**School Improvement Plan**

**2023-24**

**Edenside Primary School**

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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?

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| **Strengths 2022-23** |
| * Improved teacher subject knowledge and pedagogical practices in the teaching of writing.
* Implemented a tracking system for literacy and numeracy.
* Increased use of digital technology to support learning and teaching as sharing this with our families. (ELC to P7).
* Introduced using the Zones of Regulation as part of our nurturing schools work.
* Improved our planning to ensure high quality intentional promotion and continuous provision in our Early Learning and Childcare setting.
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| **Areas for Improvement 2023-24** |
|  | **Short Term** | **Medium Term** | **Long Term** |
| **Learning, teaching and assessment assessment** (incl. pedagogy, pathways and digital)  | Explore and use the cheviot Teaching and Learning Toolkit. | Familiarisation with the #SBCWay Oracy development.  | Family learning plan delivered incl. use of Showbie. |
| **Inclusion** (incl. nurturing practice, promotion of wellbeing and universal / targeted supports for all learners)  | Professional learning about neurodiversity and introduction of LEANS. | Enhance UNCRC work including focus on increased pupil voice and leadership. | Develop respectful relationships and anti-bullying policy in line with SBC guidelines.Work towards nurturing Schools UK award |
| **Early Learning & Childcare** | Further develop the ELC environment in the continuous provision. | Further develop sign-a long practice. | Family learning plan delivered incl. use of ShowbieOpen Early years centre for 2 days a week to support families |

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

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| **QI** | **NIF Priority** | **SBC Framework** | **Intended outcome**: To provide high quality teaching and learning consistently across the school.To have a family learning offer that provides opportunities for families to engage with their children’s learning, and support it, during the year.To use showbie as a tool to share information with parents, in a timely and efficient way |
| 2.2, 2.3, 2.5, 3.2 | 1, 2, 3, 4 | LTA |
| **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?Use the cheviot teaching and learning toolkit with teachers, to allow them to self-evaluate their teaching and focus on improving aspects of it. Use the toolkit to initiate professional dialogue, as it provides clear expectations for teaching and learning for all teaching staff. We will discuss:* LI and SC
* Plenaries
* Lesson Structure
* Effective questioning
* Assessment
 | Karen Dixon | March 2024 | Monitoring and evaluation activities will identify that :LI and SC are agreed and referred to in lessonsPlenaries are used to reflect on the learning and assess children’s understanding so that teachers can identify next steps in learningEffective questioning is being usedLessons are structured to maximise learningAssessment is used to effectivelyThese aspects of teaching and learning are delivered more consistently across the school. |  |
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| Why we need to do it?Delivering high quality Teaching and Learning consistently across the school is critical in ensuring all children are making good progression |  |
| **2** | What we are going to do?1. All staff will engage with the #SBCWay familiarisation during the school session, alongside our cluster colleagues.
2. As a staff at Edenside we will look at the #SBCWay Oracy work and consider how this fits with what we currently do, and identify areas we may need to adjust, to align with these expectations.
 | Laura Douglas (with support from KD) | March 2024 | Teachers are familiar with the #SBCWay.There is clear guidance for staff about expectations from August 2024. Resources for Oracy teaching and learning expectations are organised and staff know where these can be accessed. |  |
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| Why we need to do it?Staff need to be familiar with the #SBCWay expectations in oracy, reading, writing and numeracy so that we will be ready to align our practices to this from August 2024. |  |
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| **3** | What we are going to do?1. Create and deliver a family learning year offer, to include opportunities for families to engage with and support their children’s learning. Open classrooms / playrooms; stay and play; flying start; family learning workshops; children led assemblies at key times during the year; performances.
2. Improve our use of showbie to share children’s learning with families through a class blog.
3. Use showbie to share end of block evaluations with Families.
 | Karen Dixon | December 2023 | Family Learning Year planner in placeLearning opportunities shared with families and families take up the opportunities.Families are having more conversations about learning at home.Feedback from families say that communications have improved and that they have had more opportunities to get involved in their children’s learning. |  |
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| Why we need to do it?We need to improve communication with families and provide opportunities for them to engage with their children’s learning. (This was the clear feedback from parents when asked what we could improve in May 2023.) |

