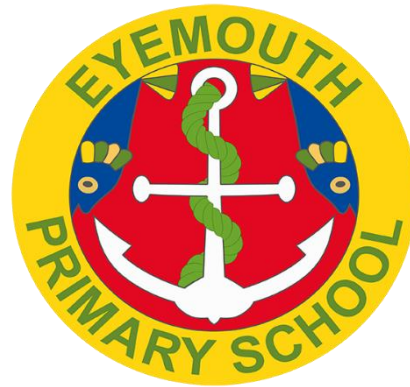




# School Improvement Plan

## 2024-25



**Eyemouth Primary School**

# INTRODUCTION - School Improvement Planning 2024/25

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This document outlines our identified priorities for Session 2024/25, which will bring about continuous improvement of outcomes for our learners. It is based on rigorous self-evaluation of our provision, including the impact of development work carried out during 2023/24. For more information on our performance, see our School Improvement Report June 2024.

## Self-Evaluation Summary

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Identification of strengths and aspects for improvement involves knowing the impact of our work on learners. Learners are at the heart of effective self-evaluation' -HGIOS 4? HGIOELC?

### Strengths 2023-24

- We have refreshed our Learning, Teaching and Assessment toolkit to bring in line with #SBCWay agenda.
- Teaching staff have engaged in self-evaluation to identify individual pedagogical training needs with a focus on retrieval practice, scaffolding and digital technologies.
- We have developed our approaches to teaching writing with a focus on identifying best practice, promoting writing across the curriculum and effective teaching of the tools for writing.
- We have reviewed our attainment data at end of 2022-23 and created stretch aims for children to support closing the attainment gap.
- We have developed our approaches to outdoor learning and created and a progressive outdoor learning experience for children.
- We have continued to develop our approaches to Play Pedagogy and intentional planning.
- All staff have continued to develop their use of digital skills to enhance the quality of learning, teaching and assessment across the school. This has impacted on pupil engagement in their learning and to support targeted intervention strategies to raise attainment.
- We have continued to embed the nurture principles and our whole school nurture vision and nurture classroom strategies across the school. This has continued to support staff understanding of inclusive, nurturing practices and promote positive wellbeing for all our children.
- We have embedded our universal and targeted support to ensure we are meeting the needs of all learners.
- We have developed Growth Mindset across the school community to raise the aspirations of learners by developing skills to develop resilience and self – belief.
- Our Pupil Equity Funding has contributed to provide staffing to deliver targeted interventions in health and wellbeing. This has had a positive impact on supporting our children's health and wellbeing.
- We have continued to develop our understanding of the UNCRC and how this influences our whole school ethos and curriculum.

## Areas for Improvement 2024-25

	<b>Short Term</b>	<b>Medium Term</b>	<b>Long Term</b>
<b>Learning, teaching and assessment</b> (incl. pedagogy, pathways and digital)	Continue to work on aspects of our learning, teaching and assessment toolkit with a focus on feedback strategies	<ul style="list-style-type: none"> <li>Implement the Meta Skills Framework as part of our ongoing curriculum development and Key Entitlements of our Curriculum from ELC to P7</li> </ul>	<ul style="list-style-type: none"> <li>To develop our approaches to Play Pedagogy and ensure there is a shared understanding across our school that is age and stage appropriate from ELC to P7</li> <li>Fully implement the SBC curriculum refresh. This will see all schools aligning practices in Literacy, Numeracy and H&amp;WB around a common curriculum offer.</li> </ul>
<b>Inclusion</b> (incl. nurturing practice, promotion of wellbeing and universal / targeted supports for all learners)	<ul style="list-style-type: none"> <li>Achieve our silver Rights Respecting School Award</li> </ul>	<ul style="list-style-type: none"> <li>Continue to embed the UNCRC across ELC to P7 ethos and curriculum with a focus on our 'Key Entitlements' across our curriculum</li> <li>We will continue to embed our inclusive, nurturing practices and promote positive wellbeing for all our children.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to embed our universal and targeted support strategies to ensure the needs of all our children are being met and will be linked to our IDL and Health, and Wellbeing Curriculum from ELC to P7.</li> <li>Embed approaches to Growth mindset to ensure positive outcomes for our children.</li> </ul>
<b>Early Learning &amp; Childcare</b>	<ul style="list-style-type: none"> <li>Refresh ELC vision values and aims to include UNCRC</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop the use of stimulating, open ended provocations.</li> <li>Develop questioning skills to challenge children effectively</li> </ul>	<ul style="list-style-type: none"> <li>Embed approaches to record, capture and reflect on learning through the use of floorbooks and digital technologies.</li> <li>Raise attainment in numeracy for N4 cohort to at least 80% of children on track in learning.</li> <li>Raise attainment in literacy to at least 80% on track in learning.</li> </ul>

