School Improvement Plan

2023-24

Ayton Primary School

INTRODUCTION - School Improvement Planning 2023/24

This document outlines our identified priorities for Session 2023/24, which will bring about continuous improvement of outcomes for our learners. It is based on rigorous self-evaluation of our provision, including the impact of development work carried out during 2022/23. For more information on our performance, see our School Improvement Report 2022/23.

Self-Evaluation Summary

Identification of strengths and aspects for improvement involves knowing the impact of our work on learners.
Learners are at the heart of effective self-evaluation' -HGIOS 4? HGIOELC?

Strengths 2022-23
• The Learning, Teaching and Assessment Framework which has been embedded so that staff are consistent in their approach to Teaching, Learning and Assessment, including planning.
• Within the school inclusion is organised so that it meets the needs of all learners and PEF is used to support learners' needs. Staff apply nurturing approaches in their interactions with children, following key learning from their training this session. They have reflected on what they learned in the previous session and have been able to confidently implement a methodology which allows for all children to be at the heart of decision making.
• A consistent approach to wellbeing and inclusion has ensured most staff continue to have a better understanding of nurturing approaches and completed training in nurture principles.

	Areas for Improvement 2023-24		
	Short Term	**Medium Term**	**Long Term**
Learning, teaching and assessment assessment (incl. pedagogy, pathways and digital)	To continue with the positive work the Learning Community have started with the reviewed Critical Reading Pack and develop it further at Early and First Level.	Engage all practitioners in supported professional learning through engaging in professional reading group, CAT sessions linked to implementing the 4 part lesson model and observation of effective practice. Peer coaching and joint practice developments to support implementation of the 4 part model	To increase attainment in writing for all children, ensuring that there is Intensive Support for Early Literacy sessions for targeted pupils in writing by developing the pedagogy of writing across all genres.
Inclusion (incl. nurturing practice, promotion of wellbeing and universal / targeted supports for all learners)	To ensure all remaining Nurture Principles are fully implemented and developed across P1 to P7.	All staff to undertake Circle Training provided by the Inclusion and Wellbeing Team.	To implement the Glasgow Health and Wellbeing tool as part of our equity and inclusion agenda.

Local authority priority: The #SBCway – a consistent BGE curriculum

QI	NIF Priority	SBC Framework	Intended outcome:
2.2, 2.3, 3.2		LTA	To engage with, self-evaluate against and prepare to fully implement the #SBCWay in every school across the local authority. Engage and align!

Process			Progress Tracker	
	St. lead and key people	**Timescale (Date)**	**Measures of Success**	**Review Date**

1   **The #SBCWay**
 	
What we are going to do?
4 phases of engagement and alignment across Session 2023/24. ALL schools must engage with all 4 phases although the level of engagement can differ. This must be agreed at Cluster level.
Phases:
  1. Oracy
  2. Reading
  3. Writing
  4. Numeracy
 	
Each phase will require schools to:
• **engage in evaluation of the new materials**
• **compare with existing pathways, assessments and programmes/structures**
• **identify what are the key priorities for change at Cluster/School levels**
• Trial/experiment with an aspect of the new resource (if time)
• **Reflect on learning, feedback etc for the phase and share with central lead team.**
	QIO
	
	Cluster Leads
	
	All HTs
	
	All School staff (at appropriate levels depending on role)
		Whole Authority via Teams>
		2hrs per In-set days:
		14th Aug
		October
		February
		May
		= 8hrs
		
		Agreed by Clusters for each sprint:
		Minimum 2.5 hours (for bold activities)
		= 10hrs WTA (min)
			To complete 4 Alignment Sprints, each answering the reflective questions:
			How do current practices align with new approach?
			How do current practices differ from new approach?
			What support is required to be ready to adopt new approach?
			
			Each sprint to comprise of:
			• 1 x cluster HT engagement day
			• Minimum 2.5hrs school level engagement
			
			Additional 'all-schools' engagement at each In-set day
			
			Alignment Sprint 1: Oracy (Aug – Oct)
			Alignment Sprint 2: Reading (Oct – Dec)
			Alignment Sprint 3: Writing (Jan – Feb)
			Alignment Sprint 4: Numeracy (Mar – April)
				Sprint 1 = Oct 23
				
				Sprint 2 = Dec 23
				
				Sprint 3 = Feb 24
				
				Sprint 4 = Apr 24

	Why we need to do it? - To achieve equity and equality of educational offer and experience no matter the learning setting a child/young person attends. - To support our staff to be able to know what to teach and how it can be effectively taught across Literacy, Numeracy and Health and Wellbeing in the BGE. - To achieve consistency across the local authority in terms of what and how children and young people learn.		Additional hours as decided per schools: 16.5 hours		

Priority 1: Learning, teaching and assessment (incl. pedagogy, pathways and digital)

