

Strategic Priority 1 Improvement Planning and Standards and Quality Reporting for 2023/2024

<p><u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> Parent/carer involvement and engagement School and ELC improvement</p>	<p><u>SLC Priority (select from drop down menus)</u> Ensure inclusion, equity and equality are at the heart of what we do Improve Health and Wellbeing to enable children and families to flourish</p>	<p><u>SLC Stretch Aims</u> Cost of the School Day <u>Choose an item.</u></p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.5 Family learning 3.1 Ensuring wellbeing, equality and inclusion <u>Choose an item.</u> <u>HGIOELC QIs (select from drop down menus)</u> 2.5 Family learning 3.1 Ensuring wellbeing, equality and inclusion <u>Choose an item.</u></p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>Glasgow whole school survey P4-P7 highlighted a decrease in pupil wellbeing in relation to pupils telling someone if they were being picked on.</p> <p>3% of our parent group identified concerns about friendships within the playground that required adult intervention to resolve.</p>	<p>Increased pupil ownership of the playground environment by October 23 to create a safe space for all children to play where all feel listened to and supported when there is conflict or a breakdown in friendships using Buddy Bench.</p> <p>All Play Leaders within P6/P7 take responsibility for play zones across the playground by Oct '23, ensuring all children feel included during breaktimes. Increase of 10% in the playground wellbeing survey by Dec 24.</p> <p>By Sept 23 all School Support Staff are more responsive to the wellbeing of children through the early identification and engagement of children in play activities within the playground.</p> <p>By Oct '23 almost all children can identify an adult in the school that they can talk to if they have a worry or a concern.</p> <p>Mar/May Parents invited to attend an attachment informed practice workshop</p>	<p>How Good is OUR School pupil group focus on Playground Environment with audit of current use leading to the development of the Play Leader Role, Restorative Practices and a Snug Area.</p> <p>Focus group staff, parents and pupils to launch our conversations on wellbeing promoting the use of Listen to Me, Sea of Hope and Tree of Feelings.</p> <p>Attachment Informed Practice focus group pupils, parents and staff to build on</p>	<p>HT consultation with How Good is OUR School pupil group Aug, Sept, Oct, Jan and Jun to track progress of playground ownership.</p> <p>Weekly playground observation by SMT and SSA Team Leader and pupil focus group. Reported back to How Good is Our Pupil Group and SMT.</p> <p>Pupil playground survey shows an increase of 10% in the wellbeing of pupils accessing the playground supports.</p> <p>Glasgow emotional wellbeing survey will be used to track pupil wellbeing and in particular</p> <p>Parent Google Form questionnaire focusing on our current approach to</p>	<p><i>HT Focus Group</i></p> <p><i>HT Focus Group</i></p> <p><i>J McDonald</i></p>

<p>Through consultation with parents by Google Form we identified that 60% of parents were unclear about our current attachment informed practice.</p> <p>Parental consultation identified that 7% of mainstream parents and 20% of supported class children were unsure how to support their child with homework.</p>	<p>available during the school day and one evening session. Target of 15% uptake.</p> <p>All families will be offered a weekly drop in Homework Club to build family learning opportunities for families. Termly Sep – Dec. Jan – Mar, Apr – Jun.</p> <p>A life-skills cooking focus for family learning will be offered to all P6/7 ASN pupils Feb-Mar. This will run in the evenings and focus on healthy eating, meal prep and sharing food.</p>	<p>existing good practice and develop parent workshop and attachment checklist for all classes</p> <p>Establishment of a Parent/Pupil weekly homework club to support family learning and engagement – CT, SSA and SMT</p> <p>YFCL – Evelyn McGonagle to continue to build strong partnership with parents and other agencies to support families within our Supported Classes – focus on joint sessions including intensive interaction and life skills – cooking.</p>	<p>attachment informed practice Aug/Jan/Jan.</p> <p>Parent survey and discussion.</p>	<p><i>Focus Group</i></p> <p><i>KJ / AK</i> <i>Focus Group</i></p> <p><i>SMT/CT/SSA</i></p> <p><i>E</i> <i>McGonagle /</i> <i>Lindsay</i> <i>Munro (PT)</i></p>
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	

Strategic Priority 2 Improvement Planning and Standards and Quality Reporting for 2023/2024

