



School Improvement Plan

2022-23

Melrose Primary School

INTRODUCTION - School Improvement Planning 2022/23

This document outlines our identified priorities for Session 2022/23 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 2021/22. For more information on our performance see our School Improvement Report 2021/22.

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 2021-22

- The ethos promotes an inclusive, safe, welcoming and nurturing environment in which our stakeholders feel valued and supported
- Practitioner interactions in ELC are positive and caring towards the children, they provide warm, nurturing and responsive care to support children's well-being and development
- We are developing effective, research based approaches to teaching, learning and assessment

Areas for Improvement 2022-23

	Short Term	Medium Term	Long Term
Learning, teaching and assessment including Inspire Learning.	<ul style="list-style-type: none">• Scripting of restorative approaches• Facilitate more robust attainment analysis	<ul style="list-style-type: none">• To ensure a consistent approach of Emerging Literacy in ELC• Ensure planned quality assurance is completed	<ul style="list-style-type: none">• All ELC pupils to be aware of their targets• Gather evidence and monitor impact of restorative approaches
Inclusion	<ul style="list-style-type: none">• Parents and learners to be supported to understand the vision, values and aims of the school		<ul style="list-style-type: none">• Monitor learner's understanding of 'Zones of Regulation'• Monitor and evidence the impact of 'Building Resilience'• Monitor and evidence the impact of 'Zones of Regulation'

Priority 1: Learning, teaching and assessment, including Inspire Learning

QI	NIF Priority	SBC Framework	Intended outcome: Attainment in Literacy and Numeracy will exceed 90% for all stages.		
1.1, 1.2, 2.3, 3.2	School Leadership Teachers professionalism Curriculum and assessment Performance information	Learning, Teaching and Assessment			
Process				Progress Tracker	
		Strategic lead and key people	Timescale (Date)	Measures of Success	Review Date
1	What we are going to do? Improve practitioners' understanding of the Melrose Primary School Teaching, Learning and Assessment Toolkit. A continued focus on Rosenshine's Principles of instruction will form the basis of planned professional learning activities. A creative use of SLT time and practitioner time, will allow practitioners to sustain individual professional learning improvements throughout the year.	SLT (Identified TLA lead(s)) CTs	Aug 22 – June 23	Full facilitation of all planned CAT sessions. Facilitation of practitioner release time: <ul style="list-style-type: none"> Practitioners released from class Time focus agreed in advance Completion of learning log 	Ongoing Sep & Oct 22 Feb & Mar 23
	Why we need to do it? The strategies identified in our Teaching, Learning and Assessment toolkit have a high degree of efficacy in relation to improving progress and attainment. Improving our delivery of Teaching, Learning and Assessment will improve the outcomes for all our learners.			Teachers demonstrate improvement in their knowledge and understanding of Rosenshine's Principles of Instruction. Learner data identifies improvement in Melrose Teaching, Learning and Assessment Toolkit provision. Attainment data demonstrates improvements from attainment consultations.	Sept 22 & May 23 Sept 22 Jan 22 Apr 22 Aug 22 Jan 22 Apr 22

