

Tollcross Primary School
School Improvement Plan
2023 - 2024



Our School Vision, Values and Aims



Head Teacher - Lynn Brand	Link QIEO - Marie Lyon
<p style="text-align: center;"><u>Vision</u></p> <p>Learners achieving and exploring creativity in a supportive and safe learning environment where everyone treats each other with kindness and helps to create a happy school environment for all.</p>	<p style="text-align: center;"><u>Curriculum Rationale</u></p> <p>We place the needs of learners at the centre of curriculum design and development. The curriculum has a clear vision and rationale shaped by the diversity of our school community. Our curriculum is grounded in our commitment to celebrating cultural diversity, providing equity of opportunity and achieving positive outcomes for all learners.</p>
<p style="text-align: center;"><u>Aims</u></p> <p>To provide an inclusive child centred learning environment of the highest quality.</p> <p>Support every child to become a responsible, successful and confident lifelong learner.</p> <p>Place the social and emotional wellbeing of our school community at the heart of all we do.</p> <p>Promote active home /school partnerships to enrich pupil experience and achievement.</p>	<p style="text-align: center;"><u>Our School Values</u></p> <p style="text-align: center;">safe</p> <p style="text-align: center;">achieving</p> <p style="text-align: center;">creative</p> <p style="text-align: center;">supportive</p> <p style="text-align: center;">happy</p> <p style="text-align: center;">kind</p>

**Improvement
Priority 1**

QI 2.3 Learning, Teaching and Assessment

Short-Term

- All staff are continuing to develop digital skills to support the appropriate and effective use of digital technologies in learning, teaching and assessment
- All staff are continuing to develop relevant skills in the 4 aspects of the Edinburgh Learns Teachers’ Charter
- Formative and summative assessments are undertaken to provide data to ensure progress for all learners

Medium-Term

- All learners are continuing to develop the relevant digital skills to engage in high quality learning, teaching and assessment
- All learners make progress in their learning, including those learners in need of personalised support and interventions
- All staff are competent in using digital skills to support the appropriate and effective use of digital technologies in learning, teaching and assessment
- All staff make rigorous professional judgements about pupils’ level of attainment and achievement
- All staff engage in moderation activities to further develop confidence in professional judgements

Long-Term

- The school has a clear curriculum rationale and offers pathways which demonstrate a collective commitment to equality, equity, sustainability and children’s rights
- The school has ensured that digital learning is part of curriculum and assessment delivery, maximising impact of Empowered Learning 1:1
- All teaching staff should be confident in the 4 aspects of the Edinburgh Learns Teachers’ Charter
- At least 85% of learners achieve expected levels of attainment in Literacy and Numeracy

**Person(s)
Responsible**

**Lynn Brand
Fiona Chadwick
Hazel Dripps**

**Next Step from
Standards and
Quality Report**

To increase learner voice in the assessment of learning through use of the Assessment Toolkit from August 2023.
To review our approach to moderation using teacher feedback from this session.
Based on teacher feedback more time allocated at Digital Learning Hubs to explore and share the use of specific apps to improve teaching and learning.
Use of responsive planning at First and Second Levels to plan for interdisciplinary learning across our school.

NIF Priority	<p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p>	HGIOS 4 QIs	<p>QI 1.1 Analysis and evaluation of intelligence and data</p> <p>QI 1.3 Strategic planning for continuous improvement</p> <p>QI 2.2 Rationale and design</p> <p>2.2 Curriculum</p> <p>QI 2.2 Learning pathways</p> <p>QI 2.3 Learning and engagement</p> <p>QI 2.3 Quality of teaching</p> <p>QI 2.3 Effective use of assessment</p> <p>QI 2.3 Planning, tracking and monitoring</p> <p>QI 2.4 Universal support</p> <p>QI 2.4 Targeted support</p> <p>QI 3.2 Attainment in literacy and numeracy</p>
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Outcomes QI 2.3 Learning, Teaching and Assessment	Tasks/ Interventions	Impact	Timescale	Progress January 2024	Progress May 2024
<ul style="list-style-type: none"> To create a consistent approach to the assessment of writing across our school To include learner voice in the assessment process to support independence and build capacity 	<ul style="list-style-type: none"> Implement our new Assessment Toolkit to support consistency in assessment approaches across our school Include learner voice in the assessment 	<ul style="list-style-type: none"> Targeted and consistent assessment approaches to gather evidence of progress in learning 	<p>Assessment Toolkit has been shared with all staff and will be used across our school next session. The toolkit will be reviewed and adapted based on staff and learner feedback.</p>		
<ul style="list-style-type: none"> To gather robust data to support teacher judgement of achievement of a level in writing 	<ul style="list-style-type: none"> Moderation of writing to inform teacher judgement of attainment of a level Supported Self Evaluation of Writing planned for 6/9/23 and 7/9/23 	<ul style="list-style-type: none"> Increased attainment in writing at Early, First and Second Level 	<p>Based on feedback from session 2022 to 2023 we will aim to carry out moderation of writing twice for each learner. This will enable us monitor progress in writing across the year.</p> <p>Session 1 - Aug to Oct Session 2 - Jan to May</p>		

