Blackhall Primary School

Improvement Plan 2022-2023

Theme 1 : Health, Wellbeing and Resilience				
Outcomes			**NIF Priorities**	Improvement in children's HWB
Short term : HWB planning and next steps are based on robust self evaluation Collegiate responsibility for the monitoring and recording of bullying or other wellbeing concerns HWB of staff to be addressed and positive ethos built and maintained **Medium term** : Appropriate resources and supports are identified and used to meet specific needs of school community Approaches to increasing physical activity and improving diet are in place to support reducing obesity Greater focus on whole staff involvement in community events **Long term** : Staff feel skilled and confident to meet learners HWB needs across the 4 contexts for learning Continue to plan and fund-raise for all-weather sports surface to cover 'The Field'. The HWB curriculum is reviewed and adapted to meet changing learner needs An increased sense of school at the heart of the community			**Qis / Themes**	1.3 Leadership of change 2.2 Curriculum 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion
What will we do	**Who will do it**	**Resources**	**Time**	**Progress and Impact**
Increase pupil voice to develop and Implement House Captain roles to improve collegiate responsibility across our school.	Staff and pupils; Working party (Georgina Paterson) to define the role of House Captain more clearly and with more purpose.	Professional Reading Staff Meeting (to share plan from GA)	October 2022	
Review HWB framework with focus on a stronger sense of community between home and school staff.	School community: Parents/carers, staff and pupils	RSHP resources Professional reading; Community Gardening Days; School shows; School Fairs	Parent / carer events throughout the year. Staff will sign up to be involved in various events over the year. (4 hours)	

Develop playground spaces to encourage positive play and learning Loose parts and other adult-led and organised playground activities Encourage and promote positive play for all but particularly, for those children who find the busy playtimes overwhelming.	DHT PSO, EYP and PSAs House Captains, Eco Group, Pupil Council Groups (and staff leads)	Amazing playtime – Youtube Professional reading	October 2022	
Reinstate Daily Mile with clear rationale and evaluation	Staff and learners: Pupils involved in Running Club to take the lead for their stages and classes (promote)	The Daily Mile Jog Scotland	Ongoing	
Bring staff wellbeing to the fore and build morale and positive ethos.	Staff (Rachel Morrison)	Teacher Self-Care, Dr Kathleen Forbes (Place 2 Be)	August INSET	
Develop nurture to improve attainment of targeted group	Nurture team: PSO and PSAs	Attainment data Boxall data Nurture Room (The Coorie)	Time given in August/September 2022	
Work with Active Schools coordinator to increase participation and wider achievement	DHT ASC	Individual or group plans for targeted children in using Nurture Teaching to progress learning.	Ongoing	

Theme 2 : Teaching, Learning and Assessment

		NIF priorities	Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children
Outcomes			

Short term : All staff continue to develop relevant skills in the 4 aspects of the Edinburgh Learns Teachers' Charter Assessments are undertaken to provide data to ensure progress for all learners Increase Pupil voice in planning for teaching and learning. **Medium term** : All learners continue to develop relevant digital skills to engage in high quality learning, teaching and assessment Planning processes re-evaluated to ensure meaningful and engaging learning experiences. All staff make rigorous professional judgements about pupils' level of attainment All staff engage in moderation activities to further develop confidence **Long term** : All teaching staff engage in revised PRD process The school has ensured that digital learning is a central consideration in all areas of the curriculum, maximising the impact of Empowered Learning			**QIs / themes**	1.1 Analysis and evaluation of intelligence and data 1.4 Building and sustaining professional staff team 2.2 Learning pathways 2.2 Skills for learning, life and work 2.3 Learning and engagement 2.3 Effective use of assessment 2.3 Quality of teaching 2.4 Personalised support 3.2 Raising attainment and achievement
What will we do	**Who will do it**	**Resources**	**Time**	**Progress and Impact**
Plan inspiring interdisciplinary progressive experiences at each stage, taking account of sustainability and global citizenship and including pupils in the planning and choice.	Staff	Edinburgh Learns CAT Learning Community CAT sessions on differentiation.	Jan iNSET 4/1/23	
Review Modern Languages curriculum, in line with RHS. (Spanish instead of German)	SLT and Teaching staff	Learning Community Introduction to Spanish CAT	2/9/22	
Ensure all staff are aware of and actively engaged in revised PRD procedures	SLT and Teaching Staff	Edinburgh Learns – PRD revision	Staff Meeting September 22	
Continue to use SNSA data as a diagnostic tool to identify needs in P1, P4 and P7 Other staff use data to evaluate progress and identify targets	All Staff	SNSA and new format of "NSA" "Using Data" CF 2857: Parts 1 and 2	CAT 21/9/22 and 5/10/22 SNSA Assessments completed in October.	

