School Improvement Plan

Fintry Primary School

Session 2023/24

Planning Team
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"Together we develop skills for our future"

Our Vision, Values and Aims:

"Together we develop skills for our future"

Our vision at Fintry Primary is to inspire children to be motivated to learn and achieve their potential.

Our Core Values:

Respectful   Responsible   Safe   Hardworking   Resilient

At Fintry Primary and Nursery Class we aim to:

- Sustain a welcoming, positive ethos, which promotes health, wellbeing and respect for all, where individuals feel safe, nurtured and included.

- Experience high quality teaching and learning that is active, challenging and inspiring with an emphasis on skills for learning, life and work.

- Develop our skills to become a Successful Learner, Confident Individual, Effective Contributor and Effective Learner.

- Develop positive, productive relationships with our learners, staff, parents and the wider community.

Stirling Council Education

At Fintry Primary Getting It Right for Every Child (GIRFEC) approach underpins the life and ethos of the school to ensure that we put every child at the centre. The Scottish Government introduced the GIRFEC approach to ensure that the wellbeing of learners is at the heart of education and our society. The approach uses eight areas of wellbeing in which learners need to progress in order to do well now and in the future. The eight indicators of wellbeing are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included. These eight areas are set in the context of the 'four capacities' that are at the centre of the Curriculum for Excellence. We want all learners at Fintry Primary School to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens.
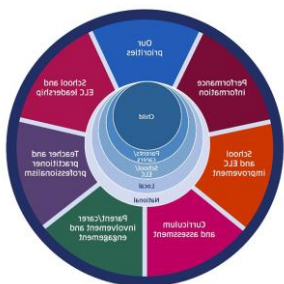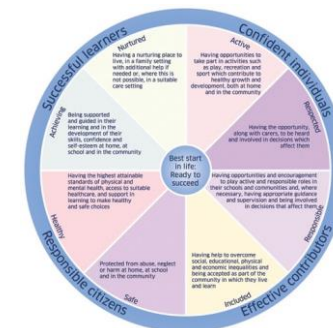
Outcomes for all learners will be in line with National and Local priorities, and, the Curriculum for Excellence. This will be achieved by:

- School leadership
- Teacher and practitioner professionalism
- Parental/carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information

Context

From April 2012 Fintry Primary, and Buchlyvie Primary and Nursery has had a shared Head Teacher. From August 2018, Arnprior Nursery joined our community. Alongside the Headteacher, a Principal Teacher has management and leadership responsibilities in each school; a Principal Childhood Educator has management and leadership responsibilities at Fintry Nursery Class and Arnprior Nursery.

Fintry School is set in a rural environment 17 miles west of Stirling. The school roll for next session is 59. The class structure is made up of three composite classes; P1/2 – 19 learners; P3/4 – 16 learners; P5/6/7 - 21 learners. The local secondary school is Balfron High School, which is 5 miles from Fintry. Fintry Primary school is set in rural Stirlingshire, 98% or our learners are in SIMD 8 and 2% in decile 7. There are 9 learners on Stage 2 of Staged Intervention and 1 learner on Stage 3.

The staffing arrangements at Fintry Primary for 2023/24 consists of the Head Teacher, 1 Principal Teacher (0.2 Support for Learning Teacher),2 Full Time teachers,1 part-time (1 x 0.9) teacher. The learners will benefit from a specialist Music Teacher and Physical Education for one block during the session 2023/24.

A supportive and active Parent Council enhance the education of the learners through providing finance for resources. The Parent Forum supports their learners' education by taking a keen interest in school life and contributing significantly to school improvement. Fundraising is led by the Parent Council and supported by members of the parent forum.

The Self-Evaluation Process

Throughout the year, the progress of all learners is regularly reviewed with staff and the Senior Leadership Team (SLT) at planned feedback sessions. A Monitoring Calendar sets times for the SLT to look at learning and sample learners' work. Focus groups allow discussion with learners to evaluate quality of learning and teaching. Quality feedback to everyone in the school community ensures progression and celebrates achievement.

The SLT meet regularly with Educational Psychologist and Health Professionals to evaluate performance and to plan carefully for next steps. A School Chaplain has a strong partnership with the school. All staff work closely with the specialist music teachers and Active School co-ordinators to look at areas where delivery could be improved. Fintry School has a strong partnership with key stakeholders from the community; the Fintry Community Council, the Fintry Development Trust, Fintry Flower show and Fintry Focus who all work together on several enterprising activities and continually seek to find new ways to strengthen partnerships.

Quality feedback to everyone in the school community ensures progression and celebrates achievement.

The SLT meet regularly with Educational Psychologist and Health Professionals to evaluate performance and to plan carefully for next steps. A School Chaplain has a strong partnership with the school. All staff work closely with the specialist music and PE teachers. Active School co-ordinators provide taster sessions in different areas of sport. Fintry School and Nursery Class have a strong partnership with the community.

All staff are committed to improving through self-evaluation to deliver the best education for our learners. We use HGIOS4 and Education Scotland Improvement Hub to support our priorities.

Parents have the opportunity to evaluate school practice through Parents' Evenings, Celebration of Learning Events, Curriculum Events, News Letters, Interim and Yearly Reports, Parents' evenings, Report Cards, Questionnaires, Induction Days an Annual Audit. Focus groups are used annually to support improvements.

