


Framework for School Improvement Planning 2022/23

| Section 1: School Information and 3 Year Improvement Plan Priorities | |
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| School/Establishment | Colquhoun Park Primary School |
| Head Teacher | Claire Loney |
| Link QIO | Anne Dalziel |

| School Statement: Vision, Values & Aims and Curriculum Rationale |
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|  Curriculum Rationale CPPS!!Aug |

| Session | Looking Forwards – 3 Year Improvement Plan Priorities | | |
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| | Bullet point key priorities for the next 3 years | | |
| | 2022/23 | 2023/24 | 2024/25 |
| <ul style="list-style-type: none"> Priority 1- Improving Children's health and wellbeing | <ul style="list-style-type: none"> Use data and research informed practice, to develop our outdoor environment and therefore improve pupil engagement and wellbeing through | <ul style="list-style-type: none"> Continued development of outdoor learning environment leading to developing a rationale for play and learning outdoors to support children's health and wellbeing. | <ul style="list-style-type: none"> Develop planning frameworks to support the delivery of outdoor learning and planned outdoor play opportunities |

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| | outdoor learning and play. | | |
| <ul style="list-style-type: none"> Priority 2- Raising attainment in Literacy and Numeracy | <ul style="list-style-type: none"> Raise attainment in Writing through effective moderation and assessment of Talk 4 Writing pedagogy (year 3 of SIP) | <ul style="list-style-type: none"> Raise attainment in writing by developing progression pathways in spelling and grammar | <ul style="list-style-type: none"> Raise attainment in reading by using research informed practice to inform approaches to teaching reading across the school with a focus on tools for reading |
| <ul style="list-style-type: none"> Priority 3- Curriculum and Assessment | <ul style="list-style-type: none"> Identify a shared understanding of, and create a shared vision for delivering IDL through pupil enquiry led approaches and pedagogy at Colquhoun Park Primary School through robust self-evaluation of existing practice and engaging with current research relating to the refreshed narrative | <ul style="list-style-type: none"> Create a rationale for implementing pupil enquiry based learning approaches to IDL at Colquhoun Park Primary which is specific to our context and learners based on relevant data analysis and research informed practice. | <ul style="list-style-type: none"> Refresh planning formats and progression frameworks for PEBL and IDL to ensure breadth and depth of coverage of E's and O's across all levels. |

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| Section 2: Improvement Priority 1 | |
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| School/Establishment | Colquhoun Park Primary School |
| Improvement Priority 1 | <p>Priority 1- Improving Children's health and wellbeing</p> <p>Use data and research informed practice, to develop our outdoor environment and therefore improve pupil engagement and wellbeing through outdoor learning and play.</p> |
| Person(s) Responsible | <p>Who will be leading the improvement? Who will they collaborate with?</p> <ul style="list-style-type: none"> • DHT collaboration with <ul style="list-style-type: none"> ○ Nurture Teacher ○ Early Years Worker ○ Eco Committee ○ Outdoor Learning Working Group ○ Parent Council/Working Group |

| NIF Priority | NIF Driver | HGIOS 4 QIs | EDC Service Plan 2021-24 |
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| <p>Delete / copy as required</p> <p>Improvement in children and young people's health and wellbeing Placing the human rights and needs of every child and young person at the centre Choose an item.</p> | <p>Delete / copy as required</p> <p>school leadership teacher professionalism parent / carer involvement and engagement</p> | <p>Delete / copy as required</p> <p>QI 1.5 Management of resources to promote equity QI 2.7 Partnerships QI 3.1 Wellbeing, equality & inclusion</p> | <p>Delete / copy as required</p> <p>Improvement in children and young people's mental health and wellbeing Choose an item. Choose an item.</p> |

