

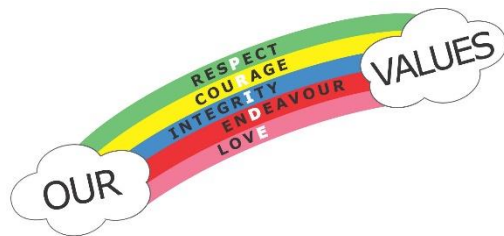


Allan's Primary School

SCHOOL IMPROVEMENT PLAN

Year 2023-24

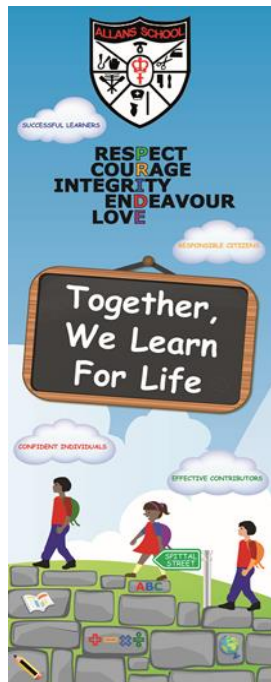
Embrace, Empower & Excel



Vision, Values and Aims

In Allan's Primary School, we strive to be a vibrant learning community which prides itself on continuous improvement offering very good quality of learning and teaching, consistent across the whole school. We create stimulating learning environments in which children are encouraged to be successful learners, effective contributors, confident individuals and responsible citizens. We firmly believe that this can be best achieved through partnership working and we have established a learning culture in which children help shape their learning and celebrate success. Through a thorough self-evaluation and consultation process we have developed and agreed our vision, values and aims with and for the whole of our community.

Vision



'Together, we learn for life'

'Together' – represents our whole community, everyone involved in the life and work of Allan's Primary and beyond.

'Learn' – represents the knowledge, skills and attitudes we all foster and promote and the connections we make in learning in a variety of contexts.

'Life' – represents the fact that we aim to offer experiences which will give children skills for learning, skills for life and skills for work. Aiming to develop successful learners, confident individuals, responsible citizens and effective contributors to the world of tomorrow.

Values

Allan's Primary School community has agreed to uphold our key values of:

- ❖ **RESPECT** : To be considerate of ourselves, others and our environment
- ❖ **COURAGE**: To face challenges with confidence and self-belief
- ❖ **INTEGRITY**: To be honest in your intentions

❖ **ENDEAVOUR**: To be all you can be

❖ **LOVE**: To feel and act sincerely

Our Curriculum Rationale

Our school community worked together to develop, promote and sustain an aspirational vision which reflects the uniqueness of our context, demonstrates a strong commitment to raising attainment in maths and literacy and secures our children's rights and wellbeing. Our curriculum rationale below highlights our value driven vision for every single child and member of our school community.



Context

Our School Community

- Allan's Primary School is situated in the heart of the city of Stirling and has a diverse catchment area as well as 40% placing requests from outwith. In BRIEFING NOTE: Scottish Index of Multiple Deprivation (SIMD) 2012: Results for Stirling Council Area, it was stated that one of the zones within the catchment area moved deeper into the most deprived 5%. In session 2022-23, the school roll was 173 where the school supports 37% of children from families living within Deciles 1 – 4 and 42% living in families from Deciles 8 – 10. In session 2022-23, the school remains with a polarisation of deciles; a wide gap in terms of children's starting points.
- We have 44% of our learner population requiring additional support in their learning using our Staged Intervention process.

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- Allan's Primary historically has many children with English as a Second Language (EAL), Session 2022-23 sees the school start the year with around 58 children with EAL (34%)
- The school has a broad range of socio-economic factors which are taken into consideration by staff as they plan their teaching and learning experiences and aim to meet the needs of **all** our children
- Our attendance sits at 94% and we monitor attendance and late coming on a monthly basis.

School Priorities

Throughout session 2022-23, we have continued to responsive to challenges of the global pandemic and our priorities for this session will continue to focus heavily on a School and Nursery Recovery Plan to ensure that we continue to develop our children's health & wellbeing, literacy and numeracy skills and with strong emphasis on bridging the attainment gap through effective use of our Pupil Equity Funding. We will also be anchoring nursery developments for this session firmly in the philosophies of the National Improvement Priorities (NIP), Regional Improvement Collaborative (RIC) priorities, Stirling Council's Children Services Plan Outcomes, Closing the Attainment Gap, How Good Is OUR ELC (HGIOELC), National Care Standards, Curriculum for Excellence (CfE); Assessment is For Learning (AifL), Nurturing Principles and the refreshed CfE narrative. We will also continue to promote multi-agency working to ensure positive outcomes for our children.

