

Framework for School Improvement Planning 2023/24

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Twechar PS
Head Teacher	Marie-Louise Brogan
Link QIO	Anne Dalziel

School Statement: Vision, Values & Aims and Curriculum Rationale	
Aims, Vision & Values	
<p>Aims:-</p> <ul style="list-style-type: none"> *To help each child to do their best in their play and learning. *To help each child to become confident and responsible in Twechar and the community. *To have a community where everyone belongs and is welcome and included. *To give everyone in our Twechar community a say in our school and early years centre by listening to them. *To give everyone a chance to share their success in learning. 	
<p>Vision:- To enable everyone to grow and learn at Twechar PS and Early Years Centre.</p>	
<p>Values:- Belonging, Respect, Fun</p>	

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	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	Ensuring wellbeing, equality and inclusion and Support for all UNCRC – awareness raising	Embed Ensuring wellbeing, equality and inclusion, support for all and UNCRC	
Priority 2	Learning, Teaching & Assessment – Practices and Pedagogy – agreed approaches for literacy (reading) and numeracy	Learning, Teaching & Assessment – Embed - Practices and Pedagogy – agreed approaches for literacy and numeracy New – Take a closer look at writing – agreeing curriculum, moderation to agree approaches, pedagogy and achievement of a level	

Section 2: Improvement Priority 1	
School/Establishment	Twechar PS
Improvement Priority 1	Ensuring wellbeing, equality and inclusion – Support for all – UNCRC – awareness raising
Person(s) Responsible	All staff and pupils and collaborating with parents.

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.	school leadership school improvement parent / carer involvement and engagement	QI 1.1 Self evaluation for self improvement QI 1.2 Leadership of Learning QI 1.3 Leadership of Change	Closing the attainment gap between the most and least disadvantaged Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> • Self-evaluation for self-improvement • Leadership of Learning • Leadership of change 	<ul style="list-style-type: none"> • Cover for visits to other establishments • 	<ul style="list-style-type: none"> • Questionnaires • Surveys • Information Sharing •
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> • Collaborative approaches to self-evaluation • Analysis & evaluation of intelligence and data • Impact on learners' successes & achievements • Professional engagement & collegiate working • Impact on career-long professional learning • Strategic planning and continuous improvement • Implementing improvement & change 	<ul style="list-style-type: none"> • All learners to be tracked to ensure engagement and opportunities for wider achievement. 	<ul style="list-style-type: none"> • n/a

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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?	
Pupils engaged and motivated to learn in a valued ethos	All staff to receive Nurture Training from EDC Ed Psych and Nurture Teacher	Nurture Principles in practice in all classes and areas of school	In-service Day 1 August 2023	
	All staff to receive De-escalation training from EDC Outreach	De-escalation used appropriately and number of incidents reduced across the school	In-Service Day 1 – August 2023	
	Staff to self-evaluate classroom relationships & Behaviour Professional Reading – Behaviour for Learning – S. Ellis & J. Tod – Chapter 4 Awareness raising of Circle Tool – Focus, Classroom Environment	Classroom environments are positive and learners are aware of boundaries and supports within their class. Class teacher regularly self-evaluate to ensure relationships for all stakeholders are positive.	Staff Meeting – August 2023	
	All staff to use nurturing approaches when interacting with pupils	Nurture Principles in practice in all classes and areas of school	August 2023	
	Nurture spaces to be used to support all learners in all	Nurture spaces are resourced and in place in all classes and pupils are able to describe	August 2023	

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	classrooms and learning spaces	why and how, and are using these spaces well.		
	Create nurture space in upper school	Nurture space created in upper school and in use.	October 2023	
	All staff receive training for The Circle – Classroom Environment from West Partnership and create next steps from self-evaluation exercise.	Staff have used Circle materials to self-evaluate and make change in their practice. Learning environment is positive and productive and all stakeholders report positively.	In-Service Day 3 October 2023	
	QA visit by Nurture Teacher to evaluate Safe spaces and capture pupil voice – create evaluative paper to share with all staff to identify good practice and next steps.	Self evaluation feedback shared and impacts on practice within the school.	October 2023	
	Create Nurture Policy & Procedure Paper with self-evaluation toolkit	Policy and procedure in place and implementation is evident.	November 2023	
	Share and implement Nurture Policy and Procedure with all staff.	Policy and procedure in place and implementation is evident.	November 2023	
	Nurture Teacher and EDC Outreach to revisit de-escalation strategies and nurturing approaches with support team.	Support staff use strategies and approaches in all interactions with learners.	December 2023	

