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| **Section 1: School Information and 3 Year Improvement Plan Priorities** | |
| **School** | **Thomas Muir Primary School** |
| **Head Teacher** | **Miss Hannah Young** |
| **Link QIO** | **Marie Donald** |

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| **School Statement: Vision, Values & Aims and Curriculum Rationale** |
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|  | **Looking Forwards – 3 Year Improvement Plan Priorities**  Bullet point key priorities for the next 3 years | | |
| **Session** | **2022/23** | **2023/24** | **2024/25** |
| **Priority 1** | Raising attainment in Literacy – Writing | Involvement in whole school IOC programme – *focus to be data driven* | Complete whole school IOC Programme |
| **Priority 2** | Health & Wellbeing – Nurture (year 2), review of RSHPE and family learning/engagement | Health & Wellbeing – Nurture (year 3)/RSHPE (year 2) and family learning/engagement | Review school vision, values and aims and curriculum rationale |
| **Priority 3** | Literacy –  Reading Schools Award |  | Raising attainment in Numeracy – TBC – *focus to be data driven* |

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| **Section 2: Improvement Priority 1** | |
| **School** | **Thomas Muir Primary** |
| **Improvement Priority 1** | **Raising Attainment in Literacy - Writing** |
| **Person(s) Responsible** | **Hannah Young – Acting Head Teacher** |

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| **NIF Priority** | **NIF Driver** | **HGIOS 4 QIs** | **EDC Service Plan 2021-24** |
| Delete / copy as required  Closing the attainment gap between the most and least disadvantaged children  Improvement in attainment, particularly in literacy and numeracy.  Choose an item. | Delete / copy as required  curriculum and assessment  school improvement  Choose an item. | Delete / copy as required  QI 2.2 Curriculum  QI 2.3 Learning, Teaching & Assessment  QI 3.2 Raising attainment and achievement | Delete / copy as required  Improvement in attainment in literacy  Closing the attainment gap between the most and least disadvantaged  Choose an item. |

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| **Opportunities for Leadership** | **Resource Requirements** | **Parental Engagement and Involvement** |
| Literacy Champions – EDC Model | Education Scotland – Learning, Teaching and Assessment Materials  West Partnership Moderation Materials  Collegiate hours as set out in WTA | Regular updates at P. Council Meetings  Monthly SWAY newsletters  Teams class pages  School twitter |
| **Professional Learning** | **Interventions for Equity** | **Pupil Equity Funding (PEF) Allocation** |
| QAMSO Training offered by West Partnership (HT and DHT to attend)  October In service day – input from Shona McArthur, West Partnership | Data analysis of key children (pre/post)  Use of PEF to fund additional RA teachers working across various stages | PEF teacher employed August 22-May23  £45,000 for PEF teacher |

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| **Outcomes/ Expected Impact** | **Tasks/Interventions** | **Measures** | **Timescale(s)** | **Progress** |
| Outcomes for learners; targets; % change | Activities in Working Time Agreement, Professional Learning  Learning and Teaching interventions | What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures | What are key dates for implementation? When will outcomes be measured? |  |
| Increased attainment and achievement in writing at all stages and evident in ACEL Data by June 2023 | SLT to undertake class visits in taught writing (2 members for moderation purposes) | Lesson feedback proforma (create by teaching staff)  Collation of feedback by HT | May and June 2022 |  |
| Reduction in PRAG between least and most affluent learners. | Current PEF teacher to work with DHT to identify key children to target | Termly tracking data  SNSA results  ACEL data  Pre and post data from key target groups (to be identified) | By end of session 22/23 – May 2023 |  |
| Targeted groups of children, including those affected by poverty, will show an increased pace of progress in terms of quality of writing produced | Appoint additional teacher to provide opportunities for support/team teaching in taught writing lessons | Termly tracking data  SNSA results  ACEL data  Pre and post data from key target groups (to be identified) | August 2022 |  |
| Learners’ attitudes to writing will improve and they will have an increased awareness of processes in writing | Staff involvement in IOC programme next session:  Lizy (P1), Ailsa (P5), Kimberley (P7) | IOC projects, data gathering and analysis throughout projects. Pre/post data from participants/focus groups | Ongoing – Session 2022/23 |  |
| Improved approaches to teaching and learning. Consistency of approaches to self and peer assessment across the school. Improved feedback for learners. | Review the Learning, Teaching and Assessment policy as a staff and create a ‘what a good writing lesson looks like’ for Early/First/Second Level. | Termly tracking data  SNSA results  ACEL data  Pre and post data from key target groups (to be identified) | September 2022 |  |
| Increased staff confidence in approaches to moderation and assessment | HT/DHT to attend QAMSO Training and participate in authority wide moderation events | Participation in moderation events will enable schools to have greater confidence in the validity and reliability of teacher professional judgement. | Ongoing – Session 2022/23 |  |
|  | Audit current teaching approaches and resources as well as genre focus over levels. | Create clear guidance for teaching staff regarding taught writing lessons and incorporate new grammar planners. | Collegiate session – Aug/Sept 2022 |  |
|  | Principal Teacher(s) to provide model lessons/demo teaching in key classes. DHTs to deliver model lessons in NQT classes (P2/P5/P7). | Termly tracking data  SNSA results  ACEL data  Pre and post data from key target groups (to be identified) | By end of session 22/23 – Mary 2023 |  |
|  | Teachers to participate in peer visits in taught writing across stages/levels to enhance own knowledge/experience and create opportunities for discussion and to refine approaches. | Proforma to be completed by staff member/SLT for consistency and shared at collegiate sessions.  Discussion of approaches across stages and data analysis of key trends across levels to refine approaches. | Term 2 and Term 4 |  |
|  | Staff to participate in jotter ‘monitoring’ across levels and stages to ensure consistency of teaching approaches and assessment methods | Forward planning discussion at L, T & Assess meetings (termly with stage partners). Stage planning meetings. Completion of jotter feedback sheets. | Ongoing throughout session |  |
|  | Staff to participate in moderation activities using examples from a range of genres to discuss achievement of a level and progression from Early- third level. | Analysis of genre specific exemplars at all levels and stages. Moderation to ensure agreed levels and expectations. Tracking and ACEL data. | Ongoing throughout session |  |

