

Framework for School Improvement Planning 2023/24

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	St Machan's Primary
Head Teacher	Rosaleen Miller
Link QIO	Marie Donald

School Statement: Vision, Values & Aims and Curriculum Rationale
<p>http://www.st-machans.e-dunbarton.sch.uk/school-info/handbook/</p> <p>The vision at St Machan's Primary is that our children, staff, parents and wider community will work together in partnership to ensure a motivating, achieving, caring, happy and nurturing environment for all. It is our aspiration that all of our pupils are given every opportunity to achieve their full potential.</p> <p>In St Machan's Primary we aim to provide an environment where every child is given opportunities for high achievement. We aim to do this through providing the children with a variety of teaching and learning experiences both indoors and outdoors. This is supported by programmes of study that are carefully designed to take into account the age and aptitude of individual children. Through all of this we strive to ensure that children find learning enjoyable and make steady and consistent progress from P1 to P7. We work closely with our associated Early Learning and Childcare Centres and High Schools so that children enjoy smooth transitions from Early Years establishments to P1 and from P7 to secondary school.</p> <p>As a faith school we aim to live our faith and have a truly Catholic ethos where everyone is valued and respected. The health and wellbeing of each child is paramount to us and we view each child holistically. We provide an atmosphere that allows all children to benefit from challenge and enjoyment in their learning, experience success, achieve their full potential and become people who have developed skills to make a full contribution to society by being faithful, kind, respectful and responsible.</p>

Framework for School Improvement Planning 2023/24

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2023/24	2024/25	2025/26
Priority 1	Learning, Teaching and Assessment- <ul style="list-style-type: none"> Raising Attainment in Numeracy 	Learning, Teaching and Assessment- <ul style="list-style-type: none"> Raising Attainment in Numeracy (Year 2) 	Learning, Teaching and Assessment- <ul style="list-style-type: none"> Raising Attainment in Literacy; Spelling and Grammar
Priority 2	Learning, Teaching and Assessment- <ul style="list-style-type: none"> Raising Attainment in Writing 	Health and Wellbeing- <ul style="list-style-type: none"> Outdoor Learning 	Health and Wellbeing <ul style="list-style-type: none"> -Sustainability
Priority 3	Curriculum Development: <ul style="list-style-type: none"> Refresh Narrative of Curriculum Rationale Raise awareness of UNCRC Develop opportunities for Outdoor Learning 	Curriculum Development: <ul style="list-style-type: none"> Pupil Profiling Skills for Learning, Work and Life 	Curriculum Development IDL

Framework for School Improvement Planning 2023/24

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children Choose an item.	teacher professionalism curriculum and assessment school improvement	QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement QI 2.2 Curriculum	Improvement in attainment in numeracy and Maths Improvement in attainment in literacy and English Closing the attainment gap between the most and least disadvantaged
Section 2: Improvement Priority 1			
School/Establishment	St Machan's Primary		
Improvement Priority 1	Numeracy		
Person(s) Responsible	HT Numeracy QIO Numeracy Raising Attainment Teacher 0.2fte		

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Numeracy Champion - Staff Working Party lead Staff working parties Raising Attainment Teacher 0.2fte (Support for Learning) leading targeted intervention groups across the school Numeracy Champion –development of planners and assessment analysis 	<ul style="list-style-type: none"> Raising Attainment Teacher leading targeted intervention groups. Concrete numeracy materials to support Teaching and Learning Staff training - QIO Numeracy lead/Maths Champion to deliver training following audit of staff need/levels of confidence Numeracy Blueprint Boards 	<ul style="list-style-type: none"> Parents invited into school for shared learning visits. Snapshot jotters sent home regularly as part of reporting to parents Head Teacher reporting to Parent Council regularly on progress in relation to SIP targets Parent information leaflets/workshop sessions on Numeracy

Framework for School Improvement Planning 2023/24

<ul style="list-style-type: none"> Numeracy Champion – leading Maths Week Scotland and opportunities for parental engagement Numeracy Champion working alongside ‘Count Me In’ team to promote Scottish Government Multiply Project. Health and Wellbeing lead and Nurture Teacher supporting curriculum links and planning- Numeracy and Outdoor Learning. 		<ul style="list-style-type: none"> Parent Workshop from Count on Us demonstrating strategies to support learning £175. Parent workshops expenses £100 Engagement with Multiply Pilot Project – supporting adult numeracy skills
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Link with Karen Oppo, QIO, to support staff training in numeracy. Staff to join EDC working party. DHT/Numeracy champion to deliver in-house CPD sessions through working time agreement collegiate hours. Link with Outdoor Learning 	<ul style="list-style-type: none"> Targeted intervention groups to take into account Pupil Equity Funded pupils Engagement with Multiply Project – promoting and supporting development of numeracy skills for parents 	<ul style="list-style-type: none"> PEF funded SLA to support in classes to close attainment gap by working with class teacher to provide more personalised support. (£7588) 0.2 Teacher to support targeted intervention in numeracy (£11,000) Numeracy Resources – New textbooks, Teaching Manuals, Numicon, Numeracy Blueprints (£1615) Assessment materials and sumdog subscription costs £5000 <p>Total PEF spend £25,478</p>

