**Strategic Improvement Priorities over 3 year cycle Timescale:**

|  |  |  |  |
| --- | --- | --- | --- |
| Strategic Priority | Year 1 | Year 2 | Year 3 |
| 1. | Numeracy Maths Recovery Training and Numicon P1/2  Year 1 2022/2023 | Maths Recovery Interventions implementation  Numicon whole school planning  Year 2 2023/2024 | Maths Recovery Interventions implementation review period  Numicon whole school planning following self evaluation  Year 3 2024/2025 |
| 2. | Curricular Rationale and Design Review Year 1 2023/2023 | Curricular Rationale and Design Review Year 2 2024/2025 | Curricular Rationale and Design Review Year 3 2025/2026 |
| 3. | AAC and Makaton Training  Year 1 2022/23 | AAC and Makaton Implementation  Year 1 2023/24 | AAC and Makaton Implementation  Year 3 2024/25 |

**Context of school**

**Our Vision, Values and School Motto**

**“Working together to provide positive learning experiences in a safe, supported, caring environment and promoting a love of learning for all”**

**Respect Learning Responsibility Happiness Friendship Achievement**

**“If you believe you will achieve”**

High Blantyre Primary School and Nursery Class is a non-denominational school situated in the town of Blantyre, South Lanarkshire. Our new school building opened in 2006 and provides a welcoming environment in which our children can learn and achieve. The school has a current role of 239 children. This does not include our nursery role. We have 9 mainstream classes, 5 supported classes and a Nursery.

We are part of the Calderside Learning Community and we have developed strong links with all of our local schools. We work closely with our nursery, other local nurseries and Calderside Academy, to ensure that transitions run smoothly. Our children with additional support needs benefit from enhanced transitions to Primary and High School.

The local area is a mixture of privately owned and social housing. There is a new housing development within our catchment area, which will have a positive impact on the growth of our school role. Access to transport and facilities is good. Regular bus services, a train station, supermarkets, local amenities such as a library and a leisure centre are all close by.

Through our Vision, Values and the life and work of our school, we strive to ensure all our children achieve to the best of their ability, developing the necessary skills for life-long learning and the world of work. We aspire to deliver high quality learning and teaching underpinned by continuous and robust self evaluation in partnership with our pupils, parents/carers, staff and the wider community. Our school provides a holistic curriculum designed to provide our children with relevant, progressive, inspiring and engaging experiences, which are adapted to meet the individual needs of our learners. We have created a positive attachment informed school environment and culture, where everyone is valued, included, nurtured, listened to and respected. We provide our children with a range of extra-curricular activities across the school and regularly celebrate children’s success and achievements both in and out of school.

Our staffing across the session has been subject to numerous changes. Our ASN Depute Head Teacher has recently retired and a new ASN DHT has been appointed to start in August 2023. There have also been several changes to staffing in the nursery, mainstream school and supported classes, due to maternity leaves, new job opportunities and new recruitment requirements.

Our Parent Council are extremely active and engaged in the life and work of the school. Supported by our parents and carers, they contribute to our school in many different ways, including fundraising, support at whole school and curricular events and volunteering as parent helpers for classroom support and school outings.

**School Level Data**

[​Folder icon SSR Folder Link](https://glowscotland.sharepoint.com/:f:/r/sites/SouthLanarkshire/Staff/headteachers/HTtest/slcdataportal/Shared%20Documents/Primary/SSR%2020230201?csf=1&web=1&e=EVpCDc) [​Folder icon SQIP Data File Link](https://glowscotland.sharepoint.com/:f:/r/sites/SouthLanarkshire/Staff/headteachers/HTtest/slcdataportal/Shared%20Documents/Primary/SQIP%20Data%20File%2020230424?csf=1&web=1&e=dfQLn7)

