

Framework for School Improvement Planning 2024/25

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

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

Looking Forwards – 3 Year Improvement Plan Priorities			
Bullet point key priorities for the next 3 years			
Session	2024/25	2025/26	2026/27
Priority 1	Improving Wellbeing & Equity – The Circle & The Promise	Raising Attainment through STEM (Y1)	Raising Attainment through STEM (Y2)
Priority 2	Raising Attainment in Writing	Raising Attainment in Numeracy (Y1)	Raising Attainment in Numeracy (Y2)
Priority 3	Pupil Leadership through Enquiry Based Learning (Y1)	Pupil Leadership through Enquiry Based Learning (Y2)	Raising Attainment through Listening and Talking

Section 2: Improvement Priority 1	
School/Establishment	Oxgang Primary School
Improvement Priority 1	Improvement of Wellbeing and Equity through Implementation of the CIRCLE Framework and The Promise
Person(s) Responsible	Depute Head Teacher and Autism Advisor

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
<p>Placing the human rights and needs of every child and young person at the centre</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in children and young people's health and wellbeing</p>	<p>school leadership</p> <p>teacher professionalism</p> <p>school improvement</p>	<p>QI 3.1 Wellbeing, equality & inclusion</p> <p>QI 2.4 Personalised Support</p> <p>QI 1.1 Self evaluation for self improvement</p>	<p>Placing the human needs and rights of every child and young person at the centre of education</p> <p>Closing the attainment gap between the most and least disadvantaged</p> <p>Improvement in children and young people's mental health and wellbeing</p>

Opportunities for Leadership	Resource Requirements	Parental and Carer Engagement and Involvement
<p>Teacher Leadership related to classroom practice.</p> <p>Pupil Leadership-Pupil Voice Inclusive Classroom scale.</p> <p>CIRCLE Advisor to share learning with all practitioners</p>	<ul style="list-style-type: none"> INSET 1 – 12/8/24 – ½ day INSET 3 – 11/10/24 – 2 hours SIP 1 – 9/9/24 – 2 hours SIP 4 – 27/11/24 – 1 hour SIP 6 – 19/3/24 – 2 hours Cover costs – <ul style="list-style-type: none"> Autism Advisor – 2 half days Mentor Visits – 2 days CIRCLE Framework tools: CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary) Resources Education Scotland £1200 to fund resources to support learning environment as part of the Circle Inclusive Scale audit 	<ul style="list-style-type: none"> Share progress of CIC through Seesaw videos and photos of classroom – filmed and narrated by pupils. Parent Council – HT will provide update of progress with CIRCLE and The Promise at each meeting Meet The Teacher – 30/8/24 - all parents/ carers will be invited to visit the classroom and look at the learning environment.
<p>The Promise lead to share learning with all practitioners.</p>	<p>Education Scotland Training videos</p> <ul style="list-style-type: none"> Keeping The Promise Award: https://education.gov.scot/resources/keeping-the-promise-award-programme/ Education Scotland Rights Reviews, Promises and Inclusion: https://education.gov.scot/resources/rights-reviews-and-the-promise/ 	

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> All staff CLPL – The Circle - 12/8/24 The Circle – associated reading and videos (options for Open Uni online courses) Peer Visits / sharing good practice within our school setting 	<ul style="list-style-type: none"> The Circle Framework as a strategy to support all pupils looking at Universally accessible supports. Keeping the Promise Award Programme is professional learning created to support anyone working with children and young people, particularly those who are care experienced. 	<ul style="list-style-type: none"> £1200 – learning environment resources £800 – class cover to support peer visits and planning

Outcomes/Expected Impact	Suggested Tasks/Interventions	Suggested Measures- Linked to quality assurance data	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?	
All children and young people needs and behaviours will be better understood and supported through increased staff understanding of inclusion and additional support needs.	<p>Introduction to The Circle Framework at INSET 1 – all staff</p> <p>Staff planning for 24/25 session – taking forward CIRCLE within our setting</p> <p>Circle advisor PLC sessions throughout the year fed back to school staff Ongoing</p>	<p>Staff feedback from initial introduction.</p> <p>Staff pre and post training assessment of knowledge and skills</p> <p>Pupil Voice tools/ pupil forum</p>	<p>INSET 1 – 12/8/24</p> <p>August 24 & June 25</p> <p>June 25</p>	Inset training completed with all staff (DHT) – pre and post measures gathered centrally (requested from Lissie Faulks)

