

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

School Statement: Vision, Values & Aims and Curriculum Rationale

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	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2024/25	2025/26	2026/27
Priority 1	To develop effective pedagogy for inclusive practice using the Circle Framework, the Promise and embedding children's rights within our curriculum rationale.	To refresh our Learning, Teaching and Assessment Strategy, embedding inclusive practice which incorporates pupil voice and family engagement.	To develop skills based enquiry approaches to curriculum delivery which embeds inclusive practice and children's rights.
Priority 2	To raise attainment in literacy by ensuring effective pedagogy approaches, progressive planning and robust assessment of spelling, punctuation and grammar.	To raise attainment in literacy by ensuring effective pedagogy approaches, progressive planning and robust assessment of pupil progress within reading.	To raise attainment in numeracy by ensuring effective pedagogy approaches, progressive planning and robust assessment of pupil progress within number processes and problem solving.

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Section 2: Improvement Priority 1	
School/Establishment	Colquhoun Park Primary School
Improvement Priority 1	To develop effective pedagogy for inclusive practice using the Circle Framework, the Promise and embedding children's rights within our curriculum rationale.
Person(s) Responsible	Circle Advisor, Head Teacher

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Delete / copy as required Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing Choose an item.	Delete / copy as required teacher professionalism school improvement performance information	Delete / copy as required QI 2.3 Learning, Teaching & Assessment QI 2.4 Personalised Support QI 3.1 Wellbeing, equality & inclusion	Delete / copy as required Placing the human needs and rights of every child and young person at the centre of education Improvement in children and young people's mental health and wellbeing Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Circle Advisor & HT leading on implementation of CIRCLE resource 	<ul style="list-style-type: none"> Time allocated through collegiate calendar: inservice days, Twilight sessions, staff meetings. 	<ul style="list-style-type: none"> Parent Council involvement – parental views.

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<p>and sharing learning with all practitioners.</p> <ul style="list-style-type: none"> Class teacher leadership related to classroom practice. Pupil leadership – through CIRCLE Inclusive Classroom Scale, peer walks and pupil forum groups. 	<ul style="list-style-type: none"> Personal professional development Cover costs for staff undertaking any leadership responsibilities that require release from class. CIRCLE online resources. 	<ul style="list-style-type: none"> Regular communication through HT Sway/Newsletter/PC Meetings/X/Seesaw Parent Focus Group
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Policy – links with Nurture Framework, Nurture Principles and Including Every Learner CIRCLE Advisor meetings INSET Training & Twilight sessions Colligate hours allocated Professional Reading & viewing online material & use of CIRCLE Teams page. Professional Dialogue Quality assurance: Peer visits, SLT visits. The Promise online modules and award 	<ul style="list-style-type: none"> CIRCLE resource as a strategy to support all pupils. Use of CICS (Circle Inclusive Classroom Scale) to identify modifications to environment which ensures equity 'My rights, my say' for identified learners Peer support classroom observations between staff 	<ul style="list-style-type: none"> 0.4FTE Teacher (£16920) August-March to facilitate peer observations and development time for The Circle Advisor to support staff and classroom environment audits £7000 for classroom environment enhancements for inclusive practice such as improved AV technology in senior classrooms; refurbishment of whiteboards for teaching and learning Professional reading material: The Teaching Delusion/Power Up Your Pedagogy. 12 copies = £180

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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?	
<ul style="list-style-type: none"> All children and young people's needs and behaviours will be better understood and supported through increased staff understanding of inclusion and additional support needs. 	<ul style="list-style-type: none"> Introduction the CIRCLE resource at August inset for all staff. CIRCLE Advisor PLC sessions throughout the year – feedback to school staff. Pupil consultation shows that targeted groups of learners have an increased awareness of strategies and supports that they can access within their learning environment. 	<ul style="list-style-type: none"> Staff feedback from inset introduction. Staff pre and post training assessment of knowledge and skills. Pupil voice tools – pupil voice through forum & committee groups. Professional dialogue. Universal and targeted support planning including environmental differentiation to be evident in plans. 	<ul style="list-style-type: none"> August inset day August 24 & June 25 Ongoing & June 25 	
<ul style="list-style-type: none"> Improved Classroom Environments for children: teachers make use of CICS (CIRCLE Inclusive Classroom Scale) to evaluate and adapt classroom 	<ul style="list-style-type: none"> Staff use CICS individually and with a peer to critically analyse classroom. Staff use support questions for collaborative working. 	<ul style="list-style-type: none"> Reflections with colleagues and changes made to classrooms as a result of self evaluation using CICS & action plan. Moderation and evaluation evidence shows increase in 	<ul style="list-style-type: none"> August 24 to March 25 	

