

HARESTANES PRIMARY SCHOOL



SCHOOL IMPROVEMENT PLAN Session 2023 – 2024



Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Harestanes Primary School
Head Teacher	Ms. Jackie Gillespie
Link QIO	Anne Dalziel / Maureen MacLeod (ELR)

School Statement: Vision, Values & Aims and Curriculum Rationale
<p>These have been drawn up in conjunction with pupils, parents and our local community (2019)</p> <p>Vision: To create a community of Lifelong Learners</p> <p>Values: Kindness, Honesty, Respect and Perseverance</p> <p>Aims:</p> <ul style="list-style-type: none">• To support individuals to achieve their full potential both academically and in personal growth• To promote positive attitudes in our school community with an emphasis on respect for oneself and others• To ensure equity of opportunity for all within an inclusive environment

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Looking Forwards – 3 Year Improvement Plan Priorities			
Bullet point key priorities for the next 3 years			
Session	2022/23	2023/24	2024/25
Priority 1	Raising Attainment in Reading (Year 2 of 3) <ul style="list-style-type: none"> Development of a Reading Culture Home Learning 	Raising Attainment in Reading (Year 3 of 3) <ul style="list-style-type: none"> Development of a Reading Culture Home Learning Reading Recovery 	Raising Attainment in Numeracy (Year 1 of 2) <ul style="list-style-type: none"> Review of learning pathways/pedagogy Home Learning
Priority 2	Health and Wellbeing <ul style="list-style-type: none"> RSHP Nurture The Inclusive Classroom Family Learning 	Health and Wellbeing <ul style="list-style-type: none"> UNCRC will become embedded within the school and BRONZE Award Achieved MAINTENANCE <ul style="list-style-type: none"> <i>Nurture</i> <i>Family Learning</i> <i>*Incorporated within UNCRC</i>	Health and Wellbeing <ul style="list-style-type: none"> UNCRC will become embedded within the school and SILVER Award Achieved MAINTENANCE <ul style="list-style-type: none"> <i>Nurture</i> <i>Family Learning</i> <i>*Incorporated within UNCRC</i>
Priority 3	<ul style="list-style-type: none"> Raising Awareness of UNCRC across school community 		

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Section 2: Improvement Priority 1	
School/Establishment	Harestanes Primary School
Improvement Priority 1	Raising Attainment in Reading
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Development Lead to be allocated

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy. Choose an item.	parent / carer involvement and engagement teacher professionalism school improvement	QI 3.2 Raising attainment and achievement QI 2.3 Learning, Teaching & Assessment Choose an item.	Improvement in attainment in literacy Closing the attainment gap between the most and least disadvantaged Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Developing pedagogy and methodology in teaching reading skills Supporting new staff Developing Home Learning Family Learning Development of school library 	Agreed collegiate hours (35 hrs Curriculum Development) INSET days	<ul style="list-style-type: none"> Workshops/Drop ins Family Learning Assistant Parent Council Twitter
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Pedagogy in teaching reading Development of a reading culture across the school 	<ul style="list-style-type: none"> Targeted intervention and support for identified pupils 	<ul style="list-style-type: none"> Class Teacher 0.6FTE on Reading Recovery Programme August 2023-March 2024 £23 972 Programme £3000/Resources £800

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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?	
<p>To raise CfE Attainment levels in Reading in P1/4/7 by 2%</p> <ul style="list-style-type: none"> Attainment for learners will be raised in reading through implementation of the North Lanarkshire's Literacy Approach /Metacognition/Reading Strategies Learners will be more involved in the creation of a reading culture across the school community to demonstrate increased enjoyment in reading. Attainment will be raised for identified target pupils at P3 and P6 and learners will have a more positive attitude to reading. 	Continue to embed the North Lanarkshire Active Literacy Reading approach P1-P7 in classrooms and share good practice through peer observations and creation of a bank of resources	<ul style="list-style-type: none"> Three focussed 'Assessment Weeks' across the year Internal tracking systems for individual pupils School Quality Assurance monitoring 	June 2024	
	PEF Funded staff member to take part in Reading Recovery Programme	As programme/training dictates.	August 2023 - June 2024	
	Audit current practice and create an action plan to achieve the Reading Schools silver award.	Analysis of audit and self-evaluation	Oct 2023	
	NGRT assessments carried out in P2, P3, P5 and P6 SNSA carried out in P1, P4, P7	<ul style="list-style-type: none"> Analysis of NGRT/SNSA results Action plan devised from results 	Sep/Oct 2023	
	Support for staff to analyse data and next steps	Staff use data to plan next steps	Sept – Oct 2023	
	Targeted support from PEF teacher for identified children in P3 and P6	Progress monitored weekly	Sept – Oct 2023	