Consultations

Our whole school community **IS** integral to the school improvement planning process and many consultations occurred throughout session 2021 - 22 to identify our priorities for session 2022-23. Our school and nursery Improvement Plan have priority areas for development from our team, Parent Council, Allan's community and our children. We are aligning some of our school Improvement Plan with our nursery's priorities.

We have a Headteacher, non-class committed Depute Headteacher and two Principal Teachers who are able to lead improvements within the school and a Principal Early Childhood Educator and 3 Senior Early Childhood Educator in nursery who lead nursery developments. One of our Seniors has secured an Excellence and Equity role which will enable her to carry out various initiatives to tackle the attainment gap in nursery. Throughout this session, the school, nursery and its community have engaged in various self-evaluations from full scale evaluation to targeted evaluations which have enabled us to identify where we are and where we need to go next. This extensive evaluation evidence was analysed, prioritised and developed into the improvement plan for this year, with suggested areas of consideration for moving forward in future years.

Staff used the Quality Indicators from HGIOS4 to evaluate strengths and areas for development based around current progress and thinking about current National initiatives. This involved the following steps:

- Prioritising the QIs using a pyramid structure from those they felt needed to be a focus in the coming year to those they felt we had developed and improved over the last 3 years
- Looking forward to session 2023-24, the team across school and nursery were asked to identify 3 words which would encapsulate our vision for the session. There were many highly effective responses however the one which we believe reflects our vision for the future is EMBRACE, EMPOWER AND EXCEL



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- Taking a closer look at the 2 Quality Indicators - 2.3 Learning, Teaching & Assessment and 3.2 Raising Attainment QI, using the features of highly effective practice to evaluate whether within this QI this was a strength, an area for development or an area we were cruising in and evaluating them using red, amber and green scale
- Analysing the norms of an improving school and identifying areas which we need to focus on. Using 10 norms to evaluate, it was highlighted that we, as a school team, need to be able to discuss our differences and enhance openness amongst each other. COVID has forced our teams to work in silos therefore we aim to have more social team gatherings and team development days to bring cohesiveness across both settings.
- Our Parent Council and Community Group play a vital role in our School Improvement journey and have priorities within the SIP. They have evaluated their practice and identified impact of their priorities.
- Our parents have been asked a series of questions via different platforms - online questionnaires, paper questionnaires, consultation groups. Our questions have focused heavily on school and nursery improvements. The results are then analysed and compared against the priorities identified by staff and children. We have asked questions on leadership, Pupil Equity Funding, children's rights, outdoor learning, learning and teaching, community involvement, health and wellbeing, communication and raising attainment. 96% of our Early Years parents believed that our outdoor learning days suitably challenged with high quality learning and teaching experience. Most of parent commented that they wished that the outdoor learning offer continued throughout the school. This was also the feedback from our thematic inspection where our inspector stated that outdoor learning experiences should be offered across the school. One of our parents stated that " Outdoor learning day is x's favourite day. She loves telling me all about what she has learned and looks to find trees, etc. when we are out and about outwith school. I am really pleased that outdoor learning has been extended until P4 and I would love to see it included up to P7. My daughter gets so much from her Tuesday session." When asking the children if they like to learn outdoors – all respondents highlighted that they would like to learn outdoors. Hence we will be offering outdoor learning to children in P1 – 4 next session.
- Self-evaluation from teaching staff and analysis of numeracy and maths attainment from Achievement of a Level and NSA data have highlighted there are gaps in our mathematic approaches. Therefore it has been decided to target mathematics pedagogy next session
- Our Pupil Parliament and Young Leaders of Learning issued questionnaires regarding curriculum, IDL and whole school improvements. Our Parliament members were also involved in the recruitment of a various support for learning assistants and ECEs. In session 2022-23, the Young Leaders of Learning and our Education Ministers carried out quality assurance in literacy and numeracy. They analysed the results and then gave individual feedback to teacher and high level messages across the school. Almost all jotters samples and feedback from children highlighted that more opportunities to self-assess and peer assess learning. The children have felt so strongly about this that they have made it their priority for school improvement plan 2023-24.
- Using all the feedback from our children, community and team, we have identified the following priorities for this session:
 - To re-design our maths progression pathway and pedagogy
 - Continue to develop and embed a creative curriculum which is rich in humanity as in knowledge
 - Develop a non-fiction reading strategy across the school
 - Continue to improve our children's mental wellbeing through developing their emotional literacy
 - Provide after-school activity club to ensure wrap around care for our children
 - To develop children's understanding and use of evaluative language (Young Leaders of Learning & Pupil Parliament)
- Our School Improvement Plan demonstrates our strong commitment to The Promise where priorities are identified and impact will be measured to ensure improved outcomes for our Care Experience children

