

Framework for School Improvement Planning 2022/23

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Craighead Primary School
Head Teacher	Lynne Stewart
Link QIO	Karen Oppo

School Statement: Vision, Values & Aims and Curriculum Rationale

‘Nurturing, supporting and challenging our children as they grow as learners’ is our overarching vision for all our pupils and staff; and alongside our school values of **respect, equality and integrity**, we aim to ensure all our children and staff are nurtured and engaged in every learning experience. At Craighead Primary School we aim to ensure that everyone develops the attributes, knowledge and skills they will need for life, learning and work. We strive to enable all of our school community to become

- Success learners
- Confident individuals
- Effective contributors
- Responsible citizen
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As such our aims are as follows:

<http://www.craighead.e-dunbarton.sch.uk/>

- To achieve the best for each child through partnership between learners, staff, parents and the wider community
- To promote equality, diversity and inclusion for all
- To manage and deliver programmes and activities to meet the needs of all learners
- To promote positive liaison between all stakeholders and the community where the views of everyone are valued
- To recognise and celebrate attainment and achievement in school and within the wider community
- To continually monitor, track and evaluate the quality of our service

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Looking Forwards – 3 Year Improvement Plan Priorities			
Bullet point key priorities for the next 3 years			
Session	2022/23	2023/24	2024/25
<p>Priority 1 – <i>Raising attainment for all, particularly in literacy and numeracy</i></p>	<ul style="list-style-type: none"> Raise attainment in reading at all stages by building and sustaining a CPS whole-school reading culture (Reading Schools Gold Accreditation Award) 	<ul style="list-style-type: none"> Raise attainment and address gaps through the implementation of high quality learning and teaching of numeracy across all stages 	<ul style="list-style-type: none"> Create a curriculum rationale including bold Interdisciplinary learning (IDL) opportunities bespoke to our CPS context
<p>Priority 2 – <i>Improvement in all children and young people’s health & wellbeing</i></p>	<ul style="list-style-type: none"> Promote positive social and emotional well-being, mental health, resilience and wellness for pupils, staff and our wider Craighead community (Nurture / Rights Respecting Schools Bronze Award) 	<ul style="list-style-type: none"> Embed Rights Based Learning and work towards Silver: Rights Aware accreditation 	<ul style="list-style-type: none"> Ensure consistent planning and implementation of Health and Wellbeing approaches across the school in line with working to achieve Gold Rights Respecting Schools Award this session
<p>Priority 3 – <i>Innovative Curriculum Design & assessment</i></p>	<ul style="list-style-type: none"> Further development of the outdoor learning environment and play pedagogy throughout all stages 	<ul style="list-style-type: none"> Developing & embedding partnership working within our school community which has a positive impact on the skills for life, learning & work – Developing the Young Workforce 	<ul style="list-style-type: none"> Develop an effective whole school and CPS community approach to learning for sustainability & outdoor learning creating coherent, rewarding and transformative learning experiences

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Section 2: Improvement Priority 1	
School/Establishment	Craighead Primary School
Improvement Priority 1	Raising attainment for all, particularly in literacy and numeracy
Person(s) Responsible	Lead: Lynne Stewart (HT) Raising attainment Lead: Kirsteen Boyle (PT) Reading Working Party Group Lead: Laura Jane Gelston (CT)

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children 	<ul style="list-style-type: none"> curriculum and assessment school improvement parent / carer involvement and engagement 	QI 2.2 Curriculum QI 3.2 Raising attainment and achievement QI 1.5 Management of resources to promote equity	Improvement in attainment in literacy Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Pupil Leadership – Reading Ambassadors from all stages	Purchase of novels/texts for all stages Talk for Reading – teacher manuals Reading Tools – each stage Curriculum collegiate sessions (WTA)	Family reading workshops Book Bug Read, Write, Count Parent Council presentation on SIP

