CPS scale. An improvement in GMWP data at the end of session through teacher input from initial GMWP results for their class. 	
	<p>Why we need to do it.</p> <ul style="list-style-type: none"> To ensure H&WB targets are impacting positively on learners and accurately align with their Wellbeing Profiles. To support identified children to participate more fully in all aspects of their school life. 				

Priority 3: Early Learning & Childcare

QI	NIF Priority	SBC Framework	Intended outcome:		
2.3 2.7	Improvement in progress, particularly in literacy and numeracy	#SBCWay	By the end of the session all children will demonstrate improved skills and knowledge in both their literacy and numeracy through enriched learning experiences and environments. Tracking of pupil progress will be more robust. Family engagement in learning will increase.		
Process				Progress Tracker	
		Strategic lead and key people	Timescale (Date)	Measures of Success (What is the impact of the improvements for learners?)	Date Reviewed
1	What we are going to do. <ul style="list-style-type: none"> Use data from literacy audit to further plan enriching opportunities for literacy learning across all environments, including home. Undertake numeracy audit to inform next steps in planning, experiences, spaces and interactions. Develop digital floorbook to support intentional planning. Develop Family Learning Postcards 	SLT EYO ELC Practitioners	June 2025	<ul style="list-style-type: none"> Online Learning Portfolios capture progress and show an ongoing focus on literacy and numeracy and engagement with parents. Learning environments will reflect importance of a range of different literacy and numeracy opportunities. Parental engagement will increase and be evidenced in stay and play sessions Feedback from parents as part of end of session survey. 	
	Why we need to do it.				

	<ul style="list-style-type: none"> • To continue to build foundations for literacy and numeracy in the early years. • To continue to support holistic development of children in the early years. • To continue to optimise the environment, routines, motivation and skills of the children and engage with families as partners in their child’s learning and development. 				
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Ongoing Improvements 2024-25				
Process			Progress Tracker	
Improvement		Strategic lead	Measures of Success	Expected completion date
1	Digital literacy for all <ul style="list-style-type: none"> - Teacher skills development i.e. casting plus Apple Teacher Badges - Pupil digital policy - Progression Inspire Learning policy 	SLT		
2	Kaligo	SLT	Moderated data to inform next steps. Jotter moderation.	

3	Embedding School Aims	SLT	Pupils able to talk about aims and what they look like in practice.	
4	Curriculum Overviews development to support medium term planning and create family friendly version to support parental engagement at home.	SLT	Feedback from parents re usefulness and engagement as part of end of session survey.	