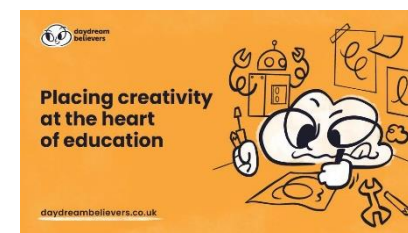
Scales



Success & Achievements

During session 2022-23, we achieved the following:

- We are the first school in Scotland to gain the accreditation of being a Trauma Informed School by TISUK
- We are the first school in Stirling to have gained our GOLD award from Rights Respecting Schools
- School & nursery have shared good practice at Regional Improvement Collaborative, Council CLPLs and Scottish Learning Festival for Play Pedagogy and 21st century learning approaches
- P6 and Mr Downs have worked with Daydream Believers and presented work on their Forestopia project at Dynamic Earth



Strategic Planning Overview

National Improvement Framework Priorities	HGIOS 4 & HGIOELC Quality Indicators	Regional Improvement Collaborative Priorities
<ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly in literacy and numeracy. <p>Key drivers of improvement</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism 	<p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p>	<ul style="list-style-type: none"> • Develop collaborative approaches which build staff capacity to deliver high quality literacy learning experiences for all. • Work together to strengthen and improve teacher confidence, understanding and teaching of numeracy. • Work as a collaborative to strengthen the quality of the ELC workforce to support the quality dimension of the expansion. • Provide professional learning that helps drive forward collaborative leadership at all levels. • Ensure performance information and improvement approaches support raising attainment for all. <p>Children's Services Plan Outcomes</p> <p>Some key outcomes are:</p> <ul style="list-style-type: none"> • A reduction in attainment gaps by improving attainment for young people affected by disadvantage

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<ul style="list-style-type: none"> • Parental engagement • Assessment of children's progress • School improvement • Performance information 	3.2 Securing children's progress 3.3 Developing creativity and skills for life and learning	<ul style="list-style-type: none"> • An inclusive environment for learning and wellbeing exists across all schools and establishments • The impact of socio-economic disadvantage is reduced through better access to a wider range of learning and development opportunities for children and young people • Improvement in the quality and continuity of positive school leaver destinations is achieved
'The Promise' – Plan 2021-2024		
<ul style="list-style-type: none"> • School improvement plans will value and recognise the needs of their care experienced pupils with robust tracking of attendance and attainment so that support can be given early. 		

OUR SPECIFIC TARGETS AND HOW THEY ADDRESS SCHOOL, LOCAL AND NATIONAL PRIORITIES

AIMS/QI'S		PRIORITY 1 H&W	PRIORITY 2 MATHS	TARGET 3 LITERACY	TARGET 4 CREATIVE CURRICULUM
INTEGRATED CHILDREN'S SERVICES PLAN OUTCOMES					
• The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced.					
• All children thrive as a result of nurturing relationships and stable environments in their own school and community.					
• Children, young people and their families are respected as equal partners in decision making and planning.					
• Children's and young people are mentally and emotionally healthy.					
• School improvement plans will value and recognise the needs of their care experienced pupils with robust tracking of attendance and attainment so that support can be given early. (The Promise 2021-24)					
NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES					
Improvement in attainment, particularly in literacy and numeracy					
Closing the attainment gap between the most and least disadvantaged children for numeracy and literacy					
Improvement in children and young people's health and wellbeing					
Improvement in curriculum developments, learning & teaching to support employability skills and sustained, positive destinations					
HOW GOOD IS OUR SCHOOL 4 – QUALITY INDICATORS					
LEADERSHIP AND MANAGEMENT How good is our leadership and approach to improvement?	1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity				
LEARNING PROVISION How good is the quality of the care and education we offer?	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships				
SUCSESSES AND ACHIEVEMENTS How good are we at ensuring the best possible outcomes for all our learners?	3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability				
REGIONAL IMPROVEMENT COLLABORATIVE					
• Develop collaborative approaches which build staff capacity to deliver high quality literacy learning experiences for all.					
• Work together to strengthen and improve teacher confidence, understanding and teaching of numeracy.					
• Provide professional learning that helps drive forward collaborative leadership at all levels.					
• Ensure performance information and improvement approaches support raising attainment for all.					

