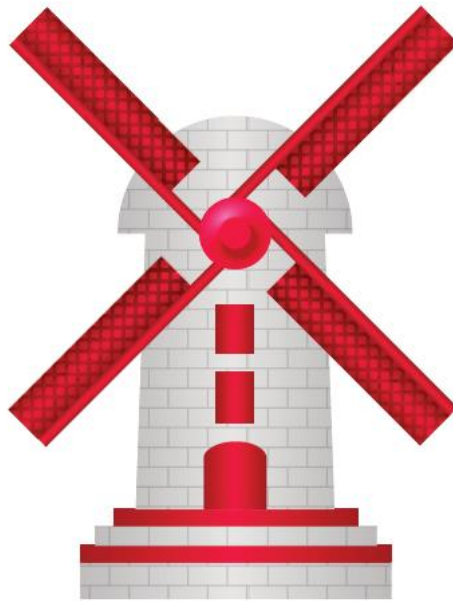




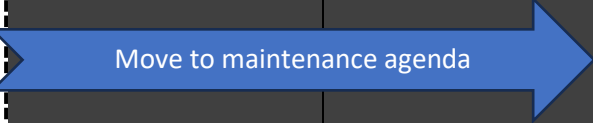
Education Resources
Curriculum and Quality Improvement Service

High Mill Primary School



School Improvement Plan and Standards and Quality

2023/24

Strategic Priority	2022-2023	Year 1 2023-2024	Year 2 2024-2025	Year 3 2025-2026
	Attendance Provide support to learners and families to tackle the poverty related attendance gap, supporting them to attend school regularly.			
1.	Parental Engagement To foster a culture of involvement, participation and engagement between home and school.	Parental Engagement Further develop parental involvement, participation and engagement including through Family Learning opportunities.	Parental Engagement Embed family engagement strategy.	Outdoor Learning Develop whole school approach to outdoor learning.
2.	Numeracy and Maths Improving attainment in Numeracy and Maths by using informed, pedagogical practices and high quality, effective teaching approaches.	Numeracy and Maths Develop greater consistency and raise teacher confidence in the use of Maths Recovery as the core pedagogy to increase pupil confidence and raise attainment in Numeracy.	Skills Develop curriculum offer with a focus on skills, enquiry-based learning and IDL.	Skills Embed skills-based learning at all levels.
3.	Writing Improving attainment in Writing by using informed, pedagogical practices and high quality, effective teaching approaches.	Writing Extend implementation of Talk for Writing to include Second Level (P.5-7) and develop greater consistency across Early and First Level to raise attainment.	Health and Wellbeing Widen Nurture principles from interventions to whole school approaches to improve pupil wellbeing and resilience.	Health and Wellbeing Embed whole school approaches to Nurture.

Strategic Priority 4 - Learning Community	
4.	Further develop a culture of moderation and sharing practice across our Learning Community through practitioner enquiry focused on key aspects of pedagogy.

Context of school

High Mill Primary is small urban non-denominational mainstream school situated in the town of Carlisle. The school roll as of June 2023 was 85. The new campus officially opened in April 2013 as part of South Lanarkshire’s school’s modernisation programme. We are co-located with Victoria Park School which offers valuable scope for inclusion and joint working. The High Mill wing of the building is compact with 5 classrooms, a shared library, ICT suite and gym/dining hall. One classroom is currently used as The Hive where nurture and wellbeing interventions are hosted.

The school is part of the Carlisle Learning Community. All P.7 pupils transitioned to Carlisle High School for their secondary education. We actively link with local nurseries, primary schools and Carlisle High to plan smooth transitions for all children.

We are uniquely co-located with Victoria Park School which offers valuable opportunities for inclusion and joint working. Our unique location means the onsite outdoor space is small however creative use is made of

community spaces including the Community Growing and Learning Garden which neighbours the school and Jock's Burn where Forest Schools sessions are held.

The school has strong sense of identity and a clear commitment to ensuring equity and social justice. We strive to build strong relationships with all stakeholders and partnerships within the community including through Universal Connections, Kit for Kids Clydesdale, the ONECarluke Hub, Tesco, Carluke Historical Society, Kirkstyle and Kirkton Churches and local care homes.











We promote positive relationships within the school and foster an ethos that encourages all pupils to respect themselves and others. Our House System and Pupil Groups across the school is strengthening the impact of Pupil Voice.

In March 2022 the school was delighted to be awarded a Digital Schools Award Scotland in recognition of the "strong passion for infusing digital technologies in a fun and meaningful way across all levels of learning". This was followed in May 2023 by a Digital Wellbeing Award which celebrate our strategic approach to cyber resilience and internet safety.

At High Mill Primary, is a happy, nurturing and inclusive community where all stakeholders care for and nurture one another. We strive to support and challenge all children to develop socially, emotionally and with their learning in order that the thrive as individuals. Our aspiration is to become a school where learning is fun, relevant, meaningful and engaging and teaching is of the highest quality.

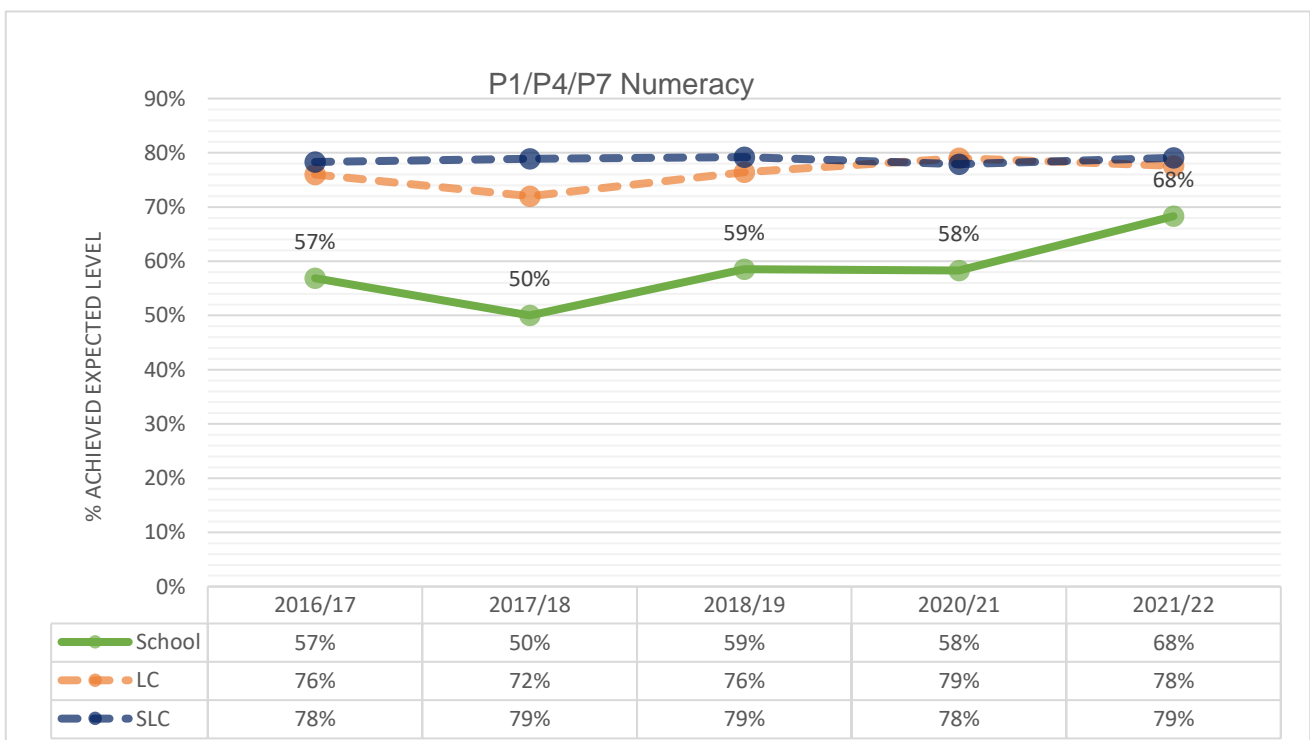
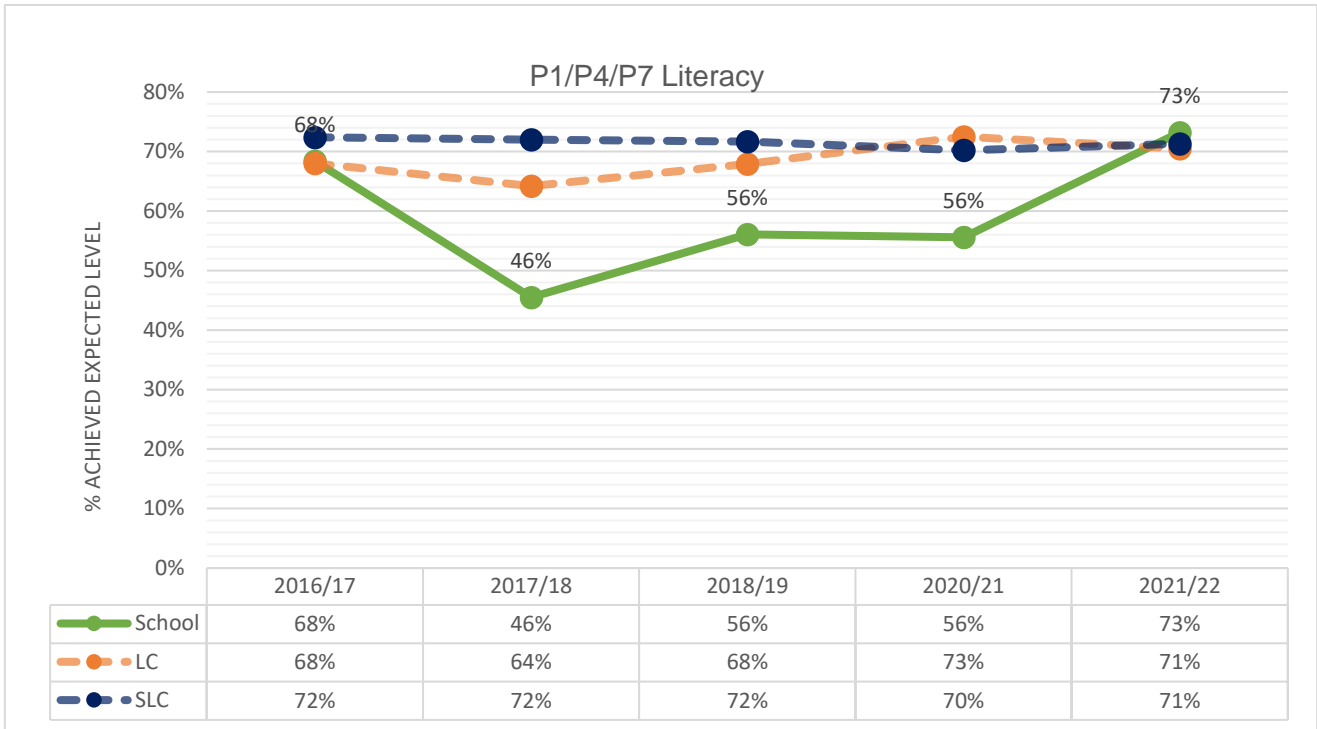
The school has high expectations for, and of, every child and is committed to recognising and celebrating pupil attainment and wider achievement. Our Values are firmly embedded in the ethos, culture and life our school with all pupils encouraged to always be "Aiming High".

School Profile

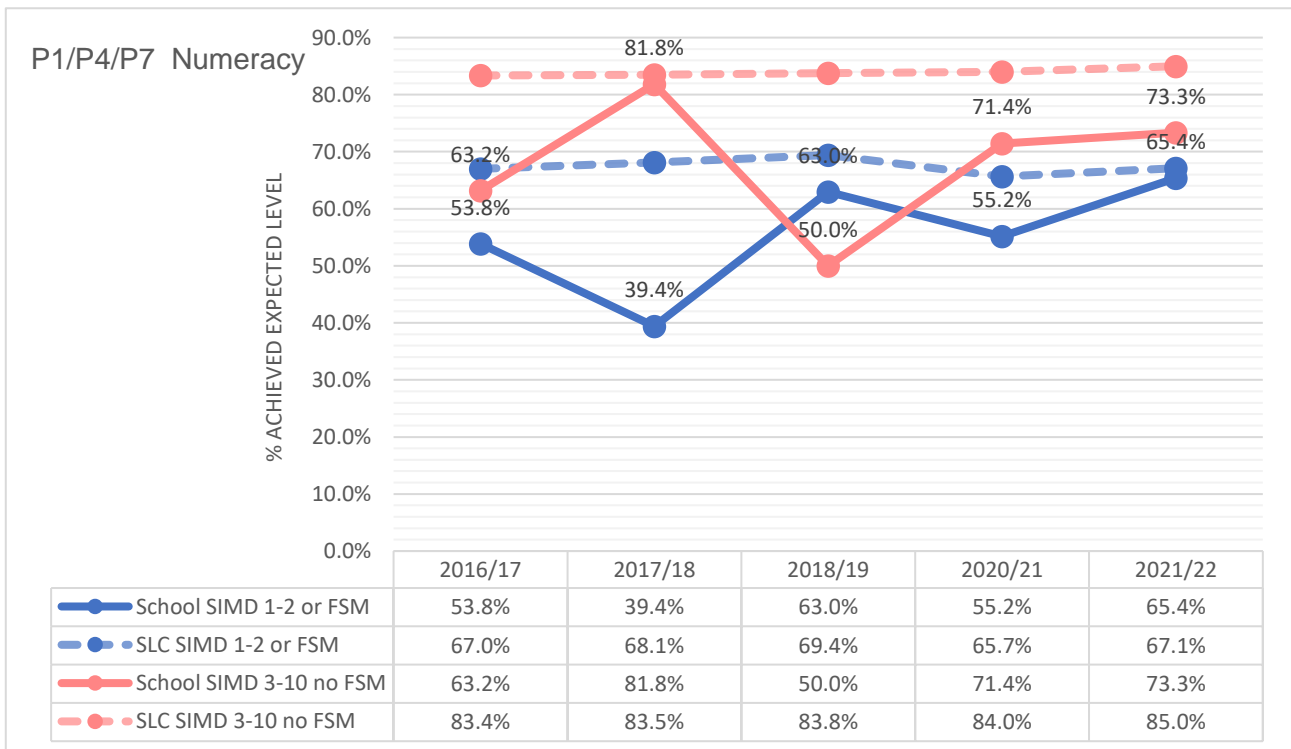
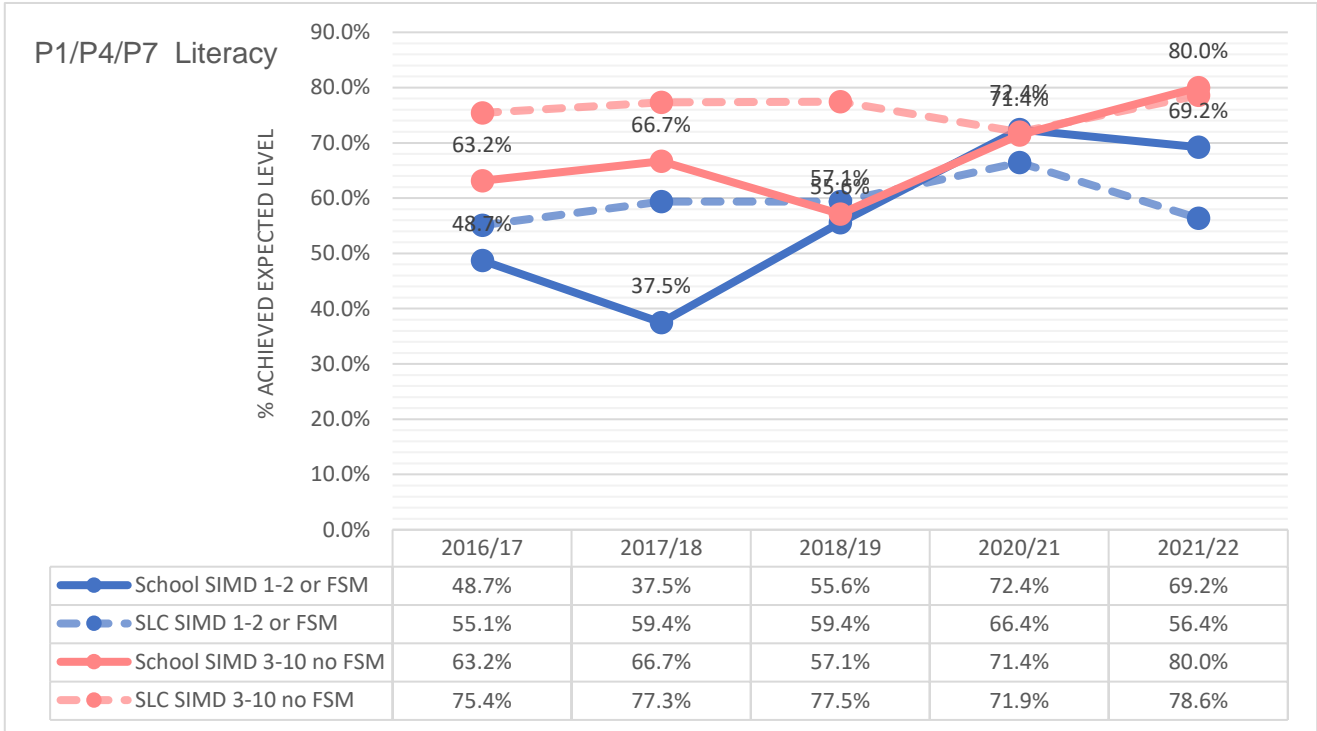
		1 HT			5.7 FTE Teachers				4.8 FTE Support Staff				
School roll		Number of pupils per cohort							FSME (P6/7)		SIMD 1/2		
85	 53	P1	P2	P3	P4	P5	P6	P7	 40.7%	 58.14%			
	 32	8	14	8	15	14	9	18					
Attendance 		Exclusion  (Number of openings per 1000 pupils)			Care experienced  (Recorded as LAC)			ASN 		EAL 			
20/21	92.9 %	20/21	0		21/22	8.14%		21/22	12.79%		21/22	1.16%	
21/22	91.4 %	21/22	10.4		22/23	10%		22/23	18.9%		22/23	1.16%	
22/23	91.6 %	22/23	0										

Performance Data - ACEL

The following data informs our school improvement plan and self-evaluation as part of our standards and quality reporting.



Performance Data - Closing the Gap



<p><u>NIF Priority</u> Placing the human rights and needs of every child and young person at the centre of education</p> <p><u>NIF Driver</u> Parent/carer involvement and engagement Choose an item.</p>	<p><u>SLC Priority</u> Improve Health and Wellbeing to enable children and families to flourish</p> <p>Improve Health and Wellbeing to enable children and families to flourish</p>	<p><u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined</p>	<p><u>HGIOS?4 QIs</u> 2.5 Family learning 2.7 Partnerships Choose an item.</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>Attendance records for parental engagement opportunities indicate an uptake of 5.5% at Craft and Chat Club, 6.9% at Maths Recovery workshop and no uptake on live streamed sessions. Our next step is to take a targeted approach to participation in curriculum workshops and to offer opportunities for families to learn together and for parents to gain new skills/formal qualifications. (Links to Equity – Parental Engagement)</p>	<ol style="list-style-type: none"> By June 2024, the % of parents participating in Craft and chat Club will have increased by at least 2%. By June 2024, average parental/family participation in curriculum and improvement priority focused workshops will have an average attendance of 15% with almost all (90%) participants indicating increased understanding of the workshop theme. By April 2024 at least 12 parents have completed all sessions of our numeracy project, with almost all (90%) participants indicating increased confidence and skill in support their child with numeracy. By February 2024, at least 5 parents have gained Food Hygiene and/or First Aid qualification. (PEF link). 	<ol style="list-style-type: none"> Further develop family opportunities and programmes, in partnership with YFCL and local 3rd sector groups. Parent and child 'sharing the learning' events and workshops linked to school improvement and equity priorities e.g. Talk for Writing, OPAL and Play Pedagogy. Parental workshops through the Multiply project to help parents support their children with numeracy. Through partnership with YFCL and Healthy Valleys, offer certified training for parents in Food Hygiene and First Aid. 	<ol style="list-style-type: none"> Record of parental engagement events and participation data Participation data for events and workshops Pre participation views and post input evaluations Pre and post evaluations from pupils, parents and staff Pass/accreditation rate data 	<p>HT</p> <p>HT</p> <p>Maths Co.</p> <p>HT</p>

Strategic Priority 1: Parental Engagement - Progress and Impact	Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda

<p><u>NIF Priority</u> Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy.</p> <p><u>NIF Driver</u> Curriculum and assessment Teacher and practitioner professionalism</p>	<p><u>SLC Priority</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Support children and young people to develop their skills for learning, life and work</p>	<p><u>SLC Stretch Aims</u> ACEL Primary – numeracy – P1, P4 & P7 combined</p>	<p><u>HGIOS24 QIs</u> 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>Class and Learning Trio observations highlighted that elements of Maths Recovery feature in most lessons but greater consistency is required to embed this as our core pedagogy.</p> <p>Attainment in Maths across P.1, P.4 and P.7 is 78.05% and the gap between attainment in SIMD3-10 and SIMD1+2/FSM is 28.37%. <i>Cognisance should be taken that % do not always offer an accurate picture given the differing sizes of the Target and Core cohorts.</i></p> <p>Our next step is to embed Maths Recovery pedagogy and review our approaches to assessment in Numeracy to raise attainment, particularly for those pupils in SIMD1+2/FSM.</p>	<ol style="list-style-type: none"> By December 2023 all staff have enhanced understanding of the learning, teaching and assessment cycle. By February 2024, Maths Recovery approaches are strong features in all lessons and almost all teachers indicate increased confidence with implementation. By June 2024, most staff employ a broad range of ongoing and periodic assessment evidence to support professional judgements. By June 2024, targeted learners have a more positive attitude towards and/or feel more confident about their learning in Maths. By May 2024, identified pupils for intervention will have increased their numeracy standardised score by at least 5 points. By June 2024 combined Maths attainment at P.1, P.4 and P.7 increases from a baseline of 65.2% to 78.3%. 	<ol style="list-style-type: none"> CAT session(s) on the learning, teaching and assessment cycle. All new teachers trained in Maths Recovery appropriate the stage(s) they are teaching. Staff who have moved stage, trained at the new level. SSAs undertake training from Maths Co-ordinator (once Maths Recovery Trainer accreditation completed, approx. Oct. 2023). All teachers participate in Learning Trio observations. CAT sessions including LC CAT on pedagogy. Professional reading on assessment. Moderation sessions. Targeted pupils identified for Growth Mindset sessions. Identification of pupils for group or 1-to-1 intervention. Targeted interventions implemented. 	<ol style="list-style-type: none"> Pre and post input staff views/self-evaluation Class observations (1 x SMT and 1x Learning Trio) Staff confidence surveys/self-evaluation Pupil Focus Groups Planning & tracking dialogues Sampling of Assessment Folders Moderation Pupil views; pre and post Standardised Assessment scores Tracking dialogue x 3 Maths TPJ Maths ACEL data 	<p>HT CT</p> <p>CT HT Maths Co.</p> <p>HT CT</p> <p>Maths Co.</p> <p>HT Maths Co.</p> <p>HT CT</p>

Strategic Priority 2: Numeracy and Maths - Progress and Impact

Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda

Strategic Priority 3 Improvement Planning and Standards and Quality Reporting for 2023/2024

Writing

<p>NIF Priority Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>NIF Driver Teacher and practitioner professionalism Curriculum and assessment</p>	<p>SLC Priority Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Support children and young people to develop their skills for learning, life and work</p>	<p>SLC Stretch Aims ACEL Primary – literacy – P1, P4 & P7 combined</p>	<p>HGIOS'24 QIs 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>Planning and tracking dialogue and evidence sampling highlighted that Talking for Writing approach was impacting positively on pupil engagement and pace of progress across P.1-4. Professional dialogue at P.6/5, where some aspects of the approach had been introduced, indicated positive early signs of improvement.</p> <p>Attainment in Writing across P.1, P.4 and P.7 is 71.43% and the gap between attainment in SIMD3-10 and SIMD1+2/FSM is 39.91%. <i>Cognisance should be taken that % do not always offer an accurate picture given the differing sizes of the Target and Core cohorts.</i></p> <p>Our next step is to embed Talk for Writing across Early and First Levels and take forward whole school implementation. While also continuing new approaches (NELI and FLIPP) within P.1-3 literacy.</p>	<ol style="list-style-type: none"> By December 2023 all staff have enhanced understanding of the learning, teaching and assessment cycle. By April 2024, Talk for Writing is implemented consistently across all classes. Almost all teachers indicate increased confidence with implementation. By June 2024, most staff employ a broad range of ongoing and periodic assessment evidence to support professional judgements. By June 2024, targeted learners have a more positive attitude towards and/or feel more confident about Writing. By May 2024, P.1-3 pupils identified language for intervention will have increased their standardised scores by at least 5 points. By June 2024 combined Writing attainment at P.1, P.4 and P.7 increases from a baseline of 73.9% to at least 78.3%. 	<ol style="list-style-type: none"> CAT session(s) on the learning, teaching and assessment cycle. Teachers across Second Level trained in Talk for Writing. New teachers across Early and First Level also trained. All teachers participate in Learning Trio self-evaluation and per observations. CAT sessions including LC CAT on pedagogy. Professional reading on assessment. Moderation sessions. Targeted pupils identified for Growth Mindset sessions. Identification of pupils for group or 1-to-1 intervention. Targeted interventions implemented. 	<ol style="list-style-type: none"> Pre and post input staff views/self-evaluation Class observations (1 x Learning Trio) Learning Trio self-evaluations Pupil Focus Groups Planning & tracking dialogues Sampling of Assessment Folders Moderation Pupil views; pre and post Standardised Assessment scores Tracking dialogue x 3 Writing TPJ Writing ACEL data 	<p>HT CT</p> <p>CT HT Lit Co.</p> <p>HT CT</p> <p>Lit. Co.</p> <p>HT Lit Co.</p> <p>HT CT</p>

Strategic Priority 3: Writing - Progress and Impact	Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda

Strategic Priority 4 (Learning Community) Improvement Planning and Standards and Quality Reporting for 2023/2024

<p><u>NIF Priority</u> Improvement in attainment, particularly in literacy and numeracy.</p> <p><u>NIF Driver</u> Teacher and practitioner professionalism Choose an item.</p>	<p><u>SLC Priority</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Support children and young people to develop their skills for learning, life and work</p>	<p><u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – literacy – P1, P4 & P7 combined</p>	<p><u>HGIOS?4 QIs</u> 1.1 Self-evaluation for self-improvement 1.3 Leadership of change Choose an item.</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>Across our Learning Community, teachers have requested more opportunities to work together, to benefit from peer dialogue, sharing knowledge and skills that can help them to enhance their own teaching practice.</p>	<ol style="list-style-type: none"> By September 2023, all teachers across the LC will have had the opportunity to engage with the Pedagogy Palette. By October 2023, all teachers will have selected an aspect of the Pedagogy Palette and planned how to deliver this in their classroom in order to raise attainment and/or engagement. Between November 2023 and March 2024, all teachers will have the opportunity to meet with their peer group to discuss their progress and share ideas or suggestions. By May 2024, all teachers will have completed a practitioner enquiry and be able to share the impact of their chosen strategy within their own classroom. 	<ol style="list-style-type: none"> LC CAT Night – Wednesday 13th September 2023. CAT Nights within own schools to have the opportunity to further explore the Pedagogy Palette and engage in professional dialogue. Teachers to direct own CLPL hours to plan and prepare practitioner enquiry. Agreed times schools for teachers to meet using Teams. Recording format to be provided to all teachers to monitor and record any impact on attainment and/or engagement in learners. LC CAT Night – 8th May 2024. 	<p>Completed Professional Enquiry reports.</p> <p>Evidence of impact on attainment/engagement (depending on chosen focus) – use of ACEL Data, Leuven Scale of Engagement, Learner feedback etc.</p>	<p>All Teachers</p>

Strategic Priority 4: Learning Community – Pedagogy

**Next Step(s) and rationale to inform SIP for 2024/2025
or establishment maintenance agenda**

PEF Improvement Planning and Standards and Quality Reporting for 2023/24

SLC Stretch Aims ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined Cost of the School Day						
Rationale for PEF / PB Spend	Allocation of PEF / PB spend	Outcome (Intended impact)	Operational activity	Measures	Mid year review RAG	End of year review RAG
<p>Nurture 18 pupils across P.2-7 (4 in P.2, 5 in P.3, 6 in P.4, 2 in P.5, 2 in P.6 and 1 in P.7) have been identified as having distressed behaviour and/or social and emotional needs. Baseline Boxall profiles undertaken in May 2023 show these pupils are not within the norms for both the developmental and diagnostic strands.</p> <p>33.3% of these pupils are unable to sustain full days in their mainstream class.</p>	<p>0.6 FTE Teacher £25486</p> <p>£500 Nurture resources</p>	<p>By May 2024, all pupils targeted for Nurture interventions (18 pupils) will have improved wellbeing; their barriers to learning will have reduced and they will be sustaining longer periods of time in their mainstream class.</p> <p>By May 2024, all will have improved scores in both the Developmental and Diagnostic strands of the Boxall.</p>	<p>PEF funded 0.6FTE class teacher will facilitate Nurture Lead Teacher and other trained staff to work with these 18 pupils.</p> <ul style="list-style-type: none"> • 8 will attend our Nurture Group weekly • 3 will participate in 1-to-1 Drawing & Talking Therapy • 2 will receive paired Lego ABC • 3 will have individual Social Story sessions <p>Boxall Profiles will be used as baseline and every 13 weeks to monitor progress.</p> <p>Engagement and time sustained within mainstream class will be reviewed every 13 weeks.</p>	<p>Boxall Profile completed each planning period (13 weeks).</p> <p>Weekly tracking and monitoring of time sustained in mainstream class.</p>		
<p>Writing (links to SIP Priority 3) Through analysis of our literacy data, we have identified a group of 8 children across P.2-3 and P.7. P.2 (3), P.3 (5) and P.7 (2) who have been identified as needing additional support to achieve the desired level in writing.</p>	<p>0.6 FTE Teacher £25486</p> <p>£1200 Talk 4 Writing</p> <p>£796 iPads for Assistive Technology</p>	<p>By June 2024, P.2 attainment in Writing will have increased by 11.11%, P.3 attainment in Writing will have increased by 21.42% and P.7 attainment in writing will have increased by 11.11%.</p>	<p>Training, as required, in Talk for Writing.</p> <p>iPad to remove barriers to learning through assistive technologies.</p> <p>Teacher led targeted 6-week pop-up interventions</p>	<p>Writing data for targeted children.</p> <p>ACEL data for targeted children.</p>		

