

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	Martyn Glancy
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	2025/26	2026/27	2027/28
Priority 1	Learning, Teaching and Assessment – To develop inclusive and engaging pedagogical approaches across the curriculum at all stages.	Learning, Teaching and Assessment - To develop our curriculum approach to IDL using a pupil enquiry based approach P4-7.	Learning, Teaching and Assessment - To embed our curriculum approach to IDL using a pupil enquiry based approach.
Priority 2	Developing an inclusive school by implementing the CIRCLE framework (year 2) aligned with the principles of nurture.	Embed an inclusive school pedagogy by implementing the CIRCLE framework (year 3) aligned with the principles of nurture.	Review CIRCLE framework and ensure sustainability through policy-making with all stakeholders.
Priority 3	Bringing Faith into Action and developing as a Laudato Si school (year 2)	Embed the goals of Laudato Si (year 3) and develop effective learning, teaching and assessment across RE lessons.	Begin to embed Catholic Social Teaching principals into our curriculum and whole school ethos.

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Section 2: Improvement Priority 1	
School/Establishment	St. Nicholas' Primary School
Improvement Priority 1	Learning, Teaching and Assessment – To develop inclusive and engaging pedagogical approaches across the curriculum at all stages.
Person(s) Responsible	Principal Teacher and all teaching staff (including numeracy and literacy champions)

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
<ul style="list-style-type: none"> Leadership of learning at each stage at classroom level. Leadership opportunities for PT and class teachers to develop excellence in their teaching and learning. Pupil Leadership of learning through pupil voice focus groups. Staff leadership through coordinator and champion roles. 	<ul style="list-style-type: none"> Collegiate Session x 7 Moderation session x 3 Calendar of drop-in sessions (optional) Time for professional reading provided Quality assurance processes to evaluate impact Create a staff library in the staffroom to support professional reading of relevant texts 	<ul style="list-style-type: none"> Embed Numeracy Café. Develop Read, write count sessions. Develop reading café. Family Learning programme for all stages Assemblies linked to improvement priorities. Parent consultation on homework. Embed Career's Day SEESAW

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	<ul style="list-style-type: none"> Time allocated to numeracy, literacy and RE coordinators to oversee developments. 	
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Professional reading and research: <ul style="list-style-type: none"> Bruce Robertson (The Teaching Delusion and Power up your pedagogy) Shirley Clarke – Formative assessment West Partnership Collegiate sessions – Improving our Pedagogy 	<ul style="list-style-type: none"> Improvements in teaching and learning to ensure equitable outcomes for all children. Continued support across school for pupils identified with attainment gaps across the curriculum. Standardised assessments will be used to support decision-making about appropriate supports for pupils identified through professional dialogue. Ongoing continuous assessment aligned with appropriate benchmarks. 	<ul style="list-style-type: none"> Reading Recovery investment (£3200 with £1,100 protected for reading recovery resources = £4,300) Class cover for CLPL days (14 x £350 = £4900) Resources for outdoor learning (£2500) Update reading books (£5000) Standardised assessments and intervention programmes (£1500) SEESAW (£1,700)

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Almost all learners will benefit from embedded effective learning and teaching strategies which motivate and engage them.	<p>Engagement with the West Partnership in the Improving our Pedagogy programme – participation in the seven allocated professional learning sessions.</p> <p>Session 1 – Embedding effective use of learning intentions and success criteria across all curricular areas.</p>	<p>Individual pre and post evaluations to gather information from teaching staff.</p> <p>Quality assurance measures to monitor impact:</p> <ul style="list-style-type: none"> Observed Teaching Sessions, Pupil focus groups with learners, Jotter monitoring, and 	January 26 until April 26	

