



Education Resources
Curriculum and Quality Improvement Service
School Improvement Plan and Standards and Quality 2023/24

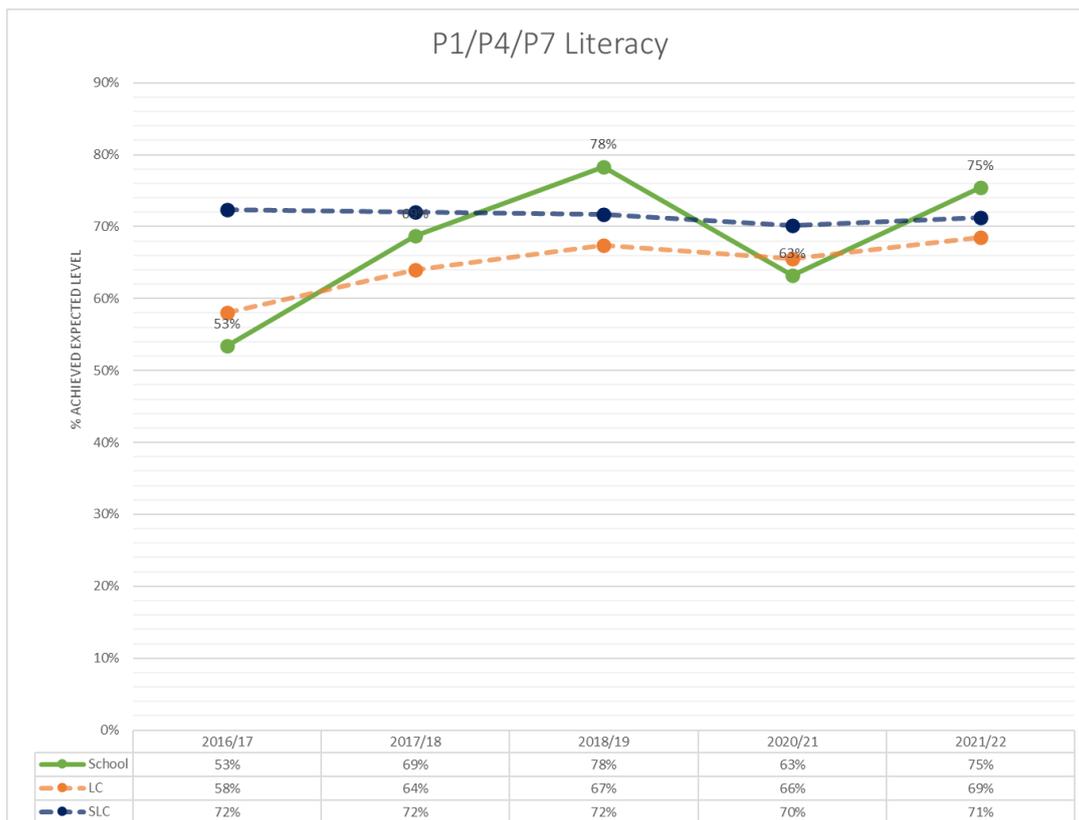
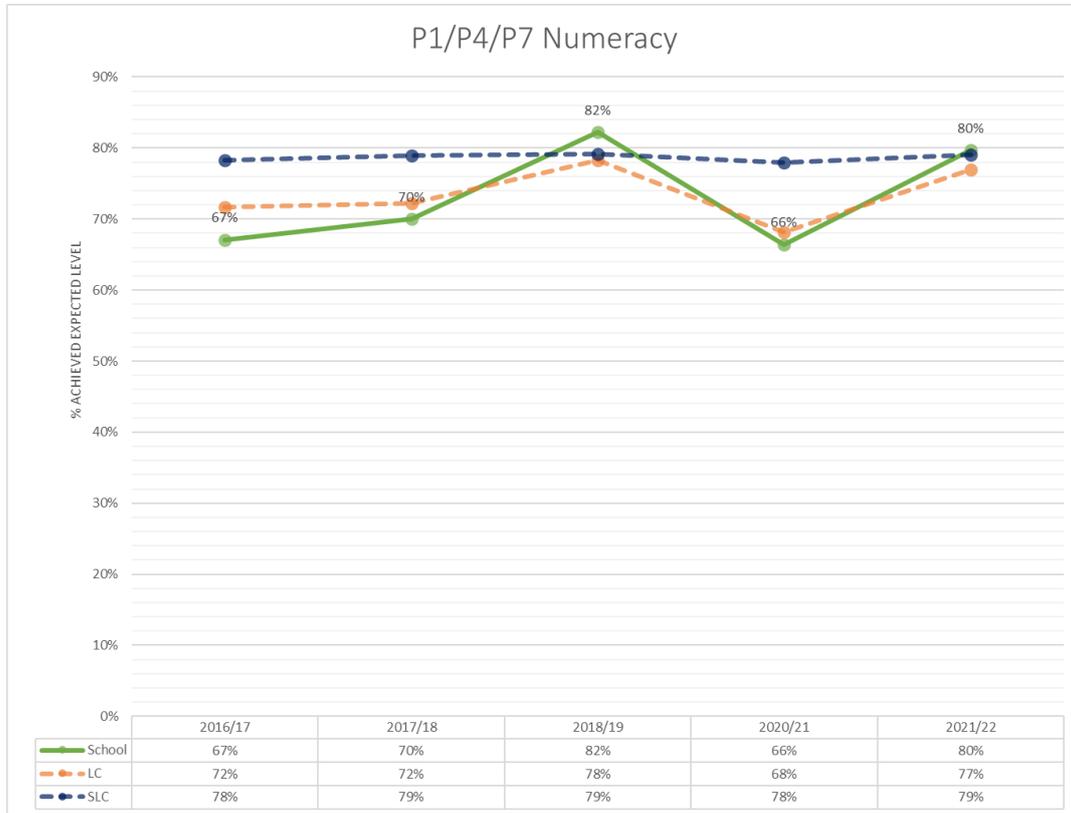
Robert Owen Memorial Primary School