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environment (physical, social, structures & routines).	<ul style="list-style-type: none"> • CIRCLE Advisor for sample of classes to support discussion. • Professional discussion around whole school environments. • Supported Universal and targeted planning for pupils. 	<p>universal supports available to all learners.</p> <ul style="list-style-type: none"> • Consistent approaches to classroom organisation and management across the school, reflected in environments to support inclusion. • Planning will reflect interventions and universal supports to meet pupil needs. 		
<ul style="list-style-type: none"> • All staff will establish a shared understanding of high-quality teaching 	<ul style="list-style-type: none"> • Staff will engage with professional reading (Bruce Robertson) and learning to explore and reflect on key features of highly effective practice • Learning and teaching pairs will be formed across the staff. • Lesson studies introduced with joint planning and moderation. • Dedicated time will be allocated to staff for professional learning through WTA, PRD targets and cover 	<ul style="list-style-type: none"> • Peer observations • SLT classroom observations and feedback • PRD discussions • Evaluations on professional learning • Staff will engage with GTCS refreshed standards which will be reflected in PRD processes 	<ul style="list-style-type: none"> • Aug-Jun 	

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	provided through PEF teacher.			
<ul style="list-style-type: none"> All learners will experience improved approaches for supporting children and young people using the CIRCLE resource. 	<ul style="list-style-type: none"> All staff implement appropriate interventions with consideration of CICS and skills, support and strategies outlined in CIRCLE. 	<ul style="list-style-type: none"> Reflections with colleagues and changes made to classroom practice as a result of self evaluation using CICS & action plan. CIRCLE Advisor to lead pupil voice groups using CICS reflective questions. 	<ul style="list-style-type: none"> By June 25 	
<ul style="list-style-type: none"> Almost all staff develop their understanding of The Promise to improve outcomes for children and young people who are care experienced. 	<ul style="list-style-type: none"> All staff to watch presentations and complete module relating to The Promise. 	<ul style="list-style-type: none"> School will achieve the "We Promise" award? 	<ul style="list-style-type: none"> By November 2024 	
<ul style="list-style-type: none"> Curriculum Rationale for Colquhoun Park Primary will be updated to reflect the ongoing commitment to placing Children's Rights at the heart of practice. 	<ul style="list-style-type: none"> All staff, pupils and families involved in consultation to refresh Curriculum rationale. Pupil committee to contribute their views with regards to curriculum and inclusion of Children's rights 	<ul style="list-style-type: none"> Pupils regularly contribute to curriculum decisions Incorporation of pupil ideas in curriculum through committees and planning for themes within classes- Forward Planning reflects this Lesson observations Pupil and staff feedback Curriculum review meetings 	June 2025	

		<ul style="list-style-type: none">School will be awarded Silver Rights Respecting School status		
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Section 2: Improvement Priority 2	
School/Establishment	Colquhoun Park Primary School
Improvement Priority 2	To raise attainment in literacy by ensuring effective pedagogy approaches, progressive planning and robust assessment of spelling, punctuation and grammar.
Person(s) Responsible	DHT, Acting PT (raising attainment) and Literacy Champion

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Delete / copy as required Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy. Choose an item.	Delete / copy as required teacher professionalism curriculum and assessment performance information	Delete / copy as required QI 2.3 Learning, Teaching & Assessment QI 2.2 Curriculum QI 3.2 Raising attainment and achievement	Delete / copy as required Improvement in attainment in literacy and English Closing the attainment gap between the most and least disadvantaged Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Literacy leaders and Literacy Working Party leading across the school and delivering to staff. Class teacher leadership 	<ul style="list-style-type: none"> Professional learning Time allocated through Collegiate Calendar 	<ul style="list-style-type: none"> Opportunities for Q&A Sessions Parental Engagement Workshops Parent Audit and Feedback Ongoing