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Increase in parental engagement across all aspects of school life	Questionnaire Parents/carers re aspects of school life focussing on – Curriculum Family Learning School Life	Responses to Questionnaires Engagement in parent working groups, Family Learning Opportunities, School Committees.	Ongoing	
Increase pupil involvement in life and work of the school	Introduce school committees – Pupil Council, Literacy, numeracy, Health & Wider Achievement, ICT, ECO, Inclusion and School Events.	All P4-7 pupils are part of school committees	Monthly from November 2023	
	Invite parents to join pupil committees	Parent representation is evident in all school committees.	November 2023	
	Committees to create action plans and implement action plans throughout session leading to school improvement	Action plans implemented and change evident within the school.	December 2023- June 2024	
Ensure that all staff and partners are sensitive and responsive to the wellbeing of all children	Create and share Risk Matrix data for all learners and share with staff to ensure they know their learners well.	Staff use data of learners to create curriculum pathways and meet the needs of all learners.	September 2023 then update termly.	
	Establish routines and support health and wellbeing	Relationships and behaviours are positive and engaging.	Ongoing	

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	Whole school PATHs Liam Training HWP Curriculum Input at assemblies			
	Implement whole school wellbeing assessments and analyse data to determine next steps.	Data gathered gives clear information on next steps for wellbeing for all and these are agreed and implemented.	November 2023 April 2024	
	Develop outdoor learning, PEBL and Play within school to enhance curriculum experiences and provide opportunities for children to lead learning. Outdoor Learning Champ in place. PEBL CLPL for P4-7 staff Play CLPL for P1-3 staff	All staff attend training from EDC for play(P1-3) and PEBL(P4-7). Outdoor learning champ developing activities for staff to implement and provide valuable outdoor learning to develop team working and resilience.	August 2023 Ongoing	
	Track wider achievement of pupils and introduce school clubs/event to meet the needs of learners and provide opportunities for wider achievement John Muir Award, Active Schools, Partnership Working	Wider achievement tracker created and data gathered and added. Gaps identified and Health and Wider Achievement Committee use data to make change and close gaps in partnership with SLT, parents and Active Schools.. Learners to take part in John Muir award led by FLA.	January 2024	

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	Relaunch a whole school rewards system using House Groups approach.	Whole school awards system in place and making positive impact on earners experiences within school.	January 2024	
Progress in learning is demonstrated through tracking of attainment over time and addressing barriers to learning.	SLT to self-evaluate current practice in supporting all learners and specifically those with barriers to access the curriculum	Self-evaluation takes place and next steps are determined, planned and implemented.	August 2023	
	HT, DHT, EDC Outreach and EDC Ed Psych to discuss and agree next steps for learners and supports to be implemented within school	Partnership working between all to complete overview of need with those with specific barriers identified.	September 2023	
	DHT with ASN responsibility to visit other establishments to gather good practice	Visits to other establishments result in good practice becoming part of our practice at Twechar PS.	October 2023	
	DHT with ASN responsibility to create ASN Policy and Procedure Paper with calendar of actions for session noted. Procedure should address barriers to learning and reference Four Contexts of Differentiation	ASN Policy and Procedure created and clear calendar or ASN practice in place.	November 2023	

	ASN Policy and Procedure Paperwork to be shared with all staff and implemented within school life.	All staff aware of policy and shared with PC and on school website	December 2023	
	SLT to take a closer look at Tracking system for literacy, numeracy , health & wellbeing.	School's current tracking system self-evaluated and next steps agreed.	January 2024 then ongoing	
	SLT to create new tracking system for literacy, numeracy and health & wellbeing to show attainment over time.	New tracking system created and populated for trial in final term and launched for whole school use in August 2024.	February 2024 then ongoing	

Section 2: Improvement Priority 2	
School/Establishment	Twechar PS
Improvement Priority 2	Curriculum – New – Literacy
Person(s) Responsible	Ht, PT – Literacy Champ. All teachers.

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 attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	curriculum and assessment school improvement parent / carer involvement and engagement	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.3 Increasing creativity and employability	Improvement in attainment in numeracy and Maths Closing the attainment gap between the most and least disadvantaged Improvement in employability skills and sustained, positive school leaver destinations for all young people

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Leadership of Learning Leadership of Change to Impact on Literacy - Reading delivery and attainment Delivery of CLPL	Reading Assessments Reading Resources – opportunities to develop reading for instructions, comprehension strategies and reading skills and knowledge about language New Literacy Planners Cover for staff to visit other establishments and each other and analysis of data.	Literacy Curricular Information Sessions or parents Information Leaflets and sharing of help guides Parental surveys and questionnaires Literacy Show Cases
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
CLPL – in house Professional Reading	Continued support across school for pupils identified with reading attainment gaps. PM benchmarking / reading assessments to support. Ongoing continuous assessment aligned with appropriate benchmarks	n/a

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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?	
To raise pupil confidence and attainment in reading through increased staff confidence and skills in reading pedagogy.	SLT & Literacy Champ to read and discuss research and professional reading linked to reading. – Ed Scot, West Partnership, EDC, Principles in Practice	Variety of recent, relevant and accurate research read, analysed and key ideas agreed	October 2023	
	Literacy Champ to visit other schools to gather information on reading curriculum and pedagogy.	Literacy Champ uses data gathered to support change at Twechar PS.	October 2023	
	Teaching staff to visit other schools to see reading curriculum and pedagogy	Class teachers use good practice gathered to support change at Twechar PS.	October/November 2023	
	SLT & Literacy Champ to create programme of study for Reading - Block 1	Programme created for Reading – NLC Modelling Block and strategies	November 2023	
	Literacy Champ to organise and order literacy resources for each class and modelled for use in class.	All resources purchased and in use in class.	November 2023	
	Literacy Champ to share new literacy programme with staff and issue	All staff attend training	November 2023	

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	performa of planning and examples of pedagogy for good practice			
	Staff to plan literacy block using performa and pedagogical approaches shared via CLPL	All staff plan block of reading input in line with guidance.	November 2023	
	All pupils P2-P7 to complete PIRA Reading assessments in November and May to measure pre and post attainment and gather data for impact of change.	PIRA assessments completed and all data recorded and analysed.	November 2023	
	All staff analyse class and school data to identify trends and barriers in reading attainment and determine next steps.	Staff aware of trends and barriers and create next steps in learning experiences to address these.	November 2023	
	Phase 1 of six week block begins – staff to implement plan to cover until Christmas and include first week back after holidays in January	Programme in place and implemented with all learners.	November 2023	
	Literacy Champ and ASN coordinator to identify children requiring additional	Learners identified, timetable in place and staffed and implemented. Review regularly for impact and	December 2023	

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	support with reading and set up support timetable.	make change as appropriate.		
	Parent Information Session Early/First/Second – sharing supports for reading	All parents invited to attend literacy overview and given supports to use at home.	November 2023 and ongoing	
	Reading CLPL – Sharing of research and good practice in pedagogy from reliable sources – delivered by Literacy Champ and SLT	All staff attend CLPL session and use skills to support learning	Ongoing	
	School library space to be created and used to develop a love of reading with all learners and parents.	2 x P6/7 pupils and Literacy champ to visit Kirkintilloch Library and set up library space in school	November 2023	
	School library to be timetabled for all classes throughout week and used by parents as a café with FLA on Fridays.	School library in use and children booking books out and creating book reviews to be shared with others/ 2 x P6/7 pupils create treasure hunts using Dewey system. EDC Library partner to visit every 4 weeks.	December 2023	
	QA – Literacy Monitoring of pupils' work, learning walks and conversations.	Completion of QA paperwork aligned to HGIOS and information collated and shared with staff	Ongoing	

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	Literacy Champ will showcase and highlight good practice once a month.	Staff aware of good practice	Ongoing	
	Parental Engagement – Come Learn with me, Come Read with Me planned throughout year	Parental Attendance at events Supports shared with Parents for reading at home	Ongoing	
	All learners (P2-7) to complete reading school created assessments	Assessments completed and data recorded and analysed by PT – Data Lead for literacy and SLT	January 2024	
	Literacy Champ to share findings, quantitative and qualitative data and key messages from assessments SLT to share QA evidence	All staff aware of the changes in pedagogy and learners' experiences and impact of the Reading Pilot programme on attainment. Next steps agreed.	January 2024	
	STEM Champ to create STEM a Story approach with P1/2 and P2/3 with P6 ambassadors.	STEM a Story approach used in P1/2 and P2/3 supported by STEM Champ and P6 ambassadors.	February 2024	
	All learners P2-7 to complete reading school created assessments	Assessments completed and data recorded and analysed by PT – Data Lead and shared with literacy champ and SLT	March 2024	

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	All Staff to analyse qualitative and quantitative data to inform next steps. Planning around common themes	Gaps discussed and approaches agreed to change pedagogy and learners' experiences	Planning ½ days	
	Share of QA evidence. All staff analysis of data and identification of trends. Agreement of next steps, CLPL Calendar and supports	All staff agreement on next steps and actions agreed and support implemented.	20 th March 2024 (Staff Meeting)	
	QA – Literacy Monitoring of pupils' work, learning walks and conversations.	Completion of QA paperwork aligned to HGIOS and information collated and shared with staff	April 2024	
	All pupils to complete PIRA reading assessments	Assessments completed and data recorded and analysed by PT – Data Lead and shared with literacy champ and SLT	Week beginning 28 th May 2024	
	All Staff to analyse qualitative and quantitative data to inform next steps. Planning around themes	Gaps discussed and approaches agreed to change pedagogy and learners' experiences. Pupil and Teacher questionnaire completed.	Planning ½ days 30 th or 31 st May 2024	
	Next six week block begins and is part of transition project continued in August	Capture evidence and display journey of learning	Week beginning 3 rd June 2024	

	QA – Literacy Monitoring of pupils’ work, learning walks and conversations.	Completion of QA paperwork aligned to HGIOS and information collated and shared with staff	Week beginning 3 rd June 2024	
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