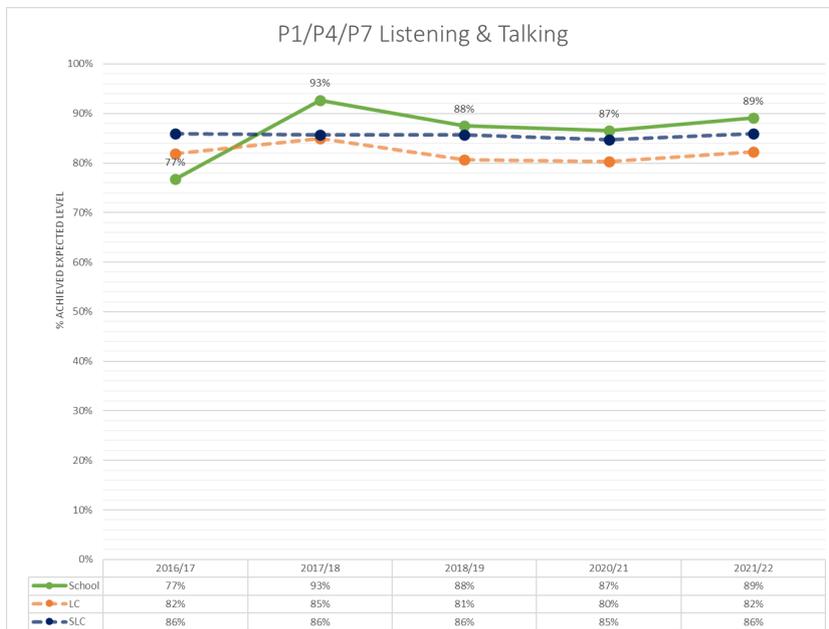
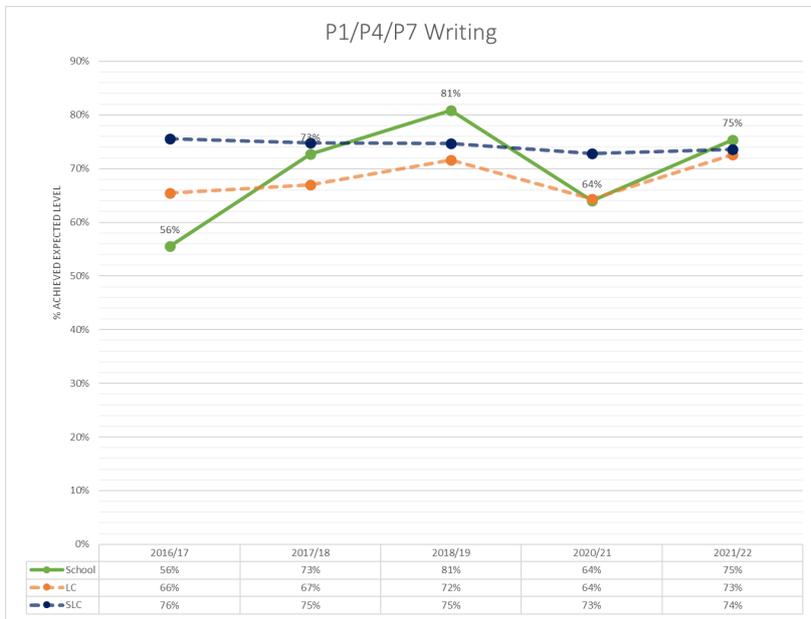
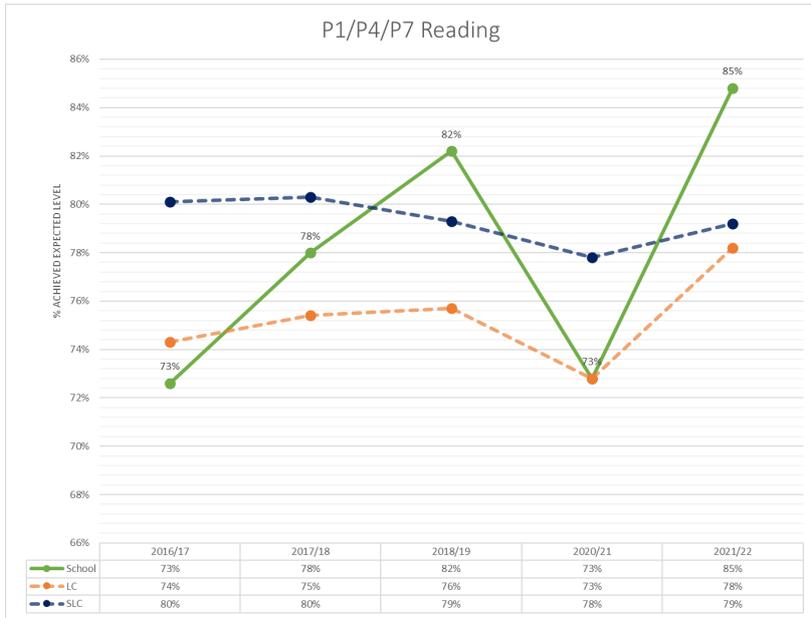
Strategic Priority	Year 1	Year 2	Year 3
1.	Introduce a Play Based Learning Pedagogy for Early level		
2.		To continue to develop a consistent approach in the use of B Squared as a tracking and monitoring framework within the supported classes.	
3.		To continue to increase access to and participation in STEM learning for all pupils.	
4.		To continue to develop a consistent approach to the teaching of writing across the school.	