## Priority I: Learning, teaching and assessment

QI	NIF Priority	SBC Framework	Intended outcome: Learners across all schools and settings will benefit from a consistent Literacy, Numeracy and H&WB curriculum. Attainment in Literacy, Numeracy and H&WB will increase. All schools and settings will engage with the #SBCway STEM curriculum offer		
2.2, 2.3, 3.2		LTA			
Process			Progress Tracker		
		Strategic lead and key people	Timescale (Date)	Measures of Success (What is the impact of the improvements for learners?)	Review Date
I	<p><b>#SBCway BREAKTROUGH curriculum</b></p> <p>What are we going to do?</p> <ul style="list-style-type: none"> <li>From August 2024, all schools and settings will implement the components of the new BREAKTHROUGH curriculum.</li> <li>Based on self-evaluation, clusters/schools will determine the order of implementation over a maximum of 2 years, agreeing how much time to allocate to each subject.</li> <li>Using the attached project plan, clusters/schools will 'map out' their implementation using the 'Sprint' approach.</li> <li>For each Sprint, clusters/schools will adopt the attached subject implementation plans. Each plan</li> </ul>	<p>QIO</p> <p>Cluster Leads</p> <p>All HTs</p> <p>Designated SLT</p> <p>All School staff</p>	<p>Start = August 2024</p> <p>Final deadline = August 2026</p> <p>Implementation cycle = 10 sprints of 6 weeks</p>	<p><b>Outcome measures</b></p> <p>By August 2026, all school and settings have implemented and are using the full #SBCway BREAKTHROUGH curriculum for Literacy, Numeracy and H&amp;WB.</p> <p>Reported pupil attainment for each subject area will support evidence of impact.</p> <p>Audits of school / staff confidence for each subject area will support evidence of impact.</p> <p><b>Process measures</b></p> <p>Schools and settings will be able to evidence implementation of the 4-part curriculum:</p> <ul style="list-style-type: none"> <li>- Methodology</li> <li>- Pathways</li> <li>- Assessment approaches</li> <li>- Structure / Delivery</li> </ul>	<p>Check-in 1 Oct 2024</p> <p>Check-in 2 Dec 2025</p> <p>Check-in 3 Feb 2025</p> <p>Check-in 4 Apr 2025</p>

<p>sets out the essential 'ingredients' of implementation. Based on self-evaluation, clusters/schools will identify which 'ingredients' they are missing. The final 'recipe' will provide schools with a clear improvement plan for the individual subject area.</p> <p>Clusters/schools will use the implementation plan and #SBCway Pedagogy Team content over the agreed Sprint period.</p>		<p>WTA hours set according to 'Implementation plan' ingredients</p>	<p>Clusters / schools will evidence action against the #SBCway 'implementation plans' for each curriculum subject; Listening &amp; Talking, Reading, Writing, Numeracy &amp; Maths, H&amp;WB. Clusters / schools will evidence action against the #SBCway STEM engagement plan.</p>	<p>Check-in 5 Jun 2025</p> <p>Check-in 6 Oct 2025</p> <p>Check-in 7 Dec 2025</p> <p>Check-in 8 Feb 2026</p> <p>Check-in 9 Apr 2026</p> <p>Check-in 10 Jun 2026</p>
<p>Why we need to do it?</p> <ul style="list-style-type: none"> <li>• To achieve equity and equality of educational offer and experience no matter the learning setting a child/young person attends.</li> <li>• To raise attainment in Literacy and Numeracy by ensuring quality pedagogy.</li> </ul>				