	<p>Session 2 – Effective questioning to inform teaching decisions throughout the lesson.</p> <p>Session 3 – developing effective feedback during lessons and at the end of the lesson to ensure almost all learners are aware of the next steps in their learning.</p> <p>Session 4 – implement differentiation in our lessons to engage and motivate almost all learners in their learning.</p> <p>Session 5 – implement retrieval practice in our lessons to ensure learners consolidate and retain prior learning.</p> <p>Session 6 – Preparing for your sprint session to focus on short swift changes to teaching and learning practice.</p> <p>Session 7 – Sharing your sprint reflections on the impact of changes to teaching</p>	<ul style="list-style-type: none">• Peer visits for teaching staff. <p>HGIOS 4 self-evaluation collegiate tasks.</p>		
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	practice and presentation of these.			
Almost all identified learners are on track following Reading Recovery interventions.	<p>Identified member of staff to participate in the Reading Recovery professional learning programme initial training.</p> <p>Identified staff member to use data from tracking meetings to identify 4 pupils who are not on track and would benefit from the intervention.</p> <p>Identified staff member to lead in-house professional learning session to share approaches, strategies and outcomes of interventions to support improvement beyond selected cohort.</p>	<ul style="list-style-type: none"> • Professional dialogue with colleagues, • Tracking meetings, • Pre and post interventions with teachers, • Pupil focus group with children, and • Parent questionnaires. • Peer observations with schools across the authority. • Report on the impact of Reading recovery. 	Aug 25 - onwards	
Almost all children will be reading for enjoyment across the school.	<p>Professional learning session to ensure all staff are aware of expectations of reading for enjoyment.</p> <p>Pupil questionnaires to identify preferred authors to refresh library areas.</p> <p>Establishment of Reading schools leadership group including P1 to P7 Pupils.</p>	<ul style="list-style-type: none"> • Learning and Teaching meetings – professional discussion. • Tracking meetings – professional development. • Curriculum review of novel studies – one per year. • Pupil questionnaires 	Aug 25 - onwards	

	<p>Class competition to make libraries an appealing space.</p> <p>Review of curriculum to ensure all classes have a novel study linked to curriculum throughout the year.</p> <p>Embed everyone reading in class 15 mins 3 times per week in P3 to P7.</p> <p>Embed teacher reading book to class 15 mins 3 times per week in P1 and P2.</p> <p>Develop the use of Bookzilla app in P5 to P7 to support learners choosing books.</p> <p>Plan visits to local library for all year groups throughout the year.</p> <p>Increase profile of staff engagement with texts they are reading on class wall and emails.</p>	<ul style="list-style-type: none">• Reading schools evidence collated by Literacy Champion.• Standardised assessment results.• Parent evaluations		
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	<p>Evidence to be gathered towards the achievement of the Reading Schools Award.</p> <p>Review of school reading scheme with pupils and staff with the identification of missing texts/ more engaging scheme.</p> <p>Introduce a recognition award for pupils who are engaging in reading.</p> <p>Review of Reading policy to ensure current practice is reflected.</p>			
<p>Almost all teachers enhance their understanding of the achievement of a level in writing across the school to begin to develop robust assessment procedures.</p> <p>Almost all children will be challenged and supported by differentiation of our writing curriculum.</p>	<p>Using the moderation cycle, teachers participate in moderation of writing assessment pieces to create a shared expectation in stage levels/ with Milngavie PS. (4 sessions allocated)</p> <p>Attend professional learning in September on the implementation of the Equity in Literacy Toolkit.</p>	<ul style="list-style-type: none"> Professional dialogue with colleagues. Agreement of St. Nicholas' expectations in writing. Display in staff room to exemplify expectations. Pre and post questionnaires following professional learning. 	One meeting each term.	

	<p>Develop capacity of staff to engage with the Equity in Literacy Toolkit to raise attainment.</p> <p>Use of Equity in Literacy Toolkit to identify strategies to support learners not on track.</p>			
<p>Almost all teachers will be using Abstract/ Concrete/ Pictorial approaches to teaching and learning across the school ensuring depth and challenge in the learning process.</p> <p>Almost all learners will increase engagement and depth of knowledge of numeracy concepts to increase attainment</p>	<p>Learners in the upper school will have the opportunity to become a Numeracy Champion and support learners in the lower stage.</p> <p>Review of numeracy organisers where staff feel further professional learning is required to support implementation.</p> <p>Provide a calendar of drop-in sessions to further embed ACP approaches and review progress through professional dialogue during assembly time.</p> <p>Monitor ongoing implementation of APC with learners and staff.</p>	<ul style="list-style-type: none"> Professional dialogue at Learning and Teaching Meetings. Pupil focus groups Staff questionnaires 	Sept Onwards	

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<p>Almost all teachers will have a strong understanding of data and the barriers that impact upon attainment (e.g. poverty, additional needs) and can identify actions at class-level to address these aspects</p> <p>Almost all children will be supported to achieve their best in our learning environment.</p>	<p>All teachers to engage in a Fact, Story, Action approach implemented to ensure class data is understood.</p> <p>All teachers to have a firm grasp of pupil needs and to reflect this in their action planning.</p> <p>All teachers to Complete of the Dyslexia Scotland module – Introduction to Dyslexia and Inclusive Practice (three hours)</p>	<ul style="list-style-type: none"> Professional dialogue and learning and teaching meetings and tracking meetings. Action planning audit. Pupil focus groups. Staff questionnaires. 	<p>September 2025</p>	
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Section 2: Improvement Priority 2	
School/Establishment	St Nicholas' Primary School
Improvement Priority 2	CIRCLE Year 2 – To develop an inclusive school through by improving of wellbeing and equity through Implementation of the CIRCLE Framework with a focus on <i>structures and routines</i> .
Person(s) Responsible	Angela Murray (DHT), Michelle Connolly (Circle Advisor), Nurture Teacher/ Wellbeing Teacher and all staff

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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 	school leadership teacher professionalism parent / carer involvement and engagement school improvement performance information	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 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 all Class Teachers Pupil Leadership of learning	Curriculum Development Sessions x 5 (October – December) and 2 sessions to review progress (May 26) In-service Day (1 hour)	Parents informed of CIRCLE developments through school newsletter
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Professional reading Continued CLPL Using data to inform direction of professional learning	Implementation of the CIRCLE inclusive classroom framework.	Budget allocation of £50 per class = £600.

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Almost all learners demonstrate increased engagement with learning	All teachers to embed the five tenants of the CIRCLE framework with a focus on the	<ul style="list-style-type: none"> Pupil focus groups Audit of use of communal spaces and the purpose 	August 25 – December 25.	

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due to appropriate learning environments.	<p>physical environment – accessibility of space, adequacy of space, sensory space, visual supports, availability of objects – within every classroom.</p> <p>Audit shared school spaces to identify areas for development and the purpose of these spaces and enhancements that can be made to implement our curriculum e.g. STEM area.</p> <p>All staff to ensure clear labelling of shared spaces and ensure clear, discrete areas of the school e.g. STEM area.</p>	<p>these spaces are used for.</p> <ul style="list-style-type: none"> • Observations of classroom space. • Development of clear purpose for shared areas e.g. STEM space. • Circle Inclusive Classroom Scale pre and post assessments. 		
Almost all learners needs and behaviours will be better understood and supported through increased staff understanding of inclusion and additional support needs.	<p>Expanding on CIRCLE Framework at August Inset-, specifically Participation Scale and associated supports for all staff.</p> <p>Circle advisor PLC sessions throughout the year with feedback provided to all school staff.</p>	<ul style="list-style-type: none"> • Staff feedback from the initial introduction session highlights areas for development within CIRCLE Action plan. • Staff pre and post training assessment of knowledge and skills • Pupil Voice tools/ pupil forum 	August 25 – December 25	

	<p>All staff and pupil focus group to lead on the development of a St. Nicholas' Way linked to our structures and routines linked to our school values and UNCRC class charters.</p> <p>Staff will engage with targeted groups targeted groups of learners involving them in the identification of strategies and supports that they can access within their learning environment using the CIRCLE participation scale.</p>	<ul style="list-style-type: none"> Professional dialogue at CLPL sessions and, learning and teaching meetings. 		
<p>Almost all identified learners will experience improved implementation of Personalised support.</p> <p>Almost all teachers will support improved participation of individual learners through analysis of Circle Participation Scale (CPS) and associated skills and strategies.</p>	<p>Staff use CPS to identify individual learners' strengths and areas for development.</p> <p>Staff will identify and implement further strategies to enhance pupil skills in collaboration with Parent/carer and individual children and young people.</p>	<ul style="list-style-type: none"> Completion of pre and post participation scale through a case study approach. 	August 25 – December 25	

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Almost all identified learners will be experience improved outcomes because class teachers will be able to work alongside staff with specific support for learning remits to complete a more detailed assessment of needs when required.	Staff use CPS alongside formative and summative assessment to identify individual learners' strengths and areas for development			
All learners will experience improved approaches for Supporting Children and Young People using the Circle Framework	All staff implement appropriate interventions with consideration of CICS & Skills, Supports and Strategies outlined in Circle Framework, linking this to support plans and evaluate these interventions.	<ul style="list-style-type: none"> • Reflections with colleagues and changes made to classroom practice as a result of self-evaluation using CICS action plan and CPS 	August to December 25	
All learners will experience the nurture principles/ Catholic Social Teaching – Rights and Responsibilities - in their daily experiences in our school.	<p>All staff to participate in professional learning with a specific focus on two nurture principles linked to Catholic Social Teaching.</p> <p>Nurture staff member to develop nurturing space for morning session in school.</p> <p>Nurture staff member to implement daily morning sessions for identified learners</p>	<ul style="list-style-type: none"> • Ferre Laevers observations • Boxall Profiles • Observed Teaching Sessions 	October Inservice day	

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	considering the outcomes of Boxall profiles. Whole school engagement with the Nurture Principles and exemplification of these.			
All learners will experience interdisciplinary learning experiences by the creation of discrete learning areas outside classroom bays e.g. STEM area.	STEM/ numeracy champion to lead the development of the STEM area considering resources, available space and timetabling. STEM champion to source other opportunities to utilise the STEM area including STEM club. All teachers to participate in professional learning activities linked to STEM on a budget and audit of school resources. All teachers to participate in National STEM week – 8 th November.	<ul style="list-style-type: none"> Increased use of STEM area. Pupil focus group discussion about STEM lessons. Participation in STEMSPACE project.	August 25 to December 25	

Section 2: Improvement Priority 3

School/Establishment	ST Nicholas' Primary School
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Improvement Priority 3	RERC Priority To develop the spiritual and faith experiences of our pupils through the principles of Catholic Social Teaching through our curriculum and demonstrating a commitment to shared experiences of prayer and liturgy with partners.
Person(s) Responsible	HT in partnership with Cluster HTs RERC Coordinator 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

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
RERC Coordinator Teacher leadership in their own class Pupil Leadership in prayer through Faith in Action group	Archdiocese Evaluation resources Collegiate sessions (2) and In-service days (Oct 24/ Feb 25)	New Spiritual and Faith Development policy to be shared with parents. Faith and spiritual development to be a focal point in our newsletter. Sharing of monthly prayer for families to pray together at home.

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		Creation of a Faith in Action parent group to identify opportunities to grow our Faith in school and across our community.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Professional learning: Session x1 to review new planners Session x1 to identify ways to act out the pillars of Laudato Si across each stage. RERC coordinator to attend 4x sessions with colleagues across the year (cost 4x £350=£1,400). Feb INSET Laudato Si sharing event at Holy Family	Understanding of aspects of the environment which impact on our Faith in Action. Ensuring a broad RERC curricular experience aligned with Catholic Social Teaching	n/a

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
All learners will experience engaging and motivating RERC lessons through the implementation of new St. Andrew's Diocese planners.	<p>All staff to participate in a professional development to familiarise themselves with the new planners.</p> <p>All staff to implement the new planners and evaluate the effectiveness of these to enhance the experiences of our learners.</p> <p>All staff to participate in one observed teaching session focussed on effective learning and teaching and the new RERC planning.</p>	<ul style="list-style-type: none"> Teacher evaluations Pupil focus groups Observations of teaching and learning. HGIOS 4 self-evaluation sessions. Monitoring of RE tasks. 	October Inservice Day	

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<p>All stakeholders will continue their commitment to Laudato Si and the challenge set by Pope Francis by enhancing their knowledge of this encyclical and its seven pillars.</p>	<p>All staff to participate in professional learning exploring the pillars of Laudato Si and developing these pillars into learning experiences and outcomes.</p> <p>Each year group i.e. Primary 1, to build Laudato Si topic into one term per year and to focus their class assembly on this topic.</p> <p>All parents to become aware of our commitment to the Cost of the School Day and the links to Laudato Si e.g. recycle and reuse.</p>	<ul style="list-style-type: none"> • Teacher evaluations • Pupil focus groups • Observations of teaching and learning. • HGIOS 4 self-evaluation sessions. • Monitoring of RE tasks. 	<p>1 collegiate session/ Inservice day</p>	
<p>All staff and learners to benefit from spiritual and faith experiences through regular prayer and worship experiences.</p>	<p>Pilgrims of Hope Walk implemented for identified stage together with our wider Catholic schools.</p> <p>All learners to have regular opportunities to participate in regular prayer and reflection e.g. Rosary and Stations of the Cross termly.</p>			

	<p>Sharing of prayers monthly in our school newsletter to support prayer and reflection at home.</p> <p>All staff to participate in regular prayer and reflection sessions during INSET days led by our RERC coordinator.</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
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	Pre/Post Assessments	Pre Assessment- Oct 25 Ongoing assessment and target setting for each individual Post assessment- April 26	
Almost all identified learners will achieve their agreed reading target by June 2025	Reading recovery intervention groups	1 fte teacher Teacher cover Cost of intervention (budgeted in priority 1)	Pre/Post Assessments	Pre Assessment- Oct 25 Ongoing assessment and target setting for each individual Post assessment- April 26	
Almost all identified learners will increase engagement and participation in class activities to raise their attainment.	Development of a nurture approach in the school.	Breakfast/ snack options – (£1 per head x 5pupils = approx. £1000) Resources to make room more engaging e.g. cutlery, table, lighting. - £500	Ferre Laevers assessments Boxall profiles Tracking meetings	Pre Assessment- Oct 25 Ongoing assessment and target setting for each individual Post assessment- April 26	

School PEF allocation 25/26: £ 29, 160- £7000 = £22,160

Total PEF allocated in SIP £21,400