

Framework for School Improvement Planning 2022/23

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Oxgang Primary School
Head Teacher	Sarah Muotune
Link QIO	Anne Dalziel

School Statement: Vision, Values & Aims and Curriculum Rationale
http://www.oxgang.e-dunbarton.sch.uk/school-info/vision-values-and-aims/

Session	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
	2022/23	2023/24	2024/25
Priority 1	Raising Attainment in Reading – year 1	Raising Attainment in Reading – year 2	Raising Attainment in Numeracy – year 1
Priority 2	Curricular Rationale and Mapping – year 1	Assessment & Moderation of Writing	Assessment & Moderation of Talking & Listening
Priority 3	Outdoor Learning – Cross Curricular – Year 2	Play & Enquiry Based Learning – Year 1	Play & Enquiry Based Learning – Year 2

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Section 2: Improvement Priority 1	
School/Establishment	Oxgang Primary School
Improvement Priority 1	Raising Attainment in Reading – year 1
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Led by Acting Head Teacher, in collaboration with Educational Psychologist

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children Choose an item.	teacher professionalism curriculum and assessment performance information	QI 1.2 Leadership of Learning QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Improvement in attainment in literacy 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"> Reading Leadership Group will lead aspects of the 'Reading School' development and accreditation – core level All Class Teachers will carry out Action Research project with a focus on a group of pupils who are not currently on track. Pupils, support staff and parents will take ownership and responsibility for a new school library 	<ul style="list-style-type: none"> Reading standardised assessments – targeted groups (£450) Library resources (£2000) Resources linked to Reading Schools accreditation Supply cover days x 4, to release staff for leadership tasks (£800) 	<ul style="list-style-type: none"> Reading School – whole school events and awareness raising Targeted pupils – P1 – P3 parent drop in sessions with Reading School Leaders

Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> https://www.ed.ac.uk/education/rke/making-a-difference/improving-reading Scottish Book Trust – CLPL reading resources GTCs Webinar – The Science of Reading - https://www.youtube.com/watch?v=2Hnys8TQXAQ 	<ul style="list-style-type: none"> Targeted support for identified groups across the school Paired Reading – targeted groups (upper & infant) Targeted group visits to the local library (6 weekly) 	<ul style="list-style-type: none"> Reading Scheme - £6000 School Library Resources - £2000 Standardised Tests - £500 Supply Cover x 4 days - £1000 0.5 CT - £27,000

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?	
Over 90% of learners experience improved reading lessons across all stages.	Audit of current learning & teaching practice of reading. Professional reading of research linked to promoting a positive reading culture and	Teacher pre and post 'professional knowledge and confidence' questionnaire. Staff feedback from Action Research projects implemented	Pre measure – September 2022 Post measure – May 2023	

	<p>supporting reading development.</p> <p>Looking outwards – SLT and CTs to visit local schools to observe best practice (Reading Schools / Targeted Intervention)</p> <p>Identification and implementation of targeted support interventions to support our most vulnerable learners at each stage.</p>	<p>by each CT – evidence of improved attainment</p> <p>SLT Quality assurance monitoring will demonstrate improved learning & teaching pedagogy, specifically for targeted groups.</p>	<p>Presentation of key findings – May 2023</p>	
<p>Over 90% of learners report improved attitude and engagement to reading for enjoyment.</p>	<p>Whole school engagement with ‘Reading Schools’ core guidance and standards, led by Reading Leadership Group.</p> <p>Family Learning sessions to engage parents / carers with our positive reading culture (universal and targeted sessions)</p>	<p>Reading Schools audit – at core level.</p> <p>Stakeholder pre and post feedback through Forms questionnaire.</p>	<p>September 2022 – SIP meeting</p> <p>Ongoing through session, led by Reading Leadership Group. October – May 2022</p>	
<p>Over 90% of targeted learners demonstrate improved reading skills, with the attainment gap narrowed.</p>	<p>Identification of targeted pupils using a range of data – tracking, standardised testing & professional judgement.</p>	<p>Pre and post measures demonstrate improved attainment and narrowing of attainment gap –</p>	<p>Baselines – August 2022</p> <p>Planning – September 2022</p>	