<ul style="list-style-type: none"> To plan Interdisciplinary learning experiences that are responsive and meet learner needs 	<ul style="list-style-type: none"> Implement our new curriculum planners to plan inspiring progressive interdisciplinary learning at First and Second Level 	<ul style="list-style-type: none"> Increased engagement and learner voice in the planning process 	<p>Curriculum Planners have been shared with all staff and will be used at First and Second Levels next session. The planners will be reviewed and adapted based on feedback.</p>		
<ul style="list-style-type: none"> To increase attainment in numeracy - 85% or above attainment for Early, First and Second Level 	<ul style="list-style-type: none"> Identify strengths and next steps in formative and summative assessment approaches in numeracy 	<ul style="list-style-type: none"> Improved use of assessment evidence to identify next steps in learning and planned interventions 	<p>Short Life Working Group</p>		
<ul style="list-style-type: none"> To continue to build staff capacity in using digital learning to enhance teaching, learning and assesment 	<ul style="list-style-type: none"> Access and deliver appropriate digital professional learning to ensure all staff can use relevant digital platforms and tools 	<ul style="list-style-type: none"> More time allocated at Digital Learning Hubs to explore and share the use of specific apps to improve teaching and learning. 	<ul style="list-style-type: none"> Learning Hubs - 6 x 1 hour sessions WTA - (6 hours) Support from Digital Learning Team 		
<p>Outcomes QI 2.2 Curriculum</p>	<p>Tasks/ Interventions</p>	<p>Impact</p>	<p>Timescale</p>	<p>Progress January 2024</p>	<p>Progress May 2024</p>
<ul style="list-style-type: none"> To develop a culturally inclusive curriculum that meets the needs of our diverse school community 	<ul style="list-style-type: none"> Review curriculum Year Planers to ensure that our Curriculum is culturally inclusive 	<ul style="list-style-type: none"> More relevant curriculum offer the increases inclusion and engagement 	<p>Creating an Inclusive Curriculum - training on August Inservice Day</p> <p>Short Life Working Group</p>		

Outcomes QI 3.2 Raising Attainment and Achievement	Tasks/ Interventions	Impact	Timescale	Progress January 2024	Progress May 2024
<ul style="list-style-type: none"> To monitor the attainment of all learners to ensure progress in learning. Create a team around the child to support both wellbeing and attainment 	<ul style="list-style-type: none"> Identify and plan personalised support and interventions as required Monitor attainment for learners in SIMD quintile 1 cohorts and review impact of interventions 	<ul style="list-style-type: none"> Robust tracking of attainment and achievement Review impact of interventions on progress and participation 	Tracking and Attainment meetings - 3x per year. October January May PSAs to join meetings this session with class teacher, SfL teacher, head teacher and PSO. Achievement and participation tracked termly and action taken to support individual learners.		


Outcomes QI 3.2 Overall quality of learners' achievement	Tasks/ Interventions	Impact	Timescale	Progress January 2024	Progress May 2024
<ul style="list-style-type: none"> To continue to monitor and track wider achievement to support health and wellbeing by increasing learner participation. 	<ul style="list-style-type: none"> To increase uptake of school clubs, daily mile, working in partnership with community sports clubs, use of our local area to promote an active lifestyle Continue with Master classes to support wider achievement 	<ul style="list-style-type: none"> To increase uptake of school club and activities and to identify and support individual learners to increase participation 	HT and DHT to track, monitor and share Wider Achievement data termly.		

