

Framework for School Improvement Planning 2022/23

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	St Nicholas' Primary School
Head Teacher	Charlotte Grogan
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School Statement: Vision, Values & Aims and Curriculum Rationale
The above documents can be found on the school website but clicking the following link http://www.st-nicholas.e-dunbarton.sch.uk/school-info/vision-values-and-aims http://www.st-nicholas.e-dunbarton.sch.uk/school-info/curriculum-rationale

Session	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
	2022/23	2023/24	2024/25
Priority 1	Further develop a learning, teaching and assessment cycle in order to establish robust , reliable and valid assessments which will be used to enhance learning and teaching for all learners.	Further develop learning, teaching and assessment in reading.	Further develop learning and teaching in Numeracy and Maths looking at Mental maths and number talks
Priority 2	Develop an approach to outdoor learning (Year 1) and further develop play pedagogy within P2.	Outdoor Learning (Year 2) > Establish a whole approach to suitability using our outdoor space. > Implementation of John Muir Award and other partnership accreditation. Further develop Play pedagogy into P3	To further develop an approach to IDL using a pupil enquiry based approach
Priority 3	Support the wellbeing of all stakeholders by re-establishing parental involvement and the spiritual formation of the school community through the shared experience of prayer and liturgy.	Develop skills, for learning, life and work through business partnership and community involvement.	Develop learning, teaching and assessment in Listening and Talking

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Section 2: Improvement Priority 1	
School/Establishment	St Nicholas'
Improvement Priority 1	Further developing a learning, teaching and assessment cycle in order to establish robust, reliable and valid assessments which will be used to enhance learning and teaching for all learners.
Person(s) Responsible	SMT working in collaboration with all teaching staff

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	curriculum and assessment teacher professionalism school improvement	QI 1.2 Leadership of Learning QI 1.3 Leadership of Change QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Improvement in attainment in literacy Improvement in attainment in numeracy Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Leadership of learning at each stage	Collegiate time 15 x 1.5 hours	Awareness raising session on the purpose of assessment.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Develop a shared understanding of the importance and value of assessment at class and school and how it can be used as an the integral feature of learning and teaching.	Identified learners will have robust assessment data to ensure intervention are targeted and impact is evident.	

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Almost all learners will benefit from staff being aware of their professional responsibilities and having the knowledge on how to support the learners in their class.	Setting the scene- Professional responsibilities, the big picture, data informed self-evaluation at classroom level to meet the needs of all learners (1x 1.5 hours)	Teacher pre and post assessment	30.8.22	
Almost all learners will experience a curriculum that has appropriate links to ensure depth of learning across the curriculum.	<ol style="list-style-type: none"> 1. Professional learning on IDL approach and the impact on learning and teaching. (1x 1.5 hours) 2. Develop a yearly overview for each stage to ensure breadth and balance of the curriculum. (1x 1.5 hours) 	Implementation of a yearly planner in place detailing curriculum links across all 3 terms using an IDL approach	15.9.22 29.9.22	
Almost all learners experience a curriculum that focusses on the learning, teaching and assessment of skills.	<p>Staff collaboratively design appropriate termly planners which demonstrates learning, teaching and assessment of skills within our programme of study. (3x 1.5 hours)</p> <p>New planners implemented in Term 2/3 Jan- May (Forward planning time)</p> <p>Review new planners and identify next steps (1x1.5 hours)</p>	<p>Draft planners ready to implement in term 2 ensuring assessment is integral to learning and teaching</p> <p>Adaptations made and ready for full implementation session 2023-2024</p>	<p>3.11.22 8.11.22 17.11.22</p> <p>Term 2/3</p> <p>1.6.23</p>	

<p>Almost all learners will benefit from staff having a clear understanding of how to gather and use assessment data as an integral feature of learning and teaching.</p>	<p>In-depth look at forms of assessment</p> <ul style="list-style-type: none"> ➤ Formative ➤ Summative ➤ In school resources and whole school assessment scheduled agreed <p>(1.5 hours)</p> <p>What does the assessment tell us?</p> <ul style="list-style-type: none"> ➤ Class ➤ School ➤ Authority ➤ Nationally <p>(1x 1.5 hour)</p>	<p>Teacher pre and post assessment.</p> <p>Teacher can confidently</p> <ul style="list-style-type: none"> ➤ Identify most appropriate assessments tools. ➤ Utilise appropriate assessment tools to gather the information required. ➤ Evaluate this information to identify next steps for their learners. 	<p>26.1.23 31.1.23</p>	
<p>Almost all learners are assessed using valid and reliable numeracy assessments.</p>	<p>Staff work collaboratively with their stage partner to create holistic assessment for each level in Numeracy (3x 1.5 hours- 1 per term)</p> <p>Staff work in level groups to moderate holistic assessments. 3x 1.5- 1 per term)</p>	<p>Reliable and valid holistic assessment that can be used to tracker learners through each level of Numeracy and maths</p>	<p>Planning Sessions 22.11.22 9.2.23 11.5.23</p> <p>Moderation Session 1.12.22 21.2.23 16.5.23</p>	

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Section 2: Improvement Priority 2	
School/Establishment	St Nicholas'
Improvement Priority 2	Develop an approach to outdoor learning and further develop play pedagogy within P2.
Person(s) Responsible	SMT in collaboration with teaching and non-teaching staff DHT in collaboration with P2 staff

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
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	curriculum and assessment school improvement parent / carer involvement and engagement teacher professionalism	QI 1.2 Leadership of Learning QI 1.3 Leadership of Change QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.1 Wellbeing, equality & inclusion QI 3.2 Raising attainment and achievement	Improvement in children and young people's mental health and wellbeing Improvement in attainment in numeracy

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Pupil and teacher leadership of the curriculum	Training (Love outdoor learning) £649 3x 1.5 hours form collegiate agreement Staff development time for lead staff member	Parent involvement in weekly outdoor sessions Parent views to identify next steps for year 2
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Professional learning in establishing appropriate outdoor learning within the curriculum.		

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Almost all learners will experience an enhanced curriculum due to increased staff knowledge and confidence in outdoor learning	All staff will participate in a half day outdoor learning training	Pre and post pupil and teacher assessments	August inset day	
All learners experience outdoor learning as part of their week	Agree whole school implementation for outdoor learning Session to identify and plan outdoor learning within numeracy. (1x 1.5hours)	Agreed whole school plan for implementation and planned outdoor learning opportunities for numeracy. Pupil feedback on engagement and enjoyment. High quality outdoor learning opportunities via QA procedures	4.10.22 Term1-3	
	Professional collaboration re Outdoor learning (1x 1.5 hours)	Staff evaluation	7.3.23	
	Staff and pupils review the approach to outdoor learning and plan next steps for 2023-24 (1x 1.5 hours)	Pupil and Staff evaluation Parent focus group	6.6.2023	
Almost all learners will experience play pedagogy within P1 and P2	Lead staff member given training and support to develop play pedagogy within P2. Additional staffing used to support development reviewing progress on a regular basis to identify next steps. Team teaching within P1 to develop staff capacity.	Pupils learners experience will be based on play pedagogy Staff, pupil and parent's feedback Analysis of attainment against previous sessions and against EDC and national statistics.	Session 22-23	

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Section 2: Improvement Priority 3	
School/Establishment	St Nicholas' Primary School
Improvement Priority 3	Support the wellbeing of all stakeholders by re-establishing pupil and parental involvement and the spiritual formation of the school community through the shared experience of prayer and liturgy
Person(s) Responsible	HT in collaboration with staff, pupils and parents

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
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	parent / carer involvement and engagement school leadership teacher professionalism	QI 1.2 Leadership of Learning QI 1.3 Leadership of Change QI 1.4 Leadership and management of staff QI 2.7 Partnerships QI 3.1 Wellbeing, equality & inclusion	Improvement in children and young people's mental health and wellbeing

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Pupil leading learning Staff leadership	Identified resources for events Collegiate time for staff	Programme of parental events. PC and PA lead events Parish involvement
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
	Identified intervention programmes for identified learners based on data driven assessments	SLA 29, 160- see PEF breakdown

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
<p>All learners will have opportunities to share their experiences and learning with the wider community.</p>	<p>Established overview for parental, and community engagement events for each term involving all classes</p> <p>Re-establish: Learning visits Assemblies Reading café</p> <p>Further develop the commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and partnership with local parishes</p>	<p>Parental Questionnaire Staff feedback Pupil feedback</p>	<p>August inset day (Planning)</p> <p>Sept 22- June 23 (implementation)</p> <p>June 23 (review with all stakeholders)</p>	
<p>Almost all learners wellbeing needs are being met</p>	<p>Continue to develop and use pupil questionnaires(termly)</p> <p>Opportunities for Nurture session and key adult time where appropriate (Allocated time within staff members timetable)</p> <p>Develop the whole class Liam programme</p>	<p>Data from Questionnaires</p> <p>Pre and Post measures for identified children</p> <p>Pre and Post measures for identified children</p>	<p>Ongoing</p>	

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	Develop Season for Growth programme	Pre and Post measures for identified children		
The wellbeing of almost all learners and staff will be enhanced through participation in the life and ethos of the school	<p>PTA events</p> <p>Pupil focus groups</p> <p>Pupil leadership opportunities.</p> <p>Optional staff wellbeing session (2x 1 hour sessions - flexibility)</p>	<p>Pupil evaluation</p> <p>Staff evaluation</p>		
Almost all learners will continue to develop their knowledge of their rights and be able to discuss this confidently.	<p>Lead member of staff to work with focus group</p> <p>Staff to link RRS within existing curriculum (Inset day Oct)</p> <p>Develop the RRS approach within the four context of learning.</p>	<p>Focus group feedback</p> <p>Staff evaluations</p> <p>Pupil evaluations</p>		

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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
Almost all identified learners reach their target in Numeracy	Maths Recovery Sessions for identified learners	SLA £12.803 Resources (£1000)	Pre and post assessment and benchmarking against SEAL	Sept- April	
Almost all identified learners reach their target in Reading	Rainbow reading programme Phonic recovery programme Nessie intervention programme Additional Comprehension session for identified learners	SLA (shared with numeracy priority) Resources (£1500)	Pre and post assessments for Reading/ Phonics recovery Pre and post skills assessment for reading comprehensions i.e. Reading age	Sept- April	
Almost all identified learners can apply strategies to improve their wellbeing	Nurture sessions Liam Sessions Season for Growth	SLA (£12,083)	Pupil evaluation Staff evaluation	Sept – April	
Almost all identified learners can confidently use additional resources to access the curriculum	Typing practice Fine motor skills programme Ipad and laptop allocation SLA training on appropriate interventions. SLA timetable focussed on supports for identified learners.	SLA (shared with Wellbeing Priority) Resources(£1054) Nessie Licence Clicker licences	Pupil questionnaire Observations	Sept- April	