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<ul style="list-style-type: none"> Standards will be moderated in home learning experiences across Early, First and Second levels in reading to improve learners' experience. Best practice will be shared in effective learning and teaching of reading to ensure the best outcomes for learners through peer observation and professional dialogue Staff will have an understanding of achievement of a level to ensure robust and consistent professional judgement ensures progression in learning, 	PEF teacher to model / team teach reading skills in other classes			
	Seek views from all stakeholders on reading homework	<ul style="list-style-type: none"> Analysis of results of questionnaires Action plan devised from results 	Oct 2023	
	Develop clear guidance regarding reading homework and share this with all stakeholders	<ul style="list-style-type: none"> Proposals shared with stakeholders including parent Council 	Oct 2023	
	Creation and delivery of a Family Learning Programme to support parents with reading at home	<ul style="list-style-type: none"> Pre and post questionnaires 	Oct-Dec 2023	
	Reassess Targeted Pupils at P3 and P6 using NGRT	<ul style="list-style-type: none"> Analysis of feedback 	March 2023	
	Jotters to be sent home and shared with parents, eliciting feedback from learner and parent on progress.	<ul style="list-style-type: none"> Analysis of feedback 	Oct 2023/Dec 2023/March 2024	
	Review/evaluate and report in June	<ul style="list-style-type: none"> Review final ACEL data to show improvement 	June 2024	

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Section 2: Improvement Priority 2	
School/Establishment	Harestanes Primary School
Improvement Priority 2	Health and Wellbeing (Rights Based Learning to incorporate Nurture/Outdoor Learning/ Family Learning)
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? <ul style="list-style-type: none"> • UNCRC – DHT/Development Leads • Nurture -Harestanes Nurture Teacher collaborating with EDC Educational Psychologists • Family Learning (Reading) – Family Learning Assistant and Lead of Development Group

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in children and young people’s health and wellbeing	School Leadership Teacher Professionalism Parental Engagement School Improvement	QI 2.5 Family Learning QI 3.1 Wellbeing, equality & inclusion QI 3.2 Raising attainment and achievement	Closing the attainment gap between the most and least disadvantaged Improvement in children and young people’s mental health and wellbeing Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> • Leadership groups established within staff to take forward developments as are raised -UNCRC - Nurture - Family Learning (Literacy/Home Learning) 	INSET days Agreed Collegiate Curriculum Development Hours 2023.24 (35hrs)	<ul style="list-style-type: none"> • Workshops/Drop ins • Family Learning Assistant sessions/activities • Nurture visits/activities for parents • Parent Council • Twitter

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Understanding of Nurture Principles and bespoke format in Harestanes and implementation across the school to become a Nurturing Community Upskilling staff on UNCRC and Rights Respecting Schools Award 		Appointment of PEF funded Classroom Assistant for 12.5hrs per week to support play in P1-3 with a Literacy/ Wellbeing focus (August 2023-March 2024) £6408 CA(12.5hrs) March 23-June 23 £2447 CA (2.5hrs) March 23 –June 23 489 Acting PT March 23 – June 23 1723 CA 2.5hrs top up hours 1282 (Aug 23-March 2024)

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
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?
<ul style="list-style-type: none"> Almost all staff and learners can identify the importance of UNCRC Articles and what this looks like in practice in their classroom and school All learners will have opportunities to learn about children’s rights through the curriculum to enable them to demonstrate the four capacities Increased leadership opportunities for the majority of children throughout the school. 	Register for RRSA with UNICEF	School is registered for RRSA	June 2023
	Rights Based learning lead undertakes training course	Training course completed by DHT (UNCRC Lead) to lead professional learning across the school	June 2023
	Overview for staff of Rights Based Learning legislation	Discussion Staff feedback	August 2023
	Become familiar with the United Nations Convention on the Rights of the Child	Stakeholders have improved knowledge	August 2023 – ongoing
	Launch the Rights Respecting Schools Award with children	Children are able to speak with confidence about their	September 2023