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	<p>Create bespoke intervention programmes for each group, linked closely to learning needs and gaps.</p> <p>Closely track each learner by identifying ‘assessment points’ throughout the intervention programme.</p>	<ul style="list-style-type: none"> • standardised assessments • ‘myself as a reader’ pupil questionnaire. • Ongoing assessment points within targeted intervention programme 	<p>Targeted interventions & ongoing assessments – October 2022 - May 2023</p>	
<p>90% of pupils report improved engagement and enjoyment of whole reading programme and resources.</p>	<p>CTs and SLT to review, evaluate and audit current reading programme and resources.</p> <p>Looking outwards - Working Party to research and explore various reading programmes and resources to align with the needs of our school and our new Curriculum Rationale</p>	<ul style="list-style-type: none"> • Pre and post audit data • Evaluations from research group 	<p>September 2022 – pre audit</p> <p>March 2023 – post audit</p>	
<p>Revised and moderated reading assessments are robust, progressive and clearly aligned to appropriate CfE levels, demonstrating clear and reliable attainment data.</p>	<p>Looking outwards - CTs and SLT to participate in sessions to research, audit and moderate robust and effective formative and summative assessment.</p>	<ul style="list-style-type: none"> • Evidence from moderated assessments and pilot pupil group 	<p>October 2022</p> <p>To be piloted during assessment period in November 2022</p>	

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Section 2: Improvement Priority 2	
School/Establishment	Oxgang Primary School
Improvement Priority 2	Curriculum Rationale and Design (What do we want for our children and how will we work together to achieve this?)
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Led by Depute Head Teacher in collaboration with Lead Officer from West Partnership

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
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 Improvement in skills and sustained, positive school-leaver destinations for all	curriculum and assessment school leadership parent / carer involvement and engagement	QI 2.2 Curriculum QI 2.7 Partnerships QI 1.2 Leadership of Learning	Closing the attainment gap between the most and least disadvantaged Improvement in children and young people's mental health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> • Self evaluation of current practice, against HGIOS4.2.2, led by DHT • Pupil Council to lead whole school learner consultation linked to this priority 	<ul style="list-style-type: none"> • Budget for new awareness raising materials - sketchnotes, refreshed blueprint banners and signs £400 • Supply cover for 3 days - £600 	<ul style="list-style-type: none"> • Range of consultation activities offered to all parents/carers relating to curriculum rationale • Opportunities for parents to engage with learning experiences across the refreshed curricular guidelines
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> • HGIOS4.2.2 • Alison Drever – Curriculum Rationale Workshop www.youtube.com/watch?v=EzRDyWT9uXA • Building The Curriculum 3 • Primary Curriculum Improvement Toolkit (Education Scotland) • Revisit Paul Dix materials for school blueprint 	<ul style="list-style-type: none"> • Consultation with Reducing The Cost of the School Day guidance throughout planning - https://cpag.org.uk/cost-of-the-school-day 	<ul style="list-style-type: none"> • Supply cover for 3 days - £600

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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?	
<p>Pre and post audit of our curriculum rationale shows –</p> <ul style="list-style-type: none"> • A design pertinent to our school context and needs. • provision of a well-structured backdrop against the four contexts for learning <p>All stakeholders will report an increased understanding and ownership of Oxgang’s Curriculum Rationale</p>	<p>Whole staff audit of current curriculum rationale – linked closely to QI – 4.2.2.</p> <p>Review and evaluation of Building the Curriculum 3, with a focus on the 4 contexts for learning and 7 principles of curricular design</p> <p>Looking outwards – research of best practice on Education Scotland website. Linking with school in our local area with a similar socio economic backdrop</p>	<p>Pre and post audit materials</p> <p>Staff confidence and knowledge surveys – pre and post</p> <p>Parents & carers – gathering your say questionnaire and focus groups</p> <p>Pupil voice – consultation led by Pupil Council</p>	<p>September – December 2022</p> <p>April – May 2023</p>	
Over 90% of learners will have increased, relevant opportunities to apply their learning across the curriculum, including	<p>Quality Assurance –Learning Visits and feedback through professional dialogue.</p> <p>Pupils feedback on refreshed rationale</p>	Pre and post audit materials linked to curriculum rationale and community links	April – May 2023	