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

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| **QI** | **NIF Priority** | **SBC Framework** | **Intended outcome:** To create a cohesive and comprehensive approach for our school community which refreshes and encompasses our approaches to nurture, respectful relationships, promoting children’s rights, wellbeing and inclusion  |
| 1.2, 1.3, 2.2, 3.1 | 1, 2, 3, 4 | Inclusion |
| **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.Train all our staff, so they have a better understanding of ASD.Introduce LEANS in our P4-7 curriculum this year, to enable our children to have an understanding about neurodiversity. (It will then become part of P4 and P5 curriculum alternate years) | Karla Pearce | March 2024 | Children will have staff supporting them who have a better understanding of their needs and the supports they may need to reduce their barriers to learning.Children will understand each other and try to support others who are different to themselves. |  |
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| Why we need to do it.We have an increase in the number of children who show neurodiversity traits and we need to support staff and children to ensure they are supported and understood. |  |
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| **2** | What we are going to do.Explore how we use and promote UNCRC within our teaching and learning.Create a class charter based on UNCRC.Meaningful pupil leadership opportunities within our school will be developed.UNCRC student voice group will ensure we include our children in our school improvement journey.  | Karla PearceMorven DavidsonLaura Douglas | October 2023Sept 2023 –ongoingSept 2023- ongoing | Cluster CAT will support staff understanding of UNCRC and how rights can permeate of teaching and learning (teaching about, through and for rights).Class charters are in place in each class and referred to regularly during the year.Pupil leadership groups are established and the roles they fulfil have a positive impact in our school.Pupil voice influences some of the decisions we make to improve our school. ‘You said, we did.’Pupil Voice Leader /Rights ambassadors contribute to the development of Edenside as a rights respecting school. |  |
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| Why we need to do it.We aim to be a nurturing school, so we need to involve our children in our school’s improvement journey. Children need to feel valued, listened to and that responded to. |  |
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| **3** | What we are going to do.Develop a respectful relationships policy, in line with new guidance from SBC.Develop an anti-bullying policy, to align with new SBC guidance. (involving staff, parents and children where appropriate)Consider how these new policies will be communicated with children and families. | Karen Dixon |  | The respectful relationship and anti-bullying policy is updated in line with SBC policy. Staff are familiar with the updated policies.Policies are shared with children and families.Children will know there are procedures in place to help and support them if they perceive that they are being bullied. |  |
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| Why we need to do it.To ensure the school framework is aligned to SBC policy, safeguarding the children in our care. |  |
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| **4** | What we are going to do.Continue our work towards a Nurturing Schools UK award. | Karla PearceGillian White | Dec 2023Dec 2023March 2024May 2024 | Staff, pupils and families are familiar with Zones of Regulation and use the language of the zones to understand and express their emotions, along with strategies to promote self-regulation.Teachers use of the online Boxall Profile to identify and meet pupils’ needs. Staff, pupils and families understand the principles of nurture and use them to underpin experiences in school. Experienced trained staff will run nurture groups to provide nurturing experiences for targeted children In school emotional support will be enhanced through Lego club and ‘Talking and drawing’ approach will be available to pupils in school. |  |
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| Why we need to do it.We would like to complete the work started last year, training staff about nurture principles and how they can help us to understand and support our children. |  |
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Priority 3: Early Learning & Childcare

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| **QI** | **NIF Priority** | **SBC Framework** | **Intended outcome:** To increase attainment from 69% to 72% in ELC, through developing the environments in our continuous provisions.To reduce barriers to learning for some of our learners through the use of sign-a –long.To have a family learning offer that provides opportunities for families to engage with their children’s learning, and support it, during the year. (details in priority 1, point 3)To support families in our community by opening an early years centre (2 days a week) and delivering mellowing parenting and other projects, in line with community needs. |
| 1.2, 2.3, 3.2 | 1, 2, 3, 4 | EY |
| **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.Embed a high quality continuous provision which provides a rich learning environment for all children.Step 1:* Develop practitioner knowledge and understanding of core and continuous provision.
* Designate an area of responsibility for each practitioner.
* Practitioners will use audit tools to ensure that their areas include the resources needed to support and enhance children’s learning as they play in their spaces.
* Practitioners will use their knowledge of children’s interests and needs to enhance each space.