2	<p>What we are going to do?</p> <ul style="list-style-type: none"> <li>• Develop collaboratively a clear, inclusive vision for play.</li> <li>• Develop a shared understanding of play pedagogy across the school that is appropriate to age and stage.</li> <li>• Embed a sustainable play pedagogy approach across the school</li> <li>• Develop staff understanding of the key features of play.</li> <li>• Integrate Play as part of the Key Entitlements of our Curriculum</li> <li>• Embed play-based learning opportunities across all curricular areas</li> <li>• Complete an audit of both indoor and outdoor learning environments and resources</li> <li>• Further develop loose part and open ended materials to facilitate indoor and out door play.</li> <li>• Develop our indoor and outdoor learning environments to support children’s learning, development and individual needs.</li> <li>• All staff to have an understanding of the social and emotional environment providing positive, stimulating, nurturing interactions and experiences.</li> <li>• Organise workshops and information sessions for parents and carers on the benefits of play and play pedagogy.</li> <li>• Build Community Partnerships and use of community resources to provide rich real life experiences to enhance play.</li> </ul>			<ul style="list-style-type: none"> <li>• All children across the school will have opportunities to engage in meaningful and enriching play experiences.</li> <li>• There will be a clear understanding of our Play Vision among all staff, parents, and children.</li> <li>• All staff will have a clear understanding of Play Pedagogy.</li> <li>• Evidence of play-based learning in plans and curriculum documentation.</li> <li>• All staff will have a sound understanding of the key features of play which underpins their pedagogical practice.</li> <li>• Increased use of play-based strategies by teachers.</li> <li>• Effective assessment methods that reflect learning through play.</li> </ul>	
	<p>Why we need to do it?</p>				

	Playful Pedagogy puts play experience as central to learning, giving pupils the flexibility to find their own solutions to both new and existing problems. It engages children in personally meaningful activities, learning about themselves and others, and encourages autonomy and motivation.				
3	<p>What we are going to do?</p> <ul style="list-style-type: none"> <li>• Implement the Meta Skills Framework as part of our ongoing curriculum development and Key Entitlements of our Curriculum.</li> <li>• All Teachers develop a common language for skills and to ensure implementation of the skills framework.</li> <li>• Develop and implement a process to sustain the embedding of skills across the curriculum.</li> <li>• All Teachers to identify skills when planning learning and include these within the learning intentions and success criteria.</li> <li>• All children to be able to identify the skills they are using and be aware of how well they are using them in their learning.</li> </ul>			<ul style="list-style-type: none"> <li>• Increased scores in critical thinking assessments.</li> <li>• Positive feedback from teachers and Children on critical thinking activities.</li> <li>• Higher pupil engagement in problem-solving activities.</li> <li>• Improvement in children's self-management skills as measured by self-assessments and teacher observations.</li> <li>• Increased number of children setting and achieving personal goals</li> <li>• Regular monitoring and evaluation will ensure that we remain on track and make continuous improvements as needed.</li> </ul>	
	<p>Why we need to do it?</p> <p>The Meta Skills Framework will enhance childrens' critical thinking, adaptability, creativity, collaboration, and self-management. By fostering these skills, we aim to prepare children for the complexities of the modern world and future career demands.</p>				
4	What we are going to do?	SLT	August Inset Day	Curriculum Integration: Develop and implement at least two cross-curricular projects per term	