Performance data - ACEL

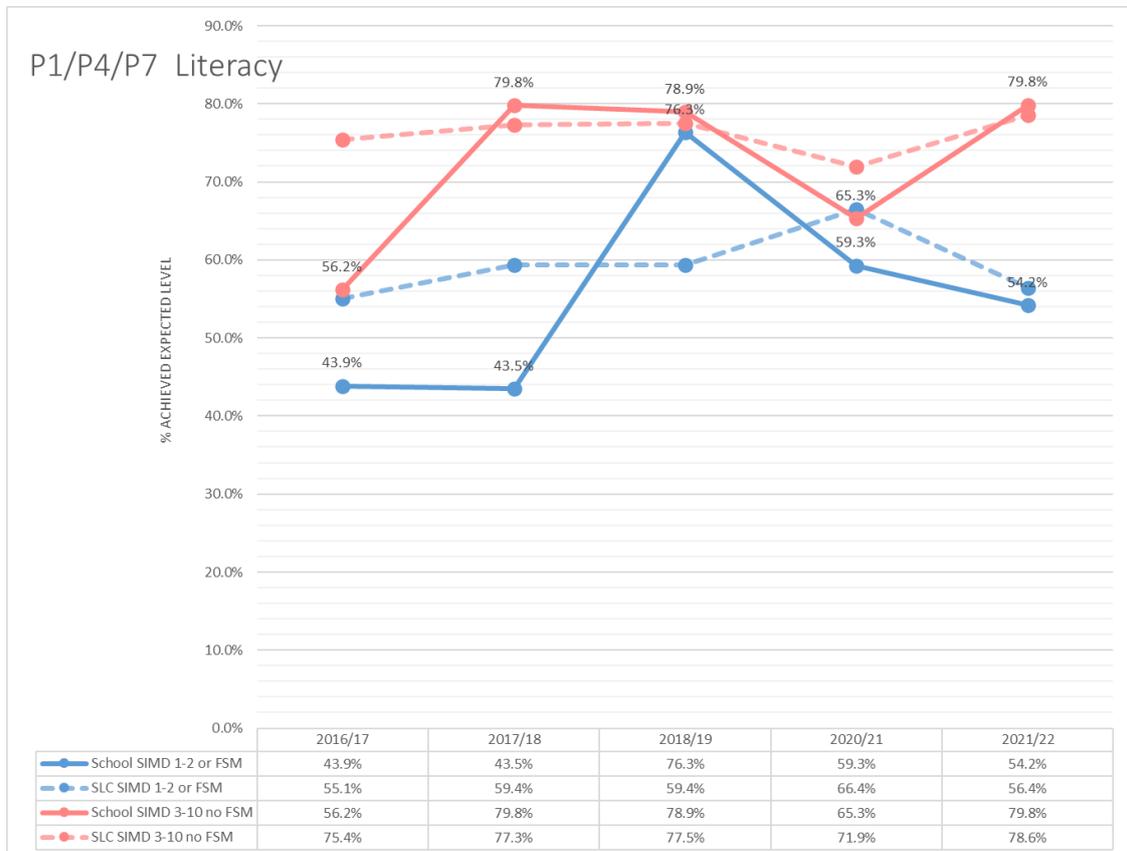
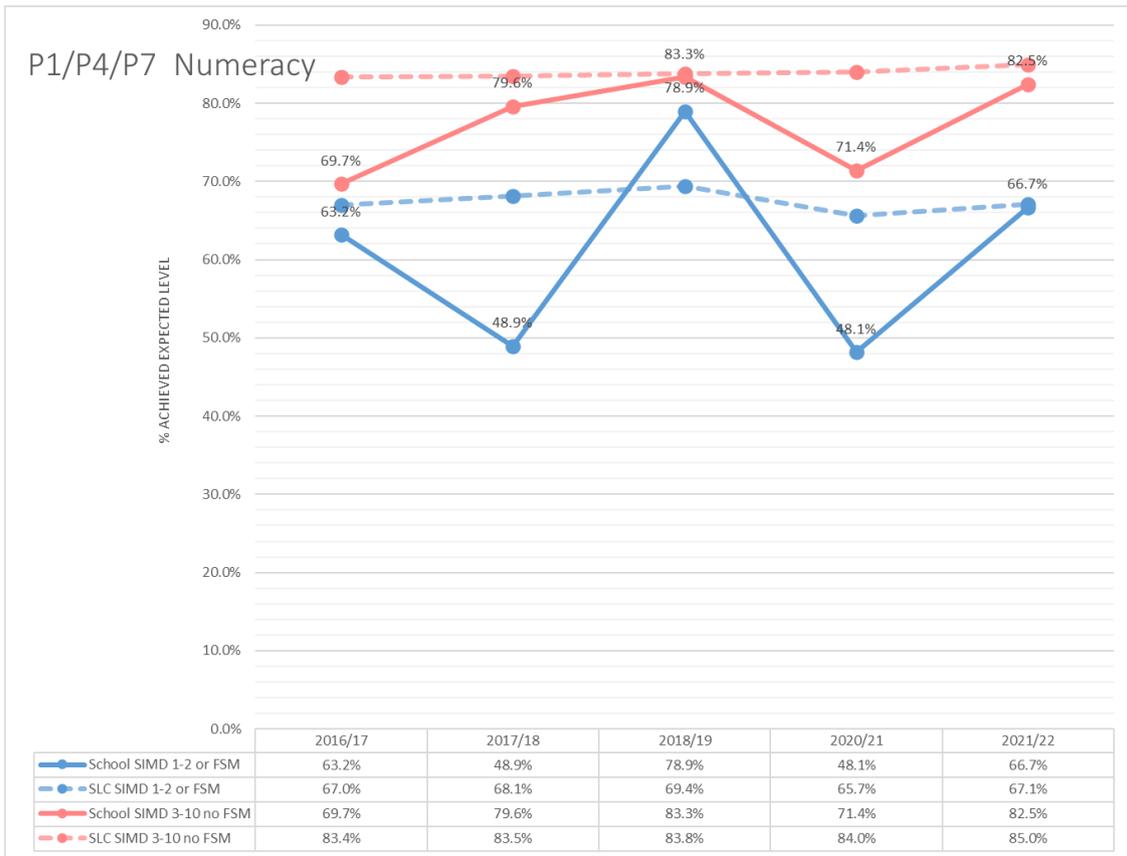
The following data informs our school improvement plan and self-evaluation as part of our standards and quality reporting.

[SSR Folder Link](#)





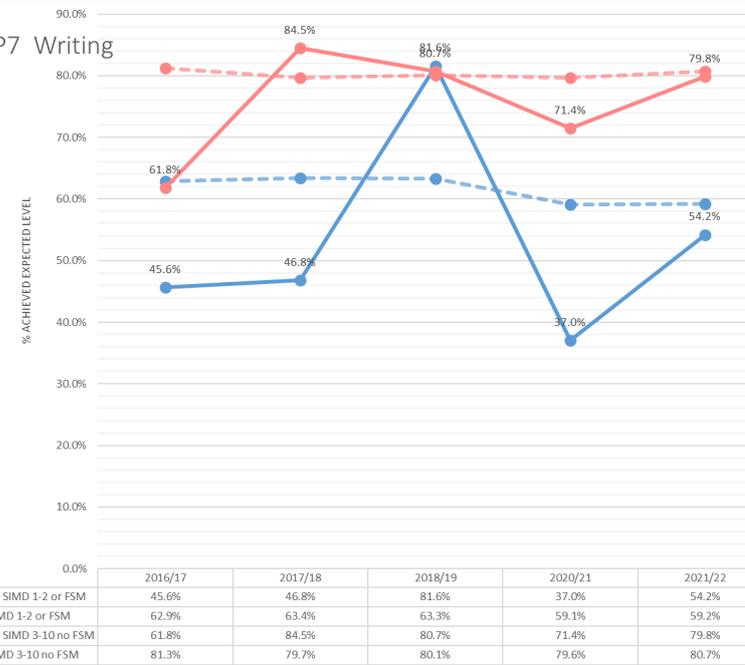
Performance data - Closing the Gap



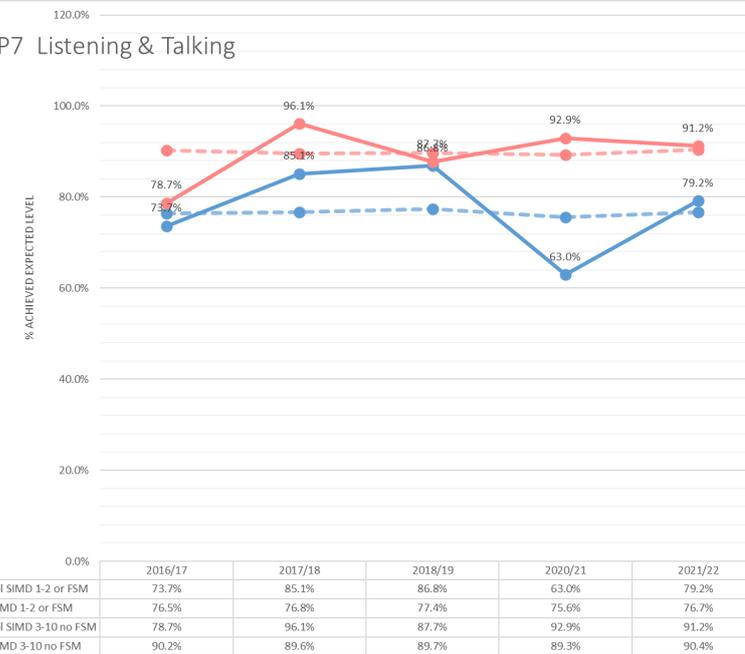
P1/P4/P7 Reading



P1/P4/P7 Writing



P1/P4/P7 Listening & Talking



Strategic Priority 1 Improvement Planning and Standards and Quality Reporting for 2023/2024

<p><u>NIF Priority (select from drop down menus)</u> Closing the attainment gap between the most and least disadvantaged children and young people <u>NIF Driver</u> School and ELC improvement Curriculum and assessment</p>	<p><u>SLC Priority (select from drop down menus)</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 – numeracy – P1, P4 & P7 combined</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 1.1 Self-evaluation for self-improvement 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.2 Curriculum 2.3 Learning, teaching and assessment 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement</p> <p><u>HGIOELC QIs (select from drop down menus)</u> 1.1 Self Evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of practitioners 1.5 Management of resources to promote equity 2.2 Curriculum 2.3 Learning teaching and assessment 2.3 Learning teaching and assessment 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion 3.3 Developing creativity and skills for life and learning</p>	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p>Through play, children develop their cognitive, emotional, social, and physical skills. Article 31 of the UNCRC states that all children have the right to play.</p>	<p>Children will have increased levels of participation and engagement through having ownership of their learning environment.</p> <p>Children will become aware of their next steps in learning by setting their own targets.</p>	<p>The P1 teacher will implement FLIPP as the core Literacy programme (August to October 2023)</p> <p>The P1 teacher alongside the DHT will complete the SLC Learning Environment audit. (August 2023).</p> <p>The P1 teacher alongside the DHT will complete the Play Pedagogy audit. (September 2023).</p>	<p>FLIPP Assessments</p> <p>POLAAR Assessments</p> <p>PAST Assessments</p> <p>RWRA Assessments</p> <p>Peer Observations</p> <p>SLT Observations</p>	<p>DHT (Mrs Ruth Bradshaw)</p>

	<p>Children will demonstrate increased transferrable skills through a range of learning opportunities and contexts.</p> <p>Attainment in literacy and numeracy will increase for all children in P1.</p> <p>Children will be able to lead their own learning.</p> <p>Displays, floor books and Learning Journals will triangulate with teacher professional judgements.</p>	<p>Following the audits, actions plans will be created (October 2023).</p> <p>The P1 teacher and the children in P1 will create Literacy and Numeracy rich learning areas which are clearly defined. (August 2023- June 2024).</p> <p>The P1 teacher will plan responsively for a balance of adult led, adult initiated and child led activities ensuring differentiation and appropriate pace. (ongoing)</p> <p>The P1 teacher and ELC staff will work closely together to further develop the use of Evidence Me. (August 2023- June 2024)</p> <p>Displays and Learning Journals will triangulate with teacher professional judgements to be reflective of learning and demonstrate that work is valued. (August 2023- June 2024).</p> <p>Peer observations will take place between ELC staff and the P1 teacher to share good practice. (August 2023- June 2024).</p> <p>Observations by SLT will take place throughout the session to monitor and review teaching and learning. (August 2023-June 2024).</p> <p>SLT will use Forward Plan and Attainment meetings to track and monitoring attainment in P1. (Ongoing)</p>	<p>Next steps in Learning Journals</p> <p>Robust Tracking and Monitoring Data</p> <p>Professional Dialogue at Attainment Meetings</p> <p>Teacher Professional Judgements Triangulation</p>	
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	

Strategic Priority 2 **Improvement Planning** and **Standards and Quality Reporting** for 2023/2024

