**Strategic Improvement Priorities over 3 year cycle Timescale: 2023-2026**

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| Strategic Priority | Year 1 | Year 2 | Year 3 |
| 1. | Improvement in Attainment in Literacy and Numeracy (Focus Writing and Reading) | Improvement in Attainment in Literacy and Numeracy (Focus data driven) | Improvement in Attainment in Literacy and Numeracy (Focus data driven) |
| 2. | Pupil Leadership-Young Leaders of Learning Self Evaluation in May 23 on Health is driving improvement in Theme 4:Our Health and Wellbeing in May 24 will drive any improvement in Theme 1:relationships HGIOURS HGIOURS | Equality/ UNCRC  Pupil Leadership-Young Leaders of Learning Self Evaluation on Theme TBC from HGIOURS  Self Evaluation for Self-improvement (Peer School Review) | Pupil Leadership-Young Leaders of Learning Self Evaluation on Theme TBC from HGIOURS  Increasing Creativity and Employability |
| 3. | Personalised Support with focus on Whole school Nurture and Relationships | Learning, Teaching and Assessment  Personalised Support | Curriculum review  Personalised Support |

**Context of school**

**Our School**

East Milton Primary is situated in Westwood, East Kilbride and has been part of the local community for over 60 years.

In 2014 the school moved into its new building. At present, we have eight classes in the school, Primary 1 to Primary 7. Our early years provision can accommodate children for 1140 hours.

Our current roll is 183. We have 9.6 FTE (full time equivalent) teachers, part of which is the school’s management team comprising of a Head Teacher and a Principal Teacher. Within the nursery we have 9 members of staff; team leader, support assistant and 6 (FTE) early years workers. We also benefit from 10 school support assistants working both full time and part time.

We promote positive relationships within the school , fostering an ethos which encourages all pupils to respect themselves and others. The school community selected our values of: wellbeing, respect, teamwork, achievement, excellence, friendship, kindness and courage which underpin everything we do as a school.

We aim to ensure that the education we provide addresses the individual needs of all our children, taking forward the principles of best practice gained from national and local guidance. The learning climate we create endeavours to be motivating and relevant to our children’s needs.

All teaching staff are skilled in planning and delivering Curriculum for Excellence. We use a variety of assessment techniques and data to identify pupil strengths and development needs.

In East Milton we will continue to develop our ethos of achievement and celebrate success for all, whilst ensuring the promotion of equality and fairness. We value the learning and achievements of all our children and promote high aspirations and ambition to enable them to achieve their potential and contribute positively to the world in which they live.

Our aim is to work collaboratively with pupils, parents, carers, partner agencies and local business to provide consistently high quality learning experiences. We aim to continue to develop partnership working and evaluate this effectively to ensure it makes a positive difference to the quality of support for children and families.

We have a range of experience and expertise within the school. Each member of staff shares their skills with colleagues and benefits from collegiate working within our own establishment and with colleagues in other schools across the learning community.

There are opportunities for staff to take on a variety of leadership roles within the school, learning community and the council ensuring that our staff have opportunities to share expertise and continue to develop professionally. We have a systematic and planned approach for staff development and professional review. This identifies individual and whole school needs and draws on local and national priorities.

We aim to implement South Lanarkshire Council’s seven core policies, school guidelines, national improvement framework and all current legislation to ensure improved practice.

Our Improvement Plan, for our establishment and our Learning Community, forms the basis for continuous improvement, reflection and review of practice; self evaluating against HGIOS4 and HGIOELC. We aim to keep all stakeholders well informed about our work on identified development priorities and to consult with them on both action for improvement and progress. We aim to take forward the improvement plan priorities, as agreed with South Lanarkshire Council, and evaluate its impact on improving outcomes for all our children.

Strategic Priority 1 Improvement Planning and Standards and Quality Reporting for 2024/2025

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| **NIF Priority (select from drop down menus)**  Improvement in attainment, particularly in literacy and numeracy.  **NIF Driver**  Curriculum and assessment  Parent/carer involvement and engagement | **SLC Priority (select from drop down menus)**  **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** | **SLC Stretch Aims**  **ACEL Primary – Literacy – P1, P4 & P7 combined**  **ACEL Primary – Numeracy – P1, P4 & P7 combined** | **HGIOS?4 QIs (select from drop down menus)**  3.2 Raising attainment and achievement  2.3 Learning, teaching and assessment  2.5 Family learning  **HGIOELC QIs (select from drop down menus)**  3.2 Securing children’s progress  2.3 Learning teaching and assessment  2.5 Family learning | | |
| **Rationale for strategic priority** | **Outcome (Intended impact)** | **Operational activity** | **Measures** | | **School Lead** |
| Numeracy  P1- 73.9%  P4- 69.2%  P7- 75.0%  GAP TBC  Reading  P1- 60.9%  P4- 69.2%  P7- 85.7%  GAP TBC  Writing  P1-73.9%  P4-50.0%  P7-64.3%  GAP TBC | Responsive targeted support leading to improved attainment  Improved pupil awareness of strengths, next steps in learning and skills development.  Build supportive, trusting relationship/environment with parents/carers. Give parents/carers the tools and strategies to help their child.  Develop an understanding of teaching methods. Model a positive attitude to maths. Link maths to the everyday – learning, life and work. Celebrate successes and achievements of parents/carers too. Teach parents/carers about a positive maths narrative and mindset.  Responsive targeted support leading to improved attainment  Improved pupil awareness of strengths, next steps in learning and skills development.  Provide then evidence positive impact of a reading rich environment  Responsive targeted support leading to improved attainment  Improved pupil awareness of strengths, next steps in learning and skills development.  Provide and then evidence positive impact of a reading rich environment  Continue to build on staff confidence in moderation of writing | Maths Recovery for TIGs identified via IOC data analysis and ongoing LT&A  CLPL for staff  Quality timely feedback throughout points of learning from class teachers with clear next steps and links to skills  Parental engagement in Numeracy:  I am a Mathematician – Education Scotland Family Learning Resource Read, Write, Count Launch :Bags and online resources launched in school for parents/carers to take away. P7 Numeracy Champions to deliver a lesson from the pack to the younger pupils and parents/carers.  National Numeracy Family Toolkit - Packs to be printed/accessed online for families to complete at home. (Built into homework activities and during Family Learning days.   * Hints, tips and tricks for parents/carers shared to support Numeracy and Maths at home. Oxford Owl Maths, NZMaths, Young Mathematicians * Parent/Carer Workshops– Bringing value to Numeracy and Maths – advice around do’s and don’ts, value of making mistakes, positive narrative around number, developing an understanding of Fluid Groups (CLPL for staff) and how it promotes self-esteem and confidence. * Compile Lending Library of maths games/Numeracy Home Learning Bags with launch day to encourage parents/carers to come in and explore bags in school setting (school and nursery) * Bring Your Parent to School Day with Numeracy focus: model examples of strategies and learning styles e.g. Number Talks, Maths Recovery etc. * Family Learning Workshops – You+Me (Multiply) TIG * Afterschool Maths Club with practical maths focus * Kids’ Kitchen (4 week block P5,6&7 plus parents in on wk 4) Thursday 15th, 22nd and 29th August and 5 September   5 Min Box, 10 Min Box Literacy, Catch-Up Literacy, Accelerated Reading, Paired Reading, Read Write Tool, for TIGs identified via IOC data analysis and ongoing LT&A  CLPL for staff in Read Write Tool and Dyslexia Toolkit  Quality feedback with next steps and links to skills   * Form Reading Leadership Group * Utilise Reading Schools Attitude Surveys * Devise whole school action plan * Timetable opportunities for learner role modelling * Improve School Reading Environment * Improve access to free high quality reading material * Increase reading for pleasure opportunities * Ensure staff model reading behaviours, discuss literacy preferences, choices and make recommendations * Develop Reading Social Networks * Provide variety of ways to ensure learners can respond to literacy * Planned Family Learning Events * Provide Reading Awards for progress and personal achievement * Roll out Reading Padlets for every stage * Bookworm Journals   Quality Feedback  Reduce Barriers to learning  See Learning Community Plan  INSET (half day) Feb 2025 | Improved attainment for TIG pupils and stretch aim pupils measured via  TPJ/Ongoing assessments/ Basic Number Screening assessment/NSA P1,4&7/Tracking & monitoring meetings x3  Learner Conversations School and Nursery (QM calendar) to triangulate  Class visits/ Playroom Observations  Jotter Monitoring  Parent Carer Survey pre and post operational activity  Improved Attainment  Improved attainment for TIG pupils and stretch aim pupils measured via  TPJ/Ongoing assessments/ PM Benchmarking/NGRT/Salford Reading Tests/NSA/ELSA P1,4&7/Tracking & monitoring meetings x3  Learner Conversations School and Nursery (QM calendar) to triangulate  Class visits/ Playroom Observations  Achieve Reading Schools Award  Tracking and Monitoring  Jotter Monitoring  Learner Conversations  Forward Plan Reviews  IOC Data  See Learning Community Plan  LC Stretch Aim pupils progress | | *PT/HT*  *Rebecca*  *Hutchison / Nursery Team*  *PT/ Numeracy Lead in nursery* |
| **Progress and Impact** | | | | **Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda** | |
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Strategic Priority 2 Improvement Planning and Standards and Quality Reporting for 2024/2025