2	What we are going to do? Re-design our Teaching, Learning and Assessment observation processes, increasing practitioner engagement and ownership of these processes - focussing on learning walks and observation of Teaching, Learning and Assessment.	SLT <i>TBC – specify person(s) responsible for reporting on progress</i>	Sept 22 – May 23	Plan and facilitate learning walks comprised of SLT + CT.	Oct 22 & Mar 23
	Why we need to do it? To further develop a shared understanding of Teaching Learning and Assessment, improving standards and gathering evidence to support our judgements.				
3	What we are going to do? Increase attainment in writing.	SLT/NC <i>TBC – specify person(s) responsible for reporting on progress</i>	Sept 22 – May 23	Create a folder of writing exemplars to provide clarity around the expected standards in writing from P1-7/Early to Second Level.	Sep 22
	Why we need to do it? Our attainment data and quality assurance tells us that we are not maximising learner performance in writing. Our standards are able to be improved in this area.	CTs		Inform and embed the use of progression pathway to inform teacher judgements. Unsupported assessment writing pieces for all learners using progression pathways to support teacher judgements.	Aug 22 Sep 22 & May23
4	What we are going to do? Improve the accuracy of practitioner assessment & attainment judgements by improving the quality and effectiveness of our moderation activities.	SLT <i>TBC – specify person(s) responsible for reporting on progress</i>		Agree the types of moderation activities that will be in place during 2022-2023.	Aug 22
	Why we need to do it? We need to increase the degree of confidence we have regarding the reliability of class teacher judgments of attainment. Accurate judgments will allow us to improve the effectiveness of individual/group/class interventions.	CTs		Plan and implement moderation activities. Cluster Moderation – moderate writing (listening and talking)	Aug 22 25 Jan

5	What we are going to do? Inspire learning – Showbie Showbie is going to be used as a digital platform for reporting from ELC – P7	SLT CTs RK/GM	Aug 22/June 23	Update PLP guidance for reporting using SHOWBIE Review and update our reporting policy Information sharing with parents about reporting using SHOWBIE P1-3 and P4-7 Professional discussion and learning on ways to implement SHOWBIE Implement SHOWBIE from ELC-P7 On-going monitoring of SHOWBIE	Aug 22 By Nov 22 By Oct 22 Aug In-set Nov 22 Nov 22
	Why we need to do it? To establish high quality utilisation of digital technologies to enhance and improve teaching, learning and assessment.				
6	What we are going to do? ELC – the outdoor core provision will be further improved to ensure skill development across core curricular areas of Numeracy, Literacy and Health & Well-being.	SLT EYO	March 2023	Create action plan Review plan November, February. May. Quality Assurance of outdoor satellite setting by EYO	See ELC quality assurance calendar
	Why we need to do it? Children will experience the same standard of core provision both indoors and outdoors.				
7	Early Learning and Childcare (ELC) What we are going to do? ELC will carry out a gap analysis on information gathered through the tracking of the development milestones. The information will be used to ensure the provision meet the needs of all children.	EYO EYPs EYTT	Ongoing from August 22	The cycle for continuous improvement will be followed: Staff will meet 3 times a year to identify the gaps in the tracking of the developmental milestones for individuals and the cohort. See ELC Quality assurance calendar The information (data) gathered will inform the planning of the provision of our ELC - indoors, outdoors and in the outdoor satellite setting. Self-evaluate the impact of the changes, plan improvements and implement the plan	Early October - ongoing
	Why we need to do it? To ensure that the tracking and monitoring of children's progress is well understood and used effectively to secure improved outcomes for all children.				

Priority 2: Inclusion

QI	NIF Priority	SBC Framework	Intended outcome: Improve the health and well-being of learners.			
2.1, 3.1	School Improvement	Inclusion				
Process				Progress Tracker		
		Strategic lead and key people	Timescale (Date)	Measures of Success	Date Reviewed	
1	What we are going to do Develop practitioners understanding of the UN conventions on the Rights of the Child (UNCRC) To embed rights-based approaches	SLT <i>TBC – specify person(s) responsible for reporting on progress</i>	Aug 22 – June 23	<ul style="list-style-type: none"> Introduction to UNCRC To self-evaluate our current practise Select two articles to focus on for the year. Training for staff with a responsibility for taking UNCRC forward. 	17 Oct 22 Ongoing from Sep22	
	Why we need to do it To link Rights-based practice to the Scottish Legislation and policy context. To allow children, staff and parents to access appropriate information and exercise their rights without prejudice.	CTs				