<p><u>NIF Priority (select from drop down menus)</u> Placing the human rights and needs of every child and young person at the centre of education <u>NIF Driver</u> Teacher and practitioner professionalism Parent/carer involvement and engagement</p>	<p><u>SLC Priority (select from drop down menus)</u> Ensure inclusion, equity and equality are at the heart of what we do Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</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 (select from drop down menus)</u> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.5 Management of resources to promote equity 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 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>B squared tracks and monitors the small steps of progress pupils within the supported classes make. It supports the identification of next steps and allows more meaningful communication with parents.</p>	<p>All staff within the supported provision will feel more confident in the use of B Squared to track, monitor, record and report learning and teaching across the curriculum. A consistent approach will be used by all staff within the supported provision to both track, monitor and demonstrate small step progress for all learners who are not on track with their learning.</p>	<p>Staff training on the use and application of the B Squared software will take place (August 2023). All pupils will be baselined on Autism Progress (August 2023). All new pupils will be baselined on Steps to Excellence (August 2023) Staff will update online Forward Plans and B Squared regularly with termly check ins with the DHT. B Squared progression planners for outstanding areas of the curriculum will be developed (August 2023).</p>	<p>The implementation of this consistent approach to tracking, monitoring, recording and reporting of learning and teaching will be measured through triangulation of SLT classroom visits, Forward Plans, Attainment Data from B Squared, Evisense and Learning Conversations.</p>	<p>DHT (Mrs Hazel McCallum)</p>

		<p>Staff will implement the newly developed B Squared progression planners for all areas of the curriculum (September 2023).</p> <p>Staff will use the outcomes identified from the Autism Progress framework to create targets for the ASPs (Ongoing 2023/2024).</p> <p>Parents of children in the supported classes will be invited to an information session regarding the use of B squared as a tracking and monitoring tool. (October 2023)</p> <p>The use of Learning Conversations will be reviewed to ensure they record the views and experiences of the learners within the supported classes. (Monthly)</p> <p>Staff will update Evisense with comments and photographs linked to ASP targets weekly, inline with programme.</p>		
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

<p><u>NIF Priority (select from drop down menus)</u> Improvement in skills and sustained, positive school-leaver destinations for all young people <u>NIF Driver</u> School and ELC leadership School and ELC improvement</p>	<p><u>SLC Priority (select from drop down menus)</u> Support children and young people to develop their skills for learning, life and work Empower learners to shape and influence actions on sustainability and climate change</p>	<p><u>SLC Stretch Aims</u> ACEL Primary – numeracy – P1, P4 & P7 combined ACEL Primary – literacy – P1, P4 & P7 combined</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.7 Partnerships 3.3 Increasing creativity and employability <u>HGIOELC QIs (select from drop down menus)</u> 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.7 Partnership 3.3 Developing creativity and skills for life and learning</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>By looking at ways to enhance our curriculum through rich and motivating contexts for learning, we aim to provide opportunities for all children to develop a variety of skillsets and skills for the changing needs in society and industry through STEM-based learning opportunities.</p>	<p>All teaching staff will feel confident in delivering STEM lessons and opportunities for their learners.</p> <p>All children will be more engaged and motivated to learn through the implementation of STEM-related learning.</p> <p>P6 pupils will have an increased understanding of learning through STEM opportunities, through the Young STEM Leaders programme.</p> <p>All pupils and staff will be confident in accessing and using a variety of digital equipment and resources across the curriculum.</p> <p>By June 2024, 2 elements of the STEM Nation Award will have been</p>	<p>P6 pupils will be trained as Young STEM Leaders, with the aim of receiving the qualification by the end of P7. (ongoing)</p> <p>An audit of resources will be carried out to identify gaps in STEM resources. Following this, relevant resources will be purchased for the STEM Space. (September)</p> <p>A STEM Space will be developed in our school and teachers will be encouraged to use this space to provide high-quality STEM learning experiences. Ongoing)</p> <p>The STEM Mentor will lead the school towards gaining the STEM Nation Award. (ongoing)</p>	<p>Maths Recovery Assessments</p> <p>Teacher Observations- ongoing</p> <p>Engagement and motivation will be monitored using the Leuven scale three times throughout the session.</p> <p>Teacher Professional Judgements</p> <p>NSA will be administered in May 2024 to assess progression and achievement.</p> <p>Malt Assessment will be administered in June 2024 to assess progression and achievement.</p>	<p>STEM Class Teacher (Miss Murphy)</p> <p>Numeracy/Mathematics PT (Mrs Hamilton)</p>

	<p>achieved. These are; Leadership in STEM and Employability and STEM Partnership Working.</p> <p>All staff will have a greater understanding and feel more confident in teaching Numeracy and Mathematics across the curriculum.</p> <p>Primary 1 and Primary 4 children will have a greater understanding of the foundations of number.</p> <p>Attainment in Numeracy will be improved in P4 and maintained in P1.</p> <p>Parents/Carers will be more involved and have a greater understanding of Numeracy and Mathematics allowing them to better support their child's learning.</p>	<p>The STEM Mentor will team-teach to upskill, build capacity of staff and share good practice. (ongoing)</p> <p>Pupil leadership opportunities will be provided through The Tech Team, STEM Leaders, Guardians of the Garden, Eco Committee, Fair Trade & Sustainability Committee. (ongoing)</p> <p>Maths Week Scotland (November), STEM Week (March) and National Numeracy Day (May) will be built into our whole school annual calendar.</p> <p>An audit of resources, planners and assessments will take place and the Position Statement for Numeracy and Mathematics will be updated. (August 2023)</p> <p>Staff will complete the Learning across the 4 Contexts audit to demonstrate how Numeracy and Mathematics is embedded across the curriculum. (Sept 2023 and refreshed May 2024).</p> <p>Staff will complete the 4 capacities grid to articulate the skills and attributes of Numeracy and Mathematics across the curriculum. (Sept 2023 and refreshed in May 2024).</p> <p>The P4 teacher and the PT will complete the Maths Recovery Training (Red book). (Sept 2023)</p> <p>Stay and Learn sessions will take place each term where parents/carers are invited to participate in a Numeracy/Mathematics activities with their child. (ongoing)</p>	<p>Parent Questionnaires- (Sept 2023 then again in May 2024)</p>	
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		<p>Staff will engage with Education Scotland's Context for Learning resources to provide a range of numeracy activities across the curriculum. (Ongoing).</p> <p>SLT will use Forward Plan and Attainment meetings to track and monitoring attainment in Numeracy and Mathematics. (Ongoing)</p>		
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	

