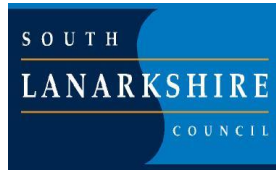


**Education Resources
Curriculum and Quality Improvement Service**

Establishment Improvement Plan 2022-23

Canberra Primary School





**Education Resources
Curriculum and Quality Improvement Service**

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**Strategic Improvement Planning for Establishment: Overview of Strategic Priorities for Session
Session: 2022-23**

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<ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children’s progress • School improvement • Performance information 	<ul style="list-style-type: none"> • 1.1 Self Evaluation for self-improvement • 1.2 Leadership for learning <ul style="list-style-type: none"> • 1.3 Leadership of change • 1.4 Leadership and management of staff • 1.5 Management of resources to promote equity • 2.1 Safeguarding and child protection • 2.2 Curriculum • 2.3 Learning teaching and assessment • 2.4 Personalised support • 2.5 Family learning • 2.6 Transitions • 2.7 Partnership • 3.1 Ensuring wellbeing, equality and inclusion • 3.2 Raising attainment and achievement/Securing children’s progress • 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	Transform Learning and Teaching/Implement CfE
		Meeting the Needs of all Learners’, GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)

Strategic Priority	Intended Impact	Measures of Success	Actual Impact
<p>To develop high quality teaching and learning in social subjects and science which takes account of equality, diversity and sustainability and embeds literacy, numeracy and HWB across the curriculum.</p>	<p>Provide a broad, coherent and progressive social subjects curriculum from Primary 1- Primary 7.</p> <p>Provide a focused, coherent and progressive science curriculum from Nursery – Primary 7.</p> <p>Increase the number of children achieving expected levels in literacy and numeracy (all organisers).</p> <p>Pupil learning experiences in social subjects and science are highly effective and support the application of literacy, numeracy and HWB skills and attitudes.</p> <p>The school community will have an improved understanding of the importance of equality and diversity.</p> <p>The school community reflect upon and implement sustainable practices</p>	<p>Monitoring – Forward plan discussion, Class visits/observations</p> <p>Learning conversations</p> <p>Pupil work</p> <p>Observations of pupil engagement</p> <p>Monitoring and tracking of attainment</p> <p>Standardised and formative assessment results</p> <p>Attaining an Eco flag</p>	

<p>To improve pupil wellbeing and their ability to reflect on their wellbeing needs</p>	<p>Children's wellbeing is of a high standard</p> <p>Children can identify their emotions and strategies to help regulate them</p> <p>Children's engagement in learning experiences is improved</p>	<p>Learning conversations</p> <p>Pastoral support/records</p> <p>Observations of pupil engagement</p> <p>Wellbeing surveys</p> <p>Monitoring and tracking of wellbeing</p>	
<p>To further develop high quality teaching and learning in numeracy which focuses on raising attainment and Closing the Gap for P1-7</p>	<p>Increase levels of children achieving expected levels in numeracy</p> <p>Narrow the gap for those children in receipt of FME.</p> <p>Improved teacher confidence and consistency of approach in supporting maths recovery results in high quality teaching and learning experiences</p>	<p>Monitoring – Forward plan discussion, Class visits/observations</p> <p>Pupil work</p> <p>Observations of pupil engagement</p> <p>Monitoring and tracking of attainment</p> <p>Pupil target setting records</p> <p>Standardised and formative assessment results</p> <p>Intervention records</p>	

<p>To improve children's development and learning physically, emotionally and intellectually</p>	<p>Play experiences provide children with opportunities to be creative and to develop their physical, emotional and intellectual skills.</p> <p>Play experiences and adult interventions allow children to learn independently.</p> <p>Children become more aware of their own learning through engaging in exploratory, independent play.</p> <p>Staff understanding of and confidence in applying the Froebelian Principles is enhanced leading to high quality learning experiences.</p>	<p>Play observation records</p> <p>Learning Journals</p> <p>SMT and peer observations</p> <p>Monitoring and tracking of attainment</p>	
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Operational Improvement Planning (Action Plan) for Establishment:

Session: 2022-23

Strategic Priority 1: To develop high quality teaching and learning in social subjects and science which takes account of equality, diversity (with a special focus on the effects of racism) and sustainability and embeds literacy, numeracy and HWB across the curriculum.