	All staff to receive printed copies of CIRCLE handbook via print room			
Improved Classroom Environments for Children: Teachers make use of CICS (Circle Inclusive Classroom Scale) to evaluate and adapt classroom environment	<p>Personalised support planning to be reviewed and updated linked to CIRCLE approach</p> <p>Shared peer audits of learning environments (including playground), using CICS to identify strengths and needs</p> <p>Support Staff to work in pairs to develop CICS in allocated area of playground (supported by SLT)</p> <p>Teacher 'learning visits' linked to Quality Assurance calendar</p> <p>Pupil participation in CICS evaluation of their classroom / playground</p>	<p>Reflections with colleagues and changes made to classrooms as a result of self-evaluation using CICS- and Action Plan / Classroom learning visits</p> <p>Moderation and evaluation evidence shows increase in universal level supports available to all learners</p>	<p>SIP 1 – 11/9/24</p> <p>Inset Day – Oct 24</p> <p>Inset Day – Oct 24</p> <p>Term 2</p> <p>Term 2</p>	<p>Personalised Support overviews revised collegiately linked to CIRCLE document (SIP 11/09)</p> <p>Practitioner enquiry session (SIP 09/10) taking forward Circle Participation Scale for pupil, linking this to new planning formats. Stage meeting sharing session (23/10)</p>

	Creation of 'Oxgang Classroom Set up' Handbook – including non-negotiables, visuals & fonts (link to LCFE)		Term 4 – SIP Time required TBC	
Improved participation and engagement for targeted pupils through Circle Participation Scale (CPS)	Case Studies – each staff member to create CPS plan for a target pupil Peer visits to learning environments to share progress and give feedback (Pupil focus)	Professional dialogue through TAC meeting and ASN tracking Moderation and evaluation through quality assurance and peer visits.	Term 3 SIP 2 – 09/10/24 SIP 5 – 23/01/25	
70% or more of employees complete the Keeping the Promise Award (KTPA) Improved approaches for Supporting Care Experienced Children and Young People	70% or more of school staff (including all non-teaching staff) to engage with the Keeping the Promise Award. Presentation 1 (1.5 hours) Presentation 2 (1.5 hours) E-learning module	Staff will achieve the "I Promise Award". School will achieve the "We Promise Award" Data capture of awards achieved. CE Pupil Voice tools/ pupil forum Staff pre and post training assessment of knowledge and skills Staff, pupil, agencies and parent/carer feedback pre and post KTPA.	INSET 3 – 11/10/24 INSET 4 – 19/2/25	

Section 2: Improvement Priority 2	
School/Establishment	Oxgang Primary School
Improvement Priority 2	Raising Attainment in Writing
Person(s) Responsible	Acting Principal Teacher and Literacy Champion

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
	curriculum and assessment	QI 2.3 Learning, Teaching & Assessment	Improvement in attainment in literacy and English

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Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy.	school improvement parent / carer involvement and engagement	QI 3.2 Raising attainment and achievement QI 1.2 Leadership of Learning	Closing the attainment gap between the most and least disadvantaged
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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> • Writing Leadership Committee (WLC), including pupils and staff will be established • APT and Literacy Leader will plan and lead staff CLPL sessions • WLC to visit other schools to gather ideas and good practice • Support Staff will plan and lead sessions with targeted groups, daily 	<ul style="list-style-type: none"> • Writing standardised assessments – targeted groups (£450) • Supply cover days x 4, to release staff for team teaching and leadership tasks. (£800) • Resources to support Fine Motor Skills practical packs – https://www.nhsggc.org.uk/media/272430/fine-motor-activity-kit.pdf 	<ul style="list-style-type: none"> • Writing Workshops – planned and delivered by WLC • Whole school writing challenges – launched through SEESAW • P1 & P2 targeted groups – families will be included in Pupil/Teacher sessions • Family Home/School link packs – fine motor activities
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation

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https://www.dandelionlearning.co.uk/wp-content/uploads/2022/09/Curriculum-Audit-Tool-Writing-Composition.pdf https://literacytrust.org.uk/ https://educationendowmentfoundation.org.uk/early-years-evidence-store/	<ul style="list-style-type: none"> Stretch Target 1 – will focus on closing the attainment gap between Q1 and Q5 learners in P6 and P7. The key approach from this will be taken after analysis of pre measures and through consultation with pupil focus groups. 	<ul style="list-style-type: none"> £1000 allocated to support necessary resources, as identified by pre audit / pupil consultation
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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?	
Almost all learners will demonstrate increased engagement with opportunities to write across the curriculum	<ul style="list-style-type: none"> SIP Meeting – 9/10/24. Pre audit and analysis of current data / evidence WLG will plan and lead a range of whole school writing based events 	<ul style="list-style-type: none"> Pre / post, teaching staff writing audit Pre / post pupil survey and focus group Pre / post parent & carer questionnaire 	<p>Pre – Term 1</p> <p>Post – Term 3</p>	

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	<ul style="list-style-type: none"> Review and refresh of writing opportunities across the curriculum at each level of CfE 	<ul style="list-style-type: none"> Ongoing quality assurance activities – observed learning sessions, learning walks, moderation activities through tracking 		
Almost all teaching staff will report improved knowledge, understanding and confidence in effective teaching of writing	<ul style="list-style-type: none"> CLPL session for all teaching staff, led by APT Engagement in relevant professional reading and research Team Teaching sessions for targeted staff, led by APT and Literacy Champion Termly moderation of writing across levels 	<ul style="list-style-type: none"> Pre/Post feedback from teaching staff Moderation evidence Ongoing quality assurance activities (as above) 	Ongoing throughout session	
Almost all of the targeted P1 and P2 learners will demonstrate improvement in achieving early level benchmarks within ‘tools for writing’	<ul style="list-style-type: none"> Key support and teaching staff will engage in CLPL, with a focus on fine motor skills and letter formation Audit and refresh play experiences to provide more fine motor skill activities Screen and identify targeted pupils for daily 	<ul style="list-style-type: none"> Pre/post measures of fine motor skill and letter formation levels (targeted groups) Feedback from families – fine motor control packs 	<p>Pre – September 2024</p> <p>Family Learning Sessions – December 2024</p> <p>Post – April 2025</p>	

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	fine motor skill intervention			
	<ul style="list-style-type: none"> Family Learning Sessions – fine motor control focus 			
Almost all of the targeted P4 and P7 learners will have raised attainment in writing	<ul style="list-style-type: none"> Pre assessments to gather baseline for writing attainment and gaps in learning. Targeted intervention programme delivered regularly to identified learners. 	<ul style="list-style-type: none"> Pre/post standardised assessments of writing Ongoing moderation of writing evidence - termly 	<p>Pre – August 2024</p> <p>Post – May 2025</p>	

**Duplicate tables as required for each priority*

Section 2: Improvement Priority 3	
School/Establishment	Oxgang Primary School
Improvement Priority 3	Pupil Leadership through Enquiry Based Learning
Person(s) Responsible	Acting Head Teacher & PEBL Champion

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26

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<p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p>	<p>school improvement</p> <p>curriculum and assessment</p> <p>school leadership</p>	<p>QI 1.2 Leadership of Learning</p> <p>QI 2.2 Curriculum</p> <p>QI 2.3 Learning, Teaching & Assessment</p>	<p>Improvement in attainment in literacy and English</p> <p>Closing the attainment gap between the most and least disadvantaged</p> <p>Placing the human needs and rights of every child and young person at the centre of education</p>
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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> PEBL Champion will lead staff CLPL sessions – INSET – 11/10/24 Upper school pupils will have increased opportunities to lead their own learning through PEBL approach 	<ul style="list-style-type: none"> CLPL sessions through agreed collegiate sessions Class cover to facilitate peer visits (£200) IT resources to support PEBL based approaches (£1500) 	<ul style="list-style-type: none"> Learning Festival – all parents & carers will be invited to a learning festival where pupils will showcase their enquiry based learning Seesaw – weekly updates will be shared online for parents to see the PEBL development

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> PEBL Champion will continue to attend EDC PEBL training and PLC, cascading key information back to staff Relevant research and reading on PEBL will be shared with all teaching staff and will inform staff training. 	<ul style="list-style-type: none"> As required, topics and resources will be adapted to meet the needs of all learners and remove barriers from learning. 	<ul style="list-style-type: none"> PEF will partly fund educational trips to support the learning of the PEBL topics. £2000

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?	
<ul style="list-style-type: none"> Developing the skills of almost all P6 & P7 learners in order to 	<ul style="list-style-type: none"> CLPL for all staff – INSET – 11/10/24 Self evaluation task, using HMle feedback 	<ul style="list-style-type: none"> Pre/post pupil questionnaires and focus groups - leadership 	Term 2 – CLPL & pre measures Term 3 – implementation,	

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ensure they become leaders of their own learning.	<p>and audit to identify strengths and gaps in practice</p> <ul style="list-style-type: none"> • P6 & P7 teachers, led by PEBL Champion will plan and implement PEBL during Jan – April 	<ul style="list-style-type: none"> • Pre/post teacher questionnaires – pupil engagement / leadership • Feedback from parents following Learning Festival event 	post measures and Learning Festival	
<ul style="list-style-type: none"> • Through effective enquiry based concepts we develop metacognition and self-regulated learning in almost all P6 & P7 pupils <p>The skills progression will support almost all pupils to become effective contributors, successful learners, confident individuals and responsible citizens who can contribute to the community and the world around them</p>	<ul style="list-style-type: none"> • SIP – 27/11/24 – Metacognition & Self-Regulated Learning CLPL • PEBL Champion – develop current planners to include metacognition skills, explicitly 	<ul style="list-style-type: none"> • Pre/post teacher evaluation • Evaluation of updated planners through Forward Planning meetings 	Term 2	

