

## Framework for School Improvement Planning 2024/25

Section 1: School Information and 3 Year Improvement Plan Priorities	
<b>School/Establishment</b>	<b>St Machan's Primary</b>
<b>Head Teacher</b>	<b>Rosaleen Miller</b>
<b>Link QIO</b>	<b>Karen Oppo</b>

School Statement: Vision, Values & Aims and Curriculum Rationale
<p><a href="http://www.st-machans.e-dunbarton.sch.uk/school-info/handbook/">http://www.st-machans.e-dunbarton.sch.uk/school-info/handbook/</a>  <a href="http://www.st-machans.e-dunbarton.sch.uk/media/19442/curriculum-work.pdf">http://www.st-machans.e-dunbarton.sch.uk/media/19442/curriculum-work.pdf</a></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. Respecting Children's Rights and 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>

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2024/25	2025/26	2026/27
Priority 1	Learning, Teaching and Assessment- (Literacy). <ul style="list-style-type: none"> <li>Raising Attainment in Writing; Spelling and Grammar</li> </ul>	Learning, Teaching and Assessment- (Literacy). <ul style="list-style-type: none"> <li>Raising Attainment in Writing;</li> </ul>	Learning, Teaching and Assessment- <ul style="list-style-type: none"> <li>Raising Attainment in Reading</li> </ul>
Priority 2	Curriculum Development: <ul style="list-style-type: none"> <li>STEM learning and teaching</li> <li>Interdisciplinary Learning and Play/Enquiry Based approaches</li> </ul>	Curriculum Development: <ul style="list-style-type: none"> <li>Moderation of RERC</li> <li>Laudato Si</li> </ul>	Curriculum Development: <ul style="list-style-type: none"> <li>Moderation of RERC</li> <li>UNCRC</li> </ul>
Priority 3	Health and Wellbeing; <ul style="list-style-type: none"> <li>The Circle Framework Year 1</li> <li>The Promise</li> </ul>	Health and Wellbeing; <ul style="list-style-type: none"> <li>The Circle Framework Year 2</li> </ul>	Health and Wellbeing; <ul style="list-style-type: none"> <li></li> </ul>

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Section 2: Improvement Priority 1	
<b>School/Establishment</b>	<b>St Machan's Primary</b>
<b>Improvement Priority 1</b>	<b>Literacy; Spelling Focus</b>
<b>Person(s) Responsible</b>	Who will be leading the improvement? Who will they collaborate with? SMT, Teaching Staff Literacy Champion, Dyslexia Champion, Family Learning Assistant

<b>NIF Priority</b>	<b>NIF Driver</b>	<b>HGIOS 4 QIs</b>	<b>EDC Service Plan 2023-26</b>
Delete / copy as required  Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy. Choose an item.	Delete / copy as required  curriculum and assessment school improvement teacher professionalism	Delete / copy as required  QI 2.3 Learning, Teaching & Assessment QI 2.2 Curriculum QI 3.2 Raising attainment and achievement	Delete / copy as required  Improvement in attainment in literacy and English Closing the attainment gap between the most and least disadvantaged Choose an item.

<b>Opportunities for Leadership</b>	<b>Resource Requirements</b>	<b>Parental Engagement and Involvement</b>
<ul style="list-style-type: none"> <li>Literacy Champion</li> <li>Dyslexia Champion</li> <li>Literacy Working Party</li> <li>Family Learning Assistant</li> </ul>	<ul style="list-style-type: none"> <li>Family Learning Assistant</li> <li>iPads</li> <li>Sumdog subscription – Spelling and Grammar</li> <li>Single Word Spelling Resource</li> <li>Dyslexia Friendly Resources</li> </ul>	<ul style="list-style-type: none"> <li>Family Learning Homework club</li> <li>'Come learn with me' Open Day Workshop for parents</li> </ul>

