

Framework for School Improvement Planning 2024/25

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	St Nicholas' Primary School
Head Teacher	Charlotte Grogan
Link QIO	Vicky McKenzie

School Statement: Vision, Values & Aims and Curriculum Rationale
<p>The above documents can be found on the school website but clicking the following link</p> <p>http://www.st-nicholas.e-dunbarton.sch.uk/school-info/vision-values-and-aims</p> <p>http://www.st-nicholas.e-dunbarton.sch.uk/school-info/curriculum-rationale</p>

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2024/25	2025/26	2026/27
Priority 1	Learning ,teaching and assessment in Numeracy and Maths	Numeracy and Math Year 2	To further develop an approach to IDL using a pupil enquiry based approach P4-7 and embedded play within P1-3
Priority 2	Reading year 2, implementation and moderation	Develop learning, teaching and assessment in Listening and Talking	Listening and Talking Year 2
Priority 3	Global impact on Education (Pope Francis' invitation)	Ensuring high quality learning experience in RE	Moderation and Quality Assurance of RE

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Section 2: Improvement Priority 1	
School/Establishment	St Nicholas' Primary School
Improvement Priority 1	Learning, teaching and assessment in numeracy
Person(s) Responsible	Angela Murray (DHT) supported by maths champion working with all staff

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
<ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy. 	school leadership teacher professionalism parent / carer involvement and engagement curriculum and assessment school improvement	QI 1.2 Leadership of Learning QI 1.3 Leadership of Change QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 2.5 Family Learning QI 3.2 Raising attainment and achievement	Improvement in attainment in literacy and English 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 Leadership opportunities for DHT and Maths Champion Pupil Leadership of learning	Collegiate Session x 15 Additional staffing to release Maths Champion	Establish Numeracy Café Family Learning programme for all stages
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Professional reading and research School and authority led CLPL	Continued support across school for pupils identified with numeracy attainment gaps. Numeracy assessments to support targeted intervention Ongoing continuous assessment aligned with appropriate benchmarks.	Puma Assessments 0.4 Maths intervention Teacher

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Almost all learners will benefit from a consistent, progressive and challenging approach to numeracy from P1-P7	<p>Professional learning programme in partnership with the Local authority including professional reading and research.</p> <p>Whole school assessment of Numeracy skills (baseline)</p> <p>Examine pedagogy and assessment from P1-7, what does it look like, what is the teacher role, what is the learners experience. (concept by concept)</p> <p>Implement agreed pedagogy and assessment (concept by concept)</p> <p>Regularly moderate and identify next steps in terms of pedagogy, assessment and professional learning.</p> <p>Review Numeracy policy and adapt skills planners to align</p>	<p>Staff feedback</p> <p>Pre Assessment data- Puma data analysis</p> <p>Professional Dialogue / Peer working</p> <p>Class observation Learner conversation Staff feedback</p>	<p>15 CD Sessions Aug- April</p> <p>May 2025</p>	

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	with agreed learning, teaching and assessment cycle.	Post assessment 1-Puma data Analysis.		
Almost all learners are supported appropriately by their parents in Numeracy	Family learning programme Creation of annual calendar of events	Parental feedback	Aug 24- onwards	
Almost all learners will have opportunities to lead their learning daily within their class.	Regular opportunities to identify next steps in learning (self-assessment) Learners have opportunities to initiate their own learning and develop their interest through problem solving and experimentation.	Learner feedback Staff feedback Observations	Aug 24 onwards	
Learners in the upper school will have the opportunity to become a Numeracy Champion and support learners in the lower stages.	Selection process Agreed support timetable Evaluate their learning and the learning of others	Learner feedback Staff feedback Observations	Sept Onwards	

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Section 2: Improvement Priority 2	
School/Establishment	St Nicholas' P. S
Improvement Priority 2	Reading Year 2
Person(s) Responsible	PT working with all staff

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
<ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy. 	school leadership teacher professionalism parent / carer involvement and engagement curriculum and assessment school improvement	QI 1.2 Leadership of Learning QI 1.3 Leadership of Change QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 2.5 Family Learning QI 3.2 Raising attainment and achievement	Improvement in attainment in literacy and English 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 Leadership opportunities for PT and CTs Pupil Leadership of learning	CD Session (1) Moderation Session (3)	Family learning Programme Annual Calendar of events
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Professional reading Continued CLPL Using data to inform learning and teaching CLPL	Continued support across school for pupils identified with reading attainment gaps. Reading assessments to support targeted intervention Ongoing continuous assessment aligned with appropriate benchmarks.	PIRA Assessments

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
<p>All learners will experience high quality learning experience in reading</p> <p>Almost all learners will benefit from a consistent, progressive and challenging approach to reading from P1-P7</p>	<p>Reading refresh session</p> <p>Moderate the range of strategies and skills taught through a single text</p>	<p>CD session</p> <p>Staff own CLPL</p> <p>Moderation Session (3)</p> <p>Observations</p> <p>Learning conversations</p> <p>Sampling</p>	<p>Aug 2024</p> <p>Moderation through year</p>	
<p>Almost all learners can confidently discuss the range of strategies / skills</p>	<p>Clear and consistent approach to the pedagogy and the reading week</p> <p>A balance of independent and teacher led tasks.</p> <p>High quality read to write task to meet the needs of all learners.</p>	<p>Learning conversation</p> <p>Observations</p> <p>Moderation Sessions (3)</p> <p>Assessment evidence</p>	<p>Moderation through year</p>	
<p>All learners will experience an enhanced reading culture at home and school</p>	<p>Development of the Reading school award (year 2)</p> <p>Continue parental engagement events and provide family learning sessions.</p>	<p>Pupil feedback</p> <p>Staff Feedback</p> <p>Parent evaluation of parental engagement and family learning</p>	<p>Aug 2024- June 2025</p>	

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Section 2: Improvement Priority 3	
School/Establishment	ST Nicholas' P. S
Improvement Priority 3	RERC Priority To commit to the Global Compact of Education <ol style="list-style-type: none"> 1. To make the human person the centre 2. To listen to the voices of children and young people 3. To safeguard our common home
Person(s) Responsible	HT in partnership with Cluster HTs Circle Champion All Staff

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing 	teacher professionalism school improvement school leadership	QI 1.1 Self evaluation for self improvement QI 1.2 Leadership of Learning QI 1.5 Management of resources to promote equity QI 2.2 Curriculum QI 3.1 Wellbeing, equality & inclusion	Improvement in children and young people's mental health and wellbeing Placing the human needs and rights of every child and young person at the centre of education

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Circle Champion Teacher leadership Pupil Leadership of learning and environment	Circle Resources and training Archdiocese Evaluation resources Collegiate sessions (2) and In-service days (Oct 24/ Feb 25)	Information session on equalities (SCES material and policy) Circle parent session
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Professional learning – Equality Material SCES, UNCRC, Laudato SI		

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Children will be better supported through staff understanding of inclusion and additional support needs.	Staff questionnaire to assess knowledge/ skills. Introduction to The Circle Framework for all staff.	Staff pre training questionnaire Staff feedback from initial introduction.	August In-service Day	
Improved Classroom Environments for Children: Make use of CICS (Circle Inclusive Classroom Scale) to evaluate and adapt classroom environment – to be done in sections over T1 and T2	Use CICS individually and with a supportive peer to critically analyse classroom. Use adapted CICS with pupils to gather pupil feedback on learning environments. Explore Skills, Supports and Strategies in Circle Framework	Action Plans following assessment of learning environments. Learning visit feedback through Action Plan/ Evaluations and discussions with staff.	Term 1 (Oct Inset day) and 2(Feb Inset day)	

	<p>Create Action plans and make changes. Cycle of assess > plan > change> assess</p> <p>Evaluation changes with peers and pupils.</p> <p>Learning visits with colleagues in similar school environment.</p> <p>Ed Psychologist to support staff as required in assessment/ change.</p>			
Improved Approaches for Supporting Children using the Circle Framework	Evaluations from reflections with colleagues and changes made to classroom practice as a result of self-evaluation using CICS.	Staff post training questionnaire. Staff discussion.	Term 3 By June 25	
Learner will experience a progressive approach to inclusion and equality as part of RERC programme.	<p>CLPL session on inclusion and equality (SCES material)</p> <p>Parents/ Carer awareness session</p>	<p>Pre/ Post staff evaluation</p> <p>Parental feedback</p>	<p>Sept 24</p> <p>Oct 24</p> <p>By May 25</p>	

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	<p>All classes to implement identified lessons as part of the RERC curriculum</p> <p>Evaluate and review programme</p>	Peer visits	June 25	
Learners will continue to develop their understanding of their rights and their role within these rights as part of their faith.	<p>Rights based learning linked to RERC and other curricular areas (links highlighted in the annual overview)</p> <p>Pupils share their learning as part of focussed assemblies</p>	<p>Pupil focus group</p> <p>Pupil learning conversation</p> <p>Class observations</p>	Ongoing	
All stakeholders will continue their commitment to Laudato Si and the challenge set by Pope Francis.	<p>Class focus ,one placemat activity per term.</p> <p>Pupil leadership group to lead 2 whole school focus weeks in partnership with the Parishes.</p> <p>Parent Associations leading on recycle events- uniform, Halloween costumes</p>	<p>Class and whole school displays</p> <p>Evaluation of events</p> <p>Parent Feedback</p>	Ongoing	

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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
Clear identification of gaps in reading and numeracy for all learners	All learners assessed using PIRA reading and Puma Maths assessments in order to provide appropriate support and challenge	PIRA & PUMA Assessments £1870 (£1509 PEF/ £361 School budget)	Pre/Post Assessments	Pre Assessment- Oct 24 Ongoing assessment and target setting for each individual Post assessment- April 25	
Almost all identified learners will achieve their agreed numeracy target by June 2025	Maths Recovery intervention groups	0.4 Teacher August 24- April 25 (£16, 818) Puma intervention resources £ 348.50	Pre/Post Assessments	Pre Assessment- Oct 24 Ongoing assessment and target setting for each individual Post assessment- April 25	
Almost all identified learners will achieve their agreed reading target by June 2025	Reading recovery intervention groups	0.4 Teacher August 24- April 25 (£16, 818) 0.4 SLA August 24- April 25 £5096 PIRA intervention Resources £348.50	Pre/Post Assessments	Pre Assessment- Oct 24 Ongoing assessment and target setting for each individual Post assessment- April 25	

School PEF allocation 24/25: £ 29, 160- £5040 (continued 0.4 additional staffing April 24 to June 24)- £24 120

Total PEF allocated in SIP £24120

East Dunbartonshire: Education Service

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