Priorsford Primary School

School Improvement Plan

2024-25

INTRODUCTION - School Improvement Planning 2024/25

This document outlines our identified priorities for Session 2024/25, 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 2023/24. For more information on our performance, see our School Improvement Report June 2024.

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 2023-24
- All staff have participated in the engagement sessions for #SBCWay and we are ready to align our current progression pathways and practice with the guidance outlined in the 'recipe cards'.   - Almost all our ANAs attended professional learning ANA Academy session learning about dyslexia, numeracy approaches and built on their knowledge and understanding about dysregulation.   - Our initial engagement with Oracy Voice 21 has given the staff a structure for embedding Talking and Listening into al lessons. This provided a leadership opportunity with our lead person outlining the 4 capacities and supporting staff to engage with resources.   - Our Numeracy attainment data is above the National Average at P1 & P7.   - We are one of the first schools in Scottish Borders Council to be awarded Scottish Book Trust Reading School Gold Award for our commitment to promoting reading for enjoyment and our fully embedded reading culture in our school community.   - Our sporting achievements and high-quality PE provision continues to be a highlight for many pupils representing the school, the authority and Scotland, in a variety of sports including athletics, judo, netball, cross country and cycling.

Areas for Improvement 2024-25			
	Short Term	Medium Term	Long Term
Learning, teaching and assessment (incl. pedagogy, pathways and digital)	<u>Curricular Programmes</u> #SBCway – Breakthrough Curriculum • Align our Writing curriculum pedagogy and progressions with #SBCWay. • Within school and with our Cluster schools, develop our understanding and engage in the Moderation Cycle. • Continue our engagement with Voice 21 - Oracy programme to implement Talking & Listening pedagogy using Oracy and curriculum progressions with #SBCWay. • Align our Health and Well Being curriculum and progressions with #SBCWay. <u>Pedagogy and Practice</u> Engage with current guidance and good practice to review our Play Pedagogy. <u>Digital Skills for All</u> • Continue to embed Showbie application in P4-7 to support learning and create a profile of learning. • Agree and implement a 'shared consistent approach' for all classes to link parents with this application. • Support our P1 – P3 staff to use Showbie to share pupil's work. • ELC – begin to transfer Learning diaries to Showbie	Consistent approaches in learning, teaching and assessment in Literacy. Engage with the moderation model with a focus on Writing and Talking and Listening. Align our Talking & Listening pedagogy, assessment with #SBCWay. Implement our Health and Wellbeing progressive curriculum. Create a shared understanding and consistent approach to play. P1-3 children using Showbie to share work regularly.	Develop high quality learning, teaching and assessment that leads to improved levels of attainment in Literacy, Numeracy and Health & Wellbeing. At all stages develop the provision of play opportunities to benefit our children's emotional, physical and mental wellbeing. To improve parental engagement and create a digital learning profile demonstrating each child's learner journey and achievement. To gain our Digital Schools Accreditation.

Inclusion (incl. nurturing practice, promotion of wellbeing and universal/ targeted supports for all learners)	**Inclusive Nurturing practice and promotion of Wellbeing** Review our nurturing and inclusive practices. **Universal and targeted supports for all learners** Review our Respectful Relationships & Anti-Bullying Policy. **Use of Pupil Equity Funds** Implement a targeted intervention strategy for identified pupils to raise attainment and close the poverty related attainment gap.	Know, understand and demonstrate the 6 Nurture Principles. Share and implement our Respectful Relationships & Anti-Bullying Policy with all our stakeholders. Review and adapt targeted interventions on a termly basis, to ensure expected/beyond progress.	Develop a shared understanding of inclusive education for all learners with all stakeholders. Raise attainment in Numeracy and Literacy
	Learning, Teaching and Assessment Learning now needs extending both indoor and out through practitioner interactions.	To foster a consistent approach to recording significant, responsive observations across the team.	To transfer learning diaries to online while maintain quality recording.
Early Learning & Childcare	**Inclusion** To further establish relationships with children and families we are introducing home visits from their key carer before the children starts nursery.		A shared vision, values and aims now needs to be developed with all stakeholders to ensure consistency.

QI	NIF Priority	SBC Framework	Intended outcome:
1.3 2.2 2.3	Improvement in attainment, particularly in Numeracy and Literacy. Closing the attainment gap between the most and least disadvantaged children.	SBC Learns: Learning, Teaching and Assessment Framework	Develop high quality learning, teaching and assessment that leads to improved levels of attainment in Literacy and Numeracy.

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? **#SBCWay Breakthrough Curriculum** • We will align and implement our current practices in Writing and Listening and Talking with the #SBCWay BREAKTHROUGH curriculum using the Sprint 'recipe cards' and guidance. • We will align our current Health and Wellbeing Curriculum and programmes with #SBCWay methodology and expectations, identifying key areas of change focusing on Substance Misuse, RSHP, Food & Health and Planning for Choices & Change.	All teaching staff Writing - Susan Woodyer (HT) Listening & Talking – June-Anne Clark (PT) HWB -Keith Russell (DHT)	Aug-Dec: Writing Sprint Jan – Feb: Listening & Talking Sprint & HWB Alignment Feb-June: Listening & Talking Sprint & Writing Sprint	**Outcome measures** By August 2026, all school and settings have implemented and are using the full #SBCway BREAKTHROUGH curriculum for Literacy, Numeracy and H&WB. Reported pupil attainment for each subject area will support evidence of impact. Audits of school/staff confidence for each subject area will support evidence of impact. **Process measures** Schools and settings will be able to evidence implementation of the 4-part curriculum: - Methodology - Pathways - Assessment approaches - Structure / Delivery	Check-in 1 Oct 24 Check-in 2 Dec 24 Check-in 3 Feb 25 Check-in 4 Apr 25 Check-in 5 Jun 25