Step 2: Numeracy and literacy rich spaces* Practitioners will revisit key messages in relation to numeracy & literacy rich spaces and use this knowledge and audit tools to ensure that indoor and outdoor spaces provide a numeracy and literacy environment.
* To ensure that we are promoting children’s early literacy and numeracy skills through daily routines and gather times, practitioners will reflect on these experiences to identify areas for development.
 | Lynsey McHargEYPs | December 2023April 2024 | Practitioners will have a strong understanding of how to plan a rich continuous provision which meets the needs of all children.Observations of children’s play indicate that the learning environment is engaging, motivating and challenging. Practitioners skilfully use their interactions during children’s play and routines to promote children’s early numeracy and literacy skills. Practitioners plan enhancements to the environment which support and extend children’s play and learning. Attainment in ELC will increase from 69% to 72% in literacy and numeracy. |  |
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| Why we need to do it.To ensure the continuous provision is of high quality, provides challenge and promotes children’s creativity, curiosity and independence. To ensure that our spaces, experiences and interactions provide daily opportunities for children to develop their early literacy skills, numeracy skills and supports developmental needs of our children. |  |
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| **2** | What we are going to do.Further develop sign-a-long as part of our daily practice. To do this we will;* Introduce a sign of the week with children and families.
* Practitioners will demonstrate how to use the sign of the week correctly by sharing a video and script via Showbie.
* Each practitioner will have responsibility for featuring in the video demonstration.
* Practitioners will model use of the sign of the week.
 | Lynsey McHargEYPs | Ongoing through the yearJune 2024 | An inclusive environment for all children and families. Sign along will become part of daily routines and will be evident in adult interactions with children.  |  |
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| Why we need to do it.To reduce the barriers of some of our children who are non-verbal to be included and support their communication. |  |
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| **3** | What we are going to do.Open an Early Years Centre for 2 days a week to support mellowing parenting and other projects that meet the needs of the community. (Fixed term funding until March 2025)* Appoint an EY Centre manager on fixed term contract until March 2025. (14hrs)
* Open EYC in portacabin on Wednesdays and Thursdays.
* Plan and deliver the mellowing Parenting programme (1 day a week for 16 weeks – twice a year)
* Plan and deliver different short term projects following feedback from community who attend the centre.
 | Karen Dixon with Early Years Centre Manager - tbc | December 2023 | Feedback from families is positive and informs next steps.Parent’s/families will feel more empowered and confident in supporting their child’s development.  |  |
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| Why we need to do it.Our community has families that need to be supported in a variety of ways, including parenting. |  |
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| **Ongoing Improvements 2023-24** |
| **Process** | **Progress Tracker**  |
| **Improvement** | **Strategic lead** | **Measures of Success** | **Expected completion date** |
| **1** | Refine our IDL and MAD / STEM programme, ensuring it aligns with our Curriculum Rationale and the Edenside Offer. | Karen Dixon | 3 year rolling programme in place which cover Es and Os. Curriculum outlined in the 3 yr plan is reflected in the curriculum rationale and Edenside offer. | June 2025 |
| **2** | As a whole school, incl ELC, we are working towards a nurturing Schools UK awards. | Karla Pearce | Nurturing Schools UK is awarded. | August 2024 |
| **3** | Continue to embed the writing work we focussed on last session.  | Susie Bryce | Monitoring and evaluation of writing will reflect the writing expectations agreed with staff. School (average) writing attainment will improve from 78% to 80%. | June 2024 |
| **4** | ELC – Embed planning, delivery and assessment of the intentional promotion curriculum. | Lynsey McHarg | Staff are using planning and assessment of the intentional promotion curriculum, which is having a positive impact on children’s attainment, increasing from 69% on track to 72% | June 2024 |