



Education Resources
Curriculum and Quality Improvement Service
School Improvement Plan and Standards and Quality 2024/25

**Kirklandpark Primary School
Strathaven**

Strategic Improvement Priorities over 3 year cycle

Timescale: 2024 - 2027

Strategic Priority	Year 2024 - 2025	Year 2 2025 - 2026	Year 3 2025 - 2026
1.	<p>Further develop our approaches to ensure an inclusive environment through</p> <ul style="list-style-type: none"> - Continued training in Do-Be-Mindful to extend staff knowledge and understanding of approaches to develop pupil resilience in learning and within wider life. - Extension of our work on attachment informed practice to provide increased support for learners and work towards accreditation. - Further development of our Science and Health & Wellbeing curriculum to include increased focus on the UNCRC with a specific focus on equalities and sustainability. - Increased focus on pupil leadership and pupil voice. 	<p>Complete Do-Be-Mindful training, with focus on extending use of strategies to outdoor learning, further developing pupil wellbeing through simple but powerful strategies and mindfulness-based exercises to recognise emotions, respond skilfully and use simple tools and habits to help them take ownership of their wellbeing.</p>	<p>Adapt Health & Wellbeing planning to incorporate strategies and focal points developed through 3 year training programme. Implement and modify as required.</p> <p>Offer opportunities for parental engagement to support consistent implementation of language and methodologies at home to support development of pupil resilience.</p>
2.	<p>Further develop of pedagogical approaches in Numeracy to facilitate increased attainment, support confidence in professional judgement and ensure consistency in standards and approaches.</p>	<p>Embark on Improving Our School (IOC) – raise attainment in Writing through consistent approaches to the use of Learning Intentions & Success Criteria and TFW pedagogy.</p>	<p>Through IOS identify one feature of highly effective practice identified at end of session 2024 – 2025 through rigorous self-evaluation. Identify curricular area to raise attainment.</p>
3.	<p>Digitalise planning formats to support tackling bureaucracy and further support interrogation of data for targeted attainment discussions and target setting.</p>	<p>Extend play based learning beyond Early Level.</p>	<p>Develop enquiry-based learning in Second Level.</p>
4.	<p>Develop curriculum offer with focus on handwriting, phonics and spelling.</p>	<p>Develop curriculum offer with focus on Social studies skills.</p>	<p>Develop curriculum offer with focus on Music and Art skills.</p>

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

<u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> School and ELC improvement Teacher and practitioner professionalism	<u>SLC Priority (select from drop down menus)</u> Improve Health and Wellbeing to enable children and families to flourish Ensure inclusion, equity and equality are at the heart of what we do	<u>SLC Stretch Aims</u> Attendance Attendance	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.3 Leadership of change 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion <u>HGIOELC QIs (select from drop down menus)</u> 3.1 Ensuring wellbeing, equality and inclusion 2.4 Personalised support Choose an item.	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p>To further promote strong sense of community, mutual respect and positive relationships across our school community.</p> <p>To further embed SLC attachment strategy including nurture principles across all classes.</p> <p>To enhance and promote positive attitudes towards mental health across our school community.</p> <p>Attendance figures</p> <p>Chit Chat group results show a small group of children showing negative attitudes towards school and self-esteem / confidence.</p> <p>Anecdotally we see a small but regular group of children</p>	<ol style="list-style-type: none"> By June 2025 all staff to have enhanced knowledge and understanding of how best to support all pupils in the development of their resilience when faced with challenges including separation anxiety. By June 2025 SLC attachment accreditation will have been attained with all staff demonstrating good attachment-informed, trauma sensitive and nurturing practice. By June 2025 identified pupils for intervention will have increased attendance rates by a minimum of 10%. 	<p><u>Further develop our approaches to ensure an inclusive environment through</u></p> <p><u>Continued training in Do-Be-Mindful to extend staff knowledge and understanding of approaches to develop pupil resilience in learning and within wider life.</u></p> <p><u>Extension of our work on attachment informed practice to provide increased support for learners and work towards accreditation.</u></p> <p>Further staff training to embed and refocus attachment strategies and nurture principles across all stages.</p> <p>'Staff Strategy Prompts' to ensure consistency in approach.</p> <p>Attachment Ambassadors / Leads from upper stages to be established and to support learners across all stages</p> <p>KP Customised Nurture Principles and Attachment Strategy Pledges to be displayed across school to support consistency in language and pedagogy</p> <p>Regular whole class visits to Nurture Neuk</p>	<p>Increased attendance in target group of children.</p> <p>Self-evaluation to identify good practice & next steps.</p> <p>GL PASS Assessments</p> <p>Pupil Target Setting & Self-evaluation materials</p> <p>Chit Chat Group Results</p> <p>Class Learning Conversations</p> <p>SLT & Pupil Learning Conversations</p> <p>Evaluation of Staff CLPL</p> <p>Evaluation of participation in Magic Minds programme</p> <p>Evaluation of parental participation on H&W attachment related home learning materials and workshop.</p>	<p>D. Laing</p>

