



Morebottle and Yetholm 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 2023/24.

Self-Evaluation Summary

Strengths 2023-24
- Engagement of staff in SBC Way materials helped to understand local and national developments in curriculum pathways and the impact this has on our pupils. - Embedding use of the assessment approaches document, outdoor learning framework and spelling/grammar/handwriting overview that had been created the year before. - Administration of the Glasgow Motivation and Wellbeing Profile (GMWP) twice in the year allowed staff to plan and monitor impact on pupil wellbeing more accurately. - As joint schools we began to implement the LEANS resource with P3/4-P7 pupils. This has started and will continue. It was beginning to help pupils identify a range of differences and diversity within the world around them and help them to consider how they respond to these needs. - Transition process (from ELC to P1 and from P7 to S1) were clear. Our joint working across ELC settings fed into this and the programme for P7 was well structured. This included a residential experience which we changed to be across the 4 rural schools in the cluster which received much more positive feedback than the previous years' experience. - Both schools participated in a number of sporting events within the cluster and across the region. We performed well and received recognition for this in the different competitions (e.g. small schools netball, cluster basketball and cross-country competitions).

Areas for Improvement 2024-25			
	Short Term	Medium Term	Long Term
Learning, teaching and assessment (incl. pedagogy, pathways and digital)	- SBC Way- Maths and Numeracy Implementation of tracking/ progressions. Exploration of theory and practice. - Implementation of Showbie- learning journal/ pupil profiles to share learning and targets.	SBC Way- Health and Wellbeing	SBC Way- Science
Inclusion (incl. nurturing practice, promotion of wellbeing and universal / targeted supports for all learners)	Learning for sustainability Metaskills- what these are; what they look like in our schools; how we can use them to support learning.	Learning for sustainability Meeting learners needs- recognising difference and diversity (LEANS, LGBT+ education and racial awareness)	Learning for Sustainability Pupil Participation and Pupil Voice (linked to UNCRC). Further develop approaches around this using Ed Scot and Commissioner resources.
Early Learning & Childcare	As per Learning, Teaching and Assessment above.		

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

QI		NIF Priority	SBC Framework	Intended outcome: Staff will develop their understanding and practice in delivering different areas of the curriculum. They will be reflective practitioners who engage in professional learning which has a positive impact on the attainment data of pupils.		
2.2 2.3		Learning, Teaching and Assessment	LTA Framework			
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? SBC Way- maths and numeracy		Jamie	CAT sessions (video clips)	Learners across the schools demonstrate increased attainment in numeracy/maths- 85% across the whole school.	End of Sep ahead of implementing tracking
	From August 2024 we will begin to embed aspects of the new SBC Way maths and numeracy curriculum.		Catherine	4.9- Intro and baseline	Pupil feedback indicates that the majority (75-89% overall) enjoy learning in numeracy/maths.	Oct INSET
	We will begin to use the SBC Way Numeracy Progression Pathways and Assessment Guidance (including to help identify dyscalculia).		Shauna	11.9- Ethos	SLT audits show that there is a strong culture and environment in each classroom/ playroom focussed on numeracy/maths.	Feb INSET
	We will engage in SBC Way sessions around:		Cluster	18.9 and 25.9 on tracking	All pupils have access to concrete materials to support their learning in numeracy/maths in almost all lessons (90-99% of occasions).	
	Key Documentation			INSET days (as a cluster)-		
	Developing a Numeracy Rich Culture and Environment			Oct am		
	Structuring an effective lesson/ learning episode			Feb am		
	Assessment within Numeracy and Maths					
	CPA approaches within the classroom					
	Fractions, decimals and percentages					

	Why we need to do it? To raise attainment in numeracy by ensuring quality pedagogy. To achieve equity and equality of educational offer and experience no matter the learning setting which a child attends.			Staff confidence in using the SBC Way materials has increased. This includes confidence in using the tracking documents.	
--	---	--	--	---	--

2	What we are going to do?			Staff are using the most appropriate resource to support HWB learning.	
	SBC Way- Health and Wellbeing Curriculum Staff will work together to implement all given aspects of the recommended SBC Way health and wellbeing curriculum.	Teaching staff		Staff and SLT have met to plan ways in which to best support pupils HWB needs (based on GMWP).	
	Staff will engage in the Reconnector session (ensuring we are fully aligned; clear progressions; HWB is embedded within curriculum; links with STEM).	Jamie/ Catherine	1 CAT- Intro session (compulsory) plus follow-up	Some of our parents engage in our Growing in Confidence sessions. Those who do report increased levels of confidence in dealing with issues covered; report feeling more confident in addressing issues raised; and have expanded their network of support/ improved relationships.	
	Ensure learning, teaching and assessment links to the resources around: Growing Confidence Substance Use Education Personal Safety RSHP PE Planning for Choices and Change Food and Health We will offer Growing with Confidence sessions to families.	Teaching staff CD/JW	Recorded sessions available following staff baseline/ CLPL requests. Fab/March 2025.		