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| Opportunities for Leadership | Resource Requirements | Parental Engagement and Involvement |
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| <ul style="list-style-type: none"> Nurture Pilot- key staff Outdoor Learning & Play Champion roles Early Years Worker (school) EYC Staff (Grow together Garden Angels project) | <ul style="list-style-type: none"> Development of school grounds- Huts demolition, groundwork on former janitor's house land. Outdoor classroom identified and built Outdoor storage for equipment Loose parts | <ul style="list-style-type: none"> CPPS Gardening/Outdoor development days Parental focus groups |
| Professional Learning | Interventions for Equity | Pupil Equity Funding (PEF) Allocation |
| <ul style="list-style-type: none"> Outdoor Learning- research and practice Play Pedagogy- theory and practice Ferre Laevers Forest Schools | <ul style="list-style-type: none"> Forest Schools group/ Outdoor skills group- Early Years Worker- PEF Sense of School Community- School Supportiveness Questionnaire Nurture Group | <ul style="list-style-type: none"> Early Years Worker (PEF) Professional Learning- Operation Outdoors Physical resources to enhance outdoor areas |

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

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| | Learning and Teaching interventions | evaluative pre and post measures | When will outcomes be measured? | |
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| <ul style="list-style-type: none"> Children's learning is understood developmentally by all staff The importance of nurture for the development of wellbeing is understood by all. | <ul style="list-style-type: none"> Whole staff Professional Learning Sessions developmental stages of play and learning Ed Psych input- child development and the importance of play Staff undertaking professional reading and engaging with research relating to wellbeing and play Staff are trained in tools for observing and monitoring impact eg. Ferre Laevers/ The Social Play Record/Teaching Talking | <ul style="list-style-type: none"> Feedback from professional learning- Pre/post Shared vision created by staff for developing play at CPPS | <ul style="list-style-type: none"> Staff Curric Dev Session 7/9/22 & 5/10/22 Inset day 14/10/22 | <ul style="list-style-type: none"> |
| <ul style="list-style-type: none"> All staff are aware of current research and policy relating to outdoor learning and play which ensures planned opportunities to maximise pupil involvement. | <ul style="list-style-type: none"> Operation Play Outdoors- visit to school and session for each class Staff undertaking professional reading and engaging with research relating to wellbeing and play inc BTC 2 | <ul style="list-style-type: none"> Feedback from children- focus group Feedback from staff- post play sessions Staff observations from play sessions show insight into understanding of developmental stages of play Recorded clips of play sessions- discuss and analysed | <ul style="list-style-type: none"> Professional learning and reading- Oct-Dec Staff Curric development session 2/11/22 | <ul style="list-style-type: none"> |

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| <ul style="list-style-type: none"> All staff have a shared understanding of the features of effective outdoor learning and play environments and this ensures all pupils are involved in high quality play experiences. | <ul style="list-style-type: none"> Focus group (staff/pupils/[parents?]) visits to other schools who have developed spaces for play and learning outdoors | <ul style="list-style-type: none"> Feedback from visits- focus group Key features identified e.g. areas, layout, resources | <ul style="list-style-type: none"> Visits arranged for Oct- Dec | <ul style="list-style-type: none"> |
| <ul style="list-style-type: none"> Outdoor learning environment will be developed to provide safe and stimulating areas to relax, learn and play | <ol style="list-style-type: none"> Identified zones/ resources/work required within school grounds Fundraising opportunities identified e.g. grants, school fundraising, local donations, EDC budget? Clearing of existing spaces to create blank canvas (gardening days, gardening group, EDC demolition of huts and infrastructure landscaping of ground from huts along to former Janitors house land Identified storage for outdoor resources and equipment Creation/Collection of loose parts stations eg: Imaginarium Outdoor shelter.classroom for all weather | <ol style="list-style-type: none"> Evidence of planning for development of spaces Acquisition and award of funds Pre/during/post photos/school blog (pupil voice) development Acquisition of resources required Attendance at family/ community action days Installation of outdoor classroom | <ol style="list-style-type: none"> Oct- Dec Aug-June Aug-Dec Aug-Dec (demolition and clearing) Jan-Mar (preparation and planting) Jan-March April-June and beyond | <ul style="list-style-type: none"> |