Rationale: Covid had narrowed the focus of learning experiences to predominantly those which focused on literacy, numeracy and HWB. Opportunities were minimised for children to experience a curriculum where they could develop a broad range of knowledge and skills and that provided opportunities for them to discover and pursue their own particular interests and passions. By focusing on social subjects and science these opportunities will be provided but need to be high quality and to address the significant themes of equality, diversity and sustainability if they are to be fit for life in 2022 and beyond. The effects of racism in particular has been highlighted internationally and has been noted within the school. A focus on improving the school community's understanding of what racism is and its effects will therefore be of special importance. Re-focusing on a broad curriculum also provides a context for children to apply the skills and attitudes learned through the core subjects of literacy, numeracy and HWB thereby increasing children's understanding and practice of these skills and how they can be used in real life.

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> • School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement 	<ul style="list-style-type: none"> • 1.1 Self Evaluation for self-improvement • 1.2 Leadership for learning • 1.3 Leadership of change • 1.4 Leadership and management of staff • 1.5 Management of resources to promote equity • 2.1 Safeguarding and child protection 	<p>Transform Learning and Teaching/Implement CfE</p> <hr/> <p>Meeting the Needs of all Learners', GIRFEC and Statutory Duties</p>

<ul style="list-style-type: none"> Curriculum and assessment School and ELC improvement Performance information 	<ul style="list-style-type: none"> 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)

Key Actions (How)	*Lead Person	*Timescale	*Comments
<p>Develop a progressive social subjects' programme from P1-P7, taking account of the social subjects E's & O's and Benchmarks.</p> <p>Build elements of equality, diversity and sustainability into the social subjects programme.</p> <p>Plan for the application of literacy, numeracy and HWB skills and attitudes within the social subjects programme.</p> <p>Audit and evaluate school resources in terms of equality, diversity and sustainability.</p>	<p>Headteacher and teaching staff</p> <p>Pupil Council</p>	April 2023	
Develop an approach to the delivery of science linked to SSERC themes and sustainability, from Nursery – Primary 7	Headteacher, D. Wakeham Early Years and teaching staff	May 2023	
Attain the Eco Flag for the nursery and school.	M Lipsett, J Burns & L McCulloch	June 2023	
Develop the school community's understanding of racism and its effects.	Headteacher	December 2022	

Strategic Priority 2: To improve pupil wellbeing and their ability to reflect on their wellbeing needs

Rationale: Improving pupil wellbeing has been a key focus for a number of years and in 2021-22 saw the development of a Nurture Room, the introduction of the PATHS programme throughout the school and the implementation of the latest RSHP programme. This Nurture Room is in its infancy with the first cohort of children beginning focused nurture experiences in April 2022. The staff are at the beginning of their journey and would benefit from opportunities to connect with more established provisions and to expand the scope of their resources and delivery. The PATHS programme interconnects with the RSHP and involves a talking approach which needs modified to suit each class. This is especially noticeable in nursery who want to adapt the way in which it is delivered. The RSHP programme delivers sexual health lessons at Second level which are quite explicit and consultation with parents is necessary before it can be fully implemented.

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people’s health and wellbeing
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National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
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		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)

Key Actions (How)	*Lead Person	*Timescale	*Comments
<p>Reflect on the PATHS programme (Nursery) to develop a methodology for its implementation.</p>	K Kaczan	September 2022	
<p>Reflect on the RSHP programme at Second level and how it integrates with the PATHs programme.</p>	T Hamilton	April 2023	
<p>Consult with parents on the RSHP programme at Second level.</p>			
<p>Further develop the Nurture Room and provide opportunities for staff to observe other practitioners to develop their confidence, knowledge and skills in order to improve the wellbeing of identified children.</p>	S Graham	December 2022	

Strategic Priority 3: To further develop high quality teaching and learning in numeracy which focuses on raising attainment and Closing the Gap for P1-7

Rationale: A gap in math recovery was identified at local authority and school level. Training for the numeracy coordinator in math recovery with a view to rolling this out to the whole school is in place and will provide a comprehensive methodology for supporting children with difficulty in math leading to improved attainment.

National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy. 		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
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		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)

Key Actions (How)	*Lead Person	*Timescale	*Comments
Train numeracy coordinator in Maths Recovery programme Train P1-4 teachers in Maths Recovery and begin implementation	L Gourlay	June 2023	

Strategic Priority 4: To improve children’s development and learning physically, emotionally and intellectually

Rationale: Following a thorough review of a number of theorists writing about Early Years education, Froebel and the Froebelian Principles were identified as the underpinning theory which would most effectively support the learning and development of the children at Canberra Nursery. Four staff members have now been trained in this theory and its implementation through the experiences offered to children has begun. There is a need to ensure that all staff members understand the principles and how they support learning and development and to embed the theory throughout the experiences offered to ensure a consistency of approach and high quality experience in all aspects of play.

National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy. 		
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		Meeting the Needs of all Learners’, GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)

Key Actions (How)	*Lead Person	*Timescale	*Comments
<p>To use the knowledge staff have gained through training to further develop specific aspects of Froebelian practice within the continuous provision.</p> <p>To develop staff confidence of Froebel's key principles and approach to learning and development and use this to influence learning experiences for children.</p>	J McNulty	June 2023	

Self Evaluation of SIP Equity Outcomes and Measures - Canberra Primary School 2022-23

Rationale	Outcome	Measure
<p>Play opportunities allow children to develop their creativity, social skills and problem solving. These skills are critical for children as they begin school and continue their school career. Research has shown the huge benefits of play to children's learning and its ability to give children life and transferrable skills.</p>	<p>Play Resources Targeted children from primary 1 to 5 will enhance their problem solving and social skills. Play opportunities will further enhance children's creativity and learning within literacy and numeracy.</p>	<p>Targeted weekly play observations and health and wellbeing assessments.</p>
<p>There is a huge challenge facing families in the current financial climate with the cost of living. At Canberra, 2 children from primary 5-7 are looked after and 4 children come from a single parent family. Out of these children 2 children have a very low school attendance rate. They have limited opportunities to participate in sports events.</p>	<p>Transport to Sporting Events Transport will be paid for to allow children to experience both observing and participating in sporting events. Targeted children from primary 5-7 will improve their school attendance and attendance at after school clubs.</p>	<p>Health and wellbeing questionnaires prior to and following the attendance at spectator and participatory sporting events and after school clubs. Attendance records improved.</p>
<p>Learners across the school have been identified as having social and emotional difficulties. These are impacting their engagement with learning and attainment.</p>	<p>Nurture Children will be identified for the nurture group as their needs become apparent. This group works fluidly and will change throughout the year as children and their specific needs change.</p>	<p>Health and wellbeing assessments/BOXALL profiles.</p>

<p>Currently, only 28.5% of learners in primary 4 and 0% (2 children) of learners in primary 6 are on track for reading. This has been evidenced through NGRT reading assessments undertaken in June 2022 and continuous PM benchmarking assessments.</p>	<p>Teacher to Support Reading By June 2023, targeted learners on track for reading in Primary 3 will have increased from 57.1% to at least 70%. In Primary 4 will have increased from 28.5% to at least 50%. In Primary 6, the number of learners on track for reading will have increased from 0 to at least 1. Primary 2 have been targeted for support as children are now FME since August. Figures to be reviewed following tracking in November.</p>	<p>P4 SNSA assessment in May 2023, NGRT assessment for Primary 6 in May 2023. Continual PM benchmarking assessments.</p>
<p>Ongoing and summative writing assessments have demonstrated that there are large gaps in writing from primary 3-7. Currently only 44% of FME learners in Primary 3 are on track for writing. In Primary 4, 28.5% of FME learners are on track for writing. In Primary 6, 50% of FME learners are on track for writing and in Primary 7 0% of FME learners are on track for writing.</p>	<p>Teacher to Support Writing By June 2023, the number of targeted pupils in Primary 3 on track for writing will increase from 44% to at least 70%. In Primary 4, the number of pupils on track will increase from 28.5% to at least 50%(1child)</p>	<p>Ongoing writing assessments through PM writing and Progress Week assessments (3x a year) - using the Andrell Education marking criteria. Summative assessments May for P4 & P7.</p>
<p>Ongoing Heinemann Active Maths assessments and summative assessments in May have highlighted gaps in numeracy and maths across our FME children. In Primary 3, only 55.5% of FME learners are on track for numeracy and maths. In Primary 6, 0% (2 learners) are not on track for numeracy and maths.</p>	<p>Teacher to Support Numeracy By June 2022, learners on track for numeracy and maths in Primary 3 will have increased from 55.5% to at least 70%.</p>	<p>Ongoing Heinemann Active Maths assessments, Progress Week assessments and summative assessments in May 2023 (PTM).</p>
<p>Ongoing tracking and wellbeing assessments have highlighted consistent disengagement <i>across a number of our FME children.</i></p>	<p>Engagement By June 2023 targeted learners will demonstrate improved emotional regulation which will lead to an increase in engagement in their learning.</p>	<p>BOXALL Profile, classroom observations, tracking records.</p>