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	<ul style="list-style-type: none"> <li>Education Scotland - Dyslexia and Inclusive Practice resources</li> <li>Cover costs to release Literacy/Dyslexia Champion from class for development work</li> </ul>	
<b>Professional Learning</b>	<b>Interventions for Equity</b>	<b>Pupil Equity Funding (PEF) Allocation</b>
<a href="#">Addressing Dyslexia Toolkit</a> <a href="#">Making Sense: Education for Children and Young People with Dyslexia in Scotland (2014)</a> <a href="#">PDF file: Dyslexia Scotland – List of Top 10 Resources for Teachers (255 KB)</a> <a href="#">Route Map through Career Long Professional Learning (CLPL) for Dyslexia and Inclusive Practice</a> <a href="#">Introduction to dyslexia and inclusive practice - Free online modules</a> Call Scotland Resources EDC- ASN Microsoft Team Resource Suite	<ul style="list-style-type: none"> <li>Dyslexia friendly toolkits for each class</li> <li>Targeted support in Writing/Spelling/Phonics</li> </ul>	Recruitment of Raising Attainment Teacher 0.4fte (Sept/Oct 2024-Mar 2025) £15,790 Dyslexia Friendly Toolkit Cost x7= approx. £1000 Dyslexia resources – magnetic boards, spell checkers, talking tins, rulers, £850 Sumdog 2 year Subscription Cost £700 Staff Cover expense 6 days – £1620

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?	
Learners will benefit from a clear progressive and consistent whole	Working party <ul style="list-style-type: none"> <li>Audit of current planning, approaches and resources throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>Revised planning</li> <li>Spelling Training – Staff confidence and knowledge of</li> </ul>	August- October 2025	

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<p>school approach to developing phonic and spelling skills. There will be greater accuracy in spelling and development in understanding of word patterns and root words.</p>	<ul style="list-style-type: none"> <li>Develop greater accuracy in spelling by deepening knowledge of word patterns, sounds, root words, word connections.</li> <li>Agree spelling progression</li> <li>Align with phonics and reading programme</li> </ul> <p><b><i>SMT to monitor refreshed pedagogy in light of training.</i></b></p>	<p>effective strategies/approaches – pre/post questionnaire</p> <ul style="list-style-type: none"> <li>Pupil confidence – pre/post attitudinal questionnaire</li> <li>Establish Baseline of spelling ages using-SWST(Single Word Spelling Test</li> <li>Writing Assessments</li> <li>Tracking information</li> <li>Improve accuracy in spelling across P4-7 in all aspects of writing (Jotter monitoring)</li> <li><b><i>SMT classroom observations of learning and teaching</i></b></li> </ul>		
<p>All classes will have a literacy rich environment with children contributing to literacy working walls and displays which will reflect the ongoing learning and teaching.</p>	<ul style="list-style-type: none"> <li>Training for staff on effective teaching of spelling</li> </ul> <p>Working Party</p> <ul style="list-style-type: none"> <li>Update Literacy Policy to ensure spelling is taught in accordance with guidelines across the stages.</li> </ul>	<ul style="list-style-type: none"> <li>Self evaluate how literacy rich our classrooms are (Peer observations)</li> <li>Self evaluate teaching and learning of spelling/phonics across all stages</li> <li>Spelling Training – Staff confidence and</li> </ul>	<p>Nov 2024 Feb 2025</p>	

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	<ul style="list-style-type: none"> <li>• Create folders of intervention materials to support learners</li> <li>• Increased use of spelling apps and digital resources</li> <li>• Ensure needs of all pupils are met through timeous interventions</li> </ul>	<p>knowledge of effective strategies/approaches – pre/post questionnaire</p> <ul style="list-style-type: none"> <li>• Measure impact of targeted intervention</li> </ul>	April/May 2025	
Targeted groups of children, including those affected by poverty/learning difference, will show an increased pace of progress in terms of quality of writing produced	<ul style="list-style-type: none"> <li>• Establish Family learning homework club with spelling/writing focus</li> <li>• Open afternoon to showcase learning and teaching of effective spelling approaches</li> <li>• Continue data analysis to identify subsequent target groups/individuals</li> <li>• Dyslexia champion identified to create appendix for school literacy policy with details of minimum supports in place for dyslexic pupils and those with a dyslexia profile.</li> <li>• iPads and associated accessibility features used consistently by all pupils with dyslexia</li> <li>• Dyslexia friendly box of resources available in</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Pupil feedback questionnaires</li> <li>• Pre/Post assessment data with targeted support group pupils – improvements in writing and spelling measured through:</li> <li>• Professional dialogue using the benchmarks in tracking meetings with SLT,</li> <li>• Talk for Writing Assessment Toolkit</li> <li>• PM Benchmarking with Support for Learning Teacher</li> <li>• PIRA Assessment increases in scores from April 2024 – April 2025</li> <li>• Evidence of Staff confidence in supporting children with specific barriers to literacy</li> </ul>	<p>September 2024 November 2024</p> <p>Oct, Feb, May tracking meetings</p> <p>Feb PIRA Assessment</p>	