QI	NIF Priority	SBC Framework	Intended outcome: Staff will have a shared understanding of high quality learning, teaching and assessment across the school. Play pedagogy toolkit developed and reflected in practice. Learners have raised attainment in Literacy and Numeracy across the school. Effective systems in place to monitor the achievement of children.		
2.3 3.2	improvement in attainment, particularly in literacy and numeracy;	Learning, Teaching and Assessment			
Process			**Progress Tracker**		
		Strategic lead and key people	Timescale (Date)	Measures of Success (What is the impact of the improvements for learners?)	Review Date
1	What we are going to do? 3.2 Establish effective systems that promote equity of success and achievement of all our children. All learners will receive high quality learning and teaching experiences. P1-7 -Staff engaged in self-evaluation using TLA toolkit for both schools. Engage all practitioners in supported professional learning through engaging in professional reading group, CAT sessions linked to implementing the 4 part lesson model and observation of effective practice. Why we need to do it?	HT PT CTs	Sept -May	Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improved attainment. Good progress is demonstrated through robust tracking of attainment. Attainment meetings with staff and professional dialogue are leading to improvements in attainment.	

	Peer coaching and joint practice developments to support implementation of the 4 part model HT and PT to support learning and teaching in the classes by team teaching and planning collegiately across both schools with a stage partner. Develop joint approaches to improving learning and teaching through professional learning with cluster colleagues.				
2	**What we are going to do?** As a cluster, we will work together on developing a joint use of the Showbie app to enhance a number of factors: Parental engagement in learning Reflection on learning Portfolio-building Effective feedback. **Why we need to do it?** If implemented well, this app will significantly enhance the pupil and parent experience. It will open up learning for parents to see, and provide a channel of communication to parents about progress. The portfolio of evidence created could be used in many ways, including at key points of transition to demonstrate progress. A joint approach will help when making the swap to high school. All of the areas mentioned have a high effect-size in helping pupils to increase their attainment.			This project will create physical evidence of students' learning. Questionnaires with pupils and staff will establish how they feel the new app has helped them in their learning.	2

Priority 2: Inclusion (incl. nurturing practice, promotion of wellbeing and universal / targeted supports for all learners)

QI	NIF Priority	SBC Framework	Intended outcome: To implement the Glasgow Health and Wellbeing tool as part of our equity and inclusion agenda.
3.1 Ensuring wellbeing, equality and inclusion 3.2 Developing children's progress	closing the attainment gap between the most- and least-deprived children;	Inclusion and Wellbeing	To ensure all key staff are more confident in planning experiences to best meet the needs of their learners by using the Nurture Principles from Boxall Profiles. Both universal and targeted learning and support is embedded and is having a positive impact on children's progression with their learning. High expectations for all learners across the school. Learner's needs are identified through robust assessment information. Children and their parents/carers are fully involved in decisions about how their needs will be met.

Process			Progress Tracker		
		Strategic lead and key people	Timescale (Date)	Measures of Success (What is the impact of the improvements for learners?)	Date Reviewed
1	What we are going to do. Provide high quality universal and targeted learning support by: Ensuring whole class teaching is equitable, making use of good differentiation. Assessing pupils needs accurately and in a time appropriate manner using valid assessment information. Seeking the views of pupils, parents and carers on a regular planned basis. Information gathered is recorded in a robust system that can be accessed easily by staff. Providing well-planned interventions that are leading to positive outcomes for children with additional needs. Removing barriers to learning. Ensuring EAL pupils are making good progress.	HT PT CTs	Sept -May	Universal and targeted learning support will be embedded and having a positive impact on children's progression with their learning. Children requiring support have high quality individualised progression pathways. Robust systems of recording universal and targeted support are in place. Tracking and monitoring of interventions for every child in place. Impact will be measured. Impact of Tier 2 funding will be evidenced.	

Ensure that every child with additional needs has a point of contact in order to seek views on learning.			EAL support will be clearly planned for and evidence collated to show the impact of support. A range of data will be used. Pupils feel supported to achieve and know that their opinions are a valuable part of the learning process. Quality assurance calendar ensures 3 x meetings with teachers every session.	
Why we need to do it. To ensure all needs of children are met. Views of all partners taken so that the needs of learners are met more effectively. Pupils know that they have a voice in the progression of their learning. Interventions that are well planned and reviewed regularly to ensure that the needs of all learners are being met.				

Ongoing Improvements 2023-24				
Process			**Progress Tracker**	
Improvement		**Strategic lead**	**Measures of Success**	**Expected completion date**
1	1+2 German/ French/Scots – To continue to work with the cluster and development officer to ensure we are meeting curriculum requirement for the teaching of a modern language	HT PT CTs	To ensure that teacher confidence and learner pathways for 1+2 are clear and planned teaching and learning opportunities for all learners are consistent, ensuring there is an equity of this learning experience.	May 2024
2	Developing outdoor learning at First and Second Level to ensure teaching and learning is planned for and appropriate to meet the needs of the learners.	All Staff	To use an outdoor learning toolkit audit to assess where all learners are and plan for changes in the learning environments to promote more meaningful outdoor learning experiences for all learners.	April 2024