



School Improvement Plan

2023-24

Melrose Primary School

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

- The school has a learning, teaching and assessment framework that is understood, and facilitated by all practitioners
- Staff have increased their knowledge and understanding of research-based learning, teaching and assessment strategies
- Learners regularly experience very good standards of learning, teaching and assessment
- Learners attain well in Listening & Talking and Reading
- Quality assurance activities have evidenced key improvements in learning, teaching and assessment experiences and have provided the school with clear next steps and defined areas for improvement
- Increasingly robust moderation activities have been put in place, resulting in more accurate attainment information
- Personal Learning Planning has been successfully migrated onto an online application, the changes have been positively received by learners, parents and carers.
- Restorative approaches are widely used ensuring learners are given opportunities to reflect on their choices and actions
- Learners are provided with a consistent language to describe and assist them, understand their thinking, emotions and behaviours
- Learners demonstrate an increasing knowledge of strategies that will allow them to learn about and embed self-regulating strategies.
- We have embedded a successful coaching programme which supports learners to achieve improved health and wellbeing outcomes.

Areas for Improvement 2023-24

	Short Term	Medium Term	Long Term
Learning, teaching and assessment (incl. pedagogy, pathways and digital)	<ul style="list-style-type: none"> - Plan to facilitate regular classroom observations, ensuring a planned and systematic approach is established. - Plan to embed core moderation and monitoring activities in writing, maths and numeracy, collecting whole-school summative information and data at planned points within the 2023/2024 calendar. - Continue to embed and monitor the use of Showbie for reporting. - Begin to engage in #SBCway alignment (self-evaluation) and engagement activities. 	<ul style="list-style-type: none"> - Improve the learning, teaching and assessment experience for our learners. - Facilitate #SBCway alignment and engagement activities. 	<ul style="list-style-type: none"> - Further develop practitioner understanding of the MPS Learning, Teaching and Assessment Toolkit. - Develop practitioner knowledge and understanding of the maths and numeracy curriculum. - Improve maths and numeracy pedagogy and practice. - Increase maths and numeracy attainment. - Facilitate #SBCway alignment and engagement activities.
Inclusion (incl. nurturing practice, promotion of wellbeing and universal / targeted supports for all learners)	<ul style="list-style-type: none"> Ensure there are calming/nurturing spaces within all classroom environments. Ensure all practitioners revisit SBC Nurturing Approaches guidance. 	<ul style="list-style-type: none"> Engage with CIRCLE toolkit training. Further develop pupil learning about the Zones of Regulation. Continue to develop coaching for identified individuals using wellbeing scores to measure intervention impact. 	<ul style="list-style-type: none"> Implement strategies for inclusion supported by CIRCLE toolkit. Embed the use of the Zones of Regulation ensuring all learners gain regular experience of the language and ideas required to understand the Zones of Regulation.

	<p>Share SBC Parent leaflets for Nurture with school parents and carers.</p> <p>Begin engagement with Glasgow Health and Wellbeing Survey.</p>	<p>Plan for and deliver training around the next two nurture principles. Collect and analyse data relating to parent/carer views on nurturing approaches at MPS.</p>	
Early Learning & Childcare	<p>Plan how the 'focus child' can be implemented in our Zones way of working.</p> <p>Complete Numeracy training with Learning through Landscapes.</p> <p>Review Literacy developments in the outdoor setting and plan enhancements.</p> <p>Plan rota for wellbeing meetings to ensure all practitioners aware of children's needs.</p> <p>Review nurturing spaces and plan enhancements.</p>	<p>Plan for and deliver in the moment planning.</p> <p>Develop plan for using training and supporting numeracy learning with both settings. Including how gather can be used to support children's numeracy development.</p> <p>Deliver any further literacy developments identified by review including how gather can support children's literacy development.</p> <p>Independent practitioner use of Early Years CIRCLE doc, time factored into weekly none contact times (wed/Fri) to support and discuss using the CIRCLE to increase practitioner confidence.</p> <p>Develop practitioner use of Leuven Scale of Engagement to develop provision offered and support wellbeing as well as planning process.</p>	<p>Review of zones working, focus child and in the moment planning to look at next steps.</p> <p>Review developments in numeracy delivery with the settings and plan next steps.</p> <p>Complete literacy audit to inform any next steps.</p> <p>Self-Evaluation of Care plan plus and use of Early Years CIRCLE document to inform next steps to ensure use is embedded in all practitioner practice.</p> <p>Self-evaluation of how the use of the scales is supporting planning and wellbeing of the children.</p>