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| **Section 2: Improvement Priority 2** | |
| **School** | **Thomas Muir Primary** |
| **Improvement Priority 2** | **Health & Wellbeing – Nurture (year 2) review of RSHPE (year 1) and parental and community engagement** |
| **Person(s) Responsible** | **Hannah Young – Acting Head Teacher** |

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| **NIF Priority** | **NIF Driver** | **HGIOS 4 QIs** | **EDC Service Plan 2021-24** |
| Delete / copy as required  Improvement in children and young people’s health and wellbeing  Placing the human rights and needs of every child and young person at the centre  Choose an item. | Delete / copy as required  curriculum and assessment  parent / carer involvement and engagement  Choose an item. | Delete / copy as required  QI 2.2 Curriculum  QI 3.1 Wellbeing, equality & inclusion  QI 3.2 Raising attainment and achievement | Delete / copy as required  Closing the attainment gap between the most and least disadvantaged  Improvement in children and young people’s mental health and wellbeing  Choose an item. |

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| **Opportunities for Leadership** | **Resource Requirements** | **Parental Engagement and Involvement** |
| Health & Wellbeing working group | RSHPE Website and resources  Working Party hours – 10hrs across the school year | Nurture groups – family visits  Consultation on RSHPE programme  Families Connect Project run by Family Learning Assistant |
| **Professional Learning** | **Interventions for Equity** | **Pupil Equity Funding (PEF) Allocation** |
| RSHPE Training – Elaine McCormack  August In service day training | Wellbeing Tracker Nurture Teacher – use of EDC wellbeing tracker  Targeted support to close the achievement gap in health and wellbeing | PEF funded SLA?  Costing £18,031 for August 22-June 23. |

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| **Outcomes/Expected**  **Impact** | **Tasks/Interventions** | **Measures** | **Timescale(s)** | **Progress** |
| Outcomes for learners; targets; % change | Activities in Working Time Agreement, Professional Learning  Learning and Teaching interventions | What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures | What are the key dates for implementation? When will outcomes be measured? |  |
| **NURTURE** | | | | |
| Targeted groups of children, including those affected by poverty as well as other factors, will benefit from improved health and wellbeing and increased learner engagement | Continue to provide targeted support to close the attainment gap in health and wellbeing (core nurture group)  Nurture class running x4 afternoons per week in terms 2, 3 and 4 with small group of children (P3 & P4). | Screening of key data to identify target group (wellbeing, attendance, attainment etc) Boxall profiling of participants. Ferre Laevers assessments.  Sterling Assessment, Pupil/Parent/Staff feedback and evaluations | September 2022 onwards throughout session |  |
| Build the confidence and resilience of identified learners through targeted interventions with a particular focus on those affected by poverty. | Additional nurture groups – P1-7 pupils targeted for additional wellbeing groups in mornings. | Analysis of wellbeing data (EDC assessment) pupil questionnaires, analysis of key data eg attendance, attainment, parental engagement | Terms 2, 3 and 4 |  |
| Improved wellbeing, increased resilience and emotional literacy. | Nurture teacher and SLA to attend EDC run Seasons for growth training | Implementation of group and gathering of data linked to participants. | 20th & 21st September 2022 |  |
| Improved wellbeing and resilience. Improved opportunities for family engagement. | Identify young carers in our pupil population and look at running group in school to support them | Young carer statements, attendance and wellbeing data of participants. | August 2022 onwards |  |
|  | EDC Wellbeing Tracker introduced (P4-7) | Wellbeing data from tacker to be carefully analysed and discussed at support for all meetings | September 2022 onwards |  |
|  | Awareness raising of nurture principles and audit of whole school approaches. | Pupil feedback using HGIOS resource – pupil council and focus groups | Ongoing throughout session |  |
|  | Consistent approach(es) to whole school nurture – methods and programme to be agreed | Attainment data, wellbeing tracking data, attendance, family learning engagement tracked. | From August 2022 then regular collegiate sessions |  |
|  | Educational Psychologist – follow up nurture training | Evaluation of training from last session and | TBC with Daisy - October inset? |  |
| **RSHPE** | | | | |
| Create opportunities for leadership/review curriculum with the aim of providing learners with more relevant content. | Identify staff members to run a health & wellbeing working party to lead on curriculum review | PRD process  Audit of current content and practice | June 2022 |  |
| Staff will have increased knowledge and understanding of the planning and implementation of learning and teaching of the RSHP programme. | Training for Relationships Sexual Health and Parenthood Education resource from NHS staff for all teaching staff | Updated planning format and curriculum content. Consultation information from parent focus groups and from wider parent body. | August in set day? TBC |  |
| Improved pupil participation and engagement.  Improved pupil wellbeing. | Audit of current health & wellbeing programme with a focus on identifying gaps and merging new RSHPE programme | Updated planning format and curriculum content. Consultation information from parent focus groups and from wider parent body. | Ongoing through session 2022/23 |  |
| Improved parental engagement  Improved wellbeing of pupils and families | Review of RSHPE resource with input from pupil groups and parent body to finalise key content to include | Updated planning format and curriculum content. Consultation information from parent focus groups and from wider parent body. | Ongoing through session 2022/23 |  |
| **PARENTAL & COMMUNITY ENGAGEMENT** | | | | |
|  | Run Families connect project for new Primary 1 parents/carers (over 2 blocks or 6 weeks) | Pre and post questionnaires from participants (adults and children). Tracking of attendance data and attainment levels | Terms 1 and 2 |  |
|  | SAMH Training – Let’s talk project (Primary 6 and Primary 7 pupils – possibly involve parents too) | Pre and post questionnaires from participants (adults and children). Tracking of attendance data and attainment levels | TBC – HT in discussion with Maureen McLeod to agree timescale |  |
|  | Continue offering counselling by Lifelink to pupils and families in Primary 6 and 7 | Pre and post questionnaires from participants (adults and children). Tracking of attendance data and attainment levels. End of block evaluation from Lifelink. | Ongoing throughout session 2022/23 |  |
|  | Participation in Dandelion project and host festival in September. Family gardening day open to all | Evaluation of project – materials to be issued by Keep Scotland Beautiful. | Terms 1 and 2 next session. |  |
| ***Additional opportunities for family learning and parental engagement will be provided through SIP priority 3 – Reading Schools – See next section***. ***Family Learning Assistant to support this throughout session.*** | | | | |

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| **Section 2: Improvement Priority 3** | |
| **School** | **Thomas Muir Primary** |
| **Improvement Priority 3** | **Literacy - Reading Schools** |
| **Person(s) Responsible** | **Maria McAllister – Depute Head Teacher** |

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| **NIF Priority** | **NIF Driver** | **HGIOS 4 QIs** | **EDC Service Plan 2021-24** |
| Delete / copy as required  Closing the attainment gap between the most and least disadvantaged children  Improvement in attainment, particularly in literacy and numeracy.  Choose an item. | Delete / copy as required  parent / carer involvement and engagement  curriculum and assessment  Choose an item. | Delete / copy as required  QI 1.5 Management of resources to promote equity  QI 2.5 Family Learning  QI 2.2 Curriculum | Delete / copy as required  Closing the attainment gap between the most and least disadvantaged  Improvement in attainment in literacy  Choose an item. |

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| **Opportunities for Leadership** | **Resource Requirements** | **Parental Engagement and Involvement** |
| Lewis Clark – Primary 5 class teacher  Literacy Champion | Scottish Book Trust materials | Come read with me sessions  Infant Book Bags |
| **Professional Learning** | **Interventions for Equity** | **Pupil Equity Funding (PEF) Allocation** |
| Scottish Book Trust materials | Targeted support in Reading Purchase of additional reading materials | Books purchased for stage libraries  £50 per class = £1100 Infant Book Bags - £1750 |