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| | identified.ordered and installed | | | |
| <ul style="list-style-type: none"> Outdoor areas developed to encourage learning for sustainability- focus on nature | <ul style="list-style-type: none"> Wildlife garden, allotments- area identified and developed (upper school wellbeing project- Growing Green Group) Wild flower planting | <ul style="list-style-type: none"> Creation of a 'Growing Space'- by wellbeing group is documented Evidence of success through the produce grown Pre/post evidence through pupil attitude survey, photographs and blog | <ul style="list-style-type: none"> April-June and beyond | <ul style="list-style-type: none"> |
| <ul style="list-style-type: none"> All children will have weekly opportunities for learning outdoors. All children engage in social play opportunities outdoors | <ul style="list-style-type: none"> Staff will plan sessions for children to learn outdoors each week- this will be timetabled and allocation of support staff/parent volunteers to facilitate this. Staff will use the bank of resources created by Outdoor Learning working group to plan weekly outdoor sessions Children will have 'free play' opportunities integrated into these sessions | <ul style="list-style-type: none"> Sense of community questionnaire - Pupils Ferre Laevers Pre/post observations completed through free play sessions Pupil focus group feedback | <ul style="list-style-type: none"> Aug-June and beyond | <ul style="list-style-type: none"> |
| <ul style="list-style-type: none"> Children will be able to identify skills for life, learning and work that are developed through outdoor learning and play. | <ul style="list-style-type: none"> Staff will work together to evaluate the skills passports and identify areas of focus for re-introduction | <ul style="list-style-type: none"> Completion of skills passport Staff evaluation of skills passport in planning, LTA discussions | <ul style="list-style-type: none"> Jan-June and beyond | <ul style="list-style-type: none"> |

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| <ul style="list-style-type: none">Children can apply skills confidently outdoors | <ul style="list-style-type: none">Re-introduction of skills passportsSkills of the week-discussed at assembly | <ul style="list-style-type: none">Ferre laevers pre/post observations | | |
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| Section 2: Improvement Priority 2 | |
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| School/Establishment | Colquhoun Park Primary School |
| Improvement Priority 2 | Priority 2: Raising attainment in Literacy and Numeracy Raise attainment in Writing through effective moderation and assessment of Talk 4 Writing pedagogy (year 3 of SIP) |
| Person(s) Responsible | Who will be leading the improvement? Who will they collaborate with? <ul style="list-style-type: none"> Principal Teacher, <ul style="list-style-type: none"> Literacy Champions and Family Learning Assistant Collaboration with LPG/Cluster Literacy Champions |

| NIF Priority | NIF Driver | HGIOS 4 QIs | EDC Service Plan 2021-24 |
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| Delete / copy as required Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children Choose an item. | Delete / copy as required teacher professionalism curriculum and assessment performance information | Delete / copy as required QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement | Delete / copy as required Improvement in attainment in literacy Closing the attainment gap between the most and least disadvantaged Choose an item. |

| Opportunities for Leadership | Resource Requirements | Parental Engagement and Involvement |
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| <ul style="list-style-type: none"> Literacy Champion Pupil Voice Groups | <ul style="list-style-type: none"> Talk4Writing handbooks and resources Staffing- cover to enable peer visits | <ul style="list-style-type: none"> Family Learning- focus on storytelling Talk 4 Writing Parent Workshops |
| Professional Learning | Interventions for Equity | Pupil Equity Funding (PEF) Allocation |
| <ul style="list-style-type: none"> Moderation Cycle- refresh Opportunities for moderation of writing (across levels, across school and across EDC) | <ul style="list-style-type: none"> Small group teaching interventions for literacy | <ul style="list-style-type: none"> Raising attainment staff- writing focus |

| 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? | |
| <ul style="list-style-type: none"> All staff have clear understanding of the progression of writing from Early- Third level All pupils experience progression in writing leading to improved attainment for all. | <ul style="list-style-type: none"> Progression planners are created to cover a range of genre of texts from Early-Third level (using CFE Benchmarks and E's and O's) A bank of models texts is available to support progression in writing | <ul style="list-style-type: none"> Planning overview will detail breadth and progression for all pupils in writing Pupils will make progress in writing (improved attainment data) | <ul style="list-style-type: none"> Planning Overview created by January 2023 Model text bank created by June 2023 | <ul style="list-style-type: none"> |

