



## School Improvement Plan 2022-2023

### Priority 1 – Raise attainment in Literacy

#### Key Actions

- Develop a reading culture through the Reading Schools programme
- Increase the number of pupils achieving expected level in reading and spelling
- Introduce play based learning in P1-4

#### Outcomes

- Reading Schools accreditation
- Reading and spelling attainment will increase by 10%
- Development of Play Based Learning policy

### Priority 2 – Develop whole school approach to Learning for Sustainability supporting learners to shape and influence actions on sustainability and climate change

#### Key Actions

- Extend existing good practice in Outdoor Learning to Encompass Learning for Sustainability.
- Raise attainment through application of skills in real life contexts.
- Focus on Interdisciplinary Learning (IDL)
- Pilot new South Lanarkshire science planners
- Increase pupil awareness and understanding of climate change, sustainability and the impact of our actions.

#### Outcomes

- Development of whole school Learning for Sustainability position statement.
- Increase in confidence when applying literacy and numeracy skills in functional contexts.
- IDL assessment information used to inform future planning.
- Increased engagement in science and sustainability themed activities.
- Empowered pupils, able to participate and influence actions on climate change and sustainability.

### Priority 3 – Reconnect with our community

#### Key actions

- Re-establish pupil voice groups
- Re-establish school improvement group
- Develop links with existing community groups
- Host Community café organised and run by pupils.
- Create opportunities for joint activities with other schools.
- Continue to use ICT to access experiences and activities virtually

#### Outcomes

- Increased pupil leadership opportunities
- Increased family engagement & participation
- Strong partnerships with community groups
- Increased pupil wellbeing reflected in Glasgow Motivation and Wellbeing Profile (GMWP)
- Better links with other schools, particularly as part of transition process.