**STRATHKINNESS PRIMARY SCHOOL ( School Improvement Plan)**

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| **Focused Priority 1: Develop approaches to pupil voice by improving pedagogical and strategic approaches to feedback** | | | | | | |
| **NIF Priority** | | **HGIOS4 Quality Indicators** | | | **UNCRC Links** | |
| * Improvement in attainment, particularly numeracy and literacy. * Closing the attainment gap between the most and least disadvantaged children and young people | | 1.3 leadership of change  2.3 learning, teaching and assessment  3.1 ensuring wellbeing, equality and inclusion  3.2 raising attainment and achievement | | | * Article 12 respect for the views of the child * Article 13 freedom of expression * Article 29 goals of education | |
| **Expected Impact** | **Strategic Actions Planned** | | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence)*** | | **Timescales** |
| Almost all pupils and all staff will have improved language of learning  Almost all pupils will be able to engage in dialogue about their learning journey  Most pupils will have clearer understanding of progress in learning and next steps enabling them to take additional responsibility for their learning and improving pace and challenge for majority of learners **( target pupils: those who are attaining above expected levels to raise attainment of those who may be coasting)**  Majority of parents will report that they have a clearer understanding of their child’s progress and that they can support learning at home more effectively **(target pupils: those who are supported less at home with home learning – based on data from lockdown engagement and homework engagement)**  Delivery of learning will have a consistent approach across the school and will be evident in all classes.  Four part model will be consistently evident in lesson delivery in all classes | Revisit professional learning related to 4 Part Model.  Review and agree consistent, school-wide approach in sharing LI and SC with pupils using a shared framework across school.  Agreed terminology to include in dialogue  Develop peer and self- assessment approaches  Staff development sessions based on James Nottingham theory and practice – Learning Pit etc. Including use of Pedagogy Team resource and building on literacy development work of session 20-21 | | Headteacher devised professional learning approaches  Headteacher devised self-evaluation  Staff engagement in learning and evaluation through WTA  Staff to engage in collaborative approaches and sharing learning  Staff to engage in changes to approaches and evaluation of this  Staff to develop resources to support change  Staff and headteacher to engage in dialogue during tracking meetings | EVIDENCE WILL BE GATHERED THROUGH THE FOLLOWING METHODS THROUHOUT THE SESSION:  Pupil Focus Groups – termly dialogue with HT  Pupil surveys – Forms and key questions tables  Parent survey – Forms  HT monitoring and LP input  Probationer observations  Planning/tracking meetings  Staff development sessions | | Staff development and planning/ tracking meetings will be part of the WTA. Staff PRD will incorporate some personal professional development linked to this priority.  Planning/tracking meetings to take place September, January and May.  Initial self-evaluation and planning term 1 revisit evaluation early term 3 to revise and improve where necessary  Continued development throughout term 3 including monitoring approaches by HT and LP  Monitoring, measurement and evaluation term 4 to devise next steps. |
| **Ongoing Evaluation** | | | | | | |
| See action planning  Self-evaluation approaches built into staff development session, surveys throughout the session and termly focus groups | | | | | | |

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| **Focused Priority 2: Re-build and develop parent voice, pupil voice and community links** | | | | | | | |
| **NIF Priorities** | | **HGIOS4 Quality Indicators** | | | | **UNCRC Links** | |
| * Improvement in attainment, particularly numeracy and literacy * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in employability skills and sustained positive school-lever destinations for all young people | | * 1. self-evaluation for self-improvement   2. leadership of learning   2.7 partnerships  2.5 family learning  3.1 ensuring wellbeing, equality and inclusion  3.3 increasing creativity and employablility | | | | * Article 12 respect for the views of the child * Article 13 freedom of expression * Article 29 goals of education * Article 31 leisure, play and culture | |
| **Expected Impact** | **Strategic Actions Planned** | | | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence)*** | | **Timescales** |