SCHOOL IMPROVEMENT TARGETS	
NATIONAL IMPROVEMENT FRAMEWORK KEY DRIVERS	
These drivers feature across all of our Improvement Targets:	
<ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement 	<ul style="list-style-type: none"> • Assessment of children's progress • School improvement • Performance information
PRIORITY 1 3.1 - ENSURING WELLBEING, EQUALITY AND INCLUSION – IMPROVING CHILDREN'S HEALTH & WELLBEING <ul style="list-style-type: none"> • To continue to develop emotional literacy in our children through embedding Emotion Works programme • Track & monitor children's motivation and wellbeing using Glasgow Motivational & Wellbeing Profile • Use data from GMWP to target individual, group, class or whole school interventions • To use outdoor learning approach across P1 -4 to enhance children's wellbeing, creativity and respect for the natural world. 	
SCHOOL PRIORITY 2 – 2.2 CURRICULUM, 2.3 LEARNING, TEACHING & ASSESSMENT & RAISING ATTAINMENT AND ACHIEVEMENT - SCHOOL FOCUS RAISING ATTAINMENT IN MATHEMATICS <ul style="list-style-type: none"> • To develop a mathematics progression pathway to support the learning & teaching of maths • To implement CPA approach with P2 and targeted group of learners 	
SCHOOL PRIORITY 3 - 2.2 – CURRICULUM, 2.3 LEARNING, TEACHING & ASSESSMENT & RAISING ATTAINMENT AND ACHIEVEMENT - SCHOOL FOCUS RAISING ATTAINMENT IN LITERACY <ul style="list-style-type: none"> • To improve and raise attainment of children in literacy • To develop and improve pedagogy; the teaching of non-fiction reading • To embed new literacy approach by high emphasis on methodology through Quality Improvement focus throughout the session, class obs, jotter sampling, moderation mates, etc • To track individual, group, class and whole school reading and writing attainment 	
SCHOOL PRIORITY – 2.2 CURRICULUM & 3.3 CREATIVITY AND EMPLOYABILITY Improvement in employability skills and sustained, positive school-leaver destinations for all young people <ul style="list-style-type: none"> • To continue to create an exciting curriculum for our learners which is rich in humanity and also knowledge • Develop whole school curriculum mapping to ensure children are responding with active compassion and gives the 7 aspects of curriculum design • To improve outcomes for our Care Experienced children by rigorous attendance monitoring and implementation of bespoke alternative curriculum including Resilience Training (The Promise 	
TARGET 4 2.5 – Parental Engagement (Parent Council) <ul style="list-style-type: none"> • To continue to connect the school and nursery community through deep meaningful family engagement sessions which further strengthen the Allan's family community • To support After-school Activity Club 	
TARGET 5 - 2.3 LEARNING, TEACHING & ASSESSMENT (YOUNG LEADERS OF LEARNING & PUPIL PARLIAMENT) <ul style="list-style-type: none"> • To increase learner agency and the community's use of evaluative language to report on learning • To enable children to peer and self-assess learning using effective language to identify and summarise the learning 	


Priority 1 - 3.1 - ENSURING WELLBEING, EQUALITY AND INCLUSION – NURSERY & SCHOOL FOCUS**IMPROVING CHILDREN'S HEALTH & WELLBEING**

- To continue to develop emotional literacy in our children through embedding Emotion Works programme and trauma informed practice
- To improve outcomes for our looked after children by rigorous attendance monitoring and implementation of bespoke alternative curriculum including Resilience Training (The Promise)
- Track & monitor children 's agency, autonomy and affiliation using the Glasgow Motivation and Wellbeing Profile (GMWP)
- To use outdoor learning approach across P1 -4 to enhance children's wellbeing, creativity and respect for the natural world.

Outcomes for Learners

- Children's attainment will improve due to nurture approaches and therapeutic measures
- Targeted support will be provided for children who require extra support to self-regulate and/or make sense of trauma
- improved outcomes for our looked after children by rigorous attendance monitoring and implementation of bespoke alternative curriculum including Resilience Training (The Promise)
- Staff wellbeing will be supported to ensure positive outcomes for all community members
- Data from T&M from GMWP will inform individual, group, class and whole school interventions to support wellbeing
- Children will confidently articulate their emotions using Emotion Works approach
-

Key Actions	Priority Leader	Milestone Dates	PEF	Evaluation/ Analysis of Progress and Impact
Trauma Informed & Nurturing Principles <ul style="list-style-type: none"> • Staff to continue to embed PACE approach in everyday practice • Implement Learning Together session on Trauma Informed Practice • Staff wellbeing to be monitored through termly Supervision sessions 	School team School community Lindsey Howland/Maria Pridden/Nicole Primrose HT & Staff team	Ongoing Term 1 ongoing	YES	<ul style="list-style-type: none"> • Children identify a trusted adult and are able to self-regulate when feeling emotionally vulnerable • PACE is fully embedded in school community's practice • School community are informed of our nurturing practices • Supervision sessions will enable staff and HT to identify stress trigger points and implement measures to reduce stress • It is a way of life
Glasgow Motivational & Wellbeing Profile <ul style="list-style-type: none"> • All children will use the GMWP to gauge their agency, autonomy and affiliation • Staff will use the data to modify practice, interventions, etc. • Care Experienced children's attainment and wellbeing 	Lindsey Howland Staff team	term 1 Ongoing		<ul style="list-style-type: none"> • Tracking of GMWP to inform next steps Timetable for our Care Experienced children will be implemented using a variety of services – Youth & Participation Team, Artists, Musicians to ensure improvements in their attainment, confidence and resilience – see PEF Plan

<p>Emotional Literacy</p> <ul style="list-style-type: none"> • To ensure ongoing support for staff. • To continue to track the progress using Baseline Assessment (target group of children) • To create or organise resources which will support the effective implementation of the programme. • To review and make changes as the programme develops. <p>Outdoor Learning</p> <ul style="list-style-type: none"> • outdoor learning sessions will be delivered to P1 – 4 with each class having a day per week of outdoor learning • staff will be upskilled to deliver outdoor learning independently • outdoor learning will focus on LFS • group of targeted children in P1 – 4 to track and monitor engagement and personal targets • enhancing opportunities to learn across levels (collaborative learning) 	<p>Lindsey Howland</p> <p>Lindsey Howland Lindsey Howland</p> <p>K Gilmartin & R Watson</p> <p>Staff team & K Gilmartin</p>		<p>Yes</p> <p>YES</p>	<ul style="list-style-type: none"> • Successful organisation of all training & teaching resources and distribution to class teachers. Communal learning spaces have visual displays • Progress is measured successfully using Baseline Assessment • Evaluate progress on a regular basis and then complete an end of session review, identifying next steps. • Children will experience and benefit from weekly full day outdoor learning sessions • Children will use front playground space and off-site spaces confidently and responsibly showing a deep appreciation for their community and environment • Children will develop their knowledge and understanding of learning for sustainability • Individual children will develop and increase their level of engagement in play and learning 
<p>FUTURE PLANS</p> <ul style="list-style-type: none"> • Trauma informed and nurture practices are a way of life at APS • Use results from T&M of GMWP to inform next steps • To increase outdoor learning opportunities to P5 and beyond 				

Improvement Priority 2 – WHOLE SCHOOL

2.3 – LEARNING, TEACHING & ASSESSMENT & 3.2 RAISING ATTAINMENT AND ACHIEVEMENT

- To raise attainment in numeracy and mathematics

Outcomes for Learners

2.3 – LEARNING, TEACHING AND ASSESSMENT & 3.2 RAISING ATTAINMENT

RAISING ATTAINMENT IN NUMERACY & MATHEMATICS

- To improve and raise attainment of children in numeracy & mathematics across the school by embedding whole school approach
- To develop and improve pedagogy; the teaching of mathematics through development of progression pathway and policy
- To embed numeracy & mathematics approach by high emphasis on methodology through Quality Improvement focus throughout the session, class observations, jotter sampling, moderation mates, etc.
- To track individual, group, class and whole school numeracy & maths attainment
- To inform parents on how they can support their child in improving maths & numeracy
- To implement CPA approach in targeted class and individual children

	Priority Leader	Milestone Dates	PEF	Evaluation/ Analysis of Progress and Impact
<ul style="list-style-type: none"> Implement staff, pupil questionnaire about the learning & teaching of maths and numeracy Audit resources for teaching of mathematics Identify gaps in resources and purchase new resources to support the L&T of maths Create a progression pathway to support the maths implementation Create a numeracy and maths policy to support L&T Devise a yearly whole school maths timetable to ensure continuity and breadth Implement CPA approach in P2 class and with target groups Implement numeracy and maths learning together sessions with school community Track and monitor attainment across school, classes, groups and individuals Implement post staff, pupil, parent questionnaire to measure impact 	L Howland L Howland L Howland L Howland L Howland L Howland R Watson & SLAs L Howland Whole staff & SLT L Howland	August 2023 September 2023 Ongoing September 2023 September 2023 October 2023 ongoing Term 2 Ongoing May 2024	Yes	<ul style="list-style-type: none"> T&M & Questionnaires identifies gaps and next steps New resources purchased to support implementation Progression pathway, yearly timetable and policy devised to ensure coherence Raised attainment in maths - 87% children achieving expected levels P2 teacher will enhance pedagogy to raise attainment in P2 class by working collaboratively with Education Scotland CPA approach implemented with target groups to enhance individual targets Learning Together sessions enhance attainment Care Experienced children will reach individual targets in writing and reading – see PEF Plan

Future Plans * Review problem solving pedagogy * continuation of monitoring numeracy and maths across all levels with particular emphasis on children identified - attainment gap & Care Experienced				



Improvement Priority 2 – WHOLE SCHOOL

2.3 – LEARNING, TEACHING & ASSESSMENT & 3.2 RAISING ATTAINMENT AND ACHIEVEMENT

- To raise attainment in literacy through the development of a consistent and progressive approach to the teaching and analysing of non-fiction text
- To develop a consistent whole school Dyslexia Friendly pedagogy

Outcomes for Learners

2.3 – LEARNING, TEACHING AND ASSESSMENT & 3.2 RAISING ATTAINMENT

RAISING ATTAINMENT IN LITERACY

- To improve and raise attainment of children in literacy through embedding a whole school approach to the teaching and analysing of non-fiction text
- To continue to develop our Non-Fiction Reading Framework together with the development of a progression pathway
- To embed our literacy approach by high emphasis on methodology through Quality Improvement focus throughout the session, class observations, jotter sampling, moderation using literacy benchmarks etc.
- To use the Stirling Council Literacy for Life self-evaluation toolkit to inform our practice and support whole school literacy attainment
- To continue to promote a love of reading across the school - gain our Scottish Book Trust GOLD Reading Schools Award
- To develop a whole school Dyslexia Friendly pedagogy based on the 21st century definition of Dyslexia

	Priority Leader	Milestone Dates	PEF	Evaluation/ Analysis of Progress and Impact
<ul style="list-style-type: none"> • To use Stirling Council Literacy for Life self-evaluation toolkit to inform our practice and support whole school literacy attainment 	S Toole/staff team S Toole	Term 1		<ul style="list-style-type: none"> • SC Literacy for Life self-evaluation toolkit used to confirm strategic direction • New resources purchased to support implementation

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<ul style="list-style-type: none"> • Create a progression pathway to support our existing non-fiction framework • Identify any gaps in resources and purchase new resources to support the L&T of non-fiction reading • Track and monitor reading attainment across school, classes, groups and individuals • To continue to promote a love of reading through the structure of the Scottish Book Trust Reading Schools Award- go for GOLD! • To encourage a shared love of reading through the implementation of Paired Reading sessions throughout the school and community reading events eg. Book Breakfast • To work collaboratively with our community partners at Stirling Central Library in promoting a positive reading culture • To develop a whole school Dyslexia Friendly pedagogy based on the 21st century definition of Dyslexia • Dyslexia Working group established with children, staff and parent/carers – questionnaires to be completed (Looking Inwards), excellent practice to be explored in other settings (Looking Outwards) • All staff to undertake and implement Made by Dyslexia online training through PRD target • Parent Workshop event highlighting our Dyslexia Friendly pedagogy 	S Toole	For the start of Term 3 (non-fiction input)		<ul style="list-style-type: none"> • Progression pathway used to support tracking and monitoring of reading attainment, • Care Experienced children will reach individual targets in writing and reading – see PEF Plan • Staff self-evaluation of Dyslexia Practice completed May 23- revisit April 24 • Children, parent/carers and staff Dyslexia questionnaires to be completed Sep 23 and May 24 to measure impact
	S Toole	For the start of Term 3 (non-fiction input)		
	S Toole/ Reading Leader group	Ongoing		
	S Toole	Date to be arranged for March 24 for Gold accreditation		
	Deborah McFadzen/Lindsey McMillian (school librarians)	Ongoing		
	S Toole/ A Foran/ C James	Ongoing		
	S Toole	Start at INSET Aug 23		
	Staff team	Sep 23		
	S Toole	Ongoing		
		Term 3		

Future Plans

*** Review Dyslexia Friendly policy in line with updated Stirling Council and National Dyslexia guidance**

*** Review Listening and Talking Practices**

*** Continuation of monitoring literacy learning across all levels with particular emphasis on children identified - attainment gap & Care Experienced**

Improvement Priority 3 – WHOLE SCHOOL

SCHOOL PRIORITY 4 – 2.2 Curriculum & 3.3 CREATIVITY AND EMPLOYABILITY

- To create an exciting curriculum for our learners which is rich in humanity and also knowledge
- Develop whole school curriculum mapping to ensure children are responding with active compassion and gives the 7 aspects of curriculum design
- Our curriculum will build on 5 Cs pillars – community, connection, compassion, creativity and credibility whilst delivering 5Cs skills – communication, creativity, curiosity, collaboration and critical thinking
- IDL planning will be based on people, place, problem and possibilities
- Implement the curriculum and review impact by gaining feedback from children, staff and community

2.3 – 2.5 – FAMILY LEARNING

- School community to be actively involved in the review of curriculum rationale and narrative

Outcomes for Learners

- All learners will develop and demonstrate active compassion through meaningful IDL where they are required to solve real-life dilemmas
- All learners will be able to identify the relevance and purpose of learning through IDL, linking these to their local, national and global community
- All learners will feel a sense of empowerment to lead their learning, with greater choices about what and how they learn
- All learners will have progressive, 'joined-up' experience of IDL from P1-7
- All learners will be able to identify the skills they are using throughout their IDL contexts
- Our curriculum will develop knowledge, skills and attributes that children need to acquire to thrive in our interconnected, digital and rapidly changing world
- Our children will be democratic citizens and active shapers of our world
- Children will be excited by learning through IDL contexts which is built on compassion, community, credibility, creativity and connection

Key Actions	Priority Leader	Milestone Dates	PEF	Evaluation/ Analysis of Progress and Impact
<ul style="list-style-type: none"> • Provide further opportunities for staff to use Curriculum of Hope framework to plan IDL Contexts • Implement Planning Buddies to support professional dialogue around planning • Link Curriculum of Hope context with other approaches, e.g. Emotion Works, Teaching Children to Listen • Continue to develop whole school progression for Curriculum of Hope contexts across each 	<p>L Howland & T Downs</p> <p>L Howland, T Downs & staff team</p> <p>L Howland & T Downs & staff team</p> <p>L Howland & T Downs Staff team</p> <p>Staff team</p>	<p>ongoing</p> <p>ongoing</p> <p>Oct – Dec 2023</p> <p>Oct – Dec 2023</p>		<ul style="list-style-type: none"> • Curriculum will be robust, exciting thereby developing children who will thrive in 21st world • Our 5 Cs pillars of the curriculum will be firmly embedded to enable delivery of robust learner pathways with particular emphasis on LFS and creativity • Staff will be confident in using new pathways, planning formats and pedagogy