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| **NIF Priority (select from drop down menus)**  Placing the human rights and needs of every child and young person at the centre of education  **NIF Driver**  Choose an item.  Choose an item. | **SLC Priority (select from drop down menus)**  **Ensure inclusion, equity and equality are at the heart of what we do**  Choose an item. | **SLC Stretch Aims**  **ACEL Primary – Literacy – P1, P4 & P7 combined**  Choose an item. | **HGIOS?4 QIs (select from drop down menus)**  3.1 Ensuring wellbeing, equality and inclusion  Choose an item.  Choose an item.  **HGIOELC QIs (select from drop down menus)**  3.1 Ensuring wellbeing, equality and inclusion  Choose an item.  Choose an item. | | |
| **Rationale for strategic priority** | **Outcome (Intended impact)** | **Operational activity** | **Measures** | | **School Lead** |
| UNCRC and Equality Rights | \*Increase knowledge, awareness and confidence to lead/participate in school improvement/action plan  \*Positive impact on learners, colleagues, families, wider communities & those at risk of experiencing discrimination  \*UNCRC met  \*Increased pupil, parent/carer, colleague voice  \*Community (pupil, parent/carer, colleague, partnership) leadership of school improvement  \*School community support and increased confidence  \*Skills Development  \*Increased sense of belonging  Network for BAME/LGBT/Religious minorities pupils, staff and parents/carers to ensure involvement  \*Diversifying our curriculum  \*Cultural events of school community celebrated  \*Accessible prayer spaces and facilitation of cultural and religious practices  \*Actively encourage BAME parental/carer involvement  \*Language support via Interpretation Service  \*Reporting and monitoring Racist Incidents via SEEMIS  \*Debunking Myths around race  \*Awareness raising, prevention of racism and racist incidents  \*Ensuring BAME role models in school  \*Analysis of data to identify attainment gap and address  \*Increase in staff, pupil, parent/carer confidence  \*Increase in staff, pupil, parent and carer awareness  \*Ensure our community has both a windows and mirrors view  \*Confidence in our curriculum to meet our community and wider society needs  \*Confidence in our ethos and mechanisms to reduce, tackle, record and address racist incidents  Opportunities for pupil voice and leadership | 1.Staff engage in CLPL   * HT to lead staff development on Anti-Racism (Main resources A’ Adams’ Bairns and Building Racial Literacy Training Resources) * TIE INSET on LGBT * Staff engage in professional reading and share their learning   2. Inclusion Ambassadors to be appointed  3.Inclusion Working Party Group set up.  Action Plan to be drawn up with aims to ensure:  1. Our School Ethos and Curriculum will be further developed to ensure BRL/LGBT and religious representation is a focus for staff, parents/cares and parents (as part of wider curriculum on inclusive education)  \*Pupils, parents/carers and colleagues can work together to develop a curriculum which has a windows and mirrors approach  \*Transparency of how incidents will be recorded, monitored and progressed.  August 24 onwards for pupil voice and leadership  UNCRC Right of the Week  Develop Whole school Charter | Staff Survey pre and post CLPL  Pupil/Parent surveys  Audit QI 3.1 | | *HT*  *SPST/HT*  *HT*  *Various Teacher Leads* |
| **Progress and Impact** | | | | **Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda** | |
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Strategic Priority 3 Improvement Planning and Standards and Quality Reporting for 2024/2025

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| **NIF Priority (select from drop down menus)**  Choose an item.  **NIF Driver**  Choose an item.  Choose an item. | **SLC Priority (select from drop down menus)**  Choose an item.  Choose an item. | **SLC Stretch Aims**  Choose an item.  Choose an item. | **HGIOS?4 QIs (select from drop down menus)**  Choose an item.  Choose an item.  Choose an item.  **HGIOELC QIs (select from drop down menus)**  Choose an item.  Choose an item.  Choose an item. | | |
| **Rationale for strategic priority** | **Outcome (Intended impact)** | **Operational activity** | **Measures** | | **School Lead** |
| Knowledge of Sustainabilty and Climate Change was a focus in Session 22/23 but now the focus needs to move to practical action. This will be addressed via Eco Schools work. | Eco Schools green Flag Award | 1.Eco-Committee meetings  2.Environmental review  3.Action Plan  4.Curriculum Links  5.Informing and Involving  6.Monitoring and Evaluation  7.Eco-Code  Nursery and class lessons/activities | Submission for Green Flag  Compilation of progressive learning via Sustainability Curriculum | |  |
| **Progress and Impact** | | | | **Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda** | |
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PEF Improvement Planning and Standards and Quality Reporting for 2024/25