2	<p>What we are going to do</p> <p>Nurture approaches</p> <ul style="list-style-type: none"> • Continue to develop and deliver coaching for identified learners • Work collegiately with Earlston High school coaching team (SEIC involvement) as part of a cluster improvements • Further develop consistent engagement in the use of reflective dialogue to promote excellence in behaviour and relationships • Scripting of conversations using restorative language • Consistent use of strategies – including Zones of Regulation • Continue to develop parent/carers knowledge and understanding of wellbeing indicators. <p>Why we need to do it.</p> <p>Identification through self-evaluation</p>	<p>SLT</p> <p><i>TBC – specify person(s) responsible for reporting on progress</i></p> <p>CTs</p>	<p>Aug 22- June 23</p>	<ul style="list-style-type: none"> • See Cluster Coaching Plan including training for x2 PSAs • Policy has been shared with all stakeholders • Blueprint videos shared with all stakeholders • Evidence of restorative approaches and impact of ‘Building Resilience’ across the school with sample group of learners. • Dialogue with sample group of learners to monitor their understanding of ‘Zones of Regulation’ and related strategies. • Information about ‘Zones of Regulation’ shared with parents/carers • P3-7 complete H&WB indicators survey • Information about wellbeing indicators shared with parents/carers (P6/P7 to action/pupil video) 	<p>Sep22 & Jan23</p> <p>Aug 22</p> <p>Aug 22</p> <p>Sep 22 & Feb 23</p> <p>Sep 22 & Feb 23</p> <p>Aug 22</p> <p>Sep 22 & Feb 23</p> <p>Oct 22</p>
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Process				Progress Tracker	
		Strategic lead and key people	Timescale	Measures of Success	Review Date
	<p>What we are going to do? Coaching for Excellence: Use coaching as a tool to enhance / develop pedagogy in Learning Teaching and Assessment</p> <ul style="list-style-type: none">Launch of coaching to all staff in cluster<ul style="list-style-type: none">Audit of staff understanding of coachingBackground into coaching as a mechanism for improvementConditions for successful coachingAims for Earlston ClusterIntroduction to GROW model as a coaching toolCoaching follow-up sessions within own schools<ul style="list-style-type: none">Formation of coaching partnershipsEvaluation/feedback regarding successes of coaching conversationsDiscussions regarding impact of professional readingImplementing coaching as a tool for improving pedagogy<ul style="list-style-type: none">Staff identification of aspect for development based on self-evaluation against LTA FrameworkProfessional reading bought to support staff developmentMinimum of two peer observations (1/2 hr.) followed up by coaching conversation (1/2 hr.) (reciprocated between partners)Launch of Coaching for Excellence Teams page for staff	<p>R Maunder (leading session)</p> <p>All Teaching Staff attend</p> <p>Head teachers to lead within own schools All teaching staff attend</p> <p>Peer coaching partnerships</p> <p>Kevin Wilson</p>	<p>7th Sept</p> <p>14th Sept 30th Nov 26th April</p> <p>INSET Day 20th Feb</p> <p>1st observation and coaching sessions: Oct/Nov</p> <p>2nd observation and coaching sessions: Feb/Mar</p> <p>Ongoing</p>	<p>By comparing pre and post teacher questionnaires, it will be evident that there is a developed an understanding of:</p> <ul style="list-style-type: none">what coaching isconditions required to support the development of a coaching culturestaff confidence in leading coaching conversations <p>Through feedback and evaluation, all teaching staff will develop an understanding of the benefits of using coaching techniques to support improvements in Learning and Teaching</p> <p>All teaching staff will develop an understanding of the key aspects of coaching with regards to ethos, relationships and culture.</p> <p>All teaching staff will understand the GROW model and how to use this to support others in achieving their potential.</p> <p>Staff will use coaching conversations to support professional dialogue to enhance pedagogy.</p> <p>Staff self-evaluation and feedback from children will identify improvements with regards to the delivery of high quality pedagogy.</p>	
	<p>Why we need to do it? All schools have now developed a Learning, Teaching and Assessment Framework. The emphasis now is to support consistent delivery of high quality pedagogy in all teachers in order to lead to improvements in attainment. Coaching has proven to be a successful approach in developing understanding and enhancing practice.</p>				

