

Craigroyston Primary School Edinburgh

School Improvement Plan 24-25



How does Craigroyston Primary enable the Vision for Edinburgh to ensure a fairer, healthier, greener future for everyone where learning for life happens at home, in school, in the wider community and in the workplace?

Our Vision and Values:

We are committed to enabling every learner at Craigroyston Primary to gain the knowledge, skills and attributes needed for life in the 21st century. We enact this vision through our lived values **respect | resilience | ambition | empathy**. We aim to develop successful learners, confident individuals, responsible citizens and effective contributors by celebrating each achievement, promoting independence and by fostering a love of learning across our whole school community.

Our Curriculum Rationale:

We plan to finalise our draft curriculum rationale this session and create a sketchnote to share this. Our current working statement is: *Our curriculum design and rationale provide a*

We will co-create the environments where learners can lead and shape their own learning.

Empower

Connect

We will provide inclusive, equitable, valuable learning opportunities for everyone.

We will use a place-based approach to build collaborative and sustainable learning communities and networks.

Transform



respect ambition resilience empathy

Three Year Craigroyston Plan for Improvement

2024-2025	2025-2026	2026-2027
<ul style="list-style-type: none"> 1.3.3 (1.1.1/3) Leadership of Change: Implementing Change and Improvement 		<ul style="list-style-type: none"> 1.3 Leadership of Change
<ul style="list-style-type: none"> 2.3.2 Learning, Teaching and Assessment: Quality of Teaching 	<ul style="list-style-type: none"> 2.3.3 Learning, Teaching and Assessment: Effective Use of Assessment 	<ul style="list-style-type: none"> 2.3 Learning, Teaching and Assessment
<ul style="list-style-type: none"> 3.1.1 Ensuring Wellbeing, Equality and Inclusion: Wellbeing 	<ul style="list-style-type: none"> 3.1.3 Ensuring Wellbeing, Equality and Inclusion: Inclusion and Equality 	<ul style="list-style-type: none"> 3.1 Ensuring Wellbeing, Equality and Inclusion
<ul style="list-style-type: none"> 3.2.1 (1.1.2/3) Raising Attainment and Achievement: Attainment in Literacy and Numeracy 3.2.3 (1.1.3) Raising Attainment and Achievement: Overall Quality of Learners' Achievement 		<ul style="list-style-type: none"> 3.2(+1.1) Raising Attainment and Achievement
<ul style="list-style-type: none"> 2.7.3 Partnerships + 2.5.1 Family Learning 2.2.4 (3.3) Skills 2.1.3 Safeguarding: National Guidance and Legislation 	<ul style="list-style-type: none"> 2.4.2 Personalised Support: Targeted Support 2.1.2 Safeguarding: Arrangements to ensure Wellbeing 1.2.3 Leadership of Learning: Children Leading Learning 	<ul style="list-style-type: none"> 2.2 Curriculum
Learning Community Improvement Plan: <ul style="list-style-type: none"> 2.3 Learning Teaching and Assessment 2.6 Transitions 	Learning Community Improvement Plan: <ul style="list-style-type: none"> 2.3 Learning Teaching and Assessment 2.6 Transitions 	Learning Community Improvement Plan: <ul style="list-style-type: none"> 2.3 Learning Teaching and Assessment 2.6 Transitions



Priority 1



Reading

GREEN HOUSE CORE THEMES

Reading
Differentiation
Tracking

Priority 2



Skills

YELLOW HOUSE CORE THEMES

Skills
LFS

Priority 3



Our Achievements

RED HOUSE CORE THEMES

Participation and Achievement

Priority 4



Relationships

BLUE HOUSE CORE THEMES

Relationships (Kindness)
Inclusion and Diversity
Family Learning

Learning Community Core Themes



2.3: The Journey to Good



respect ambition resilience empathy

PRIORITY 1: Improving Reading via excellent differentiation

EDINBURGH IMPERATIVE: LITERACY AND NUMERACY PRAG

EDINBURGH IMPERATIVE: PEOPLE AND PROGRESS

<p>NIF AREA</p> <ul style="list-style-type: none"> <input type="checkbox"/> placing the human rights and needs of every child and young person at the centre of education <input type="checkbox"/> improvement in children and young people's health and wellbeing <input checked="" type="checkbox"/> closing the attainment gap between the most and least disadvantaged children and young people <input type="checkbox"/> improvement in skills and sustained, positive school-leaver destinations for all young people <input checked="" type="checkbox"/> improvement in attainment, particularly in literacy and numeracy 	<p>HGIOS 4 Quality Indicator(s)</p> <p>1.5.2 Management of Resources and Environment for Learning 2.3.1-4 Learning, Teaching and Assessment 2.6.3 Transitions 3.2.2 Raising Attainment and Achievement</p>
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Overall Responsibility: Rebecca Favier (HT) led by Beth McCrae (PT) supported by Maria Shaw, Eleanor Lennon, Joanne Nicholls, Helen Anderson and Elaine Ho