	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. - To raise attainment in Literacy and Numeracy by ensuring quality pedagogy.			Clusters/schools will evidence action against the #SBCWay 'implementation plans' for each curriculum subject; Listening & Talking, Reading, Writing, Numeracy & Maths, H&WB.	
2	**What we are going to do?** **Moderation** • In school – moderate Writing and Listening and Talking, using assessment and tracking materials from #SBCWay. • With cluster schools (pairs and trios) use the Learning, Teaching and Assessment Cycle to plan, implement, assess and evaluate in Writing, including peer observations. Why we need to do it? - To increased staff confidence and develop consistency in teacher professional judgements. - To have a shared understanding of 'Achievement of a Level'.	All teaching staff SLT – Susan Woodyer, Keith Russell, Caron McDonald & June-Anne Clark	<u>In School</u> *Writing* Pupil focus group Sept 24 Writing jotter monitoring Sept 24 & Apr 25 *L&T* Pupil focus groups Dec 24 & May 25 <u>In Cluster</u> - *Writing* Jan-Mar 25	**Outcome Measures** A collective understanding of expected standards within each level of Writing and Talking and Listening. A shared understanding and increased confidence in deciding 'Achievement of a Level' in Writing and Listening & Talking. Coherence between planning, teaching and assessment within the Tweeddale Cluster. **Process Measures** - Pupil Focus Groups - Attainment/Tracking Meetings - Shared Classroom experiences - In-house flash moderation	

3	What we are going to do? **Play Pedagogy** • We will explore the key principles of national guidance Realising the Ambition: Being Me and other Play Pedagogy guidance form Education Scotland and Play Scotland. • We will know and understand the key elements of high-quality play provision. • We will consider a whole-school approach to playful learning. Why we need to do it? - To develop staff's knowledge and understanding of Play Pedagogy. - To provide excellent play opportunities.	Susan Woodyer (HT) Claire Crombie (CT) & Verne Carroll (EYO)	HT Engagement sessions with Ed. Scotland Sept 24 Play Lead Session Oct 24 Inservice Day	We will have created a rationale for play-based learning in our school. We will see increased planned opportunities for play in our planning. We will see increased levels of engagement in our indoor and outdoor shared areas – using the Leuven Scale to measure levels of engagement with play provision.	
4	What we are going to do? **Showbie** Further implement Showbie beyond the classroom to increase parental engagement. We will agree an implementation calendar which will include our ELC's development of Showbie. Why we need to do it? - We need to develop the digital literacy of young people to ensure they have the skills required for learning, life and work. - To develop the digital skills of staff in using technology to improve engagement in learning.	Keith Russell (DHT) & Teresa Pickburn (CT) Catherine Little (Inspire)	By Dec 24 By June 25	All parents/carers for P4-7 pupils will have access to their child's learning profile to facilitate home/school sharing in the child's learning. P1-3 pupils will develop the skills required to record their learning in the form of photos/voice notes/videos and will upload these regularly. Showbie will be used to support effective home/school communication of learning.	Review in March 25

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

QI	NIF Priority	SBC Framework	Intended outcome: To improve our inclusive practices. Support our whole school community to share, understand and contribute to our vision and values for inclusion.		
2.1 2.4 3.1	Placing the human rights and needs of every child and young person at the centre of education	SBC Includes: Inclusion Framework SBC Includes: Respectful Relationships and Anti-Bullying			

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. **Inclusive Practice** Review our nurturing and inclusive practices. Use SBC Includes: Inclusion Framework to develop our processes. Build awareness of unconscious bias. Know the barriers to learning. Consistent approaches to creating inclusive environments and inclusive interactions.	Susan Woodyer (HT) Caron McDonald (DHT)	By June 25	Fewer reported incidences by children, staff and parents concerned about behaviours related to a lack of understanding of children's support needs.	August 2025
	Why we need to do it. - To reduce the barriers to learning. - To ensure our inclusive practice meets the needs of all children.				
2	What we are going to do. **Universal and targeted support for all** Review, share and implement our Respectful Relationships and Anti-Bullying statement with all stakeholders. Use the Glasgow Motivational Wellbeing Profile to identify individuals who may score lower than 5 for aspects- relating to bullying - safe, included and respected.	Susan Woodyer (HT)	Nov 24	We will see a reduced number of bullying incidents recorded on SEEMiS. Glasgow Motivational Wellbeing Profile indicators will identify almost all pupils feel Safe, Included and Respected.	March 25 (prior to PPS questionnaire
	Why we need to do it. - To prevent and respond effectively and consistently to bullying behaviour.				

Priority 3: Early Learning & Childcare

See separate ELC Improvement Plan.

Ongoing Improvements 2024-25				
Process			**Progress Tracker**	
Improvement		**Strategic lead**	**Measures of Success**	**Expected completion date**
1	**Numeracy** Some staff will pilot aspects of the #SBCWay Numeracy progressions to support learning and teaching. Our SfL teacher will trial the DNA assessments to identify gaps in learning for our identified PEF pupils. Staff engaging with these aspects of #SBCWay Numeracy, will feedback their experiences this session, with a view to aligning our current Numeracy progressions and fully implementing the guidance next session.	Leigh Anderson (SfL teacher) & Julie Wight	Attainment in Numeracy for PEF targeted intervention for individual pupils to identify gaps and make a year's progress.	June 2025 and implement by June 2026