Ongoing Improvements 2022-23				
Process			Progress Tracker	
Improvement		Strategic lead	Measures of Success	Expected completion date
1	Playground	SLT	Yes	June 24
2	STEM	STEM ambassador LH	No	June 23
3	1+2 Languages	GM	Yes	June 23
4	ELC – vision, values, aims Review vision, values and aims ensuring they reflect the ELC provision indoors and outdoors.	GI, MS GI, MS	Yes	June 23
5	ELC – outdoor training Opportunities for practitioners to access training.	MS MS	Yes	June 23
6	Curriculum rationale review and update	SLT		Oct22

Broad View Audit: Evaluation

Quality Indicators How good is our school 4?									
Key Aspect	Quality Indicator	Themes	School's self-evaluation						
			6	5	4	3	2	1	Date
Leadership and Management	1.1 Self Evaluation for self-improvement	<ul style="list-style-type: none">• Collaborative approaches to self-evaluation• Analysis and evaluation of intelligence and data• Ensuring impact on learners' success and achievements							
	1.2 Leadership of Learning	<ul style="list-style-type: none">• Professional engagement and collegiate working• Impact of career long professional learning• Children and young people leading learning							
	1.3 Leadership of change	<ul style="list-style-type: none">• Developing a shared vision, values and aims relevant to the school and its community• Strategic planning for continuous improvement• Implementing improvement and change				✓			06/22
	1.4 Leadership and management of staff	<ul style="list-style-type: none">• Governance framework• Building and sustaining a professional staff team• Staff wellbeing and pastoral support							
	1.5 Management of resources to promote equity	<ul style="list-style-type: none">• Management of finance for learning• Management of resources and environment for learning							
Learning Provision	2.1 Safeguarding and child protection	<ul style="list-style-type: none">• Arrangements for safeguarding, including child protection• Arrangements to ensure wellbeing• National guidance and legislation							
	2.2 Curriculum	<ul style="list-style-type: none">• Rationale and design• Development of the curriculum• Learning pathways• Skills for learning, life and work			✓				06/22
	2.3 Learning, teaching and assessment	<ul style="list-style-type: none">• Learning and engagement• Quality of teaching• Effective use of assessment• Planning, tracking and monitoring							
	2.4 Personalised learning	<ul style="list-style-type: none">• Universal support• Targeted support• Removal of potential barriers to learning							
	2.5 Family Learning	<ul style="list-style-type: none">• Engaging families in learning• Early intervention and prevention• Quality of family learning programmes							
	2.6 Transition	<ul style="list-style-type: none">• Arrangements to support learners and their families• Collaborative planning and delivery• Continuity and progression in learning							
	2.7 Partnerships	<ul style="list-style-type: none">• The development and promotion of partnerships• Collaborative learning and improvement• Impact on learners							
	3.1 Improving wellbeing, equality and inclusion	<ul style="list-style-type: none">• Wellbeing• Fulfillment of statutory duties• Inclusion and equality			✓				06/22

Quality Indicators How good is our school 4?								
Key Aspect	Quality Indicator	Themes	School's self-evaluation					
			6	5	4	3	2	1 Date
Successes and Achievements	3.2 Raising attainment and achievement	<ul style="list-style-type: none"> • Attainment in literacy and numeracy • Attainment over time • Overall quality of learners' achievement • Equity for all learners 			✓			06/22
	3.3 Increasing creativity and employability	<ul style="list-style-type: none"> • Creativity skills • Digital innovation • Digital literacy • Increasing employability skills 						