- Next Steps from Standards and Quality Report 23/24:
- all teaching staff to engage with the Teachers' Charter through exploring differentiation
 - all support staff to engage with CEC PSA differentiation training
 - raise attainment in reading by at least 5pp in all stages (new reading scheme and professional development re pedagogical approaches)
 - embed our tracking and monitoring calendar to ensure robust quality assurance
 - implement the new CEC tracking system as a tool for monitoring attainment and continuous improvement

- Key issues/ why are we doing this?
- learners report books are boring, tatty and outdated
 - learners report that the quality of the books in the class libraries are poor and compare unfavorably to the school library (which they report as being modern, inclusive and interesting)
 - we would like to ensure simple and effective options for parents/carers to support reading out with school
 - although the school's electronic library system is working well, the explicit teaching of library skills is inconsistent
 - new community library opening- opportunity for classes to attend weekly, support use of library cards and boost reading for enjoyment
 - interventions and targeted/intensive supports from SFL (in reading) do not compliment classroom pedagogy and individual pupil plans
 - educators report that the school's outdated reading books are hindering reading for enjoyment, inclusivity and progression in learning
 - educators report inconsistency of approaches to teaching reading, mixed schemes and some staff lack sufficient knowledge of the processes involved with teaching of reading (for example Literacy Rich)
 - teacher judgement against benchmarks alongside CEC Reading Progressions confirmed by NSA data confirm particular pupil difficulty in understanding, analysing and evaluation of fiction texts
 - whilst the majority of learners are attaining the expected level of attainment in reading in P1, P4 and P7 (23/24 figures), the school seeks to incrementally close the PRAG aiming for a further minimum 5pp increase this session

<p>All means 100%</p> <p>Almost all means over 90%</p> <p>Most means 75%-90%</p>	<p>Measurable outcomes (by December 2024)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Learning and Teaching: professional development relating to <u>differentiation</u> of content leads to raised attainment for all; differentiation of content is observed in all shared classroom experience opportunities; during pupil learning walks; all teaching staff report improved confidence via surveys; differentiation of content is explored at parent/carer Learn Alongs (feedback from parents/ carers demonstrates this) <input type="checkbox"/> Learning and Teaching: professional development related to new <u>Education Scotland Reading Resource</u> <input type="checkbox"/> Assessment: all teachers access and use data to identify gaps and next steps in learning and all teachers make rigorous professional judgements about pupils' level of attainment and achievement; demonstrated via implementation of CEC tracking system <input type="checkbox"/> P1 Assessment and Intervention: the <u>Primary One Literacy Assessment and Action Resource (POLAAR)</u> will assess then identify the most effective intervention using the 'observe-action-observe' model- all P1 pupils have made at least 1 points progress by December 2024 <input type="checkbox"/> Parental Engagement and Family Learning: through weekly access to the Community Library, offer opportunities for parents/carers to learn together in the community- the majority of parents attend at least 1 library session and most children have signed up for a library card <input type="checkbox"/> Assessment and Interventions: all teachers use of data to identify gaps in learning, target interventions carefully and monitor their impact between block tracking meetings; all teachers use the new CEC tracking system to build and interpret data sets where % on track, % in intervention (+ impact) can be interpreted, all teachers act upon data sets; evident through discussion at tracking and attainment meetings
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Majority means 50%-74%		<ul style="list-style-type: none"> ❑ Assessment and Moderation: all teaching staff engage in moderation activities (2 cluster and 2 school based); confidence in professional judgements using Reading Benchmarks is high demonstrated by teacher survey feedback and moderation data ❑ Resource Management: all class libraries refreshed (to match school's new curriculum rationale) ❑ Resource Management: new reading scheme purchased (ELS to support Literacy Rich in Early Years + other schemes to complement selected in full consultation with pupils); total spend £21 000 ❑ Support for Learning: all staff understand the 5 roles of the SFL teacher to ensure robust processes of identification, assessment and the planning and provision for learners who have additional support needs; demonstrated by raised attainment
Less than half means 15%-49%		
Few means up to 15%	Measurable Outcomes (by June 2025)	<ul style="list-style-type: none"> ❑ Learning and Teaching: professional development relating to differentiation leads to raised attainment for all; differentiation is observed in all shared classroom experience opportunities; during pupil learning walks; all teaching staff report improved confidence via surveys; differentiation of content/process/environment is explored at parent/carer Learn Alongs (feedback from parents/ carers demonstrates this) ❑ Learning and Teaching: all support staff engage with CEC PSA Differentiation Training ❑ Reporting: most parents/carers attend Learn Along Sessions and parental consultations to understand their child's progress and learning; parent/carer feedback demonstrates this ❑ Attainment: the majority of children are attaining appropriate levels in Reading, Writing and Numeracy and a few have exceeded these ❑ Attainment: though the development of Wordboost and bespoke support from Speech and Language Therapist (weekly), most children are attaining the appropriate level in talking and listening ❑ Attainment: universal and targeted learning and support is embedded and is having a positive impact on almost all learners requiring additional support; this is demonstrated by data on the Hosforth quadrant (progress against benchmarks is captured) ❑ Attainment: support progression between ELC and Primary 1 by offering developmentally appropriate pedagogy; most children in Primary 1 attain the appropriate level in Primary 1 and a few exceeded these