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meaningful links with the local community.				
Over 90% of pupils will report that newly formed planning has impacted positively on their engagement, choice and personalisation in learning.	<p>Whole staff session to create and plan new curricular rationale linking with current key documents from national guidance –</p> <ul style="list-style-type: none"> • Outdoor Learning • UNCRC – Rights of the Child • HGIOS 4 	<p>Pre and post Audit</p> <p>Quality Assurance monitoring through self evaluation planning meetings</p>		
Over 90% of pupils will report that our refreshed positive relationships policy provides a shared and consistent understanding across school community, promoting a positive climate of learning across the curriculum.	<p>Paul Dix refresher session, led by DHT.</p> <p>All stakeholders to evaluate current Behaviour Blue Print and identify development needs.</p> <p>Agree and launch refreshed Blueprint and promote through whole school awards and reinforcement. Promote further through Seesaw and social media</p>	<p>Feedback data from all stakeholders</p> <p>SLT monitoring of relationships across the school</p>	<p>October 2022 – January 2023</p>	

**Duplicate tables as required for each priority*

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Section 2: Improvement Priority 3	
School/Establishment	Oxgang Primary School
Improvement Priority 3	Outdoor Learning
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Principal Teacher in collaboration with consultant from Learning Through Landscapes.

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Placing the human rights and needs of every child and young person at the centre Closing the attainment gap between the most and least disadvantaged children Choose an item.	teacher professionalism school improvement curriculum and assessment	QI 3.1 Wellbeing, equality & inclusion QI 2.2 Curriculum QI 3.2 Raising attainment and achievement	Improvement in children and young people’s mental health and wellbeing Improvement in children and young people’s mental health and wellbeing Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Outdoor Learning Leadership group participate in audit and evaluation of current school provision Principal Teacher, takes lead role and link between staff and LtL trainers	All staff training delivered by ‘Learning Through Landscapes’ (LtL) – (£450) Additional practical resources and storage, to support outdoor learning. (£2000)	Parent representatives invited to join Outdoor Learning Leadership group

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<p>All CTs and SLAs lead action research – based approach to develop learning outdoors</p>		<p>All parents will have the opportunity to attend Outdoor Learning sessions with their child’s class / group.</p>
<p>Professional Learning</p>	<p>Interventions for Equity</p>	<p>Pupil Equity Funding (PEF) Allocation</p>
<p>Staff training sessions led by LtL trainers</p> <p>Recommended reading / research as outlined by LtL</p> <p>Action research based project and evaluation through collegiate session</p>	<p>Provide appropriate outdoor clothing and footwear for all children who require (£1000)</p> <p>Ensure that Outdoor Learning is accessible for learners, taking all ASN into consideration when planning</p>	<p>LtL Training programme - £5000</p> <p>Outdoor Learning resources and storage - £2000</p> <p>Outdoor clothing and footwear - £500</p> <p>Class cover to release CTs for leadership activities - £400</p>

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?	
Almost all learners will experience quality outdoor learning, at least twice per week.	Training from LtL trainers – INSET and Twilight collegiate sessions. Relevant reading and research Stage planning meetings	Pre and post staff questionnaire Feedback from ongoing training sessions Staff evaluations and reflections	INSET – 5/10/22 4 X SIP meetings (1.5 hours) October - March	
Almost all staff will report increased knowledge, confidence and skills in planning and delivering quality outdoor learning.	Stage planning documents and resources in place Clearly timetabled sessions for all classes, with SLA support as required.	Quality Assurance monitoring by SLT – forward plans and learning visits Peer visits across stages during outdoor learning sessions.	Initial training / planning – October - November Pilot sessions – January - April Peer / SLT visits – Feb / March Evaluation & final policy for sustainability – April / May	

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<p>Almost all learners will experience improved play opportunities during break times.</p>	<p>Training session from LtL</p> <p>Shared planning sessions with SLT</p> <p>Pilot sessions with peer partner</p>	<p>Pre and post questionnaires with staff and pupils</p> <p>SLT and peer observations / reflection</p>	<p>Planning – Aug – September</p> <p>Pilot sessions – September – December</p> <p>Full implementation – Jan - May</p>	
<p>Cross curricular planning will clearly demonstrate progressive, engaging and quality learning experiences for all learners</p>	<p>Staff training from LtL</p> <p>Outdoor Learning leadership to gather, evaluate and create Oxgang planners</p> <p>Moderation and feedback from all CTs at collegiate session</p>	<p>Moderation materials</p> <p>Feedback from CTs</p> <p>SLT forward planning monitoring</p>	<p>Initial training / planning – October - November</p> <p>Pilot sessions – January - April</p> <p>Peer / SLT visits – Feb / March</p> <p>Evaluation & final policy for sustainability – April / May</p>	
<p>Pre and post measures will show increased wellbeing and engagement for almost all pupils during outdoor learning experiences.</p>	<p>Nurture Teacher – planning with SLT for outdoor learning sessions with targeted groups</p> <p>Relevant reading / research</p>	<p>Ferre Laevers – pre and post wellbeing and engagement</p> <p>Boxhall profile – identify strengths and targets</p>	<p>August – September - planning and pre measures</p>	

	<p>Identify appropriate accreditation programme for targeted pupils (High 5 / John Muir etc)</p>	<p>Successful engagement and achievement in accreditation programme</p> <p>Monthly meeting with SLT – to monitor progress, successes and challenges</p>	<p>October – March – implementation of targeted outdoor sessions</p> <p>March – April – evaluate, measure successes / next steps</p> <p>April – June – finalise sustainable outdoor nurture programme / planning</p>	
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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
Increase in attendance and timekeeping of targeted group from less than 80% to almost 90% in term 1 and over 90% in term 2	Daily Breakfast Club Monthly phone calls / check ins from DHT / HT to key families.	SLA (PEF funded - £12,647) Breakfast resources	Attendance data – pre and post CT and pupil questionnaire Log of calls with families	Breakfast Club implemented from August 22 Monthly attendance monitoring – HT and DHT	
Almost all targeted pupils in nurture interventions demonstrate improved involvement and wellbeing in mainstream class	Daily Nurture Intervention	SLA (PEF funded - £12,647) CT (0.5 PEF funded - £17,220)	Ferre Laevers – pre and post measures Boxhall Profile – pre and post measures	Monthly planning & evaluation meetings between HT and Nurture staff	

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<p>All pupils in targeted nurture group will achieve an individual accreditation and access extra curricular clubs in school</p>	<p>Daily Nurture Intervention</p>	<p>SLA (PEF funded – as above) CT (0.5 PEF funded – as above) Outdoor Learning resources / clothing (PEF funded - £1000)</p>	<p>Evidence of accreditation Feedback from pupil focus group</p>	<p>Aug – planning and observations Sep – April – implementation Monthly ongoing monitoring and evaluation through SLT meetings with nurture staff.</p>	
<p>All pupils and parents who participate in Seasons for Growth programme will report that they feel supported and better equipped to cope with loss or change.</p>	<p>Targeted pupils and parents to attend Seasons for Growth sessions</p>	<p>CT (0.5 PEF funded – as above)</p>	<p>Pre and post questionnaires Pupil / parent focus group</p>	<p>Staff training – September / November 2022 Implementation of courses - termly</p>	
<p>All targeted pupils will experience a more inclusive and positive experience during play and lunch times at school</p>	<p>Nurture staff to support bespoke support packages during play and lunch times to meet the social and emotional needs of targeted pupils.</p>	<p>CT (0.5 funded – as above) SLA (PEF funded – as above)</p>	<p>Monitoring from SLT Feedback from pupils and nurture staff</p>	<p>August – June Ongoing planning, implementation and evaluation, adapting as required to meet needs of pupils</p>	

East Dunbartonshire: Education Service
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