Broad View Audit: Evaluation of ELC

Quality Indicators How good is our Early Learning and Childcare?								
Key Aspect	Quality Indicator	Themes	Setting self-evaluation					
			6	5	4	3	2	1 Date
Leadership and Management	1.1 Self Evaluation for self-improvement	<ul style="list-style-type: none"> Collaborative approaches to self-evaluation Evidence-based improvement Ensuring impact of success for children and families 						
	1.2 Leadership of Learning	<ul style="list-style-type: none"> Professional engagement and collegiate working Impact of career long professional learning Children leading learning 						
	1.3 Leadership of change	<ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to ELC setting and its community Strategic planning for continuous improvement Implementing improvement and change 			✓			06/22
	1.4 Leadership and management of practitioners	<ul style="list-style-type: none"> Governance framework Building and sustaining a professional team Practitioner wellbeing and pastoral support 						
	1.5 Management of resources to promote equity	<ul style="list-style-type: none"> Management of finance for learning Management of resources and environment for learning 						
Learning Provision	2.1 Safeguarding and child protection	<ul style="list-style-type: none"> Arrangements for safeguarding, including child protection Arrangements to ensure wellbeing National guidance and legislation 						
	2.2 Curriculum	<ul style="list-style-type: none"> Raionale and design Learning and developmental pathways Pedagogy and play Skills for life and learning 						
	2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> Learning and engagement Quality of interactions Effective use of assessment Planning, tracking and monitoring 			✓			06/22
	2.4 Personalised learning	<ul style="list-style-type: none"> Universal support Role of practitioners and leaders Identification of learning needs and targeted support Removal of barriers to learning 						
	2.5 Family Learning	<ul style="list-style-type: none"> Engaging families in learning Early intervention and prevention Quality of family learning programmes 						
	2.6 Transition	<ul style="list-style-type: none"> Quality of support for children and their families Collaborative planning and delivery Continuity and progression in learning 						

Quality Indicators How good is our Early Learning and Childcare?									
Key Aspect	Quality Indicator	Themes	Setting self-evaluation						
			6	5	4	3	2	1	Date
	2.7 Partnerships	<ul style="list-style-type: none">Engagement of parents and carers in the life of the settingThe promotion of partnershipsImpact on children and families							
Successes and Achievements	3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none">WellbeingFulfillment of statutory dutiesInclusion and equality		✓					06/22
	3.2 Securing children’s progress	<ul style="list-style-type: none">Progress in communication, early language, mathematics, health and wellbeingChildren’s progress over timeOverall quality of children’s achievementEnsuring equity for all children			✓				06/22
	3.3 Developing creativity and skills for life and learning	<ul style="list-style-type: none">Developing creativityDeveloping skills for life and learningDeveloping digital skills							

This overview identifies what HGIOS4 Quality Indicators prioritised within the 3 year cycle