By May 2025	Reading	Writing	Listening and Talking	Numeracy
	P1 Stretch Aim 75%	P1 Stretch Aim 75%	P1 Stretch Aim 80%	P1 Stretch Aim 80%
	P4 Stretch Aim 70%	P4 Stretch Aim 60%	P4 Stretch Aim 82%	P4 Stretch Aim 70%
	P7 Stretch 82% Aim	P7 Stretch Aim 80%	P7 Stretch Aim 85%	P7 Stretch Aim 70%

❑ **Developmentally Appropriate Pedagogy in Primary 1:** all primary 1 pupils experience all elements of high quality P1 provision with the core tasks as follows:

- by August 2024: Primary 1 lead and practitioners have revisited and are confident in applying Realising the Ambition, CEC Play for Learning Guidance and CLPL support from CEC and Education Scotland
- by September 2024: the vision for P1 Pedagogy has been refreshed and shared with/ by all stakeholders
- by December 2024: a range of evidence exists to demonstrate that all practitioners confidently plan and assess a balance of flexible, responsive and intentional experiences (and outcomes); progress of all learners is tracked (POLAAR) and almost all learners are on track to attain first level by May 2025
- by March 2024: the environment and balance of flexible, responsive and intentional experiences (and outcomes) continues to shift and develop as the children progress and move towards 1st Level



PRIORITY 2: WEAVING SKILLS AND LEARNING FOR SUSTAINABILITY THROUGH OUR CURRICULUM

EDINBURGH IMPERATIVE: CURRICULUM

NIF AREA <input type="checkbox"/> placing the human rights and needs of every child and young person at the centre of education <input type="checkbox"/> improvement in children and young people's health and wellbeing <input type="checkbox"/> closing the attainment gap between the most and least disadvantaged children and young people <input checked="" type="checkbox"/> improvement in skills and sustained, positive school-leaver destinations for all young people <input checked="" type="checkbox"/> improvement in attainment, particularly in literacy and numeracy	HGIOS 4 Quality Indicator(s) 3.2.3 Raising Attainment and Achievement 3.31-4 Increasing Creativity and Employability 2.2.4 Curriculum 2.3.2 Learning, Teaching and Assessment
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Overall Responsibility: Rebecca Favier (HT) led by Lucy Cooper (DHT) and supported by Shona Pettie, Maria Shepherd, Daniyah Ghafoor, Lucy Elliot and Allan Irwin

Next Steps from Standards and Quality Report:
 - school staff should ensure children can see the relevance of their learning, the skills they are developing and how these link to life and work; they should work collaboratively to consider how they empower learners to talk about their learning so they can evaluate their progress and identify what they need to do to improve