**School Profile**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Classroom with solid fill** | | 1 HT | | | | 2 DHT | | | | 1 PT | | | 9 FTE Teachers | | | 8 FTE Support Staff | | | FTE Family Support Worker |
| **School roll** | | **Number of pupils per cohort** | | | | | | | | | | | | | **FSME** | | | **SIMD 1/2** | |
|  | Woman with solid fill | P1 | | P2 | P3 | | P4 | | P5 | | P6 | P7 | | | Table setting with solid fill 35.6% | | | House with solid fill  31 % | |
| Man with solid fill | 37 | | 49 | 29 | | 29 | | 26 | | 34 | 35 | | |
| **Checkmark with solid fillAttendance** | | | **Unfollow with solid fillExclusion (Number of openings per 1000 pupils)** | | | | | **Care with solid fillCare experienced**  **(Recorded as LAC)** | | | | | | **Meeting with solid fillASN** | | | **Earth globe: Africa and Europe with solid fillEAL** | | |
| 20/21 91.1%  21/22 86.2%  22/23 90.2% | | | 20/21 0  21/22 0  22/23 0 | | | | | 20/21 %  21/22 %  22/23 3.8 % | | | | | | 20/21 %  21/22 %  22/23 36.4% | | | 20/21 %  21/22 %  22/23 2.9% | | |

**Nursery Class Profile**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Classroom with solid fill** | EYD | 1 TL | 8 EYPs | 1 EYSW | **Nursery roll**  38 | Woman with solid fill | N4 | 7 |
| Man with solid fill | N5 | 18 |
| Deferred | 1 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Classroom with solid fill** | 1 DHT | PT | 5 CTs | 10 SSA | **Base roll**  38 | | Woman with solid fill | | | | Man with solid fill | | |
| P1 | P2 | | P3 | P4 | P5 | | P6 | P7 |
| 7 | 16 | | 4 | 4 | 0 | | 5 | 2 |

**ASN Base Profile**

**Performance data - ACEL**

**The following data informs our school improvement plan and self-evaluation as part of our standards and quality reporting.**

[​Folder icon SSR Folder Link](https://glowscotland.sharepoint.com/:f:/r/sites/SouthLanarkshire/Staff/headteachers/HTtest/slcdataportal/Shared%20Documents/Primary/SSR%2020230201?csf=1&web=1&e=EVpCDc)

**Performance data - Closing the Gap**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **NIF Priority (select from drop down menus)**  Closing the attainment gap between the most and least disadvantaged children and young people  **NIF Driver**  Curriculum and assessment  Choose an item. | **SLC Priority (select from drop down menus)**  **Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy**  Choose an item. | **SLC Stretch Aims**  **ACEL Primary – numeracy – P1, P4 & P7 combined**  Choose an item. | **HGIOS?4 QIs (select from drop down menus)**  3.2 Raising attainment and achievement  2.4 Personalised support  3.1 Ensuring wellbeing, equality and inclusion  **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** |
| There are a number of children identified across the school who are just on track and/or not on track in numeracy who would benefit from additional support in numeracy through targeted intervention through the Maths Recovery programme. Data and children to be confirmed session 2023/2024.  Attainment data in numeracy historically dips as children progress through the school. Common difficulties across the school are with regards to lack of depth of understanding and children’s ability to apply their understanding to real life contexts. There is a need to learn from the early stages of the school and provide more practical experiences and methodology in the upper stages. | 1. By September 2023 staff will have identified groups of children in each class who they feel from assessment data and/or observations in class that Maths Recovery support would have an impact on. 2. By June 2024, the majority of identified pupils for intervention will be on track and/or made good progress and achieved chronological numeracy scores or scores above. 3. By June 2024 combined P1/4/7 numeracy data will increase by 2 percentage points or more. 4. By June 2024 the poverty related attainment GAP in numeracy will have decreased by at least 2 percentage points. 5. By November 2023 all staff to be aware of the difficulties children experience as they move through the school, through analysis of MALT assessment questions, teacher’s observations and professional dialogue. 6. By November 2023 all staff to be aware of good practice in lower stages of the school and how to build on as the children progress. 7. By November 2023 all staff to participated in numeracy learning and teaching self evaluation of practice and identified training needs and additional resources required. 8. By December 2023 all staff to have discussed and created a ‘How we teach’ numeracy lesson guide. 9. By December 2023 staff to have agreed on a calculations and written methods policy. 10. By June 2024 all staff to be using Numeracy Progressive planners linked to Numicon and Tee-Jay resources and Numicon online Tool and Numicon Resources. 11. By June 2024 P1,4,7 combined Numeracy data will have increase by at least 2 percentage points. 12. The poverty related attainment Gap in numeracy will decrease by at least 2 percentage points. | 1. Teachers identify individual children for Maths Recovery intervention at tracking meetings. 2. SFL teacher targets identified children with Maths Recovery programme throughout session. 3. SFL tracks and monitors progress of identified children and reports to pupil support coordinator termly. 4. SFL completes MALT baseline and MALT at later date to measure impact on identified children. 5. Staff to analyse overview of MALT assessment common errors across each stage and to engage in professional discussion and reflection on the reasons for the dip in attainment as children progress through the school. 6. Staff to participate in self evaluation and audit activities with regards to numeracy. 7. Staff to collegiately discuss and create a guide on what makes a good numeracy lesson and agree on how and when to teach calculations/written methods consistently across the school. 8. Staff to peer observe numeracy lessons. 9. Staff to be trained on use of online Numicon Tool and to become more familiar with use of Numicon resources. 10. Staff trained in Maths Recovery to share pedagogy with staff. | 1. Tracking meetings with class teachers and SFL teacher. 2. Class data overviews. 3. MALT baseline and end of session progress measures. 4. Maths Recovery Assessments. 5. ACEL data for identified pupils. 6. Combined ACEL data for P1,4 and & 7 Numeracy. 7. Forward plan dialogue and tracking meetings with class teachers. 8. Class data overviews. 9. MALT baseline and end of session progress measures. 10. ACEL data. 11. Classroom visits x2 focused on numeracy and linked to staff PRD. 12. Teacher peer visits to lower stages x1. 13. Pupil, staff and parent feedback on improvement in enjoyment and engagement of numeracy lessons. | | *L.S DHT* |
| **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