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| **Outcomes/Expected**  **Impact** | **Tasks/Interventions** | **Measures** | **Timescale(s)** | **Progress** |
| Outcomes for learners; targets; % change | Activities in Working Time Agreement, Professional Learning  Learning and Teaching interventions | What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures | What are the key dates for implementation? When will outcomes be measured? |  |
| Increased attainment and achievement in Reading at all stages and evident in ACEL Data by June 2023 | Survey of children, staff and parents to gain baseline of attitudes to reading and to gauge interest | Attitudinal surveys/Glow forms  Include survey of Dyslexic learners | June/August 2022 |  |
| Increased attainment in ACEL data at Primary 1, 4 and 7. Increased attainment/ progress in children with Dyslexic type difficulty. | Evaluate how Literacy rich our classrooms are against key criteria. Evaluate how literacy rich our outdoor learning spaces are and look for opportunities to improve reading outdoors. | Pupil questionnaires (pre/post)  Parental survey at first parents’ night (October)  Audit of current resources and practise using Scottish book trust materials | Terms 1 and 2 next session |  |
| Improved access to literacy rich environments across the school. | Identify group to form Literacy/ reading working party to take forward plans | PRD process  Audit of current curriculum content and practice | May/June 2022 |  |
| Reduction in PRAG between least and most affluent learners. Increase parent confidence when supporting/ hearing reading at home. | Scottish Book Trust Reading Schools Award – promote reading for enjoyment in class | Analysis of key tracking data including SNSA and ACEL. Conduct pre/post attitudinal questionnaires. | Ongoing throughout session |  |
| Improved pupil confidence and engagement in reading. | Targeted learners with barriers to learning in Literacy to be identified and visit Scotia Books with staff to purchase appropriate resources. | Attitudinal surveys with key groups of children. | May/June 2022 |  |
|  | Participation in Scottish Book Week with whole school focus | Evidence of pupil work across school – moderation and sharing of good practise. | Annually – November 2023 |  |
|  | Develop community links to promote reading for enjoyment – eg visits to local library, author visits to classes. | Tracking data at all stages  SNSA results  P1 baseline data and progress to date. | Ongoing throughout session 2022/23. |  |
|  | Planned events to support and promote family learning in Reading – come read with me sessions in Primary 1-4. | Pre and post questionnaires (pupils and parents). Attainment data in Primary 1-4 (termly). | Termly throughout session 2022/23 |  |
|  | Use of infant book bags as homework for Primary 1 and Primary 2 pupils. FLA to work with targeted families to support delivery. | Pre and post questionnaires (pupils and parents). Attainment data in Primary 1 and Primary 2 (termly). | Ongoing throughout session 2022/23. |  |
|  | Termly focus on attainment and progress in Reading at all stages to evaluate progress and measure impact | Tracking data at all stages  SNSA results  P1 baseline data and progress to date. | Termly throughout session 2022/23 |  |
|  | Weekly focus on reading achievements in assembly programme – class of the week, recommended books etc | Pupil surveys (pre/post) to evaluate attitudes to reading and measure improvements over time. | Ongoing throughout session 2022/23. |  |
|  | Audit progress during the session and evaluate approaches to date.  Identify next steps. | Use of HGIOS, attainment data, class and stage profiles to measure impact on learner progress and confidence. | May 2023 during collegiate sessions and inset day. |  |

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| **Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3** | | | | | |
| **Outcomes/Expected**  **Impact** | **Tasks/Interventions** | **Resources** | **Measures** | **Timescale(s)** | **Progress** |
| Outcomes for learners; targets; % change | Health & Wellbeing, Literacy and Numeracy interventions for identified groups | Identify PEF allocation, staffing and resources that will be procured to support | Identify qualitative, quantitative, evaluative pre and post measures | What are the key dates for implementation? When will outcomes be measured? | Identify progress and impact in narrowing the PRAG |
| Teachers to adopt a more data informed approach to supporting learners. | DHT Raising Attainment and responsibility for Primary 7 year group | £8608 to cover PT acting up to DHT (May 22-May 23) | ACEL data  Tracking info SNSA results | Ongoing throughout session |  |
| Consistency in play planning and delivery. Improve opportunities for observations. Streamline curriculum coverage. Increase teacher confidence. | Additional PT backfill – remit to include play based learning and outdoor learning | £46,574\*\* this is more than it will actually cost as Heidi’s post (0.4) will be covered centrally until 3rd October 2022. | Play working party running throughout the session and will use a variety of methods to assess progress and impact – TBC. | Ongoing throughout session |  |
| Increased confidence and engagement in school.  Improved attendance and wellbeing | Junior Duke Award Scheme – targeted at P4 year group (link to SIP Priority 2 – parental/ family engagement | £10 per child – 95 children total cost £1000 | Pre measures (stipulated in guidance) then post measures to assess impact. | Ongoing throughout session |  |
| 100% attendance at trip for those who want to attend. | Payment for P7 residential trip for key children/families | Budget of £2000 for trip cost and clothing | Attendance on trip and evaluation of experiences | March 2023 |  |