

Carradale Primary School

School Improvement Plan Overview – 2022/23

Priorities	
1	<p>Nurture and Rights Respecting School Approaches</p> <p>Promoting nurturing relationships and increasing opportunities for pupils to be more aware of their choices and rights as well as the choices and rights of others, as a Rights Respecting School.</p>
2	<p>COVID Recovery:</p> <p>Following the impact of covid on school activities during sessions 19/20 to 21/22:</p> <p>Building on previous good practice to increase opportunities for high quality parental and community engagement across the school year, particularly during times of transition.</p> <p>Further developing opportunities for play and Lego Therapy across the school.</p>
3	<p>3 Curriculum Development</p> <p>Numeracy</p> <p>Develop children’s knowledge and use of mental strategies through embedding of SEAL for P1-3 and Number Talks Number Talks for P4-7.</p> <p>Literacy</p> <p>Develop children’s ability to organise independent writing and apply writing skills in writing for different purposes.</p>

Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)
<p>1. Nurture and Rights Respecting School Approaches Promoting nurturing relationships and increasing opportunities for pupils to be more aware of their choices and rights as well as the choices and rights of others, as a Rights Respecting School.</p>	<p>Outcomes: All pupils will demonstrate an increased understanding of their rights and the rights of others and how these have been exercised across the school year to bring about change in the classroom/school.</p> <p>Staff will make changes to their approach/environment/learning and teaching experiences as a result of self-evaluation and professional development around the Nurture Principles.</p> <p>Impact: Through a deeper understanding of their rights, all pupils will feel respected and listened to, and will be able to identify how they have had a real voice in shaping their school community. Peer relationships, particularly across identified group, will be seen to be more respectful and inclusive, with less intervention required from adults.</p>	<p>Evidence collected from sample of children across the school, discussing their UNCRC rights and how they can exercise these in school.</p> <p>Evidence showing how pupil voices have led to change in their classroom/school across the year – linked to rights/nurture principles.</p> <p>Pupil surveys for upper school during the year showing progress in their understanding of their rights</p> <p>Staff survey after focus on identified Nurture Principles, evidencing increased understanding of principle and changes that have been made as a result (original self-evaluation as baseline).</p> <p>Number of incidents regarding peer relations requiring adult intervention decreasing from term to term.</p>	<p>Y – concerned with nurture and rights of all children and interventions to support individuals.</p>

Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)
<p>2 COVID Recovery:</p> <p>Following the impact of covid on school activities during sessions 19/20 to 21/22:</p> <p>Building on previous good practice to increase opportunities for high quality parental and community engagement across the school year, particularly during times of transition.</p> <p>Further developing opportunities for play and Lego Therapy across the school.</p>	<p>Outcomes:</p> <p>Increase opportunities for parental engagement in school, for example through surveys/open afternoons/Seesaw, by June 2023.</p> <p>Increase the number of community events across the school year by June 2023.</p> <p>Increase levels of engagement for groups of learners, for example through play based learning and following Lego Therapy.</p> <p>Impact:</p> <p>Parents will report having a good understanding of their child’s learning and learning and teaching approaches adopted in school.</p> <p>Pupils will demonstrate greater levels of engagement in learning.</p>	<p>Number of parents attending parental engagement events, responding to surveys and adding comments to Seesaw.</p> <p>Parental surveys will evidence that parents feel increasingly involved in their child’s learning and more able to support learning at home.</p> <p>Number of community events organised by school and by the Parent Council will increase.</p> <p>Observations of learners will show increased levels of engagement in learning.</p>	<p>Y – linked to supporting children’s and family’s engagement in learning and school.</p>

Priorities	Proposed Outcome and Impact	Measures	Linked to PEF (Y/N)
<p>3 Curriculum Development</p> <p>Numeracy Develop children’s knowledge and use of mental strategies through embedding of SEAL for P1-3 and Number Talks Number Talks for P4-7.</p> <p>Literacy Develop children’s ability to organise independent writing and apply writing skills in writing for different purposes.</p>	<p>Numeracy Outcome Increase the number of mental strategies learners across the school are able to draw upon to complete mental calculations successfully (in line with learners’ current CfE level and the A&B mental agility framework). Impact Learners will have a deeper understanding of the concepts of number as a result of daily mental agility practise. This will lead to higher levels of engagement and confidence in numeracy and maths activities.</p> <p>Literacy Outcome Pupils are taught to apply spelling, punctuation and grammar skills in their independent writing. Impact Learners are more confident in applying learned skills in writing and in approaching and organising their independent writing.</p>	<p>Numeracy Observations of pupils using increased range of mental strategies. Observations of pupils’ increased engagement in numeracy Termly and end of year assessments show increased levels of attainment in numeracy. Pupil feedback shows increased confidence in use of mental strategies to solve mental calculations.</p> <p>Literacy Teacher assessment and pupil self-assessment show pupils are applying learned writing skills in independent writing across the curriculum. Termly and end of year assessments show increased levels of attainment in writing.</p>	<p>Y – links to support for individuals in Literacy and Numeracy.</p>