

School Improvement Plan Priorities

Summary of Progress in 2023 – 2024

Priority 1: To review our existing curriculum, with a particular focus on the development of STEM (Science, Technology, Engineering and Mathematics).

- We successfully reviewed and updated our curriculum rationale in partnership with staff at all levels, parents and children.
- We successfully discussed and reviewed how we meet the 6 Entitlements of the Broad General Education within our school.
- All staff engaged in professional learning on SLC's Science Skills Framework and worked collaboratively to plan Year 1 of this programme.
- We completed an audit of our existing Science resources so that we were able to see what we needed to buy to support the delivery of SLC's Science Skills Framework.
- All children at First and Second Level engaged in a STEM Day which involved them rotating round different STEM activities delivered by different staff.
- Two members of staff engaged in First and Second Level training linked to a Primary Engineer Project, with the design project being completed by a small group of children within each of the 2 classes involved.

Priority 2: To fully implement play-based learning in P1 and increase opportunities for play across the whole school.

- All staff attended an awareness-raising session on 'Realising the Ambition: Being Me' and completed professional reading on the use of play as part of learning.
- We implemented full play-based learning in our P1 classroom.
- We updated our Infant play corridor and timetabled this for our P1, P1/2 and P2/3 classes.
- We introduced 'Fun 31' (31 minutes of play) in all classes and developed trolleys containing different types of play resources for each stage. This links in with Article 31 of the United Nations Rights for the Child which states that every child has the right to play.

Priority 3: To introduce skills-based learning across all stages.

- Teaching staff engaged in professional learning on SLC's Skills Framework.
- We appointed a Skills Ambassador for our school who worked with colleagues from 2 partner schools within the Learning Community to develop a 3-year rolling programme for the development of skills for each Curriculum for Excellence Level.
- Staff from across the 3 schools participated in Learning Community moderation which involved them planning, implementing and evaluating an agreed set of skills across the curriculum.

Equity (Pupil Equity Fund)

- We used the skills and experience of a Youth Family Community Learning (YFCL) Officer to try to support improved attendance and punctuality for identified children.
- Our YFCL Officer delivered a number of different workshops and support groups for parents.
- Our YFCL Officer supported our P5 children to achieve a Hi5 Award and our P7 children to achieve a Dynamic Youth Award.
- Our YFCL Officer supported groups of children with self-care skills, such as using cutlery and tying shoelaces.
- We provided targeted small group support and individual interventions for children who are not achieving expected levels of attainment in Reading, Writing and Numeracy.
- We delivered Nurture groups for identified pupils to support them with their health and wellbeing.
- We organised a number of extra-curricular clubs to support targeted children.
- Educational excursions for all targeted children were fully funded by the school.