<p>Numeracy (links to SIP Priority 2) Through robust analysis of our numeracy data, we have identified a group of 26 children throughout the school P2 (3), P3 (4), P4 (1), P5 (6), P6 (1), P7 (3) who have been identified as being more than 6 months behind their chronological age in Numeracy.</p>	<p>0.6 FTE Teacher £25486</p> <p>£500 concrete maths materials to support Maths Recovery &</p> <p>£510 SumDog subscription</p> <p>£750 Winning Scotland Limitless Learning Programme</p>	<p>By June 2024, at least 12 of these targeted children will have increased their standardised score results by at least 5 points.</p>	<p>CLPL for teachers, where new to school or stage.</p> <p>0.6 FTE to facilitate teacher led 6-week pop-up interventions and to cover for Maths Recovery accredited teacher to lead interventions.</p> <p>Maths Recovery assessment used for baseline and to monitor progress every 13 weeks.</p> <p>Targeted interventions based on individual needs e.g. Plus 1, SumDog, Power of 2, The Number Box with monitor every 13 weeks.</p>	<p>ACEL data for targeted children.</p> <p>MALT standardised scores.</p> <p>SumDog diagnostic reports.</p>		
<p>Spelling Through robust analysis of our spelling data, we have identified a group of 20 children throughout the school P3 (7), P4 (1), P5 (6), P6 (4), P7 (2) who have been identified as being more than 6 months behind their chronological age in spelling based on SWST results and teacher professional judgements.</p>	<p>0.6 FTE Teacher £25486</p> <p>£330 Nussy Subscription</p>	<p>By June 2024, there will be a value-added improvement for at least 14 children in SWST spelling scores in comparison to 2023 assessment data.</p>	<p>0.6 FTE to facilitate teacher led 6-week pop-up interventions.</p> <p>Spelling assessment used for baseline, targeted interventions based on pupil needs e.g. Nussy, Catch-Up Literacy, Wasp, Hornets with progress monitored every 13 weeks.</p>	<p>SWST standardised scores.</p>		
<p>COSD Supporting families in overcoming disadvantage to participate in a wider range of experiences, clubs and to promote a healthy diet/lifestyle.</p>	<p>£787.99 COSD: water bottles and healthy snacks/fruit</p> <p>£300 Sports coaching</p> <p>£1800 Widening experiences</p>	<p>By June 2024, 70% of children have participated in at least one extra-curricular activity and at least 1 new wider experience (visit).</p>	<p>Educational experiences/visits offered to all children.</p> <p>Freely available healthy snacks.</p>	<p>Club participation registers.</p> <p>Views and feedback on wider experiences/events.</p>		

<p>Engagement</p> <p>Analysis of our engagement tracking data in June 2023 indicated that 15 pupils our 2023/2023 P.5-7 (7 in P.5, 3 in P.6 and 4 in P.7) could be more positively engaged in their learning.</p> <p>Analysis of our engagement tracking in June 2023 indicated that 10 pupils in our 2023/2024 P.2-3 (6 in P.2 and 4 in P.3) could be more positively engaged in their learning.</p>	<p>£3474.40 Opal (Play Scotland)</p> <p>0.6 FTE Teacher £25486</p> <p>1300 Forest Schools £2160 0.2 FTE YFCL Worker</p> <p>£2000 resources for play pedagogy</p>	<p>By June 2024, at least 50% (8 children) of the targeted children show deeper engagement in learning following a Forest School session (transferring engagement from one context to another).</p> <p>By June 2024, at least 60% (15) of the 25 pupils are able to engage with learning following the transition from play time and lunch time.</p> <p>By June 2024, at least 60% (6 children) of the targeted children show deeper engagement in learning.</p>	<p>1 additional member of staff (Support Assistant) will be Forest Schools trained and will lead outdoor learning for targeted groups.</p> <p>Whole School OPAL (Play Scotland) project developing across 2 school sessions during break and lunch times.</p> <p>Embedding playful pedagogy across Early Level and First Level (P.2)</p>	<p>Leuven Scale for Engagement x termly</p> <p>Leuven Scale for Engagement x termly</p>		
<p>Parental Engagement</p> <p>Attendance records for parental engagement opportunities indicate an uptake of 5.5% at Craft and Chat Club. Our next step is to begin forging opportunities for parents to gain new skills/formal qualifications and Family Learning.</p>	<p>£250 School App</p> <p>£300 Family Learning/Accredited courses</p>	<p>By February 2024, at least 5 parents have gained Food Hygiene and/or First Aid qualification.</p>	<p>Through partnership with YFCL and Healthy Valleys, offer certified training for parents in Food Hygiene and First Aid.</p>	<p>Participation records. Certification.</p>		
	<p>TOTAL SPEND (incl carry forward) £49781.39</p>					

Progress and Impact

**Next Step(s) and rationale to inform PEF spend session
2024/2025.**