Quality Indicators How good is our school 4?			Tick		
Key Aspect	Quality Indicator	Themes	2019/20	2020/21	2021/22
Leadership and Management	1.1 Self Evaluation for self-improvement	<ul style="list-style-type: none">Collaborative approaches to self-evaluationAnalysis and evaluation of intelligence and data which ensure impact on learners	✓	✓	
	1.2 Leadership of Learning	<ul style="list-style-type: none">Professional engagement and collegiate workingImpact of career long professional learningChildren and young people leading learning		✓	
	1.3 Leadership of change	<ul style="list-style-type: none">Developing a shared vision, values and aims relevant to the school and its communityStrategic planning for continuous improvement and implementation of change	✓	✓	✓
	1.4 Leadership and management of staff	<ul style="list-style-type: none">Governance frameworkBuilding and sustaining a professional staff team : staff wellbeing and pastoral support			
	1.5 Management of resources to promote equity	<ul style="list-style-type: none">Management of finance for learningManagement of resources and environment for learning	✓		
Learning Provision	2.1 Safeguarding and child protection	<ul style="list-style-type: none">Arrangements for safe guarding, including child protectionArrangements to ensure wellbeingNational guidance and legislation	✓	✓	
	2.2 Curriculum	<ul style="list-style-type: none">Rationale, design and development of the curriculumLearning pathways including skills for learning, life and work			
	2.3 Learning, teaching and assessment	<ul style="list-style-type: none">Learning and engagementQuality of teaching : effective use of assessment: planning, tracking and monitoring	✓	✓	✓
	2.4 Personalised learning	<ul style="list-style-type: none">Universal and targeted supportRemoval of potential barriers to learning	✓		
	2.5 Family Learning	<ul style="list-style-type: none">Engaging families in learning: quality of family learning programmesEarly intervention and prevention	✓		
	2.6 Transition	<ul style="list-style-type: none">Arrangements to support learners and their familiesCollaborative planning and delivery : Continuity and progression in learning			
	2.7 Partnerships	<ul style="list-style-type: none">The development and promotion of partnershipsCollaborative learning and improvement : Impact on learners	✓		
Successes and Achievements	3.1 Improving wellbeing, equality and inclusion	<ul style="list-style-type: none">Wellbeing : Inclusion and equalityFulfillment of statutory duties	✓	✓	✓
	3.2 Raising attainment and achievement	<ul style="list-style-type: none">Attainment in literacy and numeracy : Attainment over timeOverall quality of learners’ achievement : Equity for all learners	✓	✓	✓
	3.3 Increasing creativity and employability	<ul style="list-style-type: none">Creativity skills : Digital innovation ; Digital literacyIncreasing employability skills			



Coaching for Excellence Project			
QI – 2.3 Teaching, Learning and Assessment	NIF Priority 1&2 Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people	SBC Framework – Learning, Teaching and Assessment	Timescale – Year 1- 2022 / 2023 CAT Session - 7 th Sept - 26 th April INSET Day's - 17 th October - 20 th Feb
Overall Aim: To use coaching as a tool to enhance / develop pedagogy in Learning Teaching and Assessment			
Aims <ul style="list-style-type: none"> To develop an understanding of what coaching is and the conditions required to support the development of a coaching culture. To develop an understanding of the benefits of using coaching techniques to support improvements in Learning and Teaching To develop an understanding of the key aspects of coaching with regards to ethos, relationships and culture. To introduce the GROW model which can be used to support others in achieving their potential. To enter into coaching conversations to develop skills in coaching with a co-coach 			
Professional Reading:			
<ul style="list-style-type: none"> Supercoaching by Ben Renshaw & Graham Alexander The 7 Laws of Coaching by Brian Cagneey The Coaching Habit – Say Less, Ask More and Change the Way You Lead Forever by Michael Bungay Staner Coaching for Performance by Sir John Whitmore The Seven Habits of Highly Effective People by Steven R. Covey Unlocking Potential by Michael K. Simpson Black Box Thinking: The Truth About Success by Matthew Sye 			

Aims/actions required	Who		v	Monitoring Progress; What has changed or been achieved
What we are going to do? Use coaching as a tool to enhance / develop pedagogy in Learning Teaching and Assessment <ul style="list-style-type: none">Launch of coaching to all staff in cluster<ul style="list-style-type: none">Audit of staff understanding of coachingBackground into coaching as a mechanism for improvementConditions for successful coachingAims for Earlston ClusterIntroduction to GROW model as a coaching toolCoaching follow-up sessions within own schools<ul style="list-style-type: none">Formation of coaching partnershipsEvaluation/feedback regarding successes of coaching conversationsDiscussions regarding impact of professional readingImplementing coaching as a tool for improving pedagogy<ul style="list-style-type: none">Staff identification of aspect for development based on self-evaluation against LTA FrameworkProfessional reading bought to support staff developmentMinimum of two peer observations (1/2 hr) followed up by coaching conversation (1/2 hr) (reciprocated between partners)Launch of Coaching for Excellence Teams page for staff	 <			