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	<p>every room including colour overlays, reading strips, wider lined jotters, letter and number strips etc. created by SLAs</p> <ul style="list-style-type: none"><li>• Dyslexia awareness display – School corridor</li><li>• Presentation/workshop on dyslexia for parents</li><li>• Shared area folder of recommended resources and spelling strategies to support pupils with dyslexia</li></ul>	<p>(questionnaires led by literacy working party)</p>		
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Section 2: Improvement Priority 2	
<b>School/Establishment</b>	St Machan's Primary
<b>Improvement Priority 2</b>	STEM learning and teaching (Interdisciplinary Learning and Play/Enquiry Based approaches)
<b>Person(s) Responsible</b>	Who will be leading the improvement? Who will they collaborate with? DHT, Health/Wellbeing Champion, Teaching Staff

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete / copy as required
Improvement in skills and sustained, positive school-leaver destinations for all Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	curriculum and assessment teacher professionalism parent / carer involvement and engagement	QI 1.3 Leadership of Change QI 2.2 Curriculum QI 1.5 Management of resources to promote equity	Improvement in employability skills and sustained, positive school leaver destinations for all young people Choose an item. Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> <li><b>Pupils</b> Play/Enquiry Based learning opportunities STEM Pupil Voice Group Digital Pupil Voice Group Young STEM Leader Group</li> <li><b>Staff</b> Pupil Voice Groups Young STEM Leaders</li> </ul>	<ul style="list-style-type: none"> <li>Science equipment</li> <li>Construction/Technology Resources</li> <li>Art Resources</li> <li>Computing Science Resources (<i>Programmable Devices, iPads</i>)</li> <li>Outdoor Learning Resources (<i>logs, planks, den building materials, backpack jack resources</i>)</li> <li>TigTag online subscription</li> </ul>	<ul style="list-style-type: none"> <li>PTA funds to support the purchase of computing science equipment</li> <li>Parent council co-ordinating parent skills workshops/clubs</li> <li>STEM Family Learning opportunities</li> </ul>

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<p>STEM clubs</p> <ul style="list-style-type: none"> <li>• <b>Parents</b></li> </ul> <p>Skills workshops/clubs</p>		
<b>Professional Learning</b>	<b>Interventions for Equity</b>	<b>Pupil Equity Funding (PEF) Allocation</b>
<ul style="list-style-type: none"> <li>• Staff training during in-set days and collegiate hours from the working time agreement.</li> <li>• Collaborative planning</li> <li>• Modelling of approaches</li> </ul>	<ul style="list-style-type: none"> <li>• Play/Enquiry Base learning experiences providing opportunity for child led learning.</li> <li>• Funding applications to be submitted to support equity of experience (i.e. trips)</li> <li>• Data analysis to ensure equity of opportunity to access STEM learning outdoors.</li> </ul>	<p>Tigtag 2 year Subscription cost £740</p> <p>Resources- including programmable toys, knex kits, lego sets, kapla, -storage units and containers - approx. £4000</p> <p>Total £4740</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?	
Most staff will increase confidence in planning using an IDL approach.	Staff training during in-set on planning using an IDL approach. (Aug 2024) Collaborative planning with DHT during collegiate hours. (Sept-Dec 2024)	Views – staff training feedback, comments during informal professional dialogue Observation – completed planners reviewed by SLT termly Quantitative – analysis of pre and post staff evaluations.	August 2024/ Ongoing  Termly  Aug 24 & May 25	