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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
Nurture groups Daily – AM Key Indicators –	<ul style="list-style-type: none"> Targeted pupils identified for morning Nurture Groups 	<ul style="list-style-type: none"> 0.5FTE Nurture Teacher will be funded from PEF - £31,101 	<ul style="list-style-type: none"> Boxhall Profile – pre/ post Stirling Wellbeing Scale – pre/post 	<ul style="list-style-type: none"> Pre measures- September24 	

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<ul style="list-style-type: none"> ✓ Inclusion ✓ Attainment & Achievement ✓ Engagement ✓ Attendance <p>All pupils have improved wellbeing & engagement in learning</p>	<ul style="list-style-type: none"> • Pupils will be supported by Nurture Teacher and SLA • Focus on wellbeing, numeracy and literacy through structured approach (supported by EDC Nurture Leads) 	<ul style="list-style-type: none"> • 1.0FTE Nurture SLA will be funded from PEF - £12,015 • Snacks and breakfast funded throughout year - £500 	<ul style="list-style-type: none"> • Wellbeing Assessment (pupil & staff) – pre/post • Parent questionnaire – pre/during/post • SLT observations – quality assurance 	<ul style="list-style-type: none"> • Ongoing monitoring-termly • Post measures-May 25 	
<p>Equity interventions Daily – PM</p> <p>Key Indicators –</p> <ul style="list-style-type: none"> ✓ Participation ✓ Attainment & Achievement ✓ Engagement 	<ul style="list-style-type: none"> • Screen all pupils who fall within SIMD 1 – 2 and / or Free Meal Entitlement using wellbeing assessments • Identify gaps in attainment / achievement to create bespoke interventions to improve outcomes 	<p>Allocation will depend on initial screening and analysis – budget allowance - £1500</p> <p>Example of possible spends –</p> <ul style="list-style-type: none"> • Extra curricular club coaches 	<ul style="list-style-type: none"> • Wellbeing assessments completed by CT and SLT using My World Triangle • Pupil questionnaires ‘All About Me’ • Parent questionnaires – based around SHANARRI 	<ul style="list-style-type: none"> • Individual ‘improving outcomes’ targets set for each pupil • Targets tracked termly at tracking meetings with CTs 	

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All pupils have improved outcomes linked to SHANARRI indicators, specifically linked to their individual needs and barriers	for all targeted learners	<ul style="list-style-type: none"> • Funding school trips for individuals • IT support • Targeted support / homework club • Funding for accreditation of a specific award 		<ul style="list-style-type: none"> • Targets reviewed at end of Term 2 • Final evaluation – Term 4 	
<p>Reading Recovery (RR)</p> <p>Key Indicators –</p> <ul style="list-style-type: none"> ✓ Attainment & Achievement <p>Almost all pupils who engage with the Reading Recovery programme will have improved reading skills</p>	<ul style="list-style-type: none"> • Class Teacher to attend training days with RR. • Class Teacher to work with APT to identify pupils for RR screening • Targeted pupils engage in daily RR sessions • Pupils are closely monitored throughout the programme to track improvement 	<ul style="list-style-type: none"> • Reading Recovery Training £3200 (paid from last year's PEF) • Class cover for CT to attend training £2000 	<ul style="list-style-type: none"> • Pre/post RR assessments and data 	<ul style="list-style-type: none"> • 6 weekly tracking meetings with RR teacher and APT 	

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Lunch Time Clubs Key Indicators – ✓ Inclusion ✓ Participation ✓ Engagement	<ul style="list-style-type: none"> • Audit current pupil wellbeing and engagement during lunchtimes • Identify target pupils and create bespoke lunchtime club opportunities for them • Pre/post observations of wellbeing and engagement during lunchtime. 	<ul style="list-style-type: none"> • External providers to deliver and run clubs £2000 	<ul style="list-style-type: none"> • Pre/post Ferre Laevers • Pupil feedback • SLT observations of lunch 	<ul style="list-style-type: none"> • Identify & plan – Aug to Oct • Implement – Dec to May • Evaluate – Ongoing 	
Breakfast Club Key Indicators – ✓ Inclusion ✓ Attendance	<ul style="list-style-type: none"> • Identify need amongst pupils – poor attendance, latecoming, readiness to learn • Create bespoke daily Breakfast Club / Soft Start Club 	<ul style="list-style-type: none"> • Allocated staff member – paid hourly £1800 • Food, snacks and activities £1000 	<ul style="list-style-type: none"> • Track attendance • Pupil feedback • SLT observations 	<ul style="list-style-type: none"> • Identify and plan Aug to Oct • Relaunch – Oct • Evaluate - May 	

School PEF allocation 24/25: £67,375 Total PEF allocated in SIP £63,500 Underspend: £3875

School Improvement Plans should be emailed to the link Quality Improvement Officer by Monday 19 June 2023