Using 'How Good Is Our School 4', learners have planned opportunities through Fintry Forum to share their views on:

Theme 1 Our relationships

Theme 2 Our learning and teaching

Theme 3 Our school and community

Theme 4 Our health and wellbeing

Theme 5 Our successes & achievements

Improvement Plan Overview

School Improvement Plan 2023/24

The priorities for our school improvement planning in the next session 2023/24 will focus on:

Key Priorities for Improvement Plan

1.1 Self-evaluation for self-improvement

- Collaborative approaches to self-evaluation
- Analysis and evaluation of intelligence and data
- Ensuring impact on learners' successes and achievements

2.3 Learning Teaching and Assessment with a focus on Writing and Reading

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

3.2 Raising Attainment and Achievement

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

Improvement Plan Overview   Plan 2023/24

National Improvement Framework Priorities	HGIOS 4 & HGIOELC Quality Indicators	Regional Improvement Collaborative Priorities
• Improvement in attainment, particularly in literacy and numeracy. • Closing the attainment gap between the most and least disadvantaged learners. • Improvement in learners and young people's health and wellbeing. • Improvement in employability skills and sustained, positive destinations. **Key drivers of improvement** • School leadership • Teacher professionalism • Parental engagement • Assessment of learners' progress • School improvement • Performance information	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 **Specific to HGIOS 4** 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability **Specific to HGIOELC** 3.2 Securing learners' progress 3.3 Developing creativity and skills for life and learning	• 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.
		Learners' Services Plan Outcomes
		Some key outcomes are: Some key outcomes are: • 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

Fintry Primary School Improvement Plan

Priority 1	Outcomes for Learners	Impact Measurement	PEF
1.1 Self-evaluation for self-improvement Through professional dialogue of questions below, develop a shared vision for our improvement through self - evaluation leading to a driver diagram and action plan. • How do we ensure improvement for the learner is central to all self-evaluation activity? • How do we know that the changes we have made have improved outcomes for children? • How well is evidence from self-evaluation being used to drive forward change? • How well have we identified our whole-school, departmental and individual strengths and areas for improvement through self-evaluation? • Do all staff have sufficiently high aspirations and expectations for all children and young people?	Successful Learners Self-evaluation supports improvements in reading and writing. Confident Individuals Learners have shared ownership of data and use it to support improvements in reading and writing. Responsible Citizens All learners are fully involved in improving the life and work of the school Effective Contributors Pupil participation is a strong feature of our approach to self-evaluation and continuous improvement.	• Self-evaluation of 1.1 in term 1 and term 4 • VSE visit in Term 2 • Consultations with teachers, learners and families. • PAT Box Assessment Information to improve learner outcomes • Driver Diagram Evaluation. • Stirling Health and Wellbeing Scale • SNSA Assessment • HGIOS 4 • HGIourS	✓

Priority 2	Outcomes for Learners	Impact Measurement	PEF
2.3 Learning Teaching and Assessment Through professional dialogue of questions below, develop a driver diagram and action plan to improve attainment in reading and writing. • How well do we communicate the purpose of learning and give effective explanations for all learners? • How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge? • How well do we deploy a wide variety of innovative and creative resources and teaching approaches? • How well do our questioning strategies enhance the learners' experience and enable higher-order thinking skills? How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching? How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning? • How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups? • Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve. • Learners are able to give effective feedback to peers on their learning and suggest ways in which they can improve	Successful Learners Learners' experiences in writing are appropriately challenging and enjoyable and well matched to their needs and interests. Confident Individuals Learners exercise choice, including the appropriate writing strategies, and take increasing responsibility as they become more independent in their learning. Responsible Citizens Learners are eager and active participants in writing lessons who are fully engaged, resilient, and highly-motivated and interact well during activities. Effective contributors Learners contribute effectively during writing lessons to create successful pieces of writing.	• Self-evaluation of 2.3 in term 1 and term 4 • Teacher Evaluation Wheel. • Consultations with teachers, learners and families. • SLT observation • HGIOS4 2.3 on Writing • Driver Diagram Evaluation. • Reading and Writing Teacher Judgement tracking and monitoring at all stages shows more children on track for achievement of a level. • SNSA Assessment	✓

Priority 3	Outcomes for Learners	Impact Measurement	PEF
3.2 Raising Attainment and Achievement Through professional dialogue of questions below, develop a driver diagram and action plan to provide opportunities for achievement for all learners. • Learners' achievements in and out of school are recorded and recognised. They understand how these achievements help them develop knowledge and skills for life, learning and work. • How well do we recognise and value the personal achievements of all learners? • How well do we track and recognise achievements? • How well are we capturing the impact of children and young people's achievements on our community? • What progress and achievement do children and young people gain from our outdoor learning experiences? • How well are we removing barriers to learning and ensuring equity for all?	Successful Learners Learners have opportunities to experience success and achievement through the planned curriculum Confident Individuals Learners achieve success in planned outdoor learning activities Responsible Citizens Learners work together to make a positive impact on our community Effective contributors Learners demonstrate their 4 capacities within our wider community.	• Self-evaluation of 3 .2 in term 1 and term 4 • Consultations with staff, learners and families. • Driver Diagram Evaluation. • Stirling Health and Wellbeing Scale Evaluation. • Achievements audit across whole school shows progress from previous year. • SNSA Assessment	✓

Balfron Learning Community Improvement Priority To build on school moderation processes and extend moderation to all schools and nurseries in the Learning Community To improve staff capacity across the Learning community to assess and moderate using a consistent, evidence based approach To improve engagement between staff across schools by working in moderation partnerships across the Learning Community. Strathblane-Killearn-Balfron-Fintry-Buchlyvie Drymen-Kippen *This will culminate in a Learning community moderation event on INSET day in April 2024 at BHS*	Children will be assessed through a consistent and evidence based approach across nursery, primary and secondary staff in the learning community	This will be evidenced through - Commitment of staff to the moderation process - Consistency of approach - Moderation activity at school level - Quality of moderation dialogue - Quality and range of assessment information used for moderation - Staff confidence in assessing children's achievement of CfE levels - Partnership working across schools in the LC - Schools/LC ACEL data