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Staff Leadership – Reading Champion Laura Jane Gelston & Reading working party group Collaboration with Early Years Reading Lead – Charlene Durham (EYW)		Whole school reading assemblies involving families – Sep 2022 onwards Family drop in sessions held during Book Week Scotland – November 2022
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Attainment Lead – Team teaching to coach and mentor staff CLPL – Teaching Reading Strategies Professional Reading – Pie Corbett TfR manual Intervention / reading tools materials revisited during collegiate sessions	Children identified to attend after school reading club (with a focus on P7) Children identified for targeted intervention groups (with a focus on P4) Targeted support for children not on track identified through analysis of assessment data	£1,500 on enriching reading texts across all stages £500 purchase of Scotia books for targeted Reading after school club

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Gaps in reading attainment identified and addressed using assessment information (Progress Test in English, SNSA) Confident teacher judgements together with benchmarking and an	Data analysis and interpretation for all stages Tracking & Attainment meetings (SLT & class teacher)	Pre & post data analysis Tracking document Tracking achievement over time (P1, 4 & 7)	August 2022 Aug/Jan/May 23 May 2023	

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appropriate range of assessments are leading to improvements in attainment.				
Reading Action Plan updated and reading zones resourced in all indoor and outdoor spaces	In set day meeting WTA reading working party	Pupil learning conversations Observations of spaces	From August 2022	
Early level Reading workshop (P1 Lead) First level Reading workshop (P4 Lead) Second level Reading workshop (P7 Lead)	Collegiate session for planning and prep Delivered through time agreed in the WTA	Pre & post glow survey to gather views and plan future input Parent Council feedback Analysis of attendance	September 2022 October 2022 November 2022	
Raising attainment Lead monitoring & supporting highly effective learning and teaching of reading	Collegiate sessions on Talk for Reading methodology CLPL - Professional reading L & T stage meetings	Regular opportunities for team teaching Peer/SLT joint learning visits Professional dialogue	August 2022 onwards 3 visits throughout session	
Submission of accreditation evidence for Reading schools - core level	All staff attend Reading schools evidence webinar CLPL session	Staff glow form to gather views / evidence to date	August 2022	

<p>Increase in reading attainment in all stages by 3% by June 2023</p>	<p>Progress Test in English (stages 2,3, 5 & 6) SNSA (P1,4 & 7)</p> <p>Ongoing class assessment Professional teacher judgement of achievement of a level</p>	<p>Tracking document</p> <p>Tracking achievement over time (P1, 4 & 7)</p>	<p>Jan 2023</p> <p>May 2023</p>	
<p>Achieve Reading School accreditation status by June 2022</p>	<p>Delivered through time agreed within the WTA</p> <p>Collate and submit all evidence for all stages</p>	<p>Glow forms to gather views – pupils, staff and families</p> <p>Reading Schools application</p> <p>Collegiate sessions</p> <p>Professional dialogue</p>	<p>Aug – May 2023</p> <p>By June 2023</p>	

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Section 2: Improvement Priority 2	
School/Establishment	Craighead Primary School
Improvement Priority 2	Improvement in all children and young people’s Health & Wellbeing (Nurture)
Person(s) Responsible	HWB Lead: Laura Duddy (DHT) HWB working group Lead: Debbie Sproull (CT)

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
<ul style="list-style-type: none"> Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children 	<ul style="list-style-type: none"> school improvement parent / carer involvement and engagement school leadership 	QI 3.1 Wellbeing, equality & inclusion QI 2.7 Partnerships QI 1.5 Management of resources to promote equity	<ul style="list-style-type: none"> Improvement in children and young people’s mental health and wellbeing Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Staff Leadership – Nurture Lead HWB working party group Pupil Leadership – HWB pupil voice group PaThs Lead – Lorna Paterson (CT)	HWB tracker for all pupils ‘Talking Mental Health’ Teacher toolkit Emotion Works PaThs resources for all stages	Parent Council Parent HWB working group Community – Milton of Campsie Community Council / local outdoor group

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
'We all have Mental Health' online CLPL training Nurture UK CLPL LIAM Training Professional reading Emotion Works	Targeted intervention groups (nurture, Seasons, Wellbeing) for children identified through EDC HWB tracker Targeted support for families to attend	£2,000 Nurture £1,250 Emotion Works resources Staff cover costs to support 1:1 pupil/teacher wellbeing meetings