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<ul style="list-style-type: none"> Through the Rights Respecting Schools programme all children should know that their rights impact on their wellbeing. 		rights through various opportunities.	
	Identify staff and teacher leads for Rights Based Learning work	Leads identified with clear remit	September 2023
	Lead staff to undertake the RRSA modules	Modules undertaken – increased knowledge and staff confidence	October inset 2023
	Inform the whole school community that the school is working on the RRSA	Whole school informed	September – October 2023
	Audit/review wider life of the school for natural links with UNCRC.	Professional dialogue Pupil Focus Group	October – December 2023
	Complete an Action Plan for Silver RRSA	Action Plan completed and shared	October 2023
	Submit documents for Bronze RRSA Award	Documents submitted and Bronze Award achieved	October 2023
	Start Silver RRSA work (tasks to be decided following work done above)	Initiate new Action Plan	October 2023 – June 2024
<p style="text-align: center;">Nurture</p> <ul style="list-style-type: none"> To continue to build and expand school community knowledge of nurture resource and support targeted learners to impact on children’s wellbeing and development To upskill and inform all staff to develop a whole school nurturing capacity to benefit targeted learners 	Implementing <i>Applying Nurture as a Whole School Approach</i> <i>(Education Scotland materials)</i> Staff populate individual Nurture Baseline Questionnaire to identify next steps	<ul style="list-style-type: none"> All staff will visit the Nurture Room over the year to refresh and experience the resource to in situ. Pre and Post questionnaires to evaluate understanding of resource 	August 2023 May 2024
	Parent/Carer Questionnaires to establish baseline and to identify next steps	<ul style="list-style-type: none"> Pre and Post questionnaires to 	August 2023 May 2024

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		evaluate understanding of resource	
	Pupil Focus Group Discussions to establish baseline and identify next steps	<ul style="list-style-type: none"> Pre and Post questionnaires to evaluate understanding of resource 	August 2023 May 2024

Section 2: Improvement Priority ELR 1

School/Establishment	Harestanes Primary School
Improvement Priority 1	To underpin classroom practice and support pupil engagement with a high quality health and wellbeing strategy
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Rachel Neilly –Principal Teacher

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in children and young people’s health and wellbeing	teacher professionalism	QI 3.1 Wellbeing, equality & inclusion Choose an item.	Improvement in children and young people’s mental health and wellbeing

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Current teachers modelling for new ELR staff Learner engagement opportunities-pupil voice Parental Engagement 	Agreed collegiate hours (35 hrs total Curriculum Development) INSET days	<ul style="list-style-type: none"> Team Around the Child Meetings Parent workshops

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> CALM Training 	<ul style="list-style-type: none"> Targeted intervention and support for identified pupils 	<ul style="list-style-type: none"> One module 1 - £10 Two module 2 - £20 Seven module 2 reaccreditation - £70 One instructor reaccreditation

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional 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?	
<ul style="list-style-type: none"> All staff develop knowledge and understanding of de-escalation strategies which will support pupils. All staff participate in ongoing practise sessions in line with CALM policies to safely support pupils. All staff able to effectively implement appropriate de-escalation strategies with individual pupils in line with Pupil Management Plans. All pupils have Action Plan and Pupil Management Plan detailing appropriate strategies to support them. 	Initial training and reaccreditation	<ul style="list-style-type: none"> All staff gain accreditation for relevant level of CALM training 	October 2023	
	Regular practise session throughout the year (minimum monthly)	<ul style="list-style-type: none"> Staff display increased confidence in safely using CALM techniques. 	August 2023 - June 2024	
	Implementation of CALM strategies	<ul style="list-style-type: none"> All staff demonstrate skill in using de-escalation strategies 	August 2023 - June 2024	

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Section 2: Improvement Priority ELR 2	
School/Establishment	Harestanes Primary School
Improvement Priority 2	To develop a Language and Communication Friendly Establishment programme across the whole school
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Rachel Neilly – Principal Teacher

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in children and young people’s health and wellbeing	school improvement	QI 3.1 Wellbeing, equality & inclusion Choose an item.	Improvement in children and young people’s mental health and wellbeing

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> ELR Class Teachers supporting modelling for all staff ELR Class Teachers working collaboratively with mainstream colleagues ELR Teachers taking forward area of LCFE Action Plan 	Agreed collegiate hours (35 hrs Curriculum Development) INSET days	<ul style="list-style-type: none"> Parent workshops LCFE Communications with parents
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> LCFE Programme 		

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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 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?	
<ul style="list-style-type: none"> Almost all children will use aspect of the Language and Communication Friendly Framework to improve communication. 	All ELR staff become familiar with Language and Communications Establishment Framework (LCFE)	<ul style="list-style-type: none"> Staff feedback Professional dialogue 	August - December 2023	
	LCFE training opportunities where possible	<ul style="list-style-type: none"> Observation of techniques evident in class 	August 2023 - June 2024	
	Visit other LCFEs	<ul style="list-style-type: none"> Staff feedback Professional dialogue 	August - December 2023	
	Introduce the audit tool and the readiness questionnaire for staff	<ul style="list-style-type: none"> Data analysis Professional dialogue 	August - December 2023	
	Audit tool to inform Action Plan	<ul style="list-style-type: none"> Action Plan created 	January – June 2024	
	Glow Forms questionnaires issued to pupils, parents and staff	<ul style="list-style-type: none"> Data analysis Professional dialogue Pupil Focus Groups 	August - December 2023	