School Improvement Plan

2023-24

Newlands 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
- All teachers use the outdoor environment creatively to plan rich learning and teaching experiences to support all children in their learning.   - The school's inclusive ethos, culture and practice instils motivation and desire for all children to learn.   - Tracking and monitoring effectively used to inform the planning of interventions to secure improved outcomes for all children.   - Staff work collaboratively with a strong sense of togetherness working effectively as a team, sharing practice as well as providing mutual peer support in order to deliver high quality learning and teaching for all children.

	Short Term	**Medium Term**	**Long Term**
	Areas for Improvement 2023-24		
Learning, teaching and assessment (incl. pedagogy, pathways and digital)	• Engage with each SBC Sprint – evaluating current practice, pathways, assessments and resources and compare with new material • Audit staff and children's confidence/effectiveness in their use of Showbie to supporting Learning & Teaching • All Staff to engage with Voice 21 launch (all cluster schools) • Create a reading for pleasure ethos in every classroom, implementing Reading Schools practice 2022/23	• Identify key priorities for change at cluster/school level • Engage with Inspire Learn to support high quality engagement with SHOWBIE – transferring Learning Journals from paper to online format • Oracy leads and champions engage with Voice 21 disseminating key messages to equip all teachers with the specialist knowledge and skills required to provide high quality oracy education. • Pupil Parliament led school improvement	• Reflect on professional learning for each sprint and share with central team to inform SBC Way promoting equality of learning for all children • Showbie is used across the curriculum to increase children's engagement in meeting their next steps in learning and as a means to effectively share learning between school and home • A consistent approach to learning, teaching and assessment in oracy across Tweeddale Cluster. • A positive reading culture embedded promoting children's engagement and attainment across all aspects of literacy.

	• All staff to develop Professional Learning Plan and keep Professional Learning Folder	• All staff to engage in Book Group, professional reading promoting positive change to practice	• To build capacity in all staff to ensure pupil needs are met with expertise, knowledge and understanding. –high quality learning & Teaching in all classes
Inclusion (incl. nurturing practice, promotion of wellbeing and universal / targeted supports for all learners)	• All Support staff engage with Cluster ANA Academy – audit to identify strengths and next steps • Review current interventions and approaches that promote equality and diversity. • Review data from Glasgow Wellbeing Profile 2022/23 and compare with initial children's and parent audit – focus on autonomy	• All staff to engage in professional learning and reflect on the impact it has on professional practice to promote inclusive practice • Engagement in focus weeks/events to promote diversity • Engage with Inclusion and Wellbeing Service to support meeting next steps identified in audit.	• To build capacity in all support staff within Tweeddale Cluster to meet the needs of all children within inclusive learning environments • All staff, children and parents have an increased awareness of SBC Positive Relationship and Anti-Bullying Policy • All children gain in confidence and self-belief when challenged in order to become a more independent learner in align with increased autonomy
Early Learning & Childcare	**N/A**	**N/A**	**N/A**

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

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)
		
		Additional hours as decided per
			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.		**schools:** 1.5hrs per sprint (6hrs)		
2	**Digital Technology** **What we are going to do?** • Showbie app to replace our current paper Learning Journals to an online portfolio of the children's learning. • Showbie will promote sharing of children's learning and engagement with parents. • Children/Staff will complete baseline and follow up questionnaire measuring confidence/effectiveness in their use of Showbie to supporting Learning & Teaching • Catherine Little will support through in class sessions, CAT sessions and parental learning event. • Teacher feedback on each piece of work in the portfolio. This can be a voice recording, a short written feedback as appropriate to the piece of work and the stage of the pupil.	HT/Mr Kaljee (PT)/ Mrs Little (SBC Lead) Staff Team Mrs Little (SBC Lead) HT/Mr Kaljee (PT)/ Mrs Little (SBC Lead)	Ongoing 2023 24 Sept 23 Aug – Oct 23 CAT 4th Oct Sign on session with Parents on 24th October sequential in both schools. Dec 23	Parents engagement with the implementation of Showbie through baseline surveys, launch event, first portfolio and end of session reviews Increased parental involvement with their child's learning through the use of SHOWBIE portfolios All children can identify strengths and next steps in their learning and are able to share Showbie is used across the curriculum to increase children's engagement in their learning supported through effective and timely feedback.	**Dec 23**

	• Children & Staff to populate class portfolio in readiness to share with parents as well as supporting Learning & Teaching. • PT to support further develop staff skills and confidence in using Showbie for developing portfolios and feedback options as well as enhancing the high quality learning and teaching offered in all classes. • Parent Survey to gather data on effectiveness of SHOWBIE as a means of sharing and engaging with their child's learning, aligning with the parent communication survey carried out in 22 /23. **Why we need to do it?** • To enhance the consistency and effectiveness of our communication of the children's learning • To increase parental involvement as well as engagement in their child's learning • To further develop our use of digital technology of high quality learning and teaching.			