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
The whole school community has a shared understanding of wellbeing and children's rights. Rights based learning is integrated into the life and work of the school.	<ul style="list-style-type: none"> • Overview for staff of Rights Based Learning legislation • Identify teacher leads for Rights Based Learning work • Register for RRSA Award with Unicef August 2022 • Rights Based learning leads undertake training course • Develop action plan to achieve Bronze Award • Establish CPS Pupil Rights Group 	Professional dialogue CPS Pupil Rights Group Glow surveys Family engagement	August in set day 2 September 2022 onwards November 2022	

	<ul style="list-style-type: none"> • Rights Group to have workshop with families working group • Launch assembly for P1-7 by Rights Group • Inform the whole school community that the school is working on achieving RRSA. • Compile an Action Plan for achieving Silver accreditation 		<p>December 2022</p> <p>February 2023</p>	
All children feel safe, healthy, achieving, nurtured, active, respected, responsible and included.	<p>1:1 & group therapeutic counselling services to targeted pupils to support early diagnosis and intervention (Lifelink Counselling)</p> <p>EDC HWB tracking survey used to identify needs and supports</p>	<p>Pre and post evaluations Pupil participation in 1:1 meeting with identified adult</p> <p>Tracker completed, analysed and children identified for interventions (x3 per school year)</p>	<p>From August 2022 onwards</p> <p>Sept/Oct 22 Jan/Feb 23 May/June 23</p>	
There is a whole school approach to applying	<p>Six nurturing principles visible in all classrooms and linked to class charters</p> <p>Continuation of set up of nurture base</p>	<p>Observations of learning areas Pupil learning conversations</p> <p>Pupil voice / participation</p>	<p>October In set day (all staff training session)</p>	

<p>Nurture to improve wellbeing and learning outcomes for all children and young people.</p>	<p>Ongoing CLPL for identified staff leading on Nurture</p> <p>Children identified and assessed to benefit from nurture intervention</p>	<p>Audit of environment / resources</p> <p>Boxall Profiles; Strengths and Difficulties Questionnaires (SDQ); Data from Wellbeing tacking and attainment; Ferre Laevers Scale (Wellbeing and Involvement); Observations; Planning/Evaluation of interventions and learner profiles.</p>	<p>Base set up August 2022 onwards</p>	
<p>Staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life.</p>	<ul style="list-style-type: none"> • Embed PATHS (Promoting Alternative Thinking Strategies) across all stages of the school. • Implement Emotion Works lessons in all classes, introduce visual resources and use of reflective tools to support discussion around behaviour. This will form part of our revised Health and Wellbeing 	<p>PaThs Lead – Lorna Paterson Classroom learning visits</p> <p>Delivered through time agreed within the WTA Professional dialogue Baseline Evaluations (pre and post training for pupils and staff)</p>	<p>Aug – Oct 22</p> <p>October in set day 2022 e-learning</p>	

	<p>curriculum linked to PAtHs programme.</p> <ul style="list-style-type: none"> • Zones of Regulation framework of visuals, language and tools used consistently across all stages. 	<p>Observations of learning areas Pupil voice group Classroom learning visits</p>	<p>October onwards</p>	
<p>Our Anti-Bullying Policy & Relationships Policy is robust, consistent and safe for all children and young people.</p>	<p>Revisit current policy and update following consultation with all.</p>	<p>Use Mentally Healthy Schools self-evaluation tool and questionnaires with pupils, staff and families to gather feedback.</p>	<p>January 2023 March 2023 Updated Policy by June 2023</p>	
<p>A CPS Mental Health & Wellbeing Policy is created & embedded in consultation with all stakeholders.</p>	<p>Working group (WTA) Collegiate sessions</p>	<p>Glow survey with all stakeholders Parent Council consultation Pupil Voice consultation Professional dialogue with staff / stakeholders</p>	<p>February 2023 In set day Draft Policy by June 2023</p>	

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Section 2: Improvement Priority 3	
School/Establishment	Craighead Primary School
Improvement Priority 3	Innovative Curriculum Design & assessment (Outdoor Learning/Play)
Person(s) Responsible	Overall Lead: Lynne Stewart / Laura Duddy (SLT) Outdoor working group Lead: Karen Dawson (class teacher) Play working group Lead: Rachel O'Brien (class teacher)