Key issues/why are we doing this?
 - learners report that they enjoy working with our recently developed learning characters Craig, Roy and Stan and would like to embed this work
 - educators report that learners are enthused by the learning characters but the 'skills maps' are incomplete (educators would like these maps to be finalised)
 - learners, educators, parents/carers and partners agree Learning Beyond the Classroom 'Campus: Buildings, grounds, transport, energy & water use' is an emerging strength, however the 3 further 'c's of curriculum, culture and community (as detailed in our recently updated Curriculum Rationale) need to be developed and streamlined
 - inline with the new General Teaching Council Professional Standards, every practitioner, school and education leader should demonstrate learning for sustainability in their practice

All means 100% Almost all means over 90% Most means 75%-90% Majority means 50%-74% Less than half means 15%-49% Few means up to 15%	Outcomes (by December 2024)	<input type="checkbox"/> Skills: using consistently our learning characters, all educators plan a careful balance of knowledge and skills learning and this is evident in moderated work, learning walks, classroom displays, lesson plans and pupil focus groups <input type="checkbox"/> Skills: almost all learners can talk about the skills they are developing, linking these skills to our learning characters- this is evident in pupil work, focus groups and learning walks <input type="checkbox"/> Learning for Sustainability CPD- all teaching staff engage with GTCS sections 1 and 2 Learning for Sustainability Hub CPD- staff talk knowledgeably about the current LfS landscape
	Outcomes (by June 2025)	<input type="checkbox"/> CEC Skills CPD: all teaching staff maximise the impact of our Learning Characters though professional development relating to skills ; our skills progression based on our learning characters is observed in all shared classroom experience opportunities; during pupil learning walks; all teaching staff report improved confidence via surveys; skills are explored at parent/carer Learn Alongs (feedback from parents/carers demonstrates this) <input type="checkbox"/> Learning for Sustainability CPD- all teaching staff engage with GTCS sections 3 and 4 Learning for Sustainability Hub CPD; staff talk knowledgeably about their role in progressing the LfS agenda <input type="checkbox"/> Learning for Sustainability- CURRICULUM: finalise draft curriculum plans to ensure our LfS Curriculum Rationale is embedded in all aspects of learning <input type="checkbox"/> Learning for Sustainability- COMMUNITY: following the pilot of our new 'community pathway' aspect of curriculum, revise/amend and potentially share our finalised pathway

Embed:

Learning for Sustainability CAMPUS: LBTC is planned, regular (minimum weekly) and progressive for all learners; evidenced through timetables and curricular plans
 Food Technologies: all learners experience robust, progressive curriculum in food technologies; evidenced through timetables and curricular plans



PRIORITY 3: Participation and Achievement

EDINBURGH IMPERATIVE: CURRICULUM

<p>NIF AREA</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> placing the human rights and needs of every child and young person at the centre of education <input type="checkbox"/> improvement in children and young people's health and wellbeing <input type="checkbox"/> closing the attainment gap between the most and least disadvantaged children and young people <input checked="" type="checkbox"/> improvement in skills and sustained, positive school-leaver destinations for all young people <input type="checkbox"/> improvement in attainment, particularly in literacy and numeracy 	<p>HGIOS 4 Quality Indicator(s)</p> <p>3.2.3 Raising Attainment and Achievement 3.31-4 Increasing Creativity and Employability 2.2.2 Curriculum: Development of the Curriculum 2.2.3 Curriculum: Learning Pathways 2.2.4 Curriculum: Skills for learning, life and work</p>
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Overall Responsibility: Rebecca Favier (HT) led by Mairi Stevenson supported by Martin Forshaw, Emily Presslie, Vikki Grimley and Amanda Edwards

Next Steps from Standards and Quality Report:

- whilst understanding the challenges faced by some children and families, ensure all staff have consistently high expectations and a culture of ambition is developed so all children can aim high and succeed
- ensure all teaching staff are empowered to facilitate learner participation across the school
- explore JASS as a mechanism to ensure learners are applying and increasing their achievements through authentic participation

Key issues/why are we doing this?

- learner feedback indicates strongly that they are seeking to take increasing ownership of their learning though pursuing personal interests and learning in their community
- parents and carers, whilst recognising that their child may find meeting expected benchmarks challenging, are passionate about their child's achievements being recognised and celebrated
- last year's professional development activities highlighted gaps in the pupil experience around community based/contextualised learning and authentic participation

<p>All means 100%</p> <p>Almost all means over 90%</p> <p>Most means 75%-90%</p> <p>Majority means 50%-74%</p> <p>Less than half means 15%-49%</p> <p>Few means up to 15%</p>	<p>Outcomes (by December 2024)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Participation and Achievement: staff will use the Framework for Participation Tool (Education Scotