



Allan's Primary School

SCHOOL IMPROVEMENT PLAN

Session 2024-25

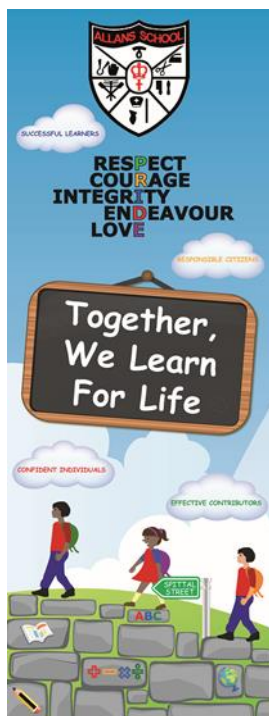
Embrace, Empower & Excel



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 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 intention
- ❖ **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, demonstrate 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.



Our Context

- 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 2023-24, the school roll was 168 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 2023-24, the school remains with a polarisation of deciles; a wide gap in terms of children's starting points.
- We strive to support the whole school community through putting GIRFEC at the heart of everything we do. This is reflected in our staged intervention data which supports our 44% learners who have different and individual requirements, e.g. English as a Second Language (EAL), Dyslexia, Dyscalculia, Autism, ADHD and social and emotional needs. We have 44% of our learner population requiring additional support in their learning using our Staged Intervention process.
- Allan's Primary historically has many children with English as a Second Language (EAL), Session 2023-24 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 95% and we monitor attendance and late coming on a monthly basis.

School Priorities

Throughout session 2023-24, we have continued to be responsive to challenges of the budget cuts and post COVID and our priorities for this session will

continue to focus heavily on what priorities are unique to our context 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 our school 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 School (HGIOs 4), Curriculum for Excellence (CfE); Assessment is For Learning (AifL), Trauma Informed and Nurturing Principles, The Promise and the refreshed CfE narrative.

We will also continue to promote highly effective 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 2023-24 to identify our priorities for session 2024-25. Our school 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 Educators 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 2024-25, 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
- 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. We used various self-evaluation resources - placemat on learning, teaching and assessment, Scottish Attainment Challenge Self-evaluation document, Literacy for Life and How Good is OUR School.
- During Shared Learning Experiences (Class observations), jotter monitoring and learning conversations with our children, it is clear that most classes are aware of the learning process and most children can talk articulately about learning intentions, success criteria, next steps, assessment, feedback and targets however to ensure that we have consistency in high quality learning and teaching, we will be focusing all children from P1 - 7 being able to discuss the learning process with confidence.



- 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 Pupil Equity Funding, children's rights, outdoor learning, learning and teaching, community involvement, health and wellbeing, communication and raising attainment.
- This year we have been able to offer outdoor learning to class from P1 - P5. 96% of our Early Years parents believed that our outdoor learning days suitably challenge our children with high quality learning and teaching experience. Most of our parents 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.
- Our maths attainment continues to be overall good however we are identifying a gap between children living in quintile 1 and/or entitled to Free School Meals especially in P2 -4. Therefore it has been decided to target mathematics pedagogy next session with special emphasis on raising attainment with targeted groups in P3 - 5. 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 mathematics approaches. We will use our Pupil Equity Funding to resource this intervention.
- Using all the feedback from our children, community and team and using the attainment data, we have identified the following priorities for this session:
 - To continue to re-design our maths progression pathway and pedagogy
 - To ensure consistency of highly effective L&T pedagogy across the school
 - To enhance school's community understanding of inclusion and equity
 - To enable our learners and school/nursery community to navigate the digital world safely and with knowledge
- 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

Success & Achievements

During session 2023-24, we achieved the following:

- Each team member completed the I Promise training which enabled us to gain our WE PROMISE award which demonstrates the strong commitment we have to ensure our care experienced children feel loved, safe and respected.
- We have been invited to share our practice on Creativity at numerous Education Scotland events which has stimulated many colleagues across Scotland asking to visit our school.
- Our Headteacher has been part of Excellence in Headship Cohort 3 in Connected and Collaborative Systems Leadership where she has been able to discuss many issues facing Scottish education. This has also led to our school being part of OECD School Learning Circle which has enabled us to collaborate with schools around the world. We have been able to share our practice and gain a valuable insight into education systems in different countries.
- Our Walking Bus strategy was highlighted by Education Scotland as a model of good practice and was used to encourage other schools to adopt a similar approach to improve attendance



Priorities for 2024-25

| Priority ID | Area | Priority Description (School Priority): | Expected Impact/Outcomes for learner: (QA Activity, NSA Assessments, Tracking of interventions) | Impact Measures | PEF Link | NIF Priority: | HGIOS | HGIODELC | Council Priorities | The Promise: |
|-------------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------|-------|----------|-------------------------|--------------|
| 1 | Maths & Numeracy | To continue to embed mathematics approach across the school and ensure number agility within our learners | Improvement in maths & numeracy attainment in children in deciles 1-4 | * Pre & Post Numicon assessments * ACEL * NSA results | Yes | Improvement in attainment | 1.1 | | Curriculum | Scaffolding |
| 2 | L, T & Assessment | To ensure all learners understand the learning process and see themselves as valued learners | Children will discuss confidently their learning, targets and next steps | * ACEL results * NSA results | No | Improvement in attainment | 2.3 | | Learning, Teaching | Scaffolding |
| 3 | Digital | To develop a well planned, robust approach to support the digital wellbeing of our children, families and practitioners | Children will navigate their digital life with confidence and knowledge thereby ensuring their cyber resilience and online safety | * self-evaluation toolkit outcomes * Monitoring of implementation * Successful completion of Digital Wellbeing Award | No | Improvement in children's digital wellbeing | 2.3 | | Inclusion and Wellbeing | Family |
| 4 | Inclusion | To ensure that our school and nursery is wholly inclusive where everybody feels safe, accepted and thrives | Children will be knowledgeable about neurodiversity, aware of their beliefs of neurodivergence and the actions they take. Our community will be informed and wholly inclusive to all children and families | * Teachers' self-evaluation pre and post using LEANS measures * Parent evaluation * children's evaluation - pre & post | No | Placing the human person at the heart of education | 3.2 | | Inclusion and Wellbeing | People |
| 5 | DYW - Creativity | To develop "lightbulbs" moments in children's through Play, Experimentation, Risk-taking, Sensory Exploration, Imagination, and Openness using the film and screen process | Children will develop their 5 Cs (21st century skills), cultural knowledge and sense of heart through how they feel about themselves and the world by deepening their understanding of the feelings of identity, belonging and agency. | * pre & post assessment * creation of a film to share with stakeholders and Screen Scotland/Education Scotland | No | Placing the human person at the heart of education | 3.3 | | Inclusion and Wellbeing | Scaffolding |