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	<ul style="list-style-type: none"> Continued training on in-service days and collegiate sessions. Continued monitoring and moderation of writing in order to ensure consistent 	<ul style="list-style-type: none"> Parent Council Data Driven Discussion Regular communication through HT Sway/Newsletter/PC Meetings/X/Seesaw
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Policy Literacy Champion Meetings INSET Training- August, October, February, May Colligate time allocated Professional Reading Professional Dialogue Collaboration with schools Visits to other school for observations/sharing good practice 	<ul style="list-style-type: none"> Analysis of data – PRAG (<i>Poverty Related Attainment Gap</i>) Allocation of Support Early Intervention and Prevention Continued support across school for pupils identified with writing attainment gaps. Moderation of writing / cold piece assessments. Create Writing Assessment Criteria. Planning of targeted intervention 	<p>0.6 FTE (temp) PT- £2707 0.6 FTE (temp) SLA- £10959 Additional Staff cover for additional developing and planning for Literacy Champion- 3 days = £1000 Bug Club Phonics purchased for use P1-P3 £5374 Spelling kits resources for each class- whiteboards, letters £143x 10= £1430</p>

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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?	
<ul style="list-style-type: none"> Increased attainment in writing at all levels Learners have increased awareness and confidence of writing process and skills Targeted/Identified learners (including those affected by poverty and other factors) will show increase in quality of writing produced Parent/Carers will have an increased awareness of writing tools and skills and development, and how to develop this. 	<ul style="list-style-type: none"> Survey Parent Views on awareness of writing development, skills and tools to support and confidence in supporting homework process Targeted support implemented to close attainment gap in writing with a focus on tools for writing (SPaG). ICT staff member to lead training on Clicker and other ICT interventions that will support children. This Cool Computer Club will then deliver support and training to other children in the school. 	<ul style="list-style-type: none"> Tracking and monitoring –termly meetings Comparing data from SNSA and other assessments year on year Monitor impact through Quality Assurance and Self-Evaluation Class observations Improvements in attainment as shown through class based assessments Jotter monitoring- short burst writing, spelling 	<ul style="list-style-type: none"> Termly LT&A and tracking meetings Jan and May 2025 assessment data 	

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<ul style="list-style-type: none"> • Attainment raised by 5% in P1, P4, P7 compared to previous years data for these cohorts and reduction in identified gaps, including school attainment and PRAG. 	<ul style="list-style-type: none"> • Joint planning with SLT for writing across school • Writing moderation across levels using newly produced assessment criteria 			
<ul style="list-style-type: none"> • Develop a clear and concise planning format for literacy that outlines experiences and outcomes, learning outcomes, and benchmarks for assessment • Increased consistency and coherence across the school in literacy planning and teaching • Improved understanding of the progression of literacy skills among staff and pupils • Pupils making better progress in literacy, as shown through assessment data 	<ul style="list-style-type: none"> • Consult with teachers and stakeholders and look outwards to other establishments to establish best practice for planning and literacy • Provide training and support for teachers to effectively use the planning format • Collegiate planning sessions to look at literacy planning for medium and short term planning and differentiation 	<ul style="list-style-type: none"> • Positive feedback from staff and pupils on the effectiveness of the new planning format • Regular monitoring of forward plans to ensure the planning format is being used effectively • Weekly/Daily planning will reflect progression in literacy, use of work programmes to support learners and provide opportunities to embed and apply taught skills. • Evidence from pupil work in jotters and assessments clearly demonstrates progression 	<p>Jan 2025</p> <p>Termly</p> <p>By June 2025</p>	