<ul style="list-style-type: none"> <li>• Develop an outdoor learning framework that outlines how various subjects and disciplines can be integrated into outdoor activities.</li> <li>• Collaborate with class teachers to identify opportunities for outdoor learning within their weekly planning.</li> <li>• Incorporate outdoor learning activities into lesson planning across subjects, ensuring alignment with CfE experiences and outcomes.</li> <li>• All school staff to receive outdoor learning training around outdoor learning pedagogy, resources and strategies risk assessment, and health and safety procedures.</li> <li>• Develop our planning approaches to interdisciplinary learning to incorporate outdoor learning as one of our Key Entitlements</li> <li>• Support teachers in adapting their teaching approaches to make the most of outdoor learning experiences.</li> </ul>	<p>All Teaching Staff</p> <p>ELC Staff</p> <p>PSA Staff</p>	<p>Outdoor Learning WP</p> <p>Oct INSET day Working Party</p>	<p>that integrate outdoor learning experiences, evident through revised IDL planning</p> <p>Health and Wellbeing: Conduct pre- and post-program well-being assessments, aiming for a 10% increase children’s well-being scores after participating in outdoor learning activities.</p> <p>Attainment: Ongoing assessments to identify improvement in attainment in literacy and numeracy with integrated outdoor learning compared to previous years.</p> <p>Environmental Awareness: Initiate at least three sustainability-focused projects within the school community, such as waste reduction initiatives or habitat restoration, resulting in measurable environmental improvements and increased student participation.</p> <p>Teacher Professional Learning: Facilitate a ongoing training for staff, ensuring that 80% of participating teachers report feeling more confident in delivering effective outdoor learning experiences.</p>		
<p>Why we need to do it?</p> <p>Outdoor learning is considered an essential component of the Scottish Curriculum. It offers a range of benefits that contribute to a well-rounded education and the holistic development of children. It focuses on knowledge, skills, attributes, and capabilities. Outdoor learning is a key entitlement of our curriculum.</p>					

## Priority 2: Inclusion

QI	NIF Priority	SBC Framework	Intended outcome:			
2.4, 3.1, 3.2	1, 4, 6	INL				
Process			Progress Tracker			
			Strategic lead and key people	Timescale (Date)	Measures of Success (What is the impact of the improvements for learners?)	Date Reviewed
I	<p>What we are going to do. Staff engage in training for the last 2 Nurture Principles. Reflect and evaluate current practice against these principles and implement any changes needed.</p> <p>Communicate approach to parents.</p>		<p>All school Staff</p> <p>SLT</p>	<p>August Inservice Day</p> <p>CAT Session</p>	<p>Staff are able to identify good practice in universal approaches to nurture, inclusion and wellbeing.</p> <p>Pupil responses to Glasgow Motivation Profile Surveys indicate almost all children give a score of 8 / 10 or above – reflecting a nurturing ethos which translates directly to the child's lived experience.</p>	Dec 2024
	<p>Why we need to do it. Complete the SBC programme of input on the 6 Nurture Principles to ensure staff have a good understanding of these universal approaches to support a whole school nurturing ethos</p>					

2	<p>What we are going to do. The UNCRC will be embedded in our whole school ethos and curriculum</p>	<p>All School Staff</p> <p>RRSA Working Party</p>	<p>Inset Day (Aug)</p> <p>Whole school focus week (Sept)</p> <p>RRSA Accreditation Visit (Oct)</p>	<p>UNCRC will be linked to our IDL and Health, and Wellbeing Curriculum.</p>	
	<p>Why we need to do it. The UNCRC has now become legislation in Scotland and all schools must comply with the convention. All children, staff and parents need to know and understand these rights and they need to permeate all aspects of the school ethos and curriculum.</p>			<p>All school staff, parents and partners will have a clear understanding of the UNCRC.</p> <p>Children will have a clear understanding of the UNCRC, their entitlement and how this affects their lives.</p> <p>The school will receive its silver RRSA.</p>	
3	<p>What we are going to do. Continue to develop our key Universal and Targeted support strategies to ensure we are effectively meeting learners' needs, support children in maintaining positive emotional wellbeing. This will include:</p> <ul style="list-style-type: none"> <li>- The CIRCLE Framework</li> <li>- Boxall Profiles</li> <li>- Meeting Learners Needs Guidance</li> <li>- Wellbeing Passports</li> <li>- Positive Relationship Guidance</li> <li>- Zones of Regulation</li> <li>- Increased Engagement with EYC in ELC for universal and targeted support</li> </ul>			<p>Clear support plans will be in place to support individual children and families</p>	
	<p>Why we need to do it. To have a clear and consistent approach to ensure we are meeting learners' needs through our Universal and Targeted support strategies.</p>			<p>All school staff will have a clear understanding of how best to support individual needs.</p> <p>Children will be fully engaged in their learning.</p>	