Local authority priority: The #SBCway – a consistent BGE curriculum

QI	NIF Priority	SBC Framework	Intended outcome:			
2.2, 2.3, 3.2		LTA	To engage with, self-evaluate against and prepare to fully implement the #SBCWay in every school across the local authority. Engage and align!			
Process			Progress Tracker			
			St. lead and key people	Timescale (Date)	Measures of Success	Review Date
1	<p>The #SBCWay</p> <p>What we are going to do? 4 phases of engagement and alignment across Session 2023/24. ALL schools must engage with all 4 phases although the level of engagement can differ. This must be agreed at Cluster level.</p> <p>Phases:</p> <ol style="list-style-type: none"> 1. Oracy 2. Reading 3. Writing 4. Numeracy <p>Each phase will require schools to:</p> <ul style="list-style-type: none"> • engage in evaluation of the new materials • compare with existing pathways, assessments and programmes/structures • identify what are the key priorities for change at Cluster/School levels • Trial/experiment with an aspect of the new resource (if time) • Reflect on learning, feedback etc. for the phase and share with central lead team. 		<p>QIO</p> <p>Cluster Leads</p> <p>All HTs</p> <p>All School staff (at appropriate levels depending on role)</p>	<p>Whole Authority via Teams></p> <p>2hrs per In-set days: 14th Aug October February May = 8hrs</p> <p>Agreed by Clusters for each sprint:</p> <p>Minimum 2.5 hours (for bold activities) = 10hrs WTA (min)</p>	<p>To complete 4 Alignment Sprints, each answering the reflective questions:</p> <p>How do current practices align with new approach? How do current practices differ from new approach? What support is required to be ready to adopt new approach?</p> <p>Each sprint to comprise of:</p> <ul style="list-style-type: none"> • 1 x cluster HT engagement day • Minimum 2.5hrs school level engagement <p>Additional 'all-schools' engagement at each In-set day</p> <p>Alignment Sprint 1: Oracy (Aug – Oct) Alignment Sprint 2: Reading (Oct – Dec) Alignment Sprint 3: Writing (Jan – Feb) Alignment Sprint 4: Numeracy (Mar – April)</p>	<p>Sprint 1 = Oct 23</p> <p>Sprint 2 = Dec 23</p> <p>Sprint 3 = Feb 24</p> <p>Sprint 4 = Apr 24</p>

	<p>Why we need to do it?</p> <ul style="list-style-type: none"> • To achieve equity and equality of educational offer and experience no matter the learning setting a child/young person attends. • To support our staff to be able to know what to teach and how it can be effectively taught across Literacy, Numeracy and Health and Wellbeing in the BGE. • To achieve consistency across the local authority in terms of what and how children and young people learn. 		<p>Additional hours as decided per schools:</p> <p>No additional hours are available</p>		
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Priority 1: Learning, teaching and assessment (incl. pedagogy, pathways and digital)

