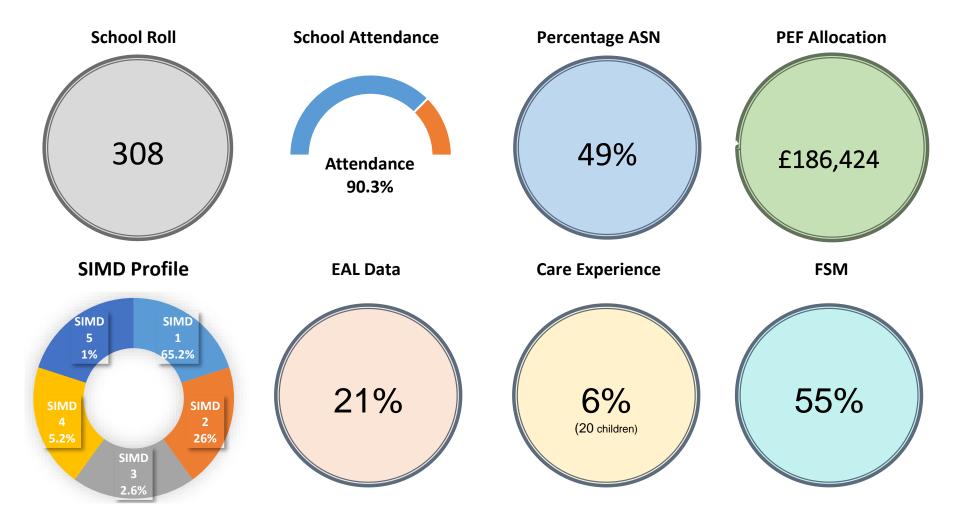
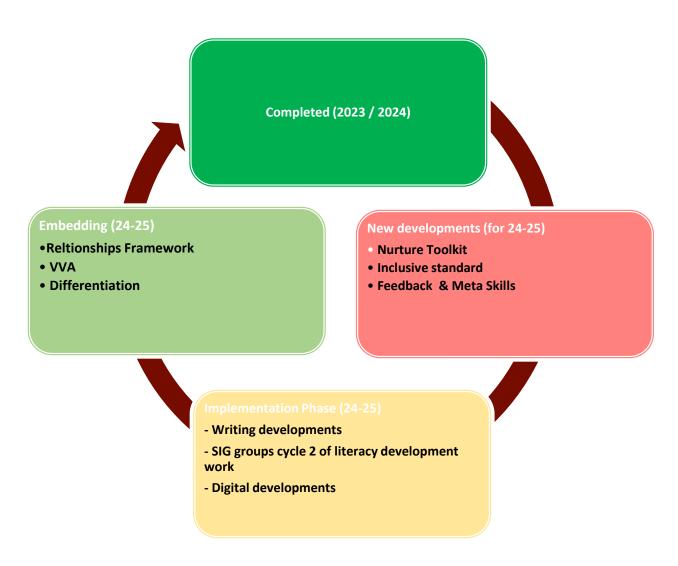


School Context as at June 28th 2024



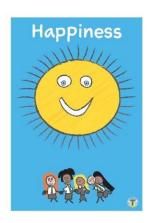


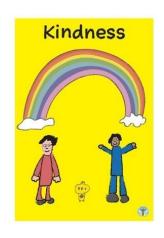
Cycle of Improvement





VISION: to get it right for everyone









We aim to provide all learners with opportunities and experiences so that they recognise and achieve their full potential.

We are committed to creating an environment which is inclusive, nurturing and underpinned by the teachings of Jesus.

We will work in partnership to ensure children feel safe, valued and respected and experience success in their journey





School Priorities 2024-2025



Presence

Attendance & Inclusion

Participation

Digital, Differentiation, Feedback, Attendance

Progress

Writing, Attendance, Inclusion



SCHOOL VERSION SIP Priority 1

Specific area for improvement

WRITING: Fully embed and further develop our pedagogical approaches towards writing to improve our attainment and progress made in P1-7.

Rationale for Improvement

Data- attainment and perception.