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| **SLC Stretch Aims**  **ACEL Primary – Literacy – P1, P4 & P7 combined**  **ACEL Primary – Numeracy – P1, P4 & P7 combined**  Choose an item. | | | | | | | |
| **Rationale for PEF / PB Spend** | **Allocation of PEF / PB spend** | **Outcome (Intended impact)** | | **Operational activity** | **Measures** | **Mid year review**  **RAG** | **End of year review**  **RAG** |
| *June 2024*  *P1 gap:*  *L&T +11.1%*  *R 26.7%*  *W43.3%*  *P4 gap:*  *L&T 4.6%*  *R 3.9%*  *W 25.5%*  *P7 gap:*  *L&T 2.1%*  *R 33.3%*  *W 39.6%* | £5000 plus staffing | Improved attainment in literacy and closing of the attainment gap across all 3 areas | | Literacy Interventions:  1.Catch up Literacy  2. Accelerated Reading  3. 5 minute Box Literacy  4.10 Minute Box literacy  5.Use of Read Write  6.Access to IT  7. Continued Membership of Teacher Reading Group  8. Classroom support for Talk for Writing  9.Retrieval Spelling  10.Reading Schools Initiative resourcing | Accelerated Reading Star Reader assessments will show gap between chronological age and reading age close in 80% of pupils  Salford Reading Tests will show gap between chronological age and both reading age and comprehension age close in 80% of pupils  5 and 10 Minute Box assessments will show improvement in sounds to say/write and keywords to read/write in 70% of pupils  SWST will identify target groups for intervention who will then show increased spelling age in 75% of pupils  SNSA (P1,4,7)  PM Benchmarking will ensure pupils are on correct level of reading material throughout the year.  Quest will be used at P3 to diagnostically assess strengths and weaknesses in literacy skills and appropriate interventions put in place and monitored. |  |  |
| June 2024  P1 Gap  N 46.7%  P4 Gap:  25.5%  P7 Gap:  58.3% | £8000 | Improved attainment in numeracy and closing of the attainment gap | | Numeracy Interventions for TIG:  1.Home learning numeracy materials and parent workshops  2. Access to responsive online software as appropriate  3.Staff CLPL Maths Recovery Purple Level (3 staff training/cover)  4. 5 Minute Box Maths  5. Target Group identification for interventions  6.Family Learning | PM Maths  SNSA (P1,4,7)  Quest will be used at P3 to diagnostically assess strengths and weaknesses in numeracy skills and appropriate interventions put in place and monitored.  Sumdog responsive assessment  Big Maths assessment  Catch-Up Maths/Maths recovery will show, alongside Basic Number Screening progress in 75% of skills/concepts for pupils |  |  |
| FME  June 2024  31.6% | £6000 | The COSD will not impact on pupil participation and access to essentials | | Free access to all resources required to fully benefit from educational experience  1.Residential Trip  2.Transport  3. Fruit Barra  4. Nurture Trollies | Eligible pupils will have the cost of the residential subsidised  Zero cost for transport  Subsidised healthy snacks available  Basic school essentials available on nurture trolley |  |  |
|  |  | The needs of every child will be at the centre of our relationships work and nurturing approaches both in specific individual work, nurture groupings and across the school community. (Throughout the year the nurture model will be responsive to the needs of our school as they arise). | | Nurture to meet the needs of any TIG as they arise from range below.  Classic Nurture Group  Semi-classic Nurture Group  Mndfulness/Relaxation Group  Sensory Group  Friendship Group (x2 types)  Sibling Group  Individual Group  Nurture in Nature Group  Whole Class Visits  Regulation Stations  Visiting Passes  Parent Groups  Emotion Works | 80% of pupils Boxall profiles will show improvement  Nurture Timetable  Parental participation will be high and feedback will highlight strengths and areas for improvement |  |  |
|  | £3062.50 |  | | Participatory Budget TBC |  |  |  |
|  | TOTAL SPEND (incl carry forward) £ |  | |  |  |  |  |
| ***Progress and Impact*** | | | **Next Step(s) and rationale to inform PEF spend session 2025/2026.** | | | | |
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**Maintenance Agenda**

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| **Key actions** | **Relevant stakeholder involvement** | **Timeline for completion** |
| Attachment Accreditation | School Community | June 2025 |
| Digital Schools Award | School Community | June 2025 |
| Reading Schools | School Community | June 2025 |
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