QI	NIF Priority	SBC Framework	Intended outcome:		
1.1, 1.2, 1.3, 2.2, 2.3	1. Improvement in attainment, particularly in literacy and numeracy.	LTA	To raise attainment in numeracy and maths.		
			To improve the quality of learning, teaching and assessment.		
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	<p>What we are going to do: We are going to develop practitioner knowledge and understanding of the maths and numeracy curriculum. We are also going to develop practitioner knowledge and understanding of maths and numeracy pedagogy, including knowledge of the SEAL methodology and the concrete, pictorial, abstract approach.</p> <p>We will use this as a vehicle in which we can continue to embed the fundamentals of our MPS learning, teaching and assessment toolkit.</p>	<p>JW (DHT) Lead Teacher</p> <p>CT other / working group</p> <p>All CTs</p>	<p>8 x CAT 4x INSET updates</p> <p>See QI calendar for more info</p> <p><i>Complete by:</i> May 2024</p>	<p>Learners will receive an improved LTA provision. This will be evidenced by a number of measures. Note, these measures need to be front-loaded on the year calendar and must be prioritised.</p> <ol style="list-style-type: none"> Carefully planned learning progression that demonstrates, pace, challenge and support. This evidence will be gathered from planning folder moderation. Triangulate with pace & challenge meetings information. Consistently high standards of LTA provision in all areas of the curriculum, with an observational focus in numeracy and maths. This evidence will be gathered from: <p>+ Classroom observations</p>	<p>Oct 23</p> <p>Jan 24</p> <p>Mar 24</p>
	<p>Why we need to do it: There are a number of reasons for taking forward this line of development.</p> <ol style="list-style-type: none"> To further develop and embed understanding and use of the MPS LTA toolkit. 				Ongoing

	<p>2. To address the need for a common numeracy and maths progression pathway for all our learners.</p> <p>3. To address the professional learning needs of our practitioners.</p> <p>4. To improve our overall attainment, and attainment over time, in numeracy and maths.</p>			<p>+ Learner TLA survey</p> <p>3. Learners will demonstrate improving attainment in maths and numeracy. Evidence of attainment improvements will be gathered by analysis of MUMPS assessments, GL assessments, SNSA information and attainment data derived from pace & challenge meetings. Times tables baseline tracker also completed.</p>	<p>Sept 23 – Mar 24</p> <p>Sept 23 Nov 23 Feb 24</p> <p>Ongoing See QA calendar for more detail</p>
2	<p>What we are going to do: Continue to embed and monitor the use of Showbie for reporting.</p>	<p>RK (DHT)</p> <p>All CTs</p>	<p><i>Complete by:</i> Feb 2024</p>	<p>Learners PLPs will contain:</p> <ul style="list-style-type: none"> • Teaching and learning overview • Targets • Assessment evidence • Reporting dialogue – learner/teacher/parent/carer <p>Showbie accounts will be moderated.</p>	<p>Oct 23 Feb 24</p>
	<p>Why we need to do it: During session 2023/2024 we adopted Showbie reporting from ELC to P7. Learners, parents and carers responded well to our new approach. We want to ensure that we embed this approach and continue to develop and improve it where necessary.</p>				

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, 2.4, 3.1, 3.2	3. Improvement in children and young people's health and wellbeing.	Inclusion	To improve the health and wellbeing of our learners.		
			To embed the nurture principles within our day to day practise.		
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	<p>What we are going to do:</p> <p>CIRCLE toolkit training.</p> <p>Embed the use of the Zones of Regulation ensuring all learners gain regular experience of the language and ideas required to understand the Zones of Regulation. We will additionally focus on teaching learners strategies to help them regulate their behaviours and return to the 'green' zone.</p> <p>Linked to this, we will ensure classroom environments have calming/nurturing spaces.</p>	GI RK	<p>6 x CAT</p> <p>See QI calendar for more info</p>	<p>The environment and strategies in place support learners to engage with learning.</p> <p>All learners will be able to successfully identify and describe the four zones of regulation.</p> <p>In addition, all learners will be able to identify more than one strategy that will help them return to the 'green zone'.</p> <p>Classroom environments will evidence active engagement with the zones with information on emotions and strategies to support all learners with regulation strategies.</p>	<p>Sept 23</p> <p>Oct 23</p> <p>Nov 23</p> <p>Feb 24</p>