Equity Gap

Add Aug in line with new PANDA

NIF PRIORITIES Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people

NIF DRIVERS

School Improvement
Assessment of Children's
Progress

EDLM PRIORITY



Progress

PEF (where applicable) *Intervention for equity & cost*



- 6. Differentiated support
- 4. Targeted approaches to literacy and numeracy

HGIOS QI



- 2.3 Learning, Teaching and Assessment
- 3.2 Raising attainment and achievement

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
STRETCH AIM: To increase attainment in Writing data 73% - to increase to 76% by 2024-25. Intended Outcome:	Stage partners planning together.Embed Literacy Guidance	Baseline: SSE from 22/23 and 23/24 Staff and pupil survey- August 2025 Pupil Focus Group- September 2025 June 2024 data- P1- 71%, P4- 69% and P7- 79% -Combined 73%	All staff Pupil focus groups	Ongoing	Staff/pupils Pedagogy Team
			SLT		





- To ensure consistency of pedagogical approaches to writing across all levels.
- Increased staff confidence in planning, teaching and assessing in writing.
- Ensure our pupils to talk confidently about their writing and other literacy experiences.
- Literacy leads to continue to enable staff to further embed writing improvement.
- SLT- regular pupil focus groups and classroom visits.
- PSV's- writing
- Writing interventions to help close gaps in writing. E.g. Tools for writing.
- To create a bespoke suite of interventions at early, first and second level. Relevant staff trained in using these.
- Optional drop in CLPL's to improve pedagogical approaches to writing.
- Transferable CLPL- differentiation and feedback.
- Planning meetings- focus on cross curricular links and timetables expectations across the week.
- Create literacy rich environment.

PRD information across teaching staff 2022-23 & 2024-25.

PSV targets/ Planning targets from session 23.24

Measurement

Pre and post surveys (pupils and staff) Pupil focus groups P1-7 Learning walks PSV's (SLT) CAR, cycle 2 of SIG groups 23/24 – SIG evidence Attainment in writing School moderation

HGIOS Challenge Questions:

collegiate learning? Are we using an appropriate range of approaches which enable us to learn with and from each other? what progression looks like? attainment improving outcomes for children and young people?

Literacy leads

How effective are our approaches to Do we have a shared understanding of How well are our approaches to raising

Progress October 2024

February 2024



SCHOOL VERSION SIP Priority 2

Specific area for improvement

Develop engagement and participation from all learners through our approaches to digital skills. Enhance our pedagogical approaches in feedback and differentiation.

Rationale for Improvement

Data- attainment and perception.

Equity Gap

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF (where applica	ıble)	HGIOS	QI
Closing the attainment gap between the most and least disadvantaged children and young people	School Improvement Teacher Professionalism Assessment of Children's Progress	ELEARNER MAITERS PARTICIPATION Participation	5. Promoting a requality learning experience 6. Differentiated su	& cost nigh ng	2.3 Learning, and Assess 1.3 Leadership 3.2 Raising Atta	sment of change ainment &
Intended Outcome (impact) Actions required to rea	ch desired outcome N	Measurement & Evidence	Who	When	Resources

Intended Outcome (impact)	Actions require	ed to reach de	sired outcome	Measurement & Evidence	Who	When	Resources	ĺ
Stretch aim:	 Moderation 	n activities focu	sing on feedback	<u>Baseline</u>	SLT	Ongoing	Digital	l
To provide all learners with high quality	 Stage part 	tners planning to	gether to support	SSE from 22/23 & 23.24. New SE term 1				l
learning, teaching and assessment.	differentia	ation.		24.25	Pupils		Pedagogy	l
	 QA 	calendar-	Digital /	Pupil Focus Group- September	rupiis			l
Intended Outcomes- Pedagogy	Differentia	ation/Feedback (CLPL	PRD information across teaching staff			Team	l
Digital, differentiation & feedback				Learning walks	Staff		Staff	ľ





•	Ensure all learners are engaged and
	participating

- Ensuring all staff develop their skills and confidence to enrich the planned learning experiences.
- Meeting the needs of all our learners through these pedological approaches
- Close the attainment gap- Literacy & Numeracy

- Digital leads (teacher & pupils) to upskill staff/peers.
- SLT- regular pupil focus groups and classroom visits.
- PSV's (New Framework)
- Create a digital catalogue of interventions available to support literacy and numeracy
- Support staff training on interventions.
- Optional drop in CLPL's to improve pedagogical approaches.
- Pedagogy training on feedback and metaskills (Nov inset)
- Attainment meetings- focus of differentiation.
- Use of PEF (teacher/support staff/resources) to close the attainment gap.

Measurement:

Pre and post surveys from staff Pupil feedback perceptions data from pupils regarding their experiences of learning.

PSV's

Circle participation audits
Attainment meetings- meeting learners
needs

Inclusion agenda: ESA/ mainstream data

Moderation activities

HGIOS Challenge Questions

How well are learners enabled to select and make use of high-quality digital technologies?