<p><u>NIF Priority (select from drop down menus)</u> Placing the human rights and needs of every child and young person at the centre of education <u>NIF Driver</u> School and ELC improvement Curriculum and assessment</p>	<p><u>SLC Priority (select from drop down menus)</u> Support children and young people to develop their skills for learning, life and work Empower learners to shape and influence actions on sustainability and climate change</p>	<p><u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.7 Partnerships 3.3 Increasing creativity and employability 2.2 Curriculum <u>HGIOELC QIs (select from drop down menus)</u> 2.7 Partnership 2.2 Curriculum Choose an item.</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>How Good is OUR School pupil group identified that 12% of lessons across the school lack opportunities for pupils to work collaboratively and be creative.</p> <p>Professional dialogue during planning and tracking meetings identified that there was not a consistent approach to tracking pupil attainment in skills on a skills pathway.</p>	<p>All teachers can identify daily opportunities where they have used creative approaches to learning and teaching and these are demonstrated in each class and observed during classroom visits Nov, Mar. HGIOS Pupil group identifies a 6% reduction in the number of lessons that lack opportunities for creativity.</p> <p>All staff track and monitor pupil attainment and achievement on a progressive skills pathway by May 24.</p>	<p>Establishment of a focus group of teachers and pupils to develop opportunities for creativity within mathematics and literacy and develop a consistent approach across the school using class visits, learner conversations and peer discussion and buddying to support almost all teachers to be more creative in their approach to learning and teaching.</p> <p>Develop a progression framework in skills for use across our school to support the tracking and monitoring of skills development. This will include a skills checklist and assessment tool.</p>	<p>Class visits, learner conversations and peer discussion, in addition to the focus for coaching and mentoring.</p> <p>Professional dialogue will focus on pupil attainment and the achievement of skills across the progression pathway.</p>	<p><i>DHT/RO</i></p> <p><i>DHT/RO Focus Group</i></p>
<p>Progress and Impact</p>			<p>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</p>	

Strategic Priority 3 Improvement Planning and Standards and Quality Reporting for 2023/2024

<p><u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Curriculum and assessment School and ELC improvement</p>	<p><u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Support children and young people to develop their skills for learning, life and work</p>	<p><u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 1.2 Leadership of learning 2.3 Learning, teaching and assessment 2.4 Personalised support <u>HGIOELC QIs (select from drop down menus)</u> 1.2 Leadership of learning 2.2 Curriculum 3.3 Developing creativity and skills for life and learning</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>Analysis of our attainment data has identified the focus for a 3% increase in attainment at P2, P3 and P6 in more than one curricular area.</p> <p>Having achieved our Silver Award, the group identified through survey the need to further develop reading for pleasure across our school.</p>	<p>P2 - 4% increase in attainment to close the 13% gap in Reading, Writing and 21% in listening and talking. P3 – 4% increase in attainment to close the 9% gap in Reading, Writing and Numeracy. P6 – 4% increase in attainment to close the 39% gap in writing and in numeracy by 4% to close the 17% gap.</p> <p>10% increase in pupils identifying that they read for pleasure both in and out of school when surveyed in Aug 23 and then again in May '23.</p>	<p>Closing the Poverty Related Attainment Gap - One to One targeted support in P2 – Reading and writing, P3 Reading, Writing and Numeracy. Targeted one to one support P6 Writing and Numeracy.</p> <p>Increased Personalisation and choice in writing through a more flexible context approach supported by an additional teacher at P6</p> <p>Focus group of Parents, pupils and staff looking at ways to increase reading for pleasure across our school to achieve Reading Schools Gold Award.</p>	<p>Tracking attainment during professional dialogue Sept 23, Jan 24 and Mar 24</p> <p>Survey of pupils will identify an increase in the % of children seeking opportunities to read for pleasure.</p>	<p><i>Jennifer McDonald/ Kirsty Stewart</i></p> <p><i>Rebecca Lochhead Rebecca Lochhead/ Veronica McCreddie</i></p>
<p>Progress and Impact</p>			<p>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</p>	

Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
UNCRC GOLD Accreditation – Reapplication and Global Goals Assembly focus	<i>Jennifer McDonald / Focus Group</i>	<i>June 2024</i>
John Muir Award – P5-P7 (all Pupils) through Forest School – applied for	Rebecca Lochhead / CT	June 2024
Creative approaches in Numeracy – awareness raising during class visits.	SMT	June 2024
B Squared – beginning to develop Evisense	SMT/PT (ASN)	June 2024