<p>Improvement Priority 2</p>	<p>QI 3.1 Ensuring Wellbeing, Equality and Inclusion</p> <p>Short term All staff have access to support and resources for their own wellbeing and that of their learners. HWB planning and next steps are based on robust self-evaluation. Collaboration and participation are central to shaping HWB priorities.</p> <p>Medium term Appropriate supports and resources are identified and used to meet specific needs children and their families. Whole School Health and Well-being Policy reviewed and shared in May 2023. Approaches to increasing physical activity are in place in our school. Attainment and wider achievement and monitored and data used to plan support and interventions. HWB initiatives/plans are consistently tracked and monitored to ensure impact. Achieve Rights Respecting Schools Silver Award.</p> <p>Long Term Staff feel skilled and confident to meet learners HWB needs across the 4 contexts for learning The HWB curriculum is reviewed and adapted to meet changing learner needs. All learners, and staff, demonstrate greater resilience. Achieve Rights Respecting Schools Gold Award</p>
<p>Person(s) Responsible</p>	<p>Lynn Brand Fiona Chadwick Jade Anderson</p>
<p>Next Step from Standards and Quality Report</p>	<p>Work towards achieving our Rights Respecting Schools Silver Award (October 2024) Continue to embed children’s rights across all aspects of our work. To build on the success of the Equalities Group. To continue to offer a range of clubs and activities to support wider achievement. Implementing a Rights Based Approach training for al school staff. Introducing Rights Robin in Nursery, P1 and P2 to engage our youngest learners. Continue with Young Leaders for all P7 learners.</p>

<p>NIF Priority</p>	<p>Improvement in children and young people’s health and wellbeing.</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p>	<p>HGIOS 4 QIs</p>	<p>1.3 Leadership of Change</p> <p>2.2 Curriculum</p> <p>2.3 Learning, Teaching & Assessment</p> <p>2.4 Personalised Support</p> <p>3.1 Ensuring Wellbeing, Equality and Inclusion</p> <p>QI 3.2 Overall quality of learners’ achievement</p> <p>QI 3.2 Raising Attainment and Achievement</p>
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<p>Outcomes</p> <p>3.1 Ensuring Wellbeing, Equality and Inclusion</p>	<p>Tasks/ Interventions</p>	<p>Impact</p>	<p>Timescale</p>	<p>Progress January 2024</p>	<p>Progress May 2024</p>
<ul style="list-style-type: none"> To continue to embed children’s rights across all aspects of our work 	<ul style="list-style-type: none"> To work towards achieving our Silver Rights Respecting Schools Award (October 2024) Introduce Rights Robin in Nursery, P1 and P2 	<ul style="list-style-type: none"> Increased awareness of UNCRC Improved wellbeing for all learners 	<p>Implementing a Rights Based Approach training for all staff on August Inservice Day</p> <p>Short Life Working Group</p>		
<ul style="list-style-type: none"> To continue to build on the success of the P7 girl’s basket ball team with the aim of providing opportunities to build confidence, increase skills and encourage wider friendships 	<ul style="list-style-type: none"> Run a P7 Girl’s basketball club during school hours to support participation 	<ul style="list-style-type: none"> Increased confidence and building friendships across both P7 classes 	<p>Time allocated in the PE timetable - 1 x 1 hour session per week.</p>		
<p>Build resilience in our children through engagement in the Edinburgh Resilience Programme</p>	<ul style="list-style-type: none"> Resilience Programme - 3 year cycle. Year 1 across Nursery to P7 	<ul style="list-style-type: none"> Using the language of resilience to support use of taught strategies 	<p>Resilience Assemblies 3 per year</p>		

<ul style="list-style-type: none"> To promote cultural celebrations throughout the school year and to provide additional support for children who are fasting and praying during the school day. <p style="text-align: center;">Lunar New Year</p> <p style="text-align: center;">Christmas</p> <p style="text-align: center;">Diwali</p> <p style="text-align: center;">Eid</p>	<ul style="list-style-type: none"> Equalities group to promote cultural celebrations in our school community by updating our Celebration Calendar Equalities Group to create a curriculum planner for Early, First and Second Level with a focus on key celebrations 	<ul style="list-style-type: none"> Increased awareness of the celebrations and cultural diversity of our school community 	<p>Equalities Group meet for 1 session per week during the school day.</p>		
<ul style="list-style-type: none"> To raise awareness of the needs of all learners in our school community 	<ul style="list-style-type: none"> Neurodiversity training for all staff 	<ul style="list-style-type: none"> Increased awareness of the needs of children who are neurodiverse to support inclusion 	<p>Neurodiversity training for all staff on 13th March 2024 with Additional Support for learning Service</p>		