How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge? How well do we deploy a wide variety of innovative and creative resources and teaching approaches, including digital technologies?

team Pupils

Curricular Leads

Pedagogy

All staff team

Progress

October 2024

February 2024



SCHOOL VERSION SIP Priority 3

Specific area for improvement

Further develop an inclusive school through embedding our VVA, Relationships framework and ensuring we provide experiences that focus on wider achievement and success for all.

Rationale for Improvement

Contextual Data

Equity Gap

NIF PRIORITIES			
Placing the human rights and needs			

of every child and young person at the centre of education

Improvement in children and young people's health and wellbeing

NIF DRIVERS

School Improvement
Assessment of Children's
Progress

EDLM PRIORITY



Participation

PEF (where applicable) *Intervention for equity & cost*



2. Social and Emotional Wellbeing 1. Early Intervention and Prevention

HGIOS QI



- 3.1 Enquring wellbeing, equality and inclusion
- 2.4 Personalised support
- 2.2 Curriculum Rationale
- 3.2 Raising Attainment & Achievement

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
Stretch Aim: To have a fully inclusive sch	l. <u>Bas</u>	<u>eline</u>		Ongoing	GMWB
	Embed the Dundee Inclusive Standard.	 School ethos 	Pupils		Toolkit
Intended Outcome:	Continued CLPL on aspects of Relationships	 VVA and Relationships 	•		Shannari
 Ensure universal, additional 	5 1 5,	Framework in place	Taaabara		
targeted support is consistent a	Nurture SE tool to support our focus on nurture	 Pupil Focus Group- 	Teachers		Wellbeing
P1-7.	principles and development.	September			webs





- Ensure consistency of our nurturing approaches for all.
- All stakeholders are familiar with our school aims.
- Achieve our RRS Silver Award
- Ensure every child's wellbeing in taken into account for HWB interventions.
- Promote and celebrate wider achievement across P1-7.
- Build on our skills for life, learning and work across P5-7.
- Achieve our Digital Wellbeing Award 24.25
- Attendance- improve from 90.3% to 92%.

- Fully implement all aspects of the relationships framework including positive rewards, natural and logical consequences and celebrating values in action.
- Regular reference to our aims with a stakeholders.
- Pupils to create a Pupil Friendly version of our aims.
- See RRS Action plan.
- Further develop pupil voice across all areas of learning and school life.
- Continue the attendance action plan.
- Attendance- Best Foot Forward Primary 1 targeted intervention group to promote engagement from parents and attendance of pupils.
- Attendance Matters- pupil voice group se tup with SFDW to improve attendance and positive time keeping.
- EDLM project to focus on inclusion and participation of some of our most disengaged learners.
- Digital wellbeing award- actions set out in plan.
- Termly surveys and data collection from GMWB Toolkit used across P4-P7 classes.
- Termly surveys and data collection from SHANARRI wheels used across P1-P3 classes.
- Promote and celebrate wider achievements at assembly, displays around the school.
- Wider achievements passports to support tracking.
- Friday skills academy-focus on BTC 4 and DYW for P5-7. (small test of change for next year P1-7).

- Glasgow Motivational Toolkit
- Shannari indicators
- Inclusive standard baseline audits
- SSE- 23.24 Partners, staff and pupils

Measurement

Pupil focus groups P1-7 Staff Focus groups

SE – forms to staff, parents and pupils Qualitative data from all stakeholders School ethos

Tracking of individual pupils through EDLM audits/ Leuven scale Glasgow Motivational Toolkit- analyse charts

Assessor from wellbeing award

HGIOS Challenge Questions:

To what extent does our school community have ownership of our vision, aims and values?

What strategies do we employ to translate our vision, values and aims into daily practice within our school? How effective are these?

How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole *learning community?*

SFDW/offi ce Admin

RRS lead (Carla Page)

Digital lead (Kim Low)

HWB assistant (Sharon Cura)

> Micha Klos (EDLM lead)

Whole staff team

Attendance data



	How well do our approaches to profiling develop children's and young people's awareness of themselves as learners and support them to recognise the skills for learning, life and work they are developing to inform the planning of future learning? How well do we utilise accreditation where appropriate, to recognise and celebrate achievement?		
Progress October 2024			
February 2024			



Summary of PEF Spend SEE FINANCE PEF PLAN ********

Area of expenditure	Details	Reference to Plan	Budgeted allocated
Teaching staff		As per SIP above	
Support staff		See CoSD Plan	
Supported study		Additional PEF plan below	
Transport			
CLPL			
Resources			
Payments to other bodies			
Other (please specify)			