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Most staff will increase in confidence in facilitating play/enquiry-based learning opportunities.	Staff training on pupil-led learning during collegiate hours at staff meeting time (Sept 24) DHT modelling facilitation of learning in classes (Sept-Dec 24)	Views of staff following - staff training, comments during informal professional dialogue, baseline questionnaire Observation – during class support visits Quantitative – analysis of pre and post staff evaluations.	August 2024/ Ongoing  Term 2  Aug 24 & May 25	
Engagement and confidence in STEM subjects will increase for most pupils.	Pupil-led learning opportunities facilitated at least weekly in each class. Carefully planned resources/provocations provided	Views of pupils captured at pupil focus groups Observation – during class support visits Quantitative – analysis of pre and post pupil evaluations.	Term 3 Term 2  Aug 24 & May 25	
Most pupils will engage with STEM outdoor learning opportunities.	Training for Health/Wellbeing Champion on use of outdoor learning resources (logs&planks, den building) Health/Wellbeing Champion modelling STEM outdoor learning to class teachers Training for class teachers on backpack jack	Observation – of regular use of outdoor learning resources  Quantitative – track percentage of pupils accessing outdoor learning	Ongoing  Ongoing	
Most pupils will progress with meta-skill development.	Whole school fortnightly meta skill focuses and awards Weekly class focus to frame Fun31	Views of pupils captured during pupil focus groups Observation – posters and evidence of progress on display	Term 3 Ongoing  Sept 24 & May 25	

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	Meta skills included in IDL planning	Quantitative – analysis of pre and post pupil evaluations, analysis of staff baseline and end of year assessments		
At least 20% of families will be involved in skill development workshops/clubs or STEM family learning	DHT to liaise with Parent Council to facilitate parent/carer led skills workshops/clubs STEM family learning clubs to be provided	Views – parent, staff and pupil questionnaires  Quantitative – tracking percentage of families engaged.	Ongoing  Ongoing	

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Section 2: Improvement Priority 3	
<b>School/Establishment</b>	<b>St Machan's Primary</b>
<b>Improvement Priority 3</b>	<b>The Circle Framework</b>
<b>Person(s) Responsible</b>	Who will be leading the improvement? Who will they collaborate with? HT, DHT, Nurture Teacher Rights Ambassadors Collaborating with Parent Council/ Parent Body, All staff

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete / copy as required
Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing Choose an item.	school improvement teacher professionalism Choose an item.	QI 1.1 Self evaluation for self improvement QI 3.1 Wellbeing, equality & inclusion QI 1.4 Leadership and management of staff	Improvement in children and young people's mental health and wellbeing Placing the human needs and rights of every child and young person at the centre of education Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Lead CIRCLE Trainer(s) to attend PLCs with other EDC Staff – 29/5, 24/10, 30/1, 1/5 3:30-5pm. Teacher Leadership related to classroom practice. Peer observations and professional dialogue – within and out with St Machan's. Pupil leadership to review class/ school environment. Lead CIRCLE Trainer(s) to attend CIRCLE	<ul style="list-style-type: none"> <li>Time – see collegiate calendar for SIP/Staff meetings and In-service Days/Personal professional development time.</li> <li>Cover costs for staff undertaking any leadership responsibility that requires release from class. ·</li> <li>Funding for CLPL as required</li> </ul>	<ul style="list-style-type: none"> <li>Parent Feedback - feeding into improvement planning (Glow Forms). ·</li> <li>Parent Information/Communication-learning showcase for families.</li> <li>Parent Council ongoing involvement in feeding back parent views at meetings</li> </ul>

