



School Improvement Plan

Fintry Primary School

Session 2024/25

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:

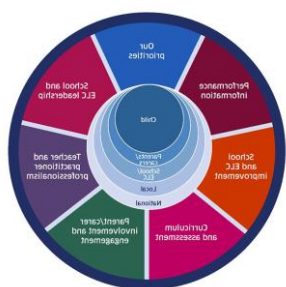
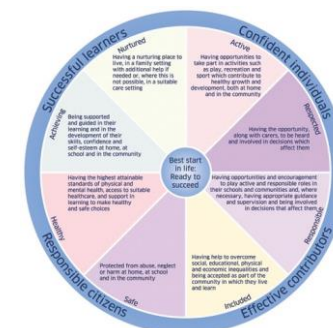
Respectful Responsible Safe Hardworking Resilient

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 – 13 learners; P3/4 – 21 learners; P5/6/7 - 25 learners. Fintry Primary school is set in rural Stirlingshire, 98% of our learners are in SIMD 8 and 2% in decile 7. There are 8 learners on Stage 2 of Staged Intervention and 1 learner on Stage 3, 15% of our school population.

The staffing arrangements at Fintry Primary for 2024/25 consists of the Head Teacher, 1 Principal Teacher (0.2 Support for Learning Teacher), 1 Full Time teacher, 2 part-time (2 x 0.9) teachers. The learners will benefit from a specialist Music Teacher and Physical Education for one block during the session 2024/25.

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.

Stirling Council Education

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 and 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

The priorities for our school improvement planning in the next session 2024/25 will focus on:

2.3 Learning Teaching and Assessment with a focus on Beyond Number in Mathematics

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

2.4 Personalised Support

- Universal Support
- Targeted Support
- Removal of potential barriers to learning

3.3 Increasing Creativity and Employability

- Creativity skills
- Digital innovation
- Digital literacy
- Increasing employability skills

National Improvement Framework Priorities	HGIOS 4 & HGIOELC Quality Indicators	HGIourS
<ul style="list-style-type: none"> 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. <p>Key drivers of improvement</p> <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of learners’ progress School improvement Performance information 	<ul style="list-style-type: none"> 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>Specific to HGIOS 4</p> <ul style="list-style-type: none"> 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability <p>Specific to HGIOELC</p> <ul style="list-style-type: none"> 3.2 Securing learners’ progress 3.3 Developing creativity and skills for life and learning 	<ul style="list-style-type: none"> 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 <p style="text-align: center;">Learners’ Services Plan Outcomes</p> <p>Some key outcomes are:</p> <p>Some key outcomes are:</p> <ul style="list-style-type: none"> 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

Priority 1	Outcomes for Learners	Impact Measurement	PEF
<p>2.3 Learning Teaching and Assessment with a focus on Mathematics</p> <p>Through professional dialogue of the questions below, develop a shared vision for our improvement leading to a driver diagram and action plan.</p> <ul style="list-style-type: none"> • 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. 	<p><u>Successful Learners</u></p> <p>Learners' experiences in numeracy and mathematics are appropriately challenging and enjoyable and well matched to their needs and interests.</p> <p><u>Confident Individuals</u></p> <p>Learners exercise choice, including the appropriate numeracy and mathematics strategies, and take increasing responsibility as they become more independent in their learning.</p> <p><u>Responsible Citizens</u></p> <p>Learners are eager and active participants in numeracy and mathematics lessons who are fully engaged, resilient, and highly-motivated and interact well during activities.</p> <p><u>Effective contributors</u></p> <p>Learners contribute effectively during numeracy and mathematics lessons to support their peers in learning.</p>	<ul style="list-style-type: none"> • Self-evaluation of teaching numeracy and mathematics in term 1 and term 4 • Consultations with teachers, learners and families. • Driver Diagram Aims and evaluation. • PAT Box Assessment Information to improve learner outcomes • Stirling Health and Wellbeing Scale • NSA Assessment • Question Banks and Summative Assessment • IDL Assessment on Beyond Number • Floor Books with Learning Logs • NSA Data • Evaluation against 4 capacities • HGIOS 4 • HGIourS: Our Learning and Teaching 	<p>✓</p>

Priority 2	Outcomes for Learners	Impact Measurement	PEF
<p>2.4 Personalised Support</p> <p>Through professional dialogue of the questions below, develop a driver diagram and action plan to improve attainment in reading and writing.</p> <ul style="list-style-type: none"> • Do staff consider whether their learning and teaching and assessment approaches meet the needs of diverse learners? • Are staff able to access effective levels of support and training to build their capacity to engage with the needs of diverse learners? • How good is our understanding of differentiation? Do staff and partners use a range of approaches that meet the needs of all learners? • How well does our curriculum planning meet the needs of different groups of learners? 	<p><u>Successful Learners</u></p> <p>Learners' experiences in school are appropriately challenging and enjoyable and well matched to their needs and interests.</p> <p><u>Confident Individuals</u></p> <p>Learners set targets and staff share their progress to develop confidence.</p> <p><u>Responsible Citizens</u></p> <p>Learners are eager and active participants in lessons who are fully engaged, resilient, and highly-motivated and interact well during activities.</p> <p><u>Effective contributors</u></p> <p>Learners contribute effectively during lessons to achieve success.</p>	<ul style="list-style-type: none"> • Self-evaluation of 2.4 in term 1 and term 4 • Consultations with teachers, learners and families. • Driver Diagram Aims and evaluation. • PAT Box Assessment Information to improve learner outcomes • Stirling Health and Wellbeing Scale • Support for Learning Teacher leads tracking and monitoring through personalised milestones. • NSA Data • Evaluation against 4 capacities • HGIOS 4 • HGIourS: Our Learning and Teaching 	<p>✓</p>

Priority 3	Outcomes for Learners	Impact Measurement	PEF
<p>3.3 Increasing Creativity and Employability</p> <p>Through professional dialogue of the questions below, develop a driver diagram and action plan to provide opportunities to increase creativity and employability for all learners.</p> <ul style="list-style-type: none"> • Do learners and practitioners engage in dialogue about the development of creativity skills? • Are opportunities to develop creativity skills evident across all areas of the curriculum? • Are learners transferring their creativity skills to new contexts? • Does the use of digital technologies enhance learning and give young people the skills to understand, apply and create new digital solutions of their own? • Is the development of digital skills underpinned by computing science, enabling children to be skilled users and creators? • Do young people develop an understanding of the general principles that underpin all digital technology? • Are digital technologies used to support and improve communication and collaboration? 	<p><u>Successful Learners</u></p> <p>Learners can be creative through using digital technologies to enhance their learning</p> <p><u>Confident Individuals</u></p> <p>Learners achieve success in planned creative digital learning activities</p> <p><u>Responsible Citizens</u></p> <p>Learners work together to make a positive impact on our community through digital health and wellbeing</p> <p><u>Effective Contributors</u></p> <p>Learners critically examine and make informed choices about the use of digital technology to enhance and personalise learning in school and where appropriate, beyond the school day.</p>	<ul style="list-style-type: none"> • Self-evaluation of 3 .3 in term 1 and term 4 on digital learning • Consultations with staff, learners and families. • Driver Diagram Aims and evaluation. • Learning Community Plan. Children will be assessed through a consistent and evidence based approach across nursery, primary and secondary staff in the learning community • NSA Data • Evaluation against 4 capacities • HGIOS 4 • HGlourS: Our Learning and Teaching 	<p>✓</p>