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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**  Curriculum and assessment  Choose an item. | **SLC Priority (select from drop down menus)**  **Support children and young people to develop their skills for learning, life and work**  **Ensure inclusion, equity and equality are at the heart of what we do** | **SLC Stretch Aims**  **ACEL Primary – numeracy – P1, P4 & P7 combined**  **ACEL Primary – numeracy – P1, P4 & P7 combined** | **HGIOS?4 QIs (select from drop down menus)**  2.2 Curriculum  1.2 Leadership of learning  1.1 Self-evaluation for self-improvement  **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** |
| Following inspection in 2019, the school created a 3 year programme of curricular mapping. The three year cycle is complete and though school intelligence, professional dialogue, improvement planning consultation, staff, pupil and parent/feedback highlights that we need to review our curricular mapping, discrete subjects planning and curriculum design. | 1. Pre and post audit of our curriculum mapping, design and contexts for learning will demonstrate that we have collaboratively worked with pupils, parents/carers, staff and the wider community to design a relevant and engaging curriculum which is unique to our context. 2. Pre audit of pupil, parent/carer staff by November 2023. 3. By September 2023 all staff will be using progressive planners for agreed discrete subjects. 4. By December 2023 following consultation, decisions will be made with regards to curricular contexts and design. 5. By June 2024 there will be a Year 1 curricular map programme for social studies and Science ready to be implemented across all levels. | 1. All children, parents/carers and staff will be consulted with regards to curriculum content, design and rationale. 2. Pupil leadership group to lead in partnership with Head Teacher. 3. There will be a whole school review of Building the Curriculum 3, with a focus on the 4 contexts for learning, principles of curriculum design, 4 capacities, skills progression and UNCRC. 4. Agreements made on discrete subject areas and three year programme of Es and Os across a level. 5. Consultations with children, parents/carers and staff with regards to relevant/desirable contexts for learning/whole school contexts for learning, etc. | 1. Pre and post audit questionnaires. 2. Pupil/parent voice consultation groups. 3. Creation of Year 1 curricular Map to start August 2024. 4. New/adapted curricular rationale. 5. Forward plan/tracking dialogue. | | *HT*  *K.Helsby* |
| **Progress and Impact** | | | | **Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda** | |
|  | | | |  | |