	<p>Why we need to do it: To ensure the classroom environment and strategies used by practitioners meet the needs of all pupils.</p> <p>To give all learners the knowledge, understanding, skills and environment that will assist/allow them to self-regulate their behaviours.</p>			<p>We will assess impact through information gathered through teacher surveys, Inclusion & Zones of Regulation sample group and classroom observations.</p>	
2	<p>What we are going to do: Continue to develop and embed nurture based approaches.</p>	GI RK	See above	<p>Ensure all practitioners revisit SBC Nurture Guidelines during session 2023/2024.</p> <p>Share SBC Parent leaflets for Nurture with school parents and carers.</p> <p>Plan for and deliver training around the next two nurture principles (October In-Service)</p> <p>Collect and analyse data relating to parent/carer views on nurturing approaches at MPS.</p>	Ongoing See the QA calendar for more detail
	<p>Why we need to do it: To promote positive relationships and behaviour ensuring that we deliver inclusive practices within a positive learning environment.</p>				
3	<p>What we are going to do: Facilitate Glasgow Motivation and Wellbeing Profiling Tool (GMWPT)</p>	GI RK		<p>Evidence gathered through GMWPT survey and GMWPT analysis and actions.</p>	
	<p>Why we need to do it: We need to have additional information to allow us to provide responsive universal or targeted pupil support to improve health and wellbeing.</p>				

Priority 3: Early Learning & Childcare

QI	NIF Priority	SBC Framework	Intended outcome: Increase attainment		
1.1, 1.2, 1.3, 2.2, 2.3, 3.2, 2.4, 2.5, 3.1, 3.2	1. Improvement in attainment, particularly in literacy and numeracy. 3. Improvement in children and young people's health and wellbeing.	LTA Inclusion	Accurate tracking and monitoring of children's progress. To improve health and wellbeing of our children.		
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	<p>What we are going to do.</p> <p>Develop the use of observation and planning in the moment to ensure that we are providing a stimulating learning environment that meets the needs of every individual child.</p> <ul style="list-style-type: none"> Introduce the methodology of the 'focus child' to practitioners. 'Focus children' will be identified from the key groups each week. Each child will be a focus child once per term All practitioners will know the child's next steps and be able to capture any evidence of the child's progress during the week. <p>Planning in the moment will allow for specific lines of development to be followed to enhance a child's learning.</p>	PT & EYO (ST, MM) EYPs	By June 2024	<p>Raised attainment – evidenced in tracking of next steps</p> <p>Increased engagement in learning – evidence in the way that the children talk about learning, observations made, Leuven Scale of Engagement</p> <p>Increased understanding of children as individual learners – evidenced in the practitioner conversation about a child during tracking and developmental overview meetings, accurate next steps recorded in the tracking and developmental overviews, observations about the child</p>	Dec 2023, May 2024

	<p>Why we need to do it.</p> <p>Due to the 'zoned' working children spend less time with their nominated key worker therefore all practitioners will:</p> <ul style="list-style-type: none"> • have a responsibility to observe and capture learning in their zones, paying particular attention to the focus children. • have a deeper knowledge and understanding of all our learners and their developmental needs. • be able to use in the moment planning to enhance learning moments as they happen building on children interests and curiosities at that time. <p>Contribute to tracking and developmental overview meeting</p>			<p>Confident practitioners who are able to talk about the purpose of a focus child and planning in the moment, observations made on Showbie will reflect these discussions.</p>	
2	<p>What we are going to do.</p> <p>Develop our numeracy offering and embed the literacy developments from 2022-2023 SIP to ensure that we are providing excellent experiences and learning opportunities for all our children.</p> <ul style="list-style-type: none"> • Numeracy training for all practitioners in Aug 2023 • Create plan to develop numeracy in core provision and enhancement opportunities • Create a numeracy gather bag of open ended resources and SEAL activities for practitioners to use during gather to ensure that all children get the opportunity to experience and practice basic numeracy skills • Re-visit, discuss and audit the literacy developments made particularly to support the changed staffing for August 	<p>PT & EYO (ST, MM)</p> <p>EYPs</p>	<p>Aug 2023</p> <p>Sept 2023</p> <p>Sept 2023</p> <p>August 2023</p> <p>Sept 2023</p>	<p>Increased attainment shown in tracking of next steps.</p> <p>Observations recorded on Showbie will demonstrate children's attainment in literacy and numeracy.</p> <p>Children will be confident to use a range of open ended resources to support their numeracy.</p> <p>Children will be confident to share their literacy and numeracy knowledge.</p> <p>Practitioners will be confident to share how learners can experience quality numeracy and literacy learning in the ELC setting.</p>	<p>Dec 2023</p> <p>May 2024</p>