| Most pupils will engage effectively in the life and work of the school.  Parents and local community will have increased engagement with school activities – based on levels before COVID restrictions as well as current impacted engagement  Most parents will know about the learning experiences of pupils in school.  Majority of parents will have an increased understanding of how to support their children in their learning.  Increased support at home will impact on attainment of pupils who are currently behind expectations in attainment – focus will be on identified groups in P1-4 and their acquisition and application of sounds/phonics/spelling.  A clear rationale stating our approaches to managing incidents, accidents and concerns will reduce anxiety within the parent body and lower complaints levied at school or shared with Parent Council. All staff will have a consistent approach to restorative practice and reporting of incidents using LPN format. | Links with priorities 1 and 2  Use of HGIOS 4 Pupil Version  Develop pupil committees to plan and engage in activities.  Develop approaches to sharing learning with parents and local community – Sway, Community Council, social media, Parent Council. Include a policy statement that sets out what, when and how – include in Curriculum Rationale  Revisit and reinforce DYW planning from previous session  Rationale and guidance for parental communication including strategic group that involves a selection of pupils, parents and community members.  QR codes innovation – links to priority 2 ‘Digital Cultures’ | | | HT to create strategy group of pupils, parents and community members to evaluate and improve approaches – set out in action plan.  Rachael Redfern, CT, to develop digital approaches to information sharing using Sway and Thinglinks  Jill Gillan, CT to work with local community to develop links including QR codes for sharing knowledge about the village  HT working with staff will revisit DYW planning and this will be monitored as part of monitoring processes  Amanda Rodden, CT, Rachael Redfern, CT, to work with Jill Gillan to support development of QR code work.  HT and Rachael Redfern, CT, to add to Curriculum Rationale guidance  Rachael Redfern to monitor sharing of learning via Sways and Thinglinks across the school. | Pupil engagement in dialogue during assemblies and focus groups.  Level of parental and community engagement in strategy group and feedback from wider parent body.  (success of this approach may be measurable by the level of engagement either increasing or remaining consistent in this group)  Tracking and attainment data on P1-4 literacy levels – particularly for identified group. Use of Sheonell reading and spelling assessments, PUMA maths assessments and SNSA/BASE data | | Create pupil committees in term 1 (although may not manage cross bubble meetings initially)  Plan committee meetings termly  Initial Strategy committee meeting term 1 to outline action plan. Termly meetings planning. Out of school time meetings may be required and online – pupil engagement may be required out with school day.  DYW expectations shared INSET days and discussed September tracking meeting and monitored again term 3 and evaluated by staff term4.  January tracking meeting will include focus on attainment data for identified group – parent voice will be gathered term 3 to evaluate and plan next step/development  Curriculum Rationale statement for dealing with incidents, accidents and concerns will be finalised early term 4 to gain feedback for evaluation and improvement. |
| **Ongoing Evaluation** | | | | | | | |
| See action planning  Self-evaluation approaches built into staff development session, surveys throughout the session and termly focus groups | | | | | | | |
| **Focused Priority3 : Develop a digital culture by fully involving pupils and staff in designing an approach to digital resilience** | | | | | | | |
| **NIF Priorities** | | | **HGIOS4 Quality Indicators** | | | **UNCRC Links** | |
| * Improvement in attainment, particularly numeracy and literacy * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in employability skills and sustained positive school-lever destinations for all young people | | | * 1. leadership of change   2. leadership and management of staff   2.2 curriculum  2.3 learning, teaching and assessment  2.7 partnerships  3.1 ensuring wellbeing, equality and achievement  3.3 increasing creativity and employability | | | * Article 12 respect for the views of the child * Article 13 freedom of expression * Article 29 goals of education | |
| **Expected Impact** | **Strategic Actions Planned** | | | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence)*** | | **Timescales** |
| High standard of resource:  Pupils and staff will have an equal responsibility to managing devices  Subscription value for money and impact on learning:  Staff will engage in evidence gathering to measure impact of subscription services to ensure value for money  Digital Leadership team will monitor subscription length to mange budgeting of this resource | Engagement with Pedagogy Team to devise an action plan that will be led by Amanda Rodden, CT.  This will include:  Improved approaches to managing and monitoring the quality of devices in use;  Revised approach to digital learning delivery;  Robust approach to digital safety. | | | All staff  Pupil groups  Lead teacher for digital culture  Headteacher  Admin team | Pupil group responsible for supporting approaches  Staff and pupil surveys to gather feedback on impact of approaches  Collaborative teaching approaches and feedback | | Action plan to be devised prior to start of session  Staff survey carried out May 2021  Pupil survey to be devised and carried out term 1  Focused collaborative approach to teaching in term 3  Feedback and surveys in term 4 |
| **Ongoing Evaluation** | | | | | | | |
| See action planning  Self-evaluation approaches built into staff development session, surveys throughout the session and termly focus groups | | | | | | | |