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

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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**  Choose an item.  Choose an item. | **HGIOS?4 QIs (select from drop down menus)**  3.1 Ensuring wellbeing, equality and inclusion  1.2 Leadership of learning  2.5 Family learning  **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** |
| Makaton is our school’s third language and as a result of staff turnover and new curricular change priorities, it is not effectively implemented across the school. We have 5 supported classes in our school and the majority of the children are pre verbal and/or non verbal, AAC needs to be further developed to ensure that all learner’s have a voice and are fully included in the life and work of the school. | 1. Staff all trained in basic Makaton signs. 2. Knowledge, understanding and awareness of Makaton and AAC developed and visually represented across the school. 3. All supported classes staff are confident in using Makaton to communicate with learners. 4. Classes all have directly taught Makaton sessions with a focus on P4-7 mainstream classes. 5. Parents encouraged to learn Makaton and awareness raised of AAC amongst parents/carers, 6. All children supported to use a suitable method of communication, which enables them to communicate their wants, needs and opinions. | 1.Staff training with regards to Makaton and AAC.  2. Implementation of Makaton across the school at key stages.  3. ASN DHT to coordinate Makaton lessons for classes.  4. ASN DHT to coordinate family learning sessions to train parents/carers in the use of Makaton.  5. ASN to liaise with Speech and Language therapists to plan appropriate communication pathways for children who require AAC. | 1. Post and pre pupil, staff and parent questionnaires with regards to the use of Makaton and understanding of AAC. 2. Makaton programme implemented across the school and key stages. 3. Engagement in family learning Makaton/AAC workshops. 4. Post and pre pupil baseline communication profile audit and impact audit for all children in supported classes. | | *ASN DHT*  *C.Ferguson* |
| **Progress and Impact** | | | | **Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda** | |
|  | | | |  | |