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
<ul style="list-style-type: none"> 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 Improvement in skills and sustained, positive school-leaver destinations for all 	school improvement parent / carer involvement and engagement curriculum and assessment	QI 2.2 Curriculum QI 3.1 Wellbeing, equality & inclusion QI 3.2 Raising attainment and achievement	<ul style="list-style-type: none"> Improvement in children and young people's mental health and wellbeing Closing the attainment gap between the most and least disadvantaged Improvement in employability skills and sustained, positive school leaver destinations for all young people

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Staff Leadership – Outdoor Lead (K.D) Pupil Leadership – Gardening groups	Learning Through Landscapes resources Loose Parts / Play equipment for outdoors	Outdoor learning family sessions Stay and Play sessions

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	Literacy / Numeracy resources for outdoors	
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Learning Through Landscapes CLPL Professional Reading Outdoor Learning CLPL for new staff Play training for new staff DYW – Training materials Education Scotland	Opportunities for identified pupils to attend after school gardening/play outdoors sessions Targeted family learning sessions	Resources to support after school groups / experiences in the community

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?	
Staff take account of research linking benefits of outdoor learning and green space with wellbeing.	Delivered through time agreed within the WTA.	Pre and post staff surveys	Aug 2022	
Children have access to high quality learning in all curriculum areas and through outdoor learning.	Re-establish Outdoor learning working group to take forward strategic priority.	Identify lead and members Pupil Voice group	Aug 2022	
		Staff survey / questionnaire	Aug 2022	

<p>Staff access high-quality professional learning linked to outdoor learning and play pedagogy.</p> <p>Outdoor spaces, are used effectively to create and sustain effective learning environments. These are used well to support learning.</p> <p>Outdoor spaces are used effectively to promote positive relationships and wellbeing.</p> <p>Staff take account of research linking benefits of outdoor learning and green space with wellbeing.</p>	<p>Audit current knowledge and understanding of outdoor learning.</p> <p>Analyse, interrogate and evaluate current approaches to outdoor learning. Working group engages in professional enquiry and research on outdoor learning.</p> <p>Improvement group to engage with all stakeholders in reviewing outdoor learning so that everyone understands what the school is trying to achieve through its curriculum.</p> <p>Organise high quality professional learning in outdoor learning eg forest schools, loose parts play.</p>	<p>Staff engagement</p> <p>Evaluation and analyse data Feedback from pupils, staff and families</p> <p>Participation in working group Pupil observations</p> <p>Learning visits Observations of learning</p>	<p>Sep 2022</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	
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<p>As a result of training and increased knowledge and understanding, outdoor learning takes place in a range of contexts such as the school grounds and the local area of Milton of Campsie.</p> <p>Its purposes include developing environmental understanding, encouraging physical activity, health and wellbeing and personal and social development.</p>	<p>Review current curriculum pathways and adapt in light of approaches to outdoor learning.</p> <p>Provide whole staff development and dialogue sessions to share practise and review outcome/impact of approach to ensure consistency.</p>		<p>By May 2023</p> <p>Feb in set 2023</p>	
<p>Play pedagogy is embedded across the school</p> <p>All learners experience an enquiry based play curriculum based across all levels providing</p>	<p>Extend learning through play into P2 and P3 building on the attainment and progress made in P1.</p> <p>Upper primary classes extending Play and PEBL.</p>	<p>Class observations / indoors & outdoors Pupil Voice group Play Leadership group – in house training</p> <p>PEBL West Partnership working group Class observations Peer Visits</p>	<p>Aug 2022</p> <p>Jan 2023 onwards</p>	

opportunities for creativity, challenge and independent learning.	Staff attending CLPL PEBL events. Staff attending Play Forum.	Visits to other EDC schools		
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Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
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
Raised attainment for targeted individuals & groups Target of 3% increase in ACEL data	Numeracy (particular focus on P3 and P4 learners)	Numeracy home learning sacks Numicon home learning packs Staff cover	Pre and post assessments (Clackmannanshire) Pupil participation Family engagement Glow surveys	Aug – March 2023	