	<ul style="list-style-type: none"> • Create a literacy gather bag of emerging literacy activities for practitioners to use during gather to ensure that all children get the opportunity to experience and practice emergent literacy skills <p>Create a specific ideas bank of literacy and numeracy gather activities for the outdoor satellite provision that utilise the outdoor natural environment and that are active learning activities.</p>		Sept 2023	<p>Gather times will be purposeful and the children engaged in the learning.</p> <p>Core provision will have resources that support the development of numeracy and literacy skills. Practitioners will be clear about how to support children to engage with these resources and add quality enhancements to develop learning.</p>	
	<p>Why we need to do it.</p> <ul style="list-style-type: none"> • To ensure equity and attainment of all learners in our care. • To ensure that core provision is the best it can be across our settings and that the children have access to high quality learning experiences. <p>To ensure that gather times are engaging, purposeful learning experiences for the children.</p>				
3	<p>What we are going to do.</p> <p>Develop the use of Early Years CIRCLE document and Leven Scale of Engagement to support our young learners ensuring that these documents are linked to our Care Plan Plus documents. This will be done as follows</p> <ul style="list-style-type: none"> • Have regular planned wellbeing team meetings where children can be discussed and strategies shared so that all practitioners are clear on the needs of individual children's • Develop practitioner understanding and confidence with the Early Years CIRCLE document through training and practice activities using children within their key group. 	<p>PT & EYO (ST, MM)</p> <p>EYPs</p>	<p>Sept 2023</p> <p>Rest to be completed by June 2024</p>	<p>Wellbeing team meeting minutes</p> <p>Individual wellbeing meeting minutes</p> <p>Care Plan Plus records will have attached strategies from Early Years Circle Document</p> <p>All practitioners will be clear about the key strategies to be utilised for individual children.</p> <p>Practitioners will be confident to talk about the purpose of the Leven Scale of Engagement and the Early Years CIRCLE document</p>	<p>Dec 2023</p> <p>May 2024</p>

	<ul style="list-style-type: none"> • Regular use of the Leuven Scale of Engagement to support practitioners to develop their zone to ensure all children can access it and be engaged in the learning experiences offered. • Regular use of the Leuven Scale of Engagement with individual children to support practitioners to understand the way that individuals learn. • Through wellbeing team meetings ensure all practitioners understand how the Leuven Scale and Early Year CIRCLE documents support the Care Plan Plus. <p>Ensure that all documentation is shared with parents and carers at the child's wellbeing meetings.</p>				
	<p>Why we need to do it.</p> <p>To develop practitioner knowledge of how to support individual learning needs and thus ensure that individual learning needs are met.</p> <p>To ensure that successful support strategies are shared with all key adults including family so that strategies are consistently used to help children feel safe and secure and to know what to expect.</p> <p>To develop a bank of evidence of successful and unsuccessful strategies tried to support an individual who may have more complex needs where a referral to an external agency may be required.</p>				

Ongoing Improvements 2023-24

Process		Progress Tracker		
Improvement		Strategic lead	Measures of Success	Expected completion date
1	PEF Pupil needs will be identified (literacy, numeracy, health & well-being). Appropriate interventions planned & delivered.	SLT	Appropriate tracking: – literacy & numeracy – baseline & end assessments HWB – coaching scores – beginning & end	May 24
2	Inspire MPS iPad use guidance document shared with parent / carers.	RK		Sept 23
3	Playground Share plans for improvement with stakeholders. Support fundraising group appropriately.	GI		May 25
4	Coaching Continue to facilitate coaching for identified individuals.	RK & GI	Coaching scores – beginning & end	May 24