3.	What are we going to do? SBC Way- Science	Alison Heaton		All learners have a consistent experience in science across all levels and between schools.	
	Staff will engage with the compulsory connector session around methodology and expectations; progressions; LTA and embedding within curriculum. Complete alignment audit.	Jamie	2x CAT sessions	Evidence supports our application to the STEM award- we are successful in gaining our STEM award.	
	We will explore the STEM award and work towards an application in recognition of the work we do/ impact on pupils.		1xCAT plus school-based tasks	Almost all learners are confident in their science learning and report enjoying learning science.	
	STEM family learning offer- families are given the opportunity to engage in a family learning offer to develop their own understanding of science and ways in which they can support their child's science learning at home.	TBC	1 CAT plus 1 hour follow-up.		

Priority 2: Wellbeing and Inclusion (incl. nurturing practice, promotion of wellbeing and universal / targeted supports for all learners)

QI	NIF Priority	SBC Framework	Intended outcome: The whole school community has an increased understanding of Learning for Sustainability and some of the aspects that complement this. Happy, healthy children who consistently demonstrate inclusion and respect towards each other and their needs; recognising what we need to meet the wellbeing indicators. Increased learner participation.		
1.2 2.2 3.1	- Teacher Professionalism - School Improvement	- Nurturing Approaches - Respectful Relationship Policy - SBC Includes			
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 are we going to do?			We have an agreed school approach to Learning for Sustainability that is used in all classes in both schools.	October INSET
	Staff will develop their understanding of what Learning for Sustainability is. They will reflect on current practice using the Education Scotland sketchnote. Staff will engage with the Learning for Sustainability hub. We will create a school statement to summarise our approach.	Jamie	Aug INSET	The majority of P4-7 pupils demonstrate an understanding of neurodiversity and are able to discuss ways in which adaptations can be made to support their needs of others.	CAT session: 18.11.24
	Continue to use LEANS materials to teach our pupils (and families) about neurodiversity. -revise materials to suit needs and purpose. -deliver lessons in term 2 including evaluation of pupil understanding	Teaching staff (Shauna, Nicola and Sheena)	Term 2 (Oct-Dec)	All staff report increased awareness of LGBT inclusive education. Programmes of work are aligned with the national guidance around LGBT education.	CAT session: 13.1.25

	Complete LGBT inclusive education training- level 2. Implement any follow-up actions.	TIE team	INSET- Oct	All teaching staff have demonstrated self-reflection and evaluation against racial literacy.	
	Complete professional learning around Racial Literacy (Scot Gov, Ed Scot and ScotDec websites).	Jamie	CAT- Nov		
	Why we need to do this? LfS underpins the GTSC profiles and is explicitly mentioned in Curriculum but is not implemented consistently across classes. LfS enables staff to explore a range of key developmental areas which we need to address. LEANS- we have a number of families directly affected by neurodiversity therefore it is vital for our pupils to know and understand more about this. LGBT+ education- prior to summer we had incidents of bullying behaviour with a homophobic undercurrent. We want to support pupils to understand more about this and hopefully reduce the times words are used inappropriately. Racial Awareness- in line with events over summer we as educators have a vital role to play in developing the understanding of our pupils to the world around us.				

Ongoing Improvements 2024-25

Process		Progress Tracker		
Improvement		Strategic lead	Measures of Success	Expected completion date
1	Showbie learning journals- using the portfolio tool to create learning journals. Across the schools we will have a more consistent approach using our new guidance document which details our practices and procedures.	Jamie (Shauna)	Every child have an online portfolio of work that accurately reflects their progress and ability. This is consistent across our classes and schools in line with our guidance.	October 2024
2	Outdoor Learning and Community Links- we will continue to broaden our pupils' experiences of outdoor learning. We will explore ways in which we can be recognised for our achievements as a class or as a school (e.g. John Muir award). We will continue to expand our range of resources to support classroom-based outdoor learning (e.g. resource trolley). We will ensure our Food for Thought money has been spent and evaluate the work carried out.	Catherine (Vicki/ Rachel)	All pupils have the opportunity to engage in at least one block of outdoor learning. Some pupils will gain recognised achievements in their outdoor learning efforts. All teaching staff have access to adequate outdoor learning resources to support learning/ lessons outside.	May 2025
3	Play Pedagogy- we will continue to explore how we implement areas of play pedagogy across our schools. We will explore further resources, ideas and professional learning around this.	Jamie	All classes have an agreed approach to how they implement play in their room. All classes have adequate resources to support play.	May 2025
4	Nurturing Approaches- staff who have not engaged with all current nurturing approaches videos will be supported to do so. https://www.youtube.com/@sbccentralteam6964/videos	Catherine	All staff have engaged with the nurturing approaches offer. All staff have reflected on their own practice and have identified appropriate next steps in developing their approach.	February 2025 (INSET)