

Framework for School Improvement Planning 2023/24

Section 1: School Information and 3 Year Improvement Plan Priorities	
<b>School/Establishment</b>	Lairdsland Primary
<b>Head Teacher</b>	Fiona Donaghey
<b>Link QIO</b>	Anne Dalziell

**School Statement: Vision, Values & Aims and Curriculum Rationale**

At Lairdsland Primary, our vision, values and aims underpin the ethos in our school and aspirations for our pupils. We continue to develop our vision, values and aims to ensure that it is embedded in our school community and is at the heart of all learning and teaching.

- Our **vision** statement below is the basis on which we plan our school improvement strategy.
 

*“The wellbeing of our pupils is nurtured through a positive and inclusive ethos ensuring they are safe, happy and ready to learn. Our ambitious and aspirational learners achieve their full potential as they develop knowledge, skills and attributes for life learning and work.”*
- While the vision statement describes what the school wants to achieve, the **values** below describe how we want to work together to make that happen.
 

**Honesty      Fairness      Respect      Equality      Cooperation      Responsibility      Kindness**
- Our **aims** provide us with purpose and describe how we intend to reach our vision and achievements.
  - Promote a happy, safe and nurturing environment which meets the needs of our learners.
  - Foster creativity and develop critical thinkers who can confidently apply skills and overcome challenges.
  - Work in strong partnerships with parents, outside agencies and the wider community
  - Provide a high quality education which supports and challenges our children.
  - Recognise individuality and support children to make the most of their skills and talents.
  - Develop social, emotional and personal skills to help foster a caring, resilient climate.

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Looking Forwards – 3 Year Improvement Plan Priorities			
Bullet point key priorities for the next 3 years			
Session	2023/24	2024/25	2025/26
Priority 1	Improving our School (Year 2 of 2)	Vision, Values and Aims Refresh (Provisional)	
Priority 2	Literacy – Writing (Year 3 of 3)	Raising Attainment in Literacy – Reading (Provisional)	
Priority 3	Improvement in young people’s mental health and wellbeing – SHINE Survey Analysis (Year 1)	Improvement in young people’s mental health and wellbeing - (Year 2)	

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Section 2: Improvement Priority 1	
<b>School/Establishment</b>	Lairdsland Primary
<b>Improvement Priority 1</b>	<p><b><u>Improving our school</u></b>                      To participate in the West Partnership’s Improving our Classroom; a whole school approach to improvement through a focus on highly effective teaching and learning and data informed targeted intervention at classroom level.</p> <p>To have a clear focus across the whole school on high quality self-evaluation at classroom level leading to improved learning and teaching, data informed targeted interventions, improved attainment and achievement with a continual focus on equity and excellence for all children and young people.</p>
<b>Person(s) Responsible</b>	<b>Fiona Donaghey/Acting Head Teacher from October 2023                      Maria Kerr</b>

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in attainment, particularly in literacy and numeracy. Choose an item. Choose an item.	school improvement teacher professionalism performance information	QI 2.3 Learning, Teaching & Assessment QI 1.3 Leadership of Change Choose an item.	Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths Choose an item.

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<b>Opportunities for Leadership</b>	<b>Resource Requirements</b>	<b>Parental Engagement and Involvement</b>
Staff leadership at all levels. All teaching staff engaging in IOS – leading improvement and development within their own classes	Professional Reading Materials - £500 Class teacher cover for trio visits – TBC (possibly covered by SLT) Collegiate WTA time	Consult and update Parent Council and Parent Forum ongoing. Parent self evaluation questionnaire.
<b>Professional Learning</b>	<b>Interventions for Equity</b>	<b>Pupil Equity Funding (PEF) Allocation</b>
West Partnership IOS Webinars Journal Tasks	This will be identified by class teachers and SLT as part of the IOS process using the Fact, Story, Action Process.	<p><b><u>0.6DHT top up only - Approx £9500</u></b></p> <p>Lead SIP priority IOS (in collaboration with HT) – Improving our School – West Partnership Initiative.                      Support staff to further develop:</p> <ul style="list-style-type: none"> <li>• their skills in using data and self-evaluation to raise attainment; and</li> <li>• highly effective learning and teaching practices.</li> <li>• a relentless focus on equity and excellence for all children and young people.</li> </ul> <p><b><u>0.4 Acting PT (PEF) - Approx £9000</u></b></p> <p>Monitoring and tracking of interventions for p1-3 cohort – focus on identifying gaps using intersecting data. Implementing, managing and evaluating interventions in collaboration with DHT.</p> <p><b>1fte class teacher backfill – Approx £40000</b></p> <p>Overall projected staffing spend: Approx £5800 of £71050 allocation for 23-24.                      *Remaining allocation was used for staffing spend April – June 2023.</p>

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
<p>All staff have improved knowledge and understanding of current school context.</p> <p>Staff compare/contrast current context with last session.</p>	<p>Inset Day – August</p> <p>All staff reflect and participate in discussion on ACEL data and comparator schools, barriers to learning through lenses e.g. SIMD, gender.</p> <p>Overview of IOS journey to date and next steps.</p>	<p>ACEL Data</p> <p>Attainment Tracking Data (over time)</p> <p>SLT Journal</p> <p>Teacher Journal</p>	<p>August 2023 In-Service Day</p>	
<p>Staff have increased skills in analysing data, understanding barriers to learning and identifying patterns, trends and areas for improvement.</p>	<p>Data informed tracking meetings (CTs and SLT).</p> <p>Patterns, trends and areas for improvement discussed at tracking meetings (Fact, Story, Action).</p>	<p>Fact, Story, Action Tracking Meetings</p> <p>Attainment Tracking Data (over time)</p> <p>Baseline Assessment Data</p>	<p>September 2023</p>	
<p>Staff have increased knowledge, understanding and skills in use of specific feature of highly effective practice – Differentiation and Effective Pace of Learning.</p>	<p>Delivery of Webinar on Feature of Highly Effective Practice – Differentiation and Effective Pace of Learning.</p> <p>Participation in Journal Tasks and pre/post webinar discussions.</p> <p>Engage with audit tool to reflect on own practice in relation to differentiation.</p> <p>Engage in professional reading linked to differentiation.</p>	<p>Pre and Post Webinar Discussions</p> <p>CT Journals</p> <p>SLT Journals</p> <p>Sample of completed audit tools</p> <p>Presentation of audit findings</p>	<p>September 2023</p>	

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<p>Staff will have increased knowledge and skills to plan and implement effective differentiation to meet the needs of all learners.</p>	<p><u>Classroom observations (Trios)</u>                  Provide opportunity for staff to carry out peer observations to moderate teaching and learning (through differentiation) and share good practice.</p> <p>Trios will be made up with two members of teaching staff and one member of SLT.</p> <p>Professional dialogue following observations.</p>	<p>Observation schedule</p> <p>Feedback template which outlines observation criteria</p> <p>CT Journals</p> <p>SLT Journals</p> <p>Learning conversations with pupils – impact on whole class, including TIGs</p>	<p>Oct - Dec 2023</p>	
<p>Improvements in attainment for pupils engaging in targeted intervention groups (TIGs).</p>	<p>Analysis of class data during Fact, Story, Action tracking meetings to identify TIGs.</p> <p>Completion of overview grids that support TIG identification.</p>	<p>Forward Plans reflecting effective planning for TIGs</p> <p>Pre/post writing moderation – evidence of pupil work to monitor impact</p>	<p>Jan – May 2024</p>	
<p>Staff have increased knowledge, understanding and skills in use of remaining features of highly effective practice.</p>	<p>Delivery of Webinars on Features of Highly Effective Practice:</p> <ul style="list-style-type: none"> <li>• Learning Intentions and Success Criteria</li> <li>• Effective Questioning, Active Learning and Reviewing &amp; Connecting the Learning</li> <li>• Metacognition</li> <li>• Feedback, Dialogue and Learning Conversations</li> </ul> <p>Participation in Journal Tasks and pre/post webinar discussions.</p>	<p>Pre and Post Webinar Discussions</p> <p>CT Journals</p> <p>SLT Journals</p>	<p>Nov - May 2023</p>	

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Section 2: Improvement Priority 2	
<b>School/Establishment</b>	Lairdsland Primary School
<b>Improvement Priority 2</b>	Raising Attainment in Literacy – Writing
<b>Person(s) Responsible</b>	Libby Bradford Literacy Leaders - Kirsty Henderson/Anne Nichol

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in attainment, particularly in literacy and numeracy. Choose an item. Choose an item.	curriculum and assessment teacher professionalism performance information	QI 3.2 Raising attainment and achievement QI 2.3 Learning, Teaching & Assessment Choose an item.	Improvement in attainment in literacy and English Choose an item. Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<p>Opportunities for practitioners to lead Literacy Working Party</p> <p>Opportunities for practitioners to contribute to the development of the teaching of writing across the school.</p> <p>Opportunities for practitioners to engage with EDC Literacy Champions programme</p>	<p>Professional Reading Resources</p> <p>Cover for peer visits – covered by SLT (TBC)</p>	<p>Share approaches to writing at stage curriculum evening presentations.</p> <p>Update parent council ongoing.</p>

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Staff collegiate sessions on how to teach writing Professional Reading Opportunities for sharing good practise	Analysis Q1 vs Q5 attainment data. Targeted intervention groups.	<p><b>0.6DHT top up only - Approx £9500</b>                      Monitoring and tracking of interventions for p4-7 cohort – focus on identifying gaps using intersecting data. Implementing, managing and evaluating interventions in collaboration with DHT.</p> <p><b>0.4 Acting PT (PEF) - Approx £9000</b>                      Monitoring and tracking of interventions for p1-3 cohort – focus on identifying gaps using intersecting data. Implementing, managing and evaluating interventions in collaboration with DHT.</p> <p><b>1fte class teacher backfill – Approx £40000</b></p>

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Increase capacity in staff to teach spelling explicitly.	Embed implementation of North Lanarkshire Spelling Programme in Primaries 1-3.	Teacher assessment activities – SWST, regular informal assessment tasks.	Aug 23- Jun 24	
Increase capacity in staff to teach spelling explicitly.	Introduce North Lanarkshire Spelling Programme Stage 4 in Primary 4 and Primary 5. <ul style="list-style-type: none"> <li>- P4 and P5 teachers to receive training on Stage 4 Programme.</li> </ul>	Teacher assessment activities – SWST, regular informal assessment tasks.	Aug 23-Jun 24	



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	- Folder of resources to be created for Stage 4.			
Staff will have increased knowledge of how to plan effective writing lesson(s)	Provide opportunity for staff to plan a writing lesson (or short series of lessons) together to moderate planning process and share good practice.	*Staff will carry out a 'cold piece' of writing. *Staff will complete West Partnership Practitioner Moderation Template	April 2024	
Staff will have increased knowledge and skills to implement effective writing lesson(s)	Provide opportunity for staff to carry out peer visits to moderate teaching and learning and share good practice.	*Staff will use IOS observation schedule? *SLT/peer observations	April 2024	
Staff will have increased knowledge of how to assess writing with shared expectations across the school.	Provide opportunity for staff to come together to reflect on lessons planned and observed and to moderate assessment of final pieces of writing	*Evidence of pupil work – did learners meet the success criteria? *Learning clearly observed when end piece of writing compared to cold piece.	April 2024	

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Section 2: Improvement Priority 3	
<b>School/Establishment</b>	Lairdsland Primary
<b>Improvement Priority 3</b>	Improvement in young people’s mental health and wellbeing – SHINE Survey Analysis
<b>Person(s) Responsible</b>	Libby Bradford/Maria Kerr Focus Group to be Established

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete / copy as required
Improvement in children and young people’s health and wellbeing Choose an item. Choose an item.	school improvement parent / carer involvement and engagement Choose an item.	QI 3.1 Wellbeing, equality & inclusion Choose an item. Choose an item.	Improvement in children and young people’s mental health and wellbeing Choose an item. Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Staff and pupil working group to be established		Sharing of Survey Analysis with Parents  Update parent council ongoing.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Use of SHINE support resources by working group.	Inclusion of Q1 pupils within pupil working group	

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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?	
Promote a whole school approach to improving young people’s mental health and wellbeing. Promote pupil voice and shared decision-making	Establish a SHINE/HWB staff focus group. Establish a pupil SHINE/HWB focus group.	Focus groups membership established and shared with all stakeholders.  Timetable of meetings established.	Aug- Sept 2023	
Identify the main mental health and wellbeing issues affecting your pupils and whole school community	Analyse school specific SHINE survey results.  Utilise other data sets –consider how school compares to Cluster Primary report, wider LA wide and national picture.	Focus group minutes - Summary of key findings includes gaps, areas of concern and comparisons with local and national data.	Aug – December 2023	
Identify hidden or emerging issues, or groups at particular risk	Look for patterns across a variety of indicators to avoid being over-reliant on a single number	Focus group minutes - Summary of data	Aug – December 2023	
Empower pupils, staff and parent to understand and discuss the factors which influence wellbeing.	Share the school specific survey data and seek views’ of pupils, parents and staff.	Parent feedback.questionnaire	Aug – December 2023	
Use evidence-based action planning to design health programmes and interventions that improve targeted areas of mental health and wellbeing.	Review the school HWB curriculum and agree interventions appropriate to the school context	Action plan agreed - formulated and agreed with stakeholders.	December – May 2024	

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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

School PEF allocation 23/24: £\_\_\_\_\_ Total PEF allocated in SIP £\_\_\_\_\_ Underspend: £\_\_\_\_\_

School Improvement Plans should be emailed to the link Quality Improvement Officer by Monday 19 June 2023