<p>Care Experienced Outcomes</p> 	Tasks/ Interventions	Impact	Timescale	Progress January 2024	Progress May 2024
<ul style="list-style-type: none"> As a school we recognise the needs of our care experienced pupils and track attendance and attainment to support relationships, belonging, attainment and wellbeing 	<ul style="list-style-type: none"> Supports and interventions monitored for impact Key adult for all Care Experienced learners (PSO) Teachers are aware of who the Care Experienced children are in their class 	<p>Tracking and motoring attendance and attainment to support early intervention strategies.</p>	<p>Tracking and Attainment meetings include tracking learners who are Care Experienced. 3 meetings per session</p>		

Attendance	Tasks/ Interventions	Impact	Timescale	Progress January 2024	Progress May 2024
<ul style="list-style-type: none"> Set out measurable targets for improvement based on attendance, attainment, exclusions and rights To continue to look at the support offered to our children and their families by linking with partner agencies to increase attendance at school. Targeted support for children with attendance below 85% 	<ul style="list-style-type: none"> Pupil Support Officer to work with head teacher to identify additional personalised support and build on existing partnerships to improve attendance 	<ul style="list-style-type: none"> Data gathered to monitor impact of interventions to increase attendance at school Reduced number of children with attendance below 85% 	<p>Monthly meeting to monitor attendance for all children below 85% and review targeted support.</p>		

<h2>Improvement Priority 3</h2>	<h2>QI 2.5 Family Learning</h2> <p><u>Short Term</u></p> <ul style="list-style-type: none"> Survey all parent to gather evidence of strengths and next steps in partnership working To use data shared to identify family learning opportunities To work in partnership with the Parent Council to plan events to support belonging and inclusion To review our approaches to learning at home <p><u>Medium -Term</u></p> <ul style="list-style-type: none"> Improve our family learning approaches Create a short life working group including parents to review our family learning approaches To review the information parents need when they are new to our school community and improve communication <p><u>Long -Term</u></p> <ul style="list-style-type: none"> Increase opportunities for family learning To build and improve partnerships across our school community
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Person(s) Responsible	Fiona Chadwick		
Next Step from Standards and Quality Report	<p>We plan to survey all parents/cares to see how we can improve communication between home and school.</p> <p>Develop additional opportunities for parent/carers to engage in their child's learning.</p> <p>Survey parents to identify what is currently working well and what we need to improve. We will use data gathered to improve partnership working.</p> <p>Share our approach to teaching and assessment of writing with parent/cares going forward. Identify how we can do this in a way that is engaging, inclusive and informative.</p> <p>Continue to work in partnership with the Parent Council to plan for school improvement.</p>		
NIF Priority	<p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p>	HGIOS 4 QIs	<p>1.1 Self-evaluation for self-improvement</p> <p>1.3 Leadership of change</p> <p>2.5 Family learning</p> <p>2.7 Partnerships</p>

Outcomes Q1. 2.5 Family learning	Tasks/ Interventions	Impact	Timescale	Progress January 2024	Progress May 2024
<ul style="list-style-type: none"> To work in partnership with parents and carers to identify strengths and next steps in parental engagement and family learning 	<ul style="list-style-type: none"> Survey Parents to identify strengths and next steps in partnership working, communication, family learning and parental engagement Use survey results to identify how we can improve additional opportunities for parents and carers to engage in their child's learning 	<ul style="list-style-type: none"> Increased opportunities for family learning and parental engagement that meets the needs of families across our school community 	<p>Survey all parents and carers in August 2023 and use data gathered to inform future planning.</p> <p>Short Life Working Group</p> <p>To include parents/ carers in this Short Life Working Group</p>		
<p>Build upon existing partnerships with:</p> <p>Parent Council</p> <p>wider community</p> <p>local businesses</p> <p>to sponsor/volunteer/fund educational initiatives in our school.</p>	<ul style="list-style-type: none"> Head teacher to work with Parent Council chair to approach local businesses to seek sponsorship for after school clubs to provide free access for all learners 	<ul style="list-style-type: none"> Increased opportunities for clubs and activities Building stronger links with our local community 	<p>August 2023 - June 2024</p>		
<ul style="list-style-type: none"> Share our approaches to teaching and assessing writing with parents and carers 	<ul style="list-style-type: none"> Information event to share approaches to the teaching and assessment of writing Share rationale for verbal feedback approach 	<ul style="list-style-type: none"> Increased understanding across our school community Sharing approaches to the teaching of writing and how this links with home learning 	<p>Session planned for August 2023</p>		