# Priority 3: Early Learning & Childcare

QI	NIF Priority	Care Inspectorate Framework	Intended outcome:		
HIGIOELC 2.2 2.3 2.5 2.7 3.2 3.3	1 2	1.3 4.1 3.3 2.2 1.4	To provide a high quality provision which leads to improved levels of attainment across ELC.		
Process			Progress Tracker		
		Strategic lead and key people	Timescale (Date)	Measures of Success (What is the impact of the improvements for learners?)	Date Reviewed
I	<p>What we are going to do.</p> <p><b>Refresh the vision, values and aims in ELC through:</b></p> <ul style="list-style-type: none"> <li>Capturing all stakeholder views.</li> <li>Aligning with the UNCRC so that all aspects of ELC reflect a rights based approach.</li> <li>Creating family learning opportunities to raise the awareness of UNCRC and approaches to learning through play used in ELC.</li> <li>Linking UNCRC to floorbooks, observations and spaces.</li> <li>Further developing the implementation of Froebel Principals in the setting.</li> </ul>	<p>SEYO EYO</p> <p>UNCRC working party</p>	<p>July 2024-gathering views of stakeholders</p> <p>August -2024 refreshed vision, values and aims</p> <p>Play and UNCRC workshops October-April 25</p>	<ul style="list-style-type: none"> <li>The setting reflects the refreshed vision, values and aims and children make their best progress from starting points.</li> <li>Staff can identify the impact of Froebel training on their practice.</li> <li>Feedback from families will indicate knowledge and understanding of UNCRC has increased.</li> </ul>	
	<p>Why we need to do it.</p> <ul style="list-style-type: none"> <li>To bring our vision, values and aims up to date with current practice and ensure that we have a collective understanding of what we would like to achieve in ELC.</li> </ul>				

2	<p>What we are going to do.</p> <p><b>Raise the attainment for N4 children in numeracy and literacy by:</b></p> <ul style="list-style-type: none"> <li>Identifying gaps in learning and carrying out a PDSA to support planning for improved outcomes for learners.</li> <li>Embedding staff training in Emergent literacy.</li> <li>Auditing the learning environment for literacy and numeracy and address any gaps. Ensuring levelled appropriately indoors and outdoors.</li> <li>6 Bricks being implemented for targeted children.</li> <li>Having a fine motor skills focus in the environment and stay and play sessions.</li> <li>Parental engagement in numeracy and literacy through a targeted approach to stay and play sessions and PEEP.</li> </ul>	<p>DHT (LH)</p> <p>EYO /Practitioner (Numeracy and literacy lead for ELC</p> <p>SEYO</p> <p>EYT advisory/ evaluative role</p> <p>All Practitioners</p>	<p>July 2024- staff training</p> <p>X4 sessions on numeracy/literacy throughout year</p> <p>September 2024 – data gathered to inform PDSA</p> <p>Audit for Numeracy and literacy Summer 2024</p>	<p>At least 80% to achieve expected levels in numeracy and literacy.</p> <p>Literacy and numeracy rich environments evident in audits.</p> <p>Trackers information used to analyse data and inform next steps to build on what a child already knows.</p> <p>The impact will be measured through:</p> <ul style="list-style-type: none"> <li>Engaging in PDSA cycle for improvement</li> <li>Self-evaluation</li> <li>Monitoring trackers</li> <li>Support and challenge meetings</li> <li>Observation</li> <li>Moderation exercises</li> </ul>	
	<p>Why we need to do it.</p> <p>Raise attainment in numeracy and literacy so that at least 80% of children are achieving expected levels.</p> <p>Equity and equality for all children; giving the best start possible for life skills.</p>				