Framework for School Improvement Planning 2023/24

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
<ul style="list-style-type: none"> Attainment raised by 3% or more in Numeracy ACEL data by June 2024 and reduction in identified gaps, including Poverty Related Attainment Gap between most and least affluent learners. Attitudes to Numeracy will have improved for identified groups of learners. 	<ul style="list-style-type: none"> Analysis of errors in summative assessments (Sumdog diagnostic tool & Phased Assessment Materials) as focus for collegiate sessions. Planned, targeted intervention at both class and group level to address common areas of difficulty. Raising attainment teacher leads targeted intervention groups, based on data – to address specific barriers to learning and close the attainment gap. Numeracy Champion and one other member of staff to participate in EDC Numeracy Professional Learning 	<ul style="list-style-type: none"> Summative assessments (Feb/P4 and P7, Apr-P1) Sumdog Diagnostic Reports (3 times/session) Tracking Meetings Jotter sampling Pre and post attitudinal surveys 	<ul style="list-style-type: none"> September 2023 - May 2024 	

Framework for School Improvement Planning 2023/24

	Module and disseminate to staff			
<ul style="list-style-type: none"> Staff will have an increased awareness of skills/approach in teaching numeracy concepts. There will be a more consistent approach to the teaching of numeracy throughout the school. 	<ul style="list-style-type: none"> Staff training and engagement with EDC Professional Learning Calendar Staff participation in EDC training Staff work together to create a 'model lesson' observation proforma for numeracy Collegiate working party to revise Numeracy Planners Peer and SMT observations of teaching and learning to share good practice. 	<ul style="list-style-type: none"> NSA Assessments Sumdog Report Tracking Meetings Forward plans Learning and teaching meetings Pre and post staff questionnaires. Jotter sampling Targeted intervention group questionnaires Assessment data Targeted Intervention data Evaluation of peer and SMT observations Learning Walks 	<ul style="list-style-type: none"> November 2023- May 2024 	
<ul style="list-style-type: none"> Improvement to tracking and assessment procedures to identify gaps. Resulting in a reduction in the Poverty Related Attainment Gap. 	<ul style="list-style-type: none"> SMT staff training on use of new electronic tracking system 	<ul style="list-style-type: none"> Tracking Meetings Analysis of assessment data Targeted Intervention data 	<ul style="list-style-type: none"> November 2023- May 2024 	

<ul style="list-style-type: none">Improvement to planning to ensure clear progression of skills across all stages.	<ul style="list-style-type: none">Working party to agree new progressive planning outline to support forward planning	<ul style="list-style-type: none">Collegiate working party	Sept 2023 – June 2024	
<ul style="list-style-type: none">Development of staff confidence in making curriculum links between Numeracy, Outdoor learning and Health and Wellbeing.				

Framework for School Improvement Planning 2023/24

	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children Choose an item.	teacher professionalism curriculum and assessment school improvement	QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement QI 2.2 Curriculum	Improvement in attainment in numeracy and Maths Improvement in attainment in literacy and English Closing the attainment gap between the most and least disadvantaged
Section 2: Improvement Priority 1			
School/Establishment	St Machan's Primary		
Improvement Priority 1	Writing		
Person(s) Responsible	HT Literacy Champion QIO Literacy Raising Attainment Teacher 0.2fte		

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Staff Working Party leads Staff working parties Raising Attainment Teacher 0.2fte (Support for Learning) leading targeted intervention groups across the school Literacy Champion leading staff literacy working party – development of planners and assessment analysis 	<ul style="list-style-type: none"> Raising Attainment Teacher leading targeted intervention groups. Moderation activities – QIO Literacy lead/Literacy Champion to facilitate in-house/locality schools moderation activities 	<ul style="list-style-type: none"> Parents invited into school for shared learning visits. Snapshot jotters sent home regularly as part of reporting to parents Head Teacher reporting to Parent Council regularly on progress in relation to SIP targets Parent information leaflets/workshop sessions on Writing

Framework for School Improvement Planning 2023/24

<ul style="list-style-type: none"> Literacy Champion – team teaching on Talk for Writing with colleagues across all stages 		
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Link with Marie Donald, QIO, to support staff training in moderation of writing. Education Scotland/West Partnership Resources – Refresh of Assessment is For Learning Collegiate professional dialogue/moderation activities with colleagues out with own establishment via partnership working with cluster primaries. 	<ul style="list-style-type: none"> Targeted intervention groups to take into account Pupil Equity Funded pupils 	<ul style="list-style-type: none"> 0.2 Teacher to support targeted intervention in writing (£11,000) Cover costs for professional development work/moderation work (4 days)-approx £1200 <p>Total PEF spend £12,200</p>

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
<ul style="list-style-type: none"> Attainment raised by 3% or more in Writing ACEL data by June 2024 and reduction in identified gaps, 	<ul style="list-style-type: none"> Raising Attainment Teacher to work with Targeted Intervention Groups across the 	<ul style="list-style-type: none"> Summative Assessments Writing assessments Pre and post pupil questionnaires to show improvement in attitudes 	<ul style="list-style-type: none"> November 2023 - May 2024 	

Framework for School Improvement Planning 2023/24

<p>including Poverty Related Attainment Gap between most and least affluent learners.</p> <ul style="list-style-type: none"> Attitudes to Writing will have improved for identified groups of learners. 	<p>school in order to raise attainment in writing.</p> <ul style="list-style-type: none"> Literacy Champion to engage in team teaching and/or provide model lessons in writing across classes 	<p>towards writing for Targeted intervention groups</p>		
<ul style="list-style-type: none"> Staff will have an increased awareness of skills/approach involved in the teaching of writing There will be a more consistent approach to the teaching of writing throughout the school. 	<ul style="list-style-type: none"> Revisit Talk4Writing training materials and establish agreed non-negotiables for implementation of effective learning and teaching of Talk for Writing. Staff Learning Walks to magpie ideas for Talk for Writing. SMT Learning Walks to ensure all the Talk for Writing Toolkits and connectives are displayed to support learning. Staff training and engagement with EDC 	<ul style="list-style-type: none"> Learning walks, Peer and SMT observations Learning and Teaching meetings Tracking meetings Writing moderation with locality schools Pre and post staff questionnaires. 	<p>Sept 2023-June 2024</p>	

	Professional Learning Calendar <ul style="list-style-type: none"> • Staff participation in EDC training • Staff participation in moderation activities in house and with cluster/locality schools 			
<ul style="list-style-type: none"> • Increased pace of delivery of writing curriculum, in line with developed planners resulting in increase in attainment in writing throughout the school. 	<ul style="list-style-type: none"> • Review and adapt planning approaches to ensure pace of learning across the school. 	<ul style="list-style-type: none"> • Professional dialogue in forward planning and robust tracking of attainment over time. • Reviewed yearly planner 	Oct 23 Termly	
<ul style="list-style-type: none"> • Learners' writing skills will develop across a range of genres through the use of detailed success criteria. 	<ul style="list-style-type: none"> • Short burst writing reinstated at least 3/5 days. • All classes will display Talk for Writing prompts. • Re-establish model unit planners for Talk for Writing lessons. • Non Fiction Talk for Writing approach for functional writing used to engage children who find 	<ul style="list-style-type: none"> • Pupil learning conversations • Jotter sampling and moderation activities • Forward Plans • Learning and Teaching meetings • Samples of writing 	Sept-June in line with QA calendar	

	<p>imaginative writing challenging.</p> <ul style="list-style-type: none">• Raise profile of functional writing across the school through whole school display and assemblies	<ul style="list-style-type: none">• Moderation booklet showing samples of writing at all stages for Fiction and Non-fiction.		
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Framework for School Improvement Planning 2023/24

Section 2: Improvement Priority 3	
School/Establishment	St Machan's Primary
Improvement Priority 3	Curriculum Rationale
Person(s) Responsible	HT Pupils, Parents and Staff

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Placing the human rights and needs of every child and young person at the centre Improvement in skills and sustained, positive school-leaver destinations for all	school improvement parent / carer involvement and engagement school leadership	QI 1.1 Self evaluation for self improvement QI 1.2 Leadership of Learning QI 2.2 Curriculum	Improvement in employability skills and sustained, positive school leaver destinations for all young people Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Pupil leadership- Learning and Teaching Committee Working Party UNCRC Lead and pupil ambassadors RERC Champion (Equalities) 	<ul style="list-style-type: none"> Curriculum development day in-service (February 24) 3 x Collegiate meetings (4.5hours) Rights Respecting School award This is Our Faith Staff training (Equalities) in line with This is our Faith (SCES) 	<ul style="list-style-type: none"> Consultation led by Parent Council Parental questionnaires
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation

Framework for School Improvement Planning 2023/24

<ul style="list-style-type: none"> Primary Curriculum Improvement Toolkit – Education Scotland DHT & HT attending relevant courses - Revised curriculum Professional Reading Staff Training on Equality Act delivered by Barbra Coupar (SCES) 	<ul style="list-style-type: none"> All Parents' views sought Family Learning Assistant engaging families Promotion of protected characteristics in the Equality Act in line with This is our Faith 	<p>Equalities Training- costs Approx £200 (tbc)</p>
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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	

<ul style="list-style-type: none">• All parents, staff and pupils agree that St Machan's Primary School Rationale is a true reflection of a Curriculum that suits the unique context of our school	<ul style="list-style-type: none">• Consultation with parents at October Parents' Evening• Consultation with staff at October In-Service. Focus on current practise in delivery of CFE and four contexts of learning.• Pupil consultation – October 2023• Curriculum Rationale reviewed and updated in line with Vision, Values and Aims.• Working party produce illustrated refreshed curriculum rationale using information gathered in consultation• Refreshed Curriculum Rationale displayed beside our Vision, Values and Aims in school corridor• Updated Rationale included on school website and school handbook	<ul style="list-style-type: none">• Parent Survey• Pupil Survey• Staff survey• Updated version of Curriculum Rationale shared with all stakeholders	<ul style="list-style-type: none">• Oct-2023-Feb 2024	
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Framework for School Improvement Planning 2023/24

<ul style="list-style-type: none"> Almost all staff participation in training and awareness raising of Equality Act in line with This is Our Faith/Catholic Faith teaching 	<ul style="list-style-type: none"> Working party – review of planning for RERC to include reference to Rights Respecting Schools and Equalities 	<ul style="list-style-type: none"> Staff evaluation/feedback on Equalities training Improvement to planning for RERC to include Rights focus 	<ul style="list-style-type: none"> Oct in-service 2023 	
<ul style="list-style-type: none"> Learners, staff and Families have an understanding of the UNCRC rights of the child and their relevance in everyday life Increased awareness of Children's rights. Increased opportunities to learn about Children's rights through the curriculum Increased leadership opportunities for pupils throughout the school 	<ul style="list-style-type: none"> Registration August 2023 Staff lead to undertake silver award training UNCRC lead to create action plan to achieve SILVER award Rights Ambassadors to implement awareness raising for parents e.g. Rights Newsletter, present at assembly Attend pupil forum. Submission June 2024 	<ul style="list-style-type: none"> Pre and post school questionnaire survey for pupils, parents and staff All staff/classes to submit evidence for action plan including EDC Pupil forum engagement Newsletters 	<ul style="list-style-type: none"> August onwards <p>June 24</p>	

Framework for School Improvement Planning 2023/24

Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact	Tasks/Interventions	Resources	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Health & Wellbeing, Literacy and Numeracy interventions for identified groups	Identify PEF allocation, staffing and resources that will be procured to support	Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Identify progress and impact in narrowing the PRAG
<ul style="list-style-type: none"> Targeted groups of children, including those affected by poverty as well as other factors, will benefit from improved health and wellbeing and learner engagement. 	<ul style="list-style-type: none"> PEF funding used to reduce transport costs and expenses for specialists to come into school to support learner experiences – Science Centre, £200 Swimming (P5), £600 Sky Academy, £200 Scottish Parliament, Active Schools Forest Schools £500 Approx costs of transport and planned school experiences/trips for P1-7 = £1800 	<ul style="list-style-type: none"> SMT forward planning/Teaching & Learning meeting records Assemblies Pupil pre and post questionnaires Parent pre and post questionnaires 	<ul style="list-style-type: none"> September 2023 Parent and Pupil questionnaires February 2024 & May 2024 <p>February 2024 Tracking meetings –</p>	August 2023 & May 2024	
<ul style="list-style-type: none"> Targeted groups of children, including those affected by poverty as well as other factors, will 	<ul style="list-style-type: none"> Subscription for online Boxall assessment and lesson plans £60 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 		
	<ul style="list-style-type: none"> Subscription for Emotion Works 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 		

Framework for School Improvement Planning 2023/24

benefit from improved health and wellbeing and learner engagement.	access to resources for Health and Wellbeing groups and Nurture £150				
	<ul style="list-style-type: none"> • Consultation report providing suggested opportunities for Outdoor Learning bespoke to St Machan's Primary grounds. Purchase of equipment and staff training to deliver lessons. Subscription cost £650 	•	•		

Total PEF allocated in SIP £42,138

East Dunbartonshire: Education Service

Framework for School Improvement Planning 2023/24