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<ul style="list-style-type: none"> Improved attainment in Spelling across all stages including 5% increase on spelling age. All staff will be aware of pedagogy to improve pupil attainment in spelling by implementing a rigorous programme of spelling across the school. 	<ul style="list-style-type: none"> Staff training on Highland Literacy Wraparound (P3 upwards). P1-3 introduction of Bug Clubs Phonics and progression to link with reading skills Parental Workshops to provide information on SPaG strategies to support children at home. Coherent Progressive Spelling Programme introduced across the school. Cued spelling intervention for pupils requiring additional support or at risk of PRAG. Consistent use of assessments in spelling to inform next steps and measure impact. 	<ul style="list-style-type: none"> Pre and Post Confidence Surveys to be completed Staff Evaluations from training sessions Pre and Post data will be analysed Bug Club Phonics SWST assessment data Attainment data Forward Plan and Tracking Feedback Observations Jotter monitoring Pupil Discussion Groups 	<p>August and June</p> <p>Termly</p> <p>September and May</p> <p>Termly</p>	

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<ul style="list-style-type: none"> Continue increased attainment and achievement in writing at all levels. All staff will use a consistent approach to planning, tracking, assessment in SPaG 	<ul style="list-style-type: none"> Data driven dialogue with all teaching staff regarding writing attainment Align planning, moderation and delivery of writing documents. Cursive style handwriting will be developed with all learners to support phonic into spelling programme. 	<ul style="list-style-type: none"> Planning & tracking meetings Jotter monitoring L&T observations, Peer Walks Professional dialogue Data analysis relating to attainment 	Termly	
<ul style="list-style-type: none"> The individual needs of all pupils will be met through quality learning and teaching. 	<ul style="list-style-type: none"> Ensure challenge through differentiation of content, process, product and learning environment. 	<ul style="list-style-type: none"> Planning & assessment Modelling / team teaching Peer observations Clear links with Priority 1 developments on Circle Framework Creation if universal and targeted supports 	Termly Regularly across session	
<ul style="list-style-type: none"> Targeted groups of children P4 – P7 will show an increase in 	<ul style="list-style-type: none"> Targeted support implemented to narrow gap- use of additional teaching staff- raising 	<ul style="list-style-type: none"> Staff self-evaluation 	Ongoing throughout the session	

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the quality/quantity of writing produced	attainment (PT or PEF funded teacher)	<ul style="list-style-type: none"> Data gathered through writing assessments and moderation Pupil discussion/self assessment 		
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Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-2					
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 health and wellbeing for pupils at risk of PRAG through increased opportunities for outdoor experiences, linking to Children's Rights (Article 31)	Play- sessions to support pupil wellbeing and engagement including universal supports at break and lunch and targeted wellbeing groups sessions	<p>Temporary Play worker post to support play at break and lunch = 15 hours per week £7595</p> <p>PEEK Play sessions weekly £1050 per 8 week block (x3 blocks)</p> <p>Additional playground</p>	<p>Ferre laevers pre and post</p> <p>Pupil wellbeing assessments</p> <p>Pupil feedback</p> <p>Reduction in recorded incidents of dysregulated behaviours at break</p>	<p>Termly</p> <p>PEEK progress report delivered after each block of sessions 2024</p>	

		resources eg Scooters, physical play, Communication boards to support restorative conversations= £1000			
Improved experiences for children at risk of experiential PRAG	Wider Achievements – 2 experiences eg Huntershill Football Tournament, Hopscotch Theatre experience	2x Coaches = £200 £725			
<ul style="list-style-type: none"> • To support the attainment of identified pupils from Q1 to remain on track or close the gap in literacy and numeracy <ul style="list-style-type: none"> ○ 9 P2 pupils ○ 4 P3 pupils ○ 2 P4 pupils ○ 4 P5 pupils ○ 8 P6 pupils ○ 11 P7 pupils 	<ul style="list-style-type: none"> • Introduction of standardised assessments for literacy and numeracy to baseline learning. 	Nessy subscription renewal = £570 Widget Subscription PUMA and PIRA assessments= £1368	Pre and post assessments Attainment data LTA meetings and discussions Forward plans and evaluations of learning interventions		

Reporting to families and celebrating achievement	SEESAW	£977.50	Parental survey feedback Interactions statistics		

School PEF allocation 23/24: £_£58902_____ Total PEF allocated in SIP £___59808_____ Underspend: £

School Improvement Plans should be emailed to the link Quality Improvement Officer by Monday 19 June 2023