3	<p>What we are going to do.</p> <p><b>All children to experience high quality interactions with practitioners that support and challenge children’s development as a learner.</b></p> <ul style="list-style-type: none"> <li>• All staff to continue to undertake professional development on high quality interactions.</li> <li>• Staff to evaluate their use of interaction tools and coaching/mentoring used to develop practice.</li> <li>• Technique of the month to practise techniques and develop consistency.</li> <li>• Develop high quality, open-ended questioning techniques through professional learning, peer observation and coaching.</li> <li>• Staff development in the use of provocations to enhance learning opportunities.</li> </ul>	EYT	<p>Self-evaluation wheel</p> <p>August 2024</p> <p>Techniques of the month</p> <p>Review at end of each month</p> <p>Self-evaluation</p> <p>May 2025</p>	<p>Most interactions, which promote development in literacy and numeracy, are of a high quality and challenge children appropriately.</p> <p>The impact will be measured through:</p> <ul style="list-style-type: none"> <li>• Observing practice</li> <li>• Technique wheel-self evaluation</li> <li>• Data</li> <li>• Floor book evidence</li> </ul>	
	<p>Why we need to do it.</p> <p>To ensure that most interactions are of high quality leading to the best outcomes for all children in their learning.</p>	SEYO/EYO			All practitioners
4	<p>What we are going to do.</p> <p><b>Embed approaches to recording, capturing and reflecting on children’s voices and learning through:</b></p> <ul style="list-style-type: none"> <li>• Engaging in and implementing floorbook training.</li> <li>• Evaluating current practice and looking outwards to what is working well in our own/other settings.</li> <li>• Incorporating best practice for floorbooks to routines in ELC.</li> </ul>	SEYO EYO EYT	<p>Evaluate July 2024</p> <p>Training Autumn term 2024</p> <p>Add to QA calendar to</p>	<p>Most children feedback positively about their learning experiences and can confidently discuss their learning.</p> <p>The impact will be measured through:</p> <ul style="list-style-type: none"> <li>• Auditing floorbooks and learning journals</li> <li>• Discussion with children</li> </ul>	
		All practitioners			

	<ul style="list-style-type: none"> <li>Increasing opportunities to collect child voice through Showbie.</li> </ul>		review Termly when auditing Learning Journals	<ul style="list-style-type: none"> <li>Staff identifying the impact of floorbook training</li> </ul>	
	<p>Why we need to do it. To provide children with opportunities to reflect on and share their learning experiences and plan their next steps.</p>				

### Ongoing Improvements 2024-25

Process		Progress Tracker		
Improvement		Strategic lead	Measures of Success	Expected completion date
<b>1</b>	Raise attainment in Reading by Developing our reading for pleasure culture through the Reading Schools accreditation programme..	All School Staff	We will attain our Reading Schools Silver status. We will conduct Staff and pupil audits and develop an action plan in conjunction with Book Trust Scotland.	May 2025
<b>2</b>	Embed our whole school approach to Showbie as a reporting tool.	All School Staff	We will have a consistent structure to reporting children's progress using Showbie	January 2025
<b>3</b>	Continue to work on aspects of our learning, teaching and assessment framework with a focus on feedback.	All School Staff	We will have consistent strategies across the school.	June 2025
<b>4</b>	To continue to develop a Growth Mindset across the school community to raise the aspirations of learners by developing skills to develop resilience and self – belief.	All School Staff		June 2025
<b>5</b>	To Embed Family learning opportunities in ELC through implementing guidance created in 2023-24.	ELC staff/DHT	Outcomes for children improve over time through increased engagement in learning.	June 2025