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<p>stage. Staff involvement in this at CAT sessions to generate possible ideas for stories</p> <ul style="list-style-type: none"> • Build in 2 opportunities for staff/pupil/parent feedback of Curriculum of Hope • Identify areas for assessment as part of Curriculum of Hope context planners • Develop Whole School Self-Evaluation of 5Cs and Active Compassion to allow learners to reflect on their application of skills at different 'touch points' in each term 	<p>Staff team, pupils & parents</p> <p>Staff team L Howland, T Downs and school community</p>	<p>ongoing</p> <p>Ongoing</p> <p>Ongoing</p>		
<p>Future Plans</p> <ul style="list-style-type: none"> • COH is a way of life for IDL curriculum planning and learning & teaching • Children's suggesting their own interest to be change makers 				
<p>PRIORITY 5 2.3 – LEARNING, TEACHING & ASSESSMENT & 3.2 RAISING ATTAINMENT AND ACHIEVEMENT</p> <ul style="list-style-type: none"> • To develop consistent approaches to peer and self-assessment throughout the school • To develop the use of meaningful evaluative language learners use to reflect on their progress and next steps, describing and discussing these with confidence • To provide meaningful opportunities for learners to lead whole school change and improvements 				
<p>OUTCOMES FOR LEARNERS</p> <ul style="list-style-type: none"> • All teachers and pupils will have a better understanding of peer and self assessment • All teachers and pupils will be confident in using different methods of peer and self assessment • All learners will be confident in using words to describe their learning and how they are getting on 				



- **Young Leaders of Learning will feel proud of their accomplishments in leading a whole school change**

Key Actions	Priority Leader	Milestone Dates	PEF	Evaluation/ Analysis of Progress and Impact
<ul style="list-style-type: none"> Conduct a survey for teacher and learner to find out what they already know and how much they already use different kinds of self and peer assessment Young Leaders of Learning will research different forms of self and peer assessment Attend staff meetings to share our findings and introduce new ways of self and peer assessment – 1 or 2 per term Moderation of peer assessment of approaches by Young Leaders of Learners Hold learner conversations – 1 per term Create packs to give to teachers to help with self and peer assessment Hold a survey/questionnaire at the end to measure the impact of improvement 	YLOs & T Downs YLOs & T Downs YLOs & T Downs YLOs & T Downs YLOs & T Downs YLOs & T Downs YLOs & T Downs	Term 1 Ongoing Ongoing Term 2 & 3 Ongoing Ongoing Term 4	YES	
Future Plans				

Improvement Priority 5 – SCHOOL, NURSERY & PARENT COUNCIL

3.1 ENSURING WELLBEING, INCLUSION & EQUITY

- CHILDREN AND FAMILIES WILL FEEL A SENSE OF BELONGING TO OUR SCHOOL
- FAMILIES ACROSS ALL DECILES WILL ENGAGE IN THE LIFE OF THE SCHOOL
- AFTER-SCHOOL CARE WILL BE ESTABLISHED IN SCHOOL
- RAISED ATTAINMENT IN LITERACY, NUMERACY AND IMPROVED HEALTH & WELLBEING OF CHILDREN AND FAMILIES

Outcomes for Learners

- High parental engagement through various different targeted family interventions, universal approaches and one to one support using a variety approaches
- Creation of After-school Activities Club to ensure wrap around care
- After-school Activities Club ensures places for Care Experience children and children receiving PEF
- Improved outcomes for care experienced children through building trusting relationships
- Almost all the children and their parents will participate in person community events – September Family Fayre, Family Ceilidh, Family Picnic, Race Night/Quiz
- Children who require financial support will receive donations, etc from APC

PRIORITY	Priority Leader	Milestone Dates	PEF	Evaluation/ Analysis of Progress and Impact
<ul style="list-style-type: none"> • Parent council and school/nursery to devise a working group to increase parental engagement and family learning opportunities across the community • Sub group of parents to organise and deliver After-school Activity Club • Sub group to apply for funding to operate after-school club • Parent Council to support equity across the school by funding key projects for learners • Parent Council to represent school community on strategy groups formulated in school for school improvement 	SLT & APC Sub group Sub group APC APC	Term 1 ONGOING Ongoing ONGOING		Working group will increase parental engagement across school and nursery Increased family learning sessions Wrap around care is sustainable at APS Funding is secured to promote the experience and H&W of all who attend Equity places are given to children and families who need it APC and parent voice are integral to policy changes and school improvement

FUTURE PLANS				