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Participation Scale Training May 25.	<ul style="list-style-type: none"> <li>Communication Friendly classroom resources/Calm colour frieze</li> </ul>	
<b>Professional Learning</b>	<b>Interventions for Equity</b>	<b>Pupil Equity Funding (PEF) Allocation</b>
<ul style="list-style-type: none"> <li>Whole staff/ Teaching staff CLPL (In-service Days/ collegiate hrs).</li> <li>Professional reading/ viewing online materials</li> <li>Quality assurance processes.</li> <li>Peer/ SMT/professional discussions</li> <li>Professional Enquiry Approaches</li> </ul>	<ul style="list-style-type: none"> <li>The Circle Framework as a strategy to support all pupils, especially those with additional support needs. ·</li> <li>The Promise – support for care experienced pupils (including revisiting the nurture principles)</li> <li>Promoting Attendance – Self Evaluation Process</li> </ul>	Additional SLA to support ASN transition – April 2024-March 2025.15hours/week and 20hours/week – Total cost £13,785 Inclusive Classroom Resources £500
<b>Links to rights:</b> Articles 12 & 14 – The right to share your opinion (feedback from all stakeholders) Article 19 – The right to be safe (the classroom/ school as a safe place) Article 24 – The right to be healthy (support for all aspects of health – physical, mental, emotional and social) Articles 28 and 29- The right to learn and be the best you can be Article 31 – The right to play (linked to physical education outdoors)		

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative,	What are the key dates for implementation? When will outcomes be measured?	

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		evaluative pre and post measures		
Children will be better supported through staff understanding of inclusion and additional support needs.	Staff questionnaire to assess knowledge/ skills. Introduction to The Circle Framework at Aug In-service for all staff.	Staff pre training questionnaire Staff feedback from initial introduction.	August In-service Day	
Collaborative working group of CIRCLE Advisors to share knowledge and practice with fellow Advisors.	Primary Implementation group work with Circle advisors to show case studies highlighting good practice at CIRCLE Advisor sessions. CIRCLE classroom TEAM established to share resources and support.	Session evaluations reflect increased staff competence/confidence.	Term 1 September 2024 Term 2 November 2024 Term 3 February 2025 Term 4 May 2025	
Improved Classroom Environments for Children: Make use of CICS (Circle Inclusive Classroom Scale) to evaluate and adapt classroom environment – to be done in sections over T1 and T2	Use CICS individually and with a supportive peer to critically analyse classroom. Use adapted CICS with pupils to gather pupil feedback on learning environments. Explore Skills, Supports and Strategies in Circle Framework Create Action plans and make changes. Cycle of assess > plan > change> assess> evaluate – staff to use this to collaborate with peers.	Action Plans following assessment of learning environments.  Learning visit feedback through Action Plan/ Evaluations and discussions with staff.	Term 1 and 2 By March 25	

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	Learning visits with colleagues in similar school environment. Ed Psychologist to support staff as required in assessment/ change.			
Improved Approaches for Supporting Children using the Circle Framework	Evaluations from reflections with colleagues and changes made to classroom practice as a result of self-evaluation using CICS.	Staff post training questionnaire. Staff discussion.	June 25	
Develop understanding of 'The Promise'	All staff (Including FM) to watch 2 presentations and complete module related to The Promise.	School will achieve the 'We Promise' Award	Feb In-service day (am)	
Promoting Attendance and raising attainment	<ul style="list-style-type: none"> <li>• SLT lead to attend launch.</li> <li>• All school staff to complete the self-evaluation framework</li> <li>• School based working group to develop an improvement plan based on self-evaluation.</li> <li>• Cluster review of practice arising from improvement plans</li> <li>• Sharing of good practice and impact for learners.</li> </ul>		22/5/24 1-3pm  August In-service  11/9/24 1-3pm  19/2/25 1-3pm  21/5/25 1-3pm	

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Year 2 – Circle Participation Scale/ Review paperwork for PSG to take account of Circle Framework/ Joint working with parents/ partners to support children using ideas from the Circle Framework.

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
	Health and Wellbeing-Forrest Schools Outdoor Learning	£630	Pre/Post skills measure questionnaire with pupils	Aug/Sept 2024	
	Inverclyde Payment Support	£180		Sept 2024	

School PEF allocation 23/24: £38,880\_\_\_\_\_Total PEF allocated in SIP £. £38,895\_\_\_\_\_overspend: \_£15\_\_\_\_\_