Strategic Priority 4 Improvement Planning and Standards and Quality Reporting for 2023/2024

<p><u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy.</p> <p><u>NIF Driver</u> School and ELC leadership Teacher and practitioner professionalism Curriculum and assessment School and ELC improvement Performance information</p>	<p><u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</p>	<p><u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement</p> <p><u>HGIOELC QIs (select from drop down menus)</u> 1.1 Self Evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning teaching and assessment 3.2 Securing children's progress</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>By building on our work from last session, we will continue to ensure a consistent approach to the teaching of writing. This will allow our children to progressively develop their knowledge of writing genres, skills in writing and attainment in writing.</p>	<p>A consistent approach to the teaching of writing will be used by all staff.</p> <p>All staff will feel more confident in the teaching of writing.</p> <p>All children will develop a deeper understanding of the genre-specific targets for the six genres taught throughout the session.</p> <p>All staff will provide effective feedback in writing to children to move learning forward.</p>	<p>All staff will engage in refresher training in the teaching of writing in August 2023.</p> <p>All staff will be involved in the review of the Literacy Position Statement. (September 2023)</p> <p>During Term One, the Literacy Coordinator and staff volunteers will model the teaching of writing for a specific genre to other members of staff.</p> <p>All staff will be encouraged to engage with peer visits to share good practice in the teaching of writing throughout the session.</p>	<p>SLT Class Visits focusing on the delivery of Writing</p> <p>Peer Observations and Sharing of Good Practice</p> <p>Forward Plans</p> <p>Learning Conversations</p> <p>Tracking and Monitoring of Attainment Data in Writing</p> <p>Professional Dialogue at Attainment Meetings</p> <p>Teacher Professional Judgements</p>	<p>DHT (Mrs Natalie Allan)</p>

	<p>All children will become more confident in setting their own next steps in writing.</p> <p>Attainment in writing will be improved.</p> <p>All children engaging in team-teaching writing lesson will make progress towards their expected level of achievement.</p>	<p>All staff will engage in refresher training on providing high quality feedback to learners to move learning forward. (September 2023)</p> <p>Staff will be encouraged to attend the TLC Drop-In Sessions, focusing on providing high-quality feedback, setting learning intentions and co-constructing success criteria with learners. (Ongoing)</p> <p>DHT will attend 3-day Talk for Writing Training. (SLC dates to be confirmed)</p> <p>As of August 2023, Team Teaching will take place to support 21 pupils from across P5 and P6 weekly during taught writing lessons.</p> <p>SLT will use Forward Plan and Attainment meetings to track and monitoring attainment in Writing. (Ongoing)</p> <p>The focus for class visits by SLT will be on writing during Term one and Term three.</p> <p>SLT will focus on Writing during Learning Conversations with children during Term One and Three.</p> <p>All staff will share children's skill development in writing with parents through Evidence me and Evisense. (ongoing)</p>	<p>Triangulation of Evidence</p> <p>Moderation of Writing</p>	
Progress and Impact			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	End of year review
					RAG	RAG
From analysis of numeracy ACEL data identified a group of 12 children P5 (5), P6 (7)) throughout the school who are not achieving their expected level for numeracy. These pupils will be targeted through small group teaching through our PEF funded 0.5FTE CT in line with SLC Numeracy Strategy.	0.5 FTE Class Teacher £33,465 MaLT Assessments £1000	By June 2024, all learners will make progress towards their expected level of achievement in Numeracy and 2 pupils will achieve their expected level of attainment. P1/4/7 combined Numeracy data to improve by 2% (from 73% to 75%) and gap to improve by 3% (from baseline of 23% to 20%).	PEF funded class teacher will work with these 12 pupils 5 times per week, as part of their weekly intervention timetable. Attendance and engagement at sessions will be monitored weekly. MaLT assessment will be used for baseline and to monitor progress.	Numeracy ACEL data for identified pupils in P5 and P6 (as of June 2023)		
From analysis of our literacy ACEL data, we have identified a group of 19 children throughout the school P5 (11) P6 (8) who have been identified as not achieving their expected level for writing and 13 children P5 (7), P6 (6) who	0.5 FTE Class Teacher £33,465 NGRT - £500	By June 2024, all children engaging in writing intervention (19) will make progress towards their expected level of achievement with 4 pupils attaining their expected level. By June 2024, all children engaging in reading intervention (13) will make progress towards their expected level of achievement with 4 pupils attaining their expected level.	PEF funded class teacher will work with these 19 pupils weekly during taught writing lessons, using a team-teaching approach. PEF funded class teacher will work with these 13 pupils 5 times per week as part of their weekly reading intervention timetable. Attendance and engagement at sessions will be monitored weekly.	Literacy ACEL data for identified pupils in P5 and P6 Literacy assessments (pre and post intervention) Leuven Scale for Participation and Engagement		