Sharing Classroom practice is to be re-established to bring about a more consistent approach and standard to the learning experience for our pupils.	All staff	Observation/recording sheets and moderation discussion to share findings and identify next steps.	<mark>CAT 23/2/23 (too late??) 30.9.22???</mark>	
Moderation of planning and planning processes to be considered during CAT sessions and staff discussions.	SLT and Teaching Staff	Planning formats. Learning Community (Cluster) CAT sessions on Teachers' Charter will help to inform our practice in this.	CAT – school level CAT – Cluster (LC)	
CAT Sessions across the Royal High Learning Community to discuss and share effective methods of differentiation – in line with Teacher's Charter.	Cluster SLT and Teaching Staff	4 CATS across the Learning Community	2/9/22 (Davidson's Mains); 11/11/22 (Cramond PS); 3/2/23 (Clermiston PS); 21/4/23 (Blackhall PS)	
Further investigation and discussion as a whole staff of how pedagogical approaches can improve outcomes – particularly those relating to increased pupil voice in planning and assessment	All Staff (led by KM)	Professional readings Staff discussion	CAT 30/9/22	
Whole school contexts to start and end the school year – one focusing on Expressive Arts (DREAM about…) and the other with a STEaM focus	SLT and All staff and pupils	Expressive Arts outcomes STEM outcomes and on-line resources	August INSET DREAM – 16.9.22 STEAM – June 23	

(STEAM Ahead with…). This places the focus on the ways of teaching and learning, rather than the context or topic				
More opportunities to share examples of good teaching practice in staff meetings and CAT sessions – with particular reference to managing the teaching of reading and writing. What methods of teaching and learning have been effective? Take time to reflect on what made these successful.	All staff	Teaching reading and writing – CLPL; Sharing classroom experiences; Using NCCT to observe colleagues	Staff meetings; CAT on teaching reading 29/11/22	
Continue to improve learning and teaching using 4 aspects of Edinburgh Learns Teachers' Charter		Edinburgh Learns CLPL – CF2857	CAT 21/9/22	
Engage in school level moderation activities – including Sharing Classroom Experience - to support professional judgement of a level	Teaching Staff and SLT	Professional Reading and Dialogue	23/2/23 CAT	

Theme 3 : Equalities, Equity and Inclusion

Outcomes			NIF priorities	Placing the human rights and needs of every child at the centre of education Improvement in attainment and HWB Closing the attainment gap between and the most and least disadvantaged
Short term : All staff are clear about their role in supporting the national drive for equity and the closing of the poverty related attainment gap The school has established key actions to ensure that all pupils are supported and included so they can participate in a suitable learning environment, with a particular focus learners with additional support needs **Medium term** : There is ongoing evaluation of approaches to support equity of access			QIs / themes	1.1 Analysis and evaluation of intelligence and data 1.5 Management of resources to support equity 2.3 Learning and engagement 2.3 Quality of teaching

Actions are implemented and monitored through the 5 principles of inclusion: present, participating, achieving, supported, rights **Long term** : Improvement in pupil wellbeing, attendance, attainment and achievement				2.5 Engaging families in learning 3.2 Overall quality of learners' achievement
What will we do	**Who will do it**	**Resources**	**Time**	**Progress and Impact**
Continue with regular ASN Parent Coffee mornings on Fridays to provide support and help to raise any queries to be shared with SLT/staff.	SLT/Parent Representatives from PC		First Friday of each month	
Continue to work towards distributive leadership across the school. Understand and meet the needs of the children.	SLT and Class Teachers	Leadership for Equity – Leaders Days 1 and 3CLPL; Leadership for Equity – Class Teachers Days 1 and 3CLPL		
Consider effective teaching and learning approaches for those children who have experienced trauma.	Class Teachers PSO PSA	CLPL :Trauma Informed Practice/ Mental Health Matters CLPL ASLS and EP to support staff in this.	CAT 24/3/23	
Continue with next level of RRS Awards – embedding the Rights of the Week into class learning and school assemblies.	SfL Teacher (Nicola Pearse) , SLT and Teaching Staff	RRS resources UNCRC Rights of the Child	Planning and Weekly Assemblies	
Embed school procedure for preventing and responding to bullying and prejudice to ensure improved reporting, responding and recording of incidents	SLT and Teaching Staff alongside the Equalities Pupil Group	SLT/Admin led instruction on SEEMiS SLT - Pastoral Notes: Why and How?	August INSET	

Include staff more directly in the system of recording and monitoring pastoral notes on SEEMiS. Staff will be introduced to SEEMiS to establish a more collegiate responsibility for the wellbeing of pupils.				
Build upon existing partnerships to ensure holistic support	All Staff	Consultations; Professional Dialogue; Professional Reading	Ongoing	