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| | <ul style="list-style-type: none"> CPPS Literacy Guide is updated | | <ul style="list-style-type: none"> Literacy Guide updated by June 2023 | |
| All teaching staff and learners will have an increased knowledge and understanding of high quality learning and teaching in Writing | <ul style="list-style-type: none"> Literacy Champion to support new members of staff to plan, implement and evaluate Talk 4 writing process Peer visits for all (built into WTA) SLT Visits for all (Built into WTA) | <ul style="list-style-type: none"> Improvement in attainment is evident through cold/hot tasks Feedback from peer and SLT observations | <ul style="list-style-type: none"> Ongoing Peer Visits- October 2022 SLT Visits November 2022 | <ul style="list-style-type: none"> |
| All teaching staff will have an increased knowledge and understanding of assessing and moderating Writing using the Benchmarks | <ul style="list-style-type: none"> All staff to revisit the moderation cycle and engage in professional learning (Through Collegiate Curric Development Sessions) Assessment rubric created to align Talk4Writing toolkits and CfE Benchmarks (Working Group) Teachers will participate in moderation exercises to agree shared standards and professional judgement of a level CPPS Literacy Guide & Assessment Policy is updated | <ul style="list-style-type: none"> Ed Scotland- NIH resources for moderation Talk4Writing everyday and genre specific toolkits, Benchmarks Exemplars of pupil writing | <ul style="list-style-type: none"> Moderation Cycle staff session: 8/2/23, 22/02/23 Assessment Rubrics to be created by March 2023 Staff sessions- Moderation of writing 4/5/23 and 11/5/23 Literacy Guide and Strategy updated by June 23 | <ul style="list-style-type: none"> |

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| <ul style="list-style-type: none">• All staff will be able to identify barriers to pupil attainment in writing to identify the attainment gap• All pupils at risk of low attainment through disadvantage will have additional support through small group interventions | <ul style="list-style-type: none">• Data analysis and intersection of pupil attainment (SIMD/Gender/ASN)• Identified groups of pupils will be taught by raising attainment staff with a focus on writing | <ul style="list-style-type: none">• Analysis of data- pupil profiles• SNSA data• Ongoing assessment information | <ul style="list-style-type: none">• Sep-June | <ul style="list-style-type: none">• |
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| Section 2: Improvement Priority 3 | |
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| School/Establishment | Colquhoun Park Primary School |
| Improvement Priority 3 | Curriculum and Assessment: <ul style="list-style-type: none"> Identify a shared understanding of, and create a shared vision for delivering IDL through pupil enquiry led approaches and pedagogy at Colquhoun Park Primary School through robust self- evaluation of existing practice and engaging with current research relating to the refreshed narrative |
| Person(s) Responsible | Who will be leading the improvement? Who will they collaborate with? <ul style="list-style-type: none"> Head Teacher <ul style="list-style-type: none"> Class Teachers embarking on IOC and Enquiry Learning Collaborating with all stakeholders |

| NIF Priority | NIF Driver | HGIOS 4 QIs | EDC Service Plan 2021-24 |
|---|---|---|---|
| Delete / copy as required Improvement in skills and sustained, positive school-leaver destinations for all Improvement in children and young people's health and wellbeing Choose an item. | Delete / copy as required curriculum and assessment school improvement school leadership | Delete / copy as required QI 2.2 Curriculum QI 3.2 Raising attainment and achievement QI 3.3 Increasing creativity and employability | Delete / copy as required Improvement in children and young people's mental health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people Choose an item. |

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| Opportunities for Leadership | Resource Requirements | Parental Engagement and Involvement |
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| <ul style="list-style-type: none"> Play and PEBL champions within EDC | <ul style="list-style-type: none"> EDC Play & PEBL resources and training | <ul style="list-style-type: none"> Opportunities for family learning Open day events |
| Professional Learning | Interventions for Equity | Pupil Equity Funding (PEF) Allocation |
| <ul style="list-style-type: none"> National Improvement Hub Visits to other establishments West Partnership- Curriculum development offers https://scotlandscurriculum.scot/ EDC & West Partnership Professional Learning Network for enquiry learning | <ul style="list-style-type: none"> Promoting a High Quality Learning Experience Employability and Skills Development Partnership Working | <ul style="list-style-type: none"> N/A |

| 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? | |
| All staff have a shared understanding of the purpose of Interdisciplinary | <ul style="list-style-type: none"> Engagement with Ed Scotland Thought paper- IDL post | <ul style="list-style-type: none"> Our Interdisciplinary Learning & PEBL Journey- Creation of | Curriculum Development Sessions: | |

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| Learning and Pupil Enquiry Learning in light of Curriculum Refresh | <p>Covid through staff meeting professional dialogue</p> <ul style="list-style-type: none"> • Staff professional dialogue- engagement with the refreshed Curriculum Narrative- Interdisciplinary Learning specifically looking a good practice examples and reference to CfE Briefing 4- IDL and BTC3 | <p>SWAY to show our journey- updated with photos, information, pupil voice, staff contributions, parent views all collated to demonstrate the impact over 3 years as we move forward in our Pupil Enquiry approaches.</p> <ul style="list-style-type: none"> • | 9/11/22, 1/2/23 | |
| All staff can identify a range of approaches to IDL/PEBL through self evaluation of planning and teaching approaches and looking outwards | <ul style="list-style-type: none"> • Audit existing approaches to IDL including: <ul style="list-style-type: none"> ◦ Curriculum coverage based on tracking previous years Es and Os ◦ Balance of IDL and Core ◦ Links with local context • Looking outwards- Examples of PEBL in other schools (Good practice) as highlighted by HMIE, Ed Scotland NIH (including visits) • | <ul style="list-style-type: none"> • Information collated from forward planning will show a range of approaches to IDL across the school • LTA discussions minutes will record dialogue about IDL approaches • Forward Planning/Yearly overviews will demonstrate approaches to IDL now and in recent years | Jan-March 2023 Feb inset- focus on analysing the data | |
| <ul style="list-style-type: none"> • All stakeholders have a clear understanding of our context at CPPS | <ul style="list-style-type: none"> • Identify what makes us unique, link with Vision and Aims. • Consideration of the four contexts at CPPS | <ul style="list-style-type: none"> • PESTLE analysis carried out by focus group- / whole staff- what do we know about our context. • Pupil focus groups, • Families focus group or questionnaire • Examples of learning across the four contexts at Colquhoun Park created | <ul style="list-style-type: none"> • Feb inset – Analysis of context and • Ongoing Jan-June 2023 | <ul style="list-style-type: none"> • |

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| <ul style="list-style-type: none">All staff have created a shared vision for delivering IDL at Colquhoun Park through Play & PEBL | <ul style="list-style-type: none">Using analysed data from our setting, Staff identify key knowledge, skills and values that are relevant to our context and can be developed through PEBL | <ul style="list-style-type: none">Consultation with staff, pupils and families about our approaches to PEBL and to evaluate their understanding of what this is/means | <ul style="list-style-type: none">May-June 2023 | <ul style="list-style-type: none"> |

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| Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3 | | | | | |
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| 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 |
| Improved attainment in reading for pupils at P5-7 by 5% | Daily reading programme intervention using reading recovery and phonics intervention | <ul style="list-style-type: none"> • SLA (10 hours per week) and RAT staffing • Nessy literacy programme Primary school access (300) | <ul style="list-style-type: none"> • PM Benchmarking • Pre/post assessments | Aug-March Measured quarterly | |
| Improved attainment in Spelling for pupils at P4-7 by 5% | Daily spelling programme intervention using multisensory and phonics intervention | <ul style="list-style-type: none"> • SLA (10 hours per week) and RAT staffing • Nessy programme Primary school access (300) | SWST assessments pre/post | Aug-March Measured quarterly | |

- School Improvement Plans should be emailed to the link Quality Improvement Officer by Wednesday 19 June 2022