have been identified as not achieving their expected level for reading.		<p>P1/4/7 combined Reading data to improve by 2% (from 78% to 80%) and gap to improve by 2% (from baseline of 11% to 9%).</p> <p>P1/4/7 combined Writing data to improve by 2% (from 73% to 75%) and gap to improve by 2% (From baseline of 16% to 14%)</p>	Literacy assessments will be used for baseline and to monitor progress.			
After obtaining Gold Reading Schools accreditation in session 2022-2023 and creating a positive culture of reading for enjoyment across the ELC and school, we want to continue to build on this positive culture and in turn, continue to raise attainment and enjoyment in reading.	£4660	<p>Continue to embed a culture of reading for enjoyment across our school and maintain Gold Reading Schools accreditation.</p> <p>Following refresher training in August 2023, the Giglets online reading platform will be used by all teachers to promote reading for enjoyment in class and at home.</p>	DHT to purchase outdoor reading shed, as decided by all stakeholders in session 2022-2023 and update all class libraries with contemporary children's literature (comics, magazines etc)	<p>Literacy ACEL data for identified pupils.</p> <p>Reading assessments</p> <p>Leuven Scale for Participation and Engagement</p>		
To continue to raise engagement and motivation in learning in Literacy, Numeracy and Health and Wellbeing, we will continue to use Sumdog and the Emotion Works platforms.	£3200	Engagement and motivation will be raised in Literacy, Numeracy and Health and Wellbeing	SLT will renew subscriptions and all teachers will encourage learners to use these platforms at school and home.	<p>Literacy and Numeracy ACEL data for identified pupils.</p> <p>Leuven Scale for Participation and Engagement</p>		
To continue to enhance and extend the children's learning	£4000	Engagement and motivation in learning across the curriculum will increase.	All teachers will organise a class trip for their learners throughout the session, providing meaningful	Leuven Scale for Participation and Engagement		

experiences and to develop skills for learning, life and work, Class Trips /P7 Residential Trip will be arranged throughout the year.			learning experiences and to contextualise learning in the classroom.			
We will continue to enhance and extend the children's learning experiences and to develop skills for learning, life and work, by organising Sports Events and lunchtime/extra-curricular clubs throughout the year.	£7000	Engagement and motivation in sporting activities and extra-curricular/lunchtime clubs will increase.	SLT and teachers will organise a variety of lunchtime and extra-curricular clubs. PT and Active Schools Co-ordinator will work collaboratively to organise and lead a range of sporting events throughout the session for our learners.	Leuven Scale for Participation and Engagement		
The increasing level of need in emotional regulation, flexibility of thought and social interaction within the cohort of pupils in the supported classes has highlighted the need for a targeted intervention to support development in these areas.	£3200 Year 1 Faculty Dog £1400 Basic obedience training and core skill training £1800 Faculty dog training – Basic and advanced Deferred till 24/25 by agreement with the company: 1. Faculty dog task work - Advanced £1800 2. In school training - £1800	By June 2024 all learners will make progress towards their expected levels of achievement in HWB within the Autism Progress Framework.	Mrs McCallum – DHT and 4 members of supported classes will be trained as Dog Handlers by Assistance Dogs Scotland Faculty Dog will be trained and placed within the school. BSquared – Autism Progress will be used for baseline and to monitor progress.	BSquared Individual Tracking and Monitoring data for all pupils within the Supported Provision. ASP target tracking for pupils identified for individual input.		
Participatory Budget	£3000					

	TOTAL SPEND (incl carry forward) £	£60, 025				
Progress and Impact			Next Step(s) and rationale to inform PEF spend session 2024/2025.			

Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
Continue to work on maintaining Green Flag status	Staff, Pupils, Parents	June 2024
Continue to develop Maths recovery in P1	Staff, Pupils, Parents	June 2024
Continue to maintain Gold Reading Schools status	Staff, Pupils, Parents	June 2024
Continue to implement the newly developed Health and Wellbeing programme	Staff, Pupils, Parents	June 2024
Continue to embed a Communication friendly Environment including the use of Makaton	Staff, Pupils, Parents	June 2024
Continue to work towards achieving the Digital School award.	Staff, Pupils, Parents	June 2024
Continue to work towards Gold Right Respecting School award	Staff, Pupils, Parents	June 2024
Continue to embed the Emotion Works programme	Staff, Pupils, Parents	June 2024
Continue to be mindful of the Cost of the School Day	Staff, Pupils, Parents	June 2024