<p>who experience difficulties with separation anxiety, resulting in anxiety when moving from home to school.</p> <p>To further develop whole school understanding of inclusion, equality and equity as responsible citizens, confident individuals, successful learners and effective contributors.</p>	<p>4. By June 2025 parents and carers will have an increased understanding on attachment informed practice through parent workshops operated in partnership between teaching staff and Parent Council.</p> <p>5. To raise awareness of children's rights, promoting their practice within every day life in order to support further development of holistic development and wellbeing of every child.</p> <p>6. By June 2025 all staff will understand and implement the principles and rights outlined in the UNCRC to further ensure that the educational environment respects and promotes the holistic development and well-being of every child.</p> <p>7. By June 2025, UNCRC articles will be linked to Health & Wellbeing lessons and targeted through SHANARRI focused assemblies.</p> <p>8. By June 2025 children's understanding of their role and the impact that they have on society and the wider world will be increased through participation and communication of</p> <p>9. All children in our nursery and school undertaking leadership roles through their</p>	<p>Work towards SLC Attachment Accreditation</p> <p>Further Staff training in Emotion Coaching</p> <p>Identification of children to be part of Targeted Intervention Group and focused intervention to be delivered.</p> <p>Participation in Psychological Services Pilot Project, 'Magic Minds.'</p> <p>Parental workshop & information booklet to promote understanding of nurture and attachment.</p> <p>Relationship policy to be updated</p> <p><u>Further development of our Science and Health & Wellbeing curriculum to include increased focus on the UNCRC with a specific focus on equalities and sustainability.</u></p> <p>Establish RRS Committee with monthly meetings</p> <p>Evaluate progress, create action plan and facilitate whole school participation in programme through UNCRC focused lessons and links to articles.</p> <p>Monthly UNCRC assembly focus</p> <p>Display in the main atrium showing related learning.</p> <p>Links with local primaries and Strathaven Academy with RRS groups.</p> <p>Communicate progress with parents and carers through newsletters and Twitter.</p> <p>Planning to incorporate sustainability topic as wider IDL programme of study on an annual basis for all stages.</p> <p><u>Increased focus on pupil leadership and pupil voice.</u></p> <p>All pupils to be members of a pupil leadership group.</p> <p>Monthly meetings led by staff and Primary 7 pupils.</p> <p>Communication of work of pupils groups via assembly and school app.</p>	<p>Greater pupil led assemblies linked to UNCRC articles and wider range of cultural and religious celebrations</p> <p>Agendas and minutes from pupil led leadership committees.</p> <p>Pupil communication of work undertaken by committees during follow-up assemblies, demonstrating greater pupil leadership across school and nursery.</p>	<p>F. Mackenzie</p> <p>S. McPhilemy</p> <p>R. Thomson</p>
--	--	--	---	---

	involvement in pupil groups from September 2024 onwards.		Evaluations from Chit Chat Groups.	
<p>To enable children and staff to have greater in confidence in recognising and promoting children's rights within the nursery.</p> <p>To enable children to take responsibility and have greater confidence when contributing to the nursery and school community.</p> <p>To provide further opportunities for pupil voice to influence and contribute to teaching and learning.</p>	<p>Staff will increase their own knowledge of UNCRC and how this can be applied within a nursery setting.</p> <p>Children will have an increased awareness of their own rights linked to UNCRC.</p> <p>Develop children's ability to participate in pupil groups which contribute to the wider school and nursery.</p>	<p>By June 2025, all nursery staff will complete training on the Rights of the Child and how these can be embedded into daily practice.</p> <p>By January 2025, staff will routinely include UNCRC Rights of the Child within fortnightly planning.</p> <p>Termly, the Nursery Charter will be reviewed by both children and staff with links being made to the UNCRC.</p> <p>From September 2024, every child will participate in monthly pupil groups throughout 2024/25 academic year.</p>	<p>Pupil voice will be evidenced through Key Worker planning documents.</p> <p>Increased pupil confidence when attending school and nursery pupil groups.</p>	<p>Team Leader</p> <p>All Nursery Staff.</p> <p>Depute Head</p> <p>Head Teacher</p> <p>Rachel Thomson (Class Teacher)</p>
Progress and Impact			Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda	