School Improvement Plan

2023-24

St Ronan's Primary School & Nursery

Walkerburn Primary School & Nursery

'A wee school with a big heart'

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 – identified from HMIe Inspection – May 2023 (Walkerburn), Care Inspectorate Inspection – Nov 2022 (St Ronan's)
• All staff work together well to provide care and support to children across the school and nursery.
• Children feel safe, valued and cared for.
• Children's increasing confidence using digital technology enhances their learning in the nursery and school.
• The school grounds and local environment are used well to provide rich and relevant learning experiences for children across the school.
• Strong nurturing ethos evident across the school and nursery.

Areas for Improvement 2023-24			
	Short Term	**Medium Term**	**Long Term**
Learning, teaching and assessment assessment (incl. pedagogy, pathways and digital)	Involvement in Oracy 21 project as a cluster to bring about high quality oracy and improve outcomes and increase attainment. The staff team should continue to improve learning and teaching across the school and nursery. Staff should provide the right amount of challenge for all children in their learning and play. Staff should continue to develop approaches to planning and assessment to ensure that all children make the best possible progress in their learning across the curriculum.		
Inclusion (incl. nurturing practice, promotion of wellbeing and universal / targeted supports for all learners)	Introduction of new Respectful Relationships and Anti-Bullying policy	Responsive approach to HWB data. Nurture principles – revisit training.	Family learning opportunities
Early Learning & Childcare	The staff team should continue to improve learning and teaching across the school and nursery. Staff	Greater understanding and involvement in data gathering within ELC and next steps in learning.	

	should provide the right amount of challenge for all children in their learning and play.		

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

QI	NIF Priority	SBC Framework	Intended outcome:
1.1 1.2 2.2 2.3 2.7 3.2	Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children.	Learning Teaching and Assessment	Create a consistent cluster approach to high quality oracy education for all children to raise attainment across the curriculum. High quality feedback and questioning will lead to children having more involvement in their learning and learning being more tailored to their needs.

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?** Work in partnership with Voice 21 to deliver a cluster approach to the teaching of oracy. In doing so we will:	Oracy lead and oracy champions in	Launch CAT for all schools 20.9.23	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.	May 2024

	• 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. To ensure a consistent approach to learning, teaching and assessment in oracy across Tweeddale Cluster. **Why we need to do it?** • There is a need to raise attainment in other aspects of literacy, particularly writing and research shows that the Voice 21 programme raises attainment. • To provide equity of experience for all children in Tweeddale. We need to improve children's ability to communicate effectively to prepare them for the world of work. Improving T+L was a focus brought up from our HMIe Inspection in May 2023.	each school.	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.	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.	
2	**What we are going to do?** Children need to become more involved in identifying how they will know that they have been successful in their learning. **Why we need to do it?** To increase attainment. To develop children as independent learners and help them identify how to develop and extend their learning.	SLT Class teachers	On-going throughout session 2023-2024. Lesson Obs. Pupil interviews/ questionnaires. Book trawls.	Staff should now increase their focus on providing effective feedback to help develop children's understanding of what they need to do next to improve. This will support children to develop the language of learning and their understanding of themselves as learners. Effective questioning will support independence in learning and supports children to develop and extend their thinking.	**Termly review**

3	**What we are going to do?** Lessons need to be less teacher led and more actively involving the children. More challenge / ambition for learning is needed across the school with a clearer focus on differentiation.	SLT Class teachers	On-going throughout session 2023-2024. Lesson Obs. Pupil interviews/ questionnaires. Book trawls. Pupil progress meetings (termly)	All children will have more personalised learning pathways with a clearer focus on differentiated learning. This will ensure that learning opportunities are closely matched to targets for each child. Planning and learning pathways for curriculum areas will be reviewed and brought in line with #SBCWAY. A cross school focus on ambition will continue involving parents/ carers and the wider community. Review of assessment across the school and ensure it is integral to planning and next steps to ensure effective learning.	Termly review
	Why we need to do it? At times, it has been identified that learning activities are too easy for children. As a result, the majority of children feel that their work is not hard enough. Staff should increase their expectation of what children can achieve. Learning at times can be too passive so ambition for learning needs to be evident across the school to ensure all children reach their potential. Ensure assessment is integral to teacher planning.					
4	**What we are going to do?** Involvement in National Improving Writing Programme with CYPIC and Education Scotland.	HT EM – Class Teacher	On-going throughout session 2023-2024. Training sessions & follow up work/ activities. Data scrutiny.	Improved teaching of writing across 1st level which can be disseminated across the school. Improved attainment / outcomes in writing at 1st level. Increased confidence of teaching staff in the teaching of and assessment of writing. Confidence in making secure judgements.	Termly review
	Why we need to do it? Writing is a key development area for our schools. Involvement is aimed at P4/5 level to raise attainment and close the attainment gap.					

			Pupil progress meetings (termly)	

Priority 2: Inclusion (incl. nurturing practice, promotion of wellbeing and universal / targeted supports for all learners)

QI	NIF Priority	SBC Framework	Intended outcome:
2.1 2.2 2.4 2.5 2.6 2.7 3.1 3.2	Closing the attainment gap between the most and least disadvantaged children.	Inclusion framework Inclusion policy Framework for staged intervention Nurturing approaches guidelines	**Intended outcome:** • Align our practice to SBC Inclusion Framework and the new Respectful Relationships Policy. • The ethos and culture of the schools and ELC settings reflect a commitment to Children's Rights and positive, nurturing relationships. • Staff / practitioners engage in high quality professional learning opportunities to develop their skills, knowledge and practise. • Nurturing principles and the UNCRC (Scotland) Bill are embedded. • Systems for Staged Intervention for Universal and Targeted Support are fully implemented • Reduction in the attainment gap between the most and least disadvantaged children.

	Improvement in children's and young people's health and wellbeing.	SBC Includes poster Respectful Relationships Policy.			

Process				Progress Tracker	
		Strategic lead and key people	Timescale (Date)	Measures of Success (What is the impact of the improvements for learners?)	Date Reviewed
1	**What we are going to do.** *Continued development of nurture principles* Continue to embed the nurture principles within our schools and ELC settings. Key focus as; *"Classroom offers a safe base"* Further develop nurture area / sensory areas including outdoor areas. - PEF funding. Nurture groups / 1:1 support as needed. Evidence gathered from HWB webs and Wellbeing Profiles. **Why we need to do it.** To continue the drive to create a culture and ethos of inclusion in Scottish Borders. Our schools and ELC settings are committed to providing an education service which has a relentless focus on Inclusion, Achievement, Ambition and progress for all, with a particular focus on reducing the poverty related attainment gap.	DHT HT All staff. Ed. Psych IWB team	On-going throughout the year.	• Staff apply these approaches in their interactions with children and young people to promote positive relationships, support behaviour, wellbeing, attainment and achievement. • Embed nurturing approaches across the schools and ELC settings. • Children feel safe and supported in all aspects of school life. • ANA Academy to provide updated training for support staff on Inclusion, well-being and nurture as well as understanding about the Presumption of Mainstream.	Termly review. Glasgow Motivation and Wellbeing Survey completed twice a year.

2	What are we going to do; • **Fully implement systems for Staged Intervention for Universal and Targeted support across both primary and ELC stages** • What are the barriers to learning? Knowing our children as learners. • Professional development opportunities for all staff on systems, strategies and their own role • Align systems with Staged Intervention Framework • Family Learning workshops to support parents in supporting their child's learning. • Further develop partner collaboration. • Analyse attainment data and with staff use this data in order to plan more accurately for those children who require additional support. This will ensure our relentless focus on achievement and ambition for all. #everyminutecounts #everylearnercounts #achievingexcellence *Why do we need to do it?* To address and reduce the attainment gap as per our Stretch Aims targets To provide opportunities for parents/carers to be actively involved in a purposeful way in their child's learning To ensure that the right support is in place for individuals and groups of learners in order to make significant progress. • *To ensure that learning is personalised to the needs of the children. Know the barriers and find ways to break them down.*	SLT SFL teacher	On- going	I. Barriers to learning are identified for each child and through inclusive practice and personalised learning children are supported to move forward with their learning. II. Policy and practice reflect SBC expectations – numeracy/ maths strategy, literacy strategy. III. Learners eligible for PEF funding are supported in their learning and in areas that might be a barrier such as attendance. • Barriers to learning are identified for each child and through inclusive practice and personalised learning children are supported to move forward with their learning. • Policy and practice reflect SBC expectations – numeracy/ maths strategy, literacy strategy. • Learners eligible for PEF funding are supported in their learning and in areas that might be a barrier such as attendance.	Termly review through attainment meetings and SFL meetings.

	- *Children are active learners and involved in planning their learning pathway.* - *Ensure our schools and settings are inclusive.* - *Ensure PEF funding is used effectively to meet the needs of our PEF learners.*				
3	**What we are going to do.** Fully implement and embed the new SBC 'Respectful Relationships and Anti-Bullying Policy' across our schools involving staff, pupils and parents.	DHT-Lead All staff	On-going	- The policy will ensure that we have a common aim and expectation across our schools for all staff, parents and pupils. It is embedded in the schools vision, values and ethos. - Children feel listened to, respected and safe and understand their rights.	Termly
	Why we need to do it. To align our school policy with SBC policy. To ensure parents are fully involved in school / council policy in line with national expectations.				

Priority 3: Early Learning & Childcare

QI	NIF Priority	SBC Framework	Intended outcome:
HGIOELC 2.3 3.2 CI 2.3	Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children.	Learning, Teaching & Assessment Quality Improvement Early Years Literacy Strategy HGIOELC CI Quality Framework	Increase attainment in early level literacy and numeracy. *Underpinning the wider school priority- Improved levels of attainment and achievement for all in literacy and numeracy.*

Process			Progress Tracker	
	Strategic lead and key people	**Timescale (Date)**	**Measures of Success (What is the impact of the improvements for learners?)**	**Date Reviewed**
1 **What we are going to do.** Create a literacy and numeracy rich environment (interactions, spaces and experiences)	EYP ELC team LC(PT) EYTT	On-going	• Spaces (indoor and outdoor) will provide resources which support and extend early literacy and numeracy skills	End of autumn term 2023.

	Why we need to do it. *"Literacy, numeracy and mathematical thinking are woven within the fabric of all conversations, interactions and experiences."* ***RtA p70*** *"Literacy experiences should weave, build and grow children's interests, vocabulary and knowledge"* *"Literacy learning should encourage children to see themselves as readers and writers, through purposeful experiences which build on the way that children use literacy"* ***RtA p 72*** *"Numeracy learning is enhanced by adults who use purposeful mathematical language when carrying out experiences"* *"Numeracy and mathematical learning should be actively encouraged by providing different materials in different contexts to encourage opportunities for exploration, enquiry and problem solving"* ***RtA p76***			• Knowledgeable staff understand how to support and extend early literacy and numeracy. • Routines support early literacy and numeracy skills i.e. gather time, snack, lunch etc. • Quality interactions are evident which extend and support early numeracy and literacy. • All practitioners are familiar with the SBC Early Years Literacy Strategy and this is embedded in spaces, interactions and experiences.	
2	**What we are going to do.** Develop high quality observations which record significant learning and development and build on prior skills. **Why we need to do it.** *"A young child's voice is interpreted by our observations of their actions, emotions and words. These observations are central to assessment and inform us what children need"* ***RtA p46*** *"Observation is the foundation of education in early years. It is through recording and reflecting on children's activities and interests that we can gather the information necessary for the construction of an appropriate curriculum for them. Observation is also the way in which we can gather the material from which*	EYO EYP EYTT	Dec 2023	• Regular opportunities for moderation of observations and learning journals are facilitated. • There is a consistency in approach and standard across staff team. Learning Journals and observations demonstrate progress in learning.	Termly

	*to make an informed professional judgement about children's progress, and about how to help them best." **Hurst (1991) p80***				
3	**What we are going to do?** Implement a robust system for tracking and monitoring progress.	EYO EYTT HT/PT	May 2024 *Ongoing from May 2023*	• All children have progressed in their learning and development, which have been recorded on SBC developmental overviews and Early Level Literacy and Numeracy trackers.	Oct 23
					Dec 23
	Why we need to do it? *"In order to plan and deliver a range of appropriate learning experiences, which motivate, support and challenge children, practitioners must have an accurate understanding of each child's development, knowledge and skill levels. Settings must have systems in place to allow practitioners and managers to assess and monitor children's progress in learning to inform their knowledge of the child and future planning. The form these systems take will differ between settings but should be manageable, informative and relevant to ensure quality learning is taking place, supporting the needs of all children."* ***SBC Early Level Portal – Tracking and Monitoring*** Early Years forms the foundation to broad general education. The stronger the foundation, the easier it will be for children to access and progress across the wider curriculum. The more robust and reliable a system for tracking and monitoring is, we will be able to accurately assess whether a child requires additional challenge or support. If we don't identify the gaps in learning and development at this early stage and plan interventions to close these, the gaps only widen as the child moves through school.			• Trackers are updated regularly. • SLT lead attainment conversations with ELC staff each term around individual children's progress. • Planning effectively builds on children's prior learning in order to extend their knowledge and skills across the curriculum. • SLT tracks ELC data alongside that of the wider school. • ELC data effectively informs term 1 planning in Primary 1. • Staff moderate observations and trackers regularly to ensure quality and consistency across the setting. • Staff are confident in their professional judgements about the children's progress.	Mar 24
					May 24

Priority 2: Inclusion

QI	NIF Priority	SBC Framework	Intended outcome:
HGIOELC 3.1 3.2	Closing the attainment gap between the most and least disadvantaged children. Improvement in children's and young people's health and wellbeing. HGIOELC CI Quality Framework	Inclusion framework Inclusion policy Framework for staged intervention Nurturing approaches guidelines	A high quality universal provision supporting **all** children's learning and developmental needs. *Underpinning the current (23/24) wider school priorities of* • *Align our practice to SBC Inclusion Framework* • *Staff / practitioners engage in high quality professional learning opportunities to develop their skills, knowledge and practise.* • *Systems for Staged Intervention for Universal and Targeted Support are fully implemented* • *Reduction in the attainment gap between the most and least disadvantaged children.*
CI Quality Framework 1.1			

Process			Progress Tracker	
		Strategic lead and key people	**Timescale (Date)**	**Measures of Success**	**Date Reviewed**

		Strategic lead and key people	Timescale (Date)	Measures of Success	Date Reviewed
1	**What we are going to do.** Develop staff knowledge and understanding of how to support speech and language.	EYO EYP	Dec 23 December 23	• All staff have undertaken **Wee Talk Borders Training** • All staff demonstrate understanding of the keys for communication in their practice.	Dec 23 December 23

	Why we need to do it. • High number of children with speech and language delay. • To support a communication rich environment for all children. • To provide targeted support for children identified with having speech and language needs.			• All staff understand and consistently use approaches and strategies which support language acquisition. • Children with speech and language delay are showing to be making some progress.	May 24
2.	**What are we going to do;** Develop knowledge and understanding of sensory play.	EYP	June 23	• EYP has engaged in sensory play training and/or professional reading. i.e. RtA, Education Scotland Hub • Spaces (indoor and outdoor) offer children opportunities for sensory play. • Spaces (indoor and outdoor) show increased opportunities for sensory experiences. • Planned sensory experiences promote focussed adult led interactions to build vocabulary.	**On-going**
	Why do we need to do it? Sensory play helps develop language enrichment offering opportunities to learn new words, such as "soft", "wet", "fluffy", "rough", "spiky". We talk about what we feel, what we see, hear and smell. Naturally, adults begin to describe what they are doing. Children listen and copy the words they hear, extending their language. The language enrichment develops the more 'wow' words they hear during the sensory experience.				**Dec 23**

Ongoing Improvements 2023-24

Ongoing Improvements 2023-24			
Process		**Progress Tracker**	
Improvement	**Strategic lead**	**Measures of Success**	**Expected completion date**
1 Digital learning	Digital Leader. Catherine Little	• Increased use of Showbie (Pupils, staff and parents) **being used across the whole school.** • Teaching staff are increasingly confident in using I-pads to support high quality teaching and learning. • Building upon success of digital learning identified in HMIe Inspection in May 2023.	**1** On- going throughout school year.
2 Respectful Relationship Policy fully embedded.	Jan Lister (DHT)	• Policy fully embedded in ethos / culture of the school. • Staff, pupils, parents all aware of the policy.	Throughout 2023-24 session
3 Writing, spelling and phonics	SLT / Teaching & ELC staff.	• Whole school progressions in place (Spelling, Phonics, Handwriting and Writing)	On-going
4 ELC and development of play.	LM (PT) SLT EYP & class teachers.	• Development of play pedagogy across P1 and P2. • Outdoor learning opportunities developed to maximum use for ELCC and P1/ P2.	On-going

5	Partnerships - Parents have a variety of opportunities to engage with the setting throughout the year establishing strong, positive relationships.	EYO	• All parents have been able to engage with the setting in some capacity. • Positive relationships are evident between setting and home. • Regular communication between home and setting is demonstrated though Showbie, Facebook etc.	On-going
6	Digital Learning – ELC staff to explore and implement Showbie to evidence the child's individual learning journey.	EYO/PT	• Successful roll-out of Showbie (Pupils, staff and parents) • Practitioners are increasingly confident in using I-pads to support high quality teaching and learning.	Throughout 23/24