PEF Improvement Planning and Standards and Quality Reporting for 2023/24

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **SLC Stretch Aims**  **ACEL Primary – literacy – P1, P4 & P7 combined**  **ACEL Primary – numeracy – P1, P4 & P7 combined**  **Cost of the School Day** | | | | | | | |
| **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** |
| **Additional top up for 0.9 teacher following pay increase** |  |  | |  |  |  |  |
| ACEL data shows a poverty related GAP in attainment in literacy and numeracy across the school.  To update with data.  A priority group of children will be identified in session 2023/2024, from P1-4, who are not on track or at risk of not being on track. They will be targeted for literacy and/or support in numeracy | 0.9 teacher from April- June 2023 £22,010,00  0.5 teacher from August -March 2023 £21,238 | 1. By June 2024 the identified children will have made good progress and the majority will be on track in their learning for targeted areas of literacy and numeracy. 2. By June 2024 P1 and P4 combined Literacy and Numeracy data will have increased by at least 2 percentage points. 3. The poverty related attainment Gap in Literacy and Numeracy will decrease by at least 2 percentage points. | | 1. PEF funded teacher will wok with groups of children at regularly timetabled slots to provided targeted literacy/numeracy support as required: including Recovery Maths, IDL, etc. 2. Literacy baseline and standardised assessments will be used to measure and monitor progress. 3. Maths Recovery assessments and standardised assessments will be used to measure and monitor progress. 4. Parent’s night progress meetings for identified children. | 1. Literacy and Numeracy ACELdata for targeted pupils. 2. Standardised assessment data for targeted pupils. |  |  |
| A group of 6 children with low Glasgow wellbeing scores have been identifies across P2 and P3. Feedback for class teachers also reinforces that this group of children will benefit from nurture session. | Teacher as above | 1. By December 2023 this group of children will have improved Boxalle scores and Glasgow wellbeing indicator scores. 2. Class teachers will observe impact in the classroom and support staff will observe in the playground. | | 1.Class teachers to complete initial Boxalle profiles and agree on relevant targets for identified children.  2.Targets to be shared with parents and progress shared at Parent’s Night.  3.Identified children to experience x2 nurture sessions per week.  4.Class teachers to complete Boxalle profiles at the end of nurture block to measure progress. | 1. Boaxalle data. 2. Glasgow Wellbeing Tool Data. |  |  |
| Data shows a poverty related GAP in attendance across the school.  To update August 2023. | Barnardos Support worker £6,000 | 1. By June 2024 there will be an improvement in the majority of the targeted children’s attendance by at least 3%. 2. By June 2024 the attendance GAP will have reduced by 1%. | | 1. Monthly attendance data collation and monitoring. 2. Monthly supportive calls to identified families. | 1. Overview of monthly attendance tracking. 2. End of term attendance data in comparison to last session. |  |  |
| ACEL data shows a poverty related GAP in attainment numeracy across the school.  To update with data August 2023. | Numeracy Assessments  SUMDOG  Numeracy targeted support resources  £525.69  £885  £724.95 | 1. By June 2024 the identified children will have made good progress and the majority will be on track in their learning for targeted areas of numeracy. 2. By June 2024 P1 and P4 combined Numeracy data will have increased by at least 2 percentage points. 3. The poverty related attainment Gap in Literacy and Numeracy will decrease by at least 2 percentage points. | | 1. PEF funded teacher will wok with groups of children at regularly timetabled slots to provided targeted numeracy support as required: including Recovery Maths. 2. Maths Recovery baseline and standardised assessments will be used to measure and monitor progress. 3. Parent’s night progress meetings for identified children. | 1. Numeracy ACELdata for targeted pupils. 2. Standardised assessment data for targeted pupils. |  |  |
| N/A | Procurement savings £530 |  | |  |  |  |  |
| ACEL data shows a poverty related GAP in attainment in literacy across the school. To update with data August 2023.  IDL is a programme which can be used for targeted and/or universal support of large groups of children in a class setting. | IDL package  Literacy targeted support £598 | 1. By June 2024 the identified children will have made good progress and the majority will be on track in their learning for literacy. 2. By June 2024 P1, 4 and 7 combined Literacy data will have increased by at least 2 percentage points. 3. The poverty related attainment Gap in Literacy will decrease by at least 2 percentage points. | | 1. PEF funded teacher will work with groups of children at regularly timetabled slots to provide targeted literacy support as required: including IDL. 2. Literacy baseline and standardised assessments will be used to measure and monitor progress. 3. Parent’s night progress meetings for identified children. | 1. Literacy ACELdata for targeted pupils. 2. Standardised assessment data for targeted pupils. |  |  |
| We have 38 children in our supported classes, the majority have severe and complex needs. Outings to outdoors spaces and indoor environments in the local community are not easy to access due to mobility and pupil care needs. To ensure equity and access to local green space and health activities, e.g. swimming, gymnastics, etc the use of suitable transport is essential. | Fleet service ASN transport  4,500  4,500 | 1. All children in our supported classes will access outings by fleet service bus to local greenspace at least twice per week. 2. All children in our supported classes will access an outing by fleet services bus to a physical activity at least once per week. | | 1. ASN DHT to plan and coordinate outings for all supported classes to ensure all children have equal opportunities to access suitable activities. 2. ASN DHT to keep records of class visits. | 1.ASN DHT to keep records of class visits/attendance, etc.  2.Pupil,parent/carer, staff termly consultation on outings. |  |  |
|  |  |  | |  |  |  |  |
|  | TOTAL SPEND (incl carry forward) £ |  | |  |  |  |  |
| ***Progress and Impact*** | | | **Next Step(s) and rationale to inform PEF spend session 2024/2025.** | | | | |
|  | | |  | | | | |

**Maintenance Agenda**

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| --- | --- | --- |
| **Key actions** | **Relevant stakeholder involvement** | **Timeline for completion** |
| Play based Learning in P1/2- To continue to implement playbased learning in P1/2 with further development on the use of outdoors | Parent/carer stay and plays  Parent/carer feedback | June 2023/ongoing |
| Continue to implement Talk for Writing across the whole school. |  | Ongoing |
| Supported classes staff to continue to use B Squared Tracking Tool and Autism Progress to track and monitor individual children’s progress. | Parent/carer  feedback | Ongoing |
| Staff to continue to engage in Learning Community Moderation activities. |  | Ongoing |
| To continue to promote and raise awareness of The High Blantyre Way with a focus on the importance of good attendance and the impact of poor attendance on learning.  To continue to track and monitor attendance monthly. |  | Ongoing |
|  |  |  |
|  |  |  |