3	**Literacy – Oracy** from cluster improvement plan **What we are going to do?** Work in partnership with Voice 21 to deliver a cluster approach to the teaching of oracy. In doing so we will: • Equip all teachers with the specialist knowledge and skills required to provide high quality oracy education. • To enable long term whole school change through partnership with the voice 21 network. **Why we need to do it?** To ensure a consistent approach to learning, teaching and assessment in oracy across Tweeddale Cluster.	Oracy lead and oracy champions in each school.	Launch CAT for all schools 20.9.23 2 x pathway programme days for oracy leads and champions Autumn 23 and Spring 24. Four cluster CATs to be delivered in individual schools with opportunities to work across schools.	Oracy leads and champions enhance the culture of oracy in every school through the leadership and expertise they have developed in partnership with Voice 21. A survey at the beginning and end of the cluster demonstrates that in all cluster schools, teachers and leaders report that they have deepened their own knowledge and increased their confidence in teaching and oracy. Classroom observations and discussions with children demonstrate a clear focus on improving and widening vocabulary within a rich oracy learning environment.	**Jan 24**
4	**Literacy - Reading** **What we are going to do?** The Core award Reading Schools Award will be submitted. In order to achieve this we will do the following: • Class teachers need to create a reading for pleasure ethos in their classes. This will involve creating Reading corners/spaces in classes and modelling good reading practice .	Miss McDougall Kate Scott All CTs	By the end of October 23 By the end of October 23	All children will experience ERIC on a daily basis. Observations and discussions with children to evidence the impact of the reading school interventions on the children's engagement. SLT/Sfl dialogue with class teachers to provide evidence to support the impact peer	

	• Daily ERIC time , timetabled. • Peer reading on a weekly basis to be introduced as part of the time table. • Audit children, staff and parents to collect information on the impact of reading school. • Most children will have a voice in how Newlands develops into a reading school. Giving them ownership of the process that will lead to improved reading and oracy outcomes • Embedding the implementation of PM assessments for P2. PM assessments will be used in addition to the Hertfordshire assessment with identified children to inform strategic planning to raise their attainment in reading. • CT and ANA's to be trained to build capacity for regular assessments throughout the school. • consistent approach to learning, teaching and assessment in oracy across Tweeddale Cluster.This will be developed with support of the Pupil Parliament group. Giving children a voice in how to shape our reading school award. • Literacy leads will sign post and support staff with CPD opportunities to develop skills to	Literacy Leads	By the end of October 23 By December 23 October 23 to March 24	reading has had on attainment within listening and Oracy. The pupil parliament floor book to evidence pupil leadership and voice in the development and implementation of the reading school strategies.	**Jan 24**

	high quality learning and teaching experiences in reading for pleasure.				
	Why we need to do it? To embed a positive reading culture to support children's engagement and attainment level across all aspects of literacy.				
5	**Pedagogical Practices** **What we are going to do?** Professional discussions will link to the key messages in: - SBC Way; - SBC Learning Teaching and Assessment Framework - Voice 21 - Early Years Portal in order to promote high quality learning and teaching in order to raise attainment. Staff will form reading groups/pedagogy groups to enhance their practice Key education text in session 2023 - 24 • Power up your pedagogy; the illustrated handbook (CTs) • The secrets of of my Spectrum (all staff) • Why don't students like school – key sections ch 1 ,3 and 10 - (all staff)	All staff	Aug 23 to June 24	Self-evaluation and classroom visits evidence change in practice and impact on children's learning experiences. Children can identify changes in practice and share the impact on their learning during 'T with SLT' sessions and class discussions. Consistency in learning, teaching and assessment practice is evident in the delivery of children's learning through classroom visits and professional dialogue with staff and reflection on pedagogical records.	**Termly**

- Teach like a champion 2.0 – key sections ch 1,3,9 – (CTs) - Staff will identify areas of improvement to implement in their classroom before returning to discuss the impact with colleagues. - Staff will record their professional learning plans and the impact of each change in their own pedagogical record. Review and amend the schools' Learning, Teaching and Assessment guidance and toolkit to ensure it aligns with SBC way and change in practice through professional development.				
Why we need to do it. To build capacity in all staff to ensure pupil needs are met with of expertise, knowledge and understanding – High Quality Learning & Teaching in all classes				

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

QI	NIF Priority	SBC Framework	Intended outcome:
3.1	Improvement in children and young people's health & Wellbeing	Inclusion	To improve children's readiness to learn through engagement with research as well as all stakeholders. To develop a shared understanding of diversity

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?** ANA Academy: from cluster improvement plan Create a Professional Learning Academy for ANAs across three inservice days: • ANA induction • Training on dysregulation and strategies to support this. • Training and self evaluation regarding 'The system around the young person' and engagement with learning. **Why we need to do it?**	Cluster HTs Ian Sargison IWBS	August November February Inservice Days	Baseline survey completed on August in-service day. Understanding of presumption of mainstream document Completion of 'take away tasks' and measured impact on young people	**Termly**

	To build capacity in the service to ensure pupil needs are met with the correct level of expertise, knowledge and understanding.					
2	**Diversity** **What we are going to do?** Promote equality for all by : • Reviewing interventions and approaches to ensure that every child has the opportunity to participate equally in school experiences, understanding equality and diversity. • Raising awareness and celebrating diversity through the language modelled by all adults and children's engagement in planned focus weeks. (dyslexia, ASD, ADHD, LGBT). • Engage with LGBT Audit • All staff to engage with SBC's online training (modules 1 & 2 for Bullying) linked to Positive Relationship and Anti-Bullying Policy	Susan Lawson SfL SLT - assemblies Staff All Staff	Week beg 23rd Oct Sept 23 CAT 2 and CPD Hours Protected time allocated to Support Staff	Enhanced inclusive practice and further development children's understanding of what makes us unique Consistency in approach to support children in maintaining positive relationships	**DEC 23** **Feb 24**
	Why we need to do it? Continue to promote an inclusive learning environment in align with SBC WAY and Policies to ensure all children feel safe and valued and ready to learn.					

3	**Raise Children's Autonomy** **What we are going to do?** • Continue to promote the school motto and curriculum rationale with all children in order to highlight behaviours linked to autonomy • Audit children and parents to review independent learning, identifying strategies, skills and next steps • Engage with Inclusion and Wellbeing Service to support meeting next steps identified in audit. • Review children's roles and responsivities throughout the school e.g Pupil Parliament, Senior Pupil Roles • Apply for Right Respecting schools Bronze Award and work towards Silver Award.	All Staff IWBS + Class Teachers SLT Pupil Parliament	Ongoing Nov23 Ongoing Ongoing	For all children to gain confidence and self-belief when challenged in order to become a more independent learner To further promote child engagement and voice to support school improvement To provide consistency in language of learning around Children's Rights and to ensure all children feel valued and have the confidence to speak out within and out with the learning environment.	Feb 23 June 24
	Why we need to do it? To improve all children's autonomy as identified in 2022/23 wellbeing data To continue to develop learning environments that meet the needs of all children				

	Ongoing Improvements 2023-24			
	Process		**Progress Tracker**	
	Improvement	**Strategic lead**	**Measures of Success**	**Expected completion date**
1	Circle Resource - revisit	IWBS	All learning environments reflect children needs	Term 2
2	Glasgow Wellbeing Profile – continue to build wellbeing profile for each child to inform inclusive practice for all children	All CT's	All children can identify their strengths and next steps to support their own wellbeing	Ongoing
3	Curriculum Rationale – revisit our School Values and Curriculum Rationale with children, staff and parents	Carn Peaston	Almost all children, parents and staff can talk confidently about the schools' Curriculum Rationale, Values and the inclusive practice, making reference to UNCRC	Term 3
4	Outdoor Learning (Growing Project & Loose Parts) - writing of Schools' Sustainability Policy	Marcel Kaljee	Engagement of community members to support delivery School Sustainability Policy	Term 3
5	1+2 Languages – review and amend schools' French Progression Pathway and introduction of Spanish as 3rd language in P6&7	Debbie Adams	French Progressive Pathway reflected in planning	Term 4
6	Digital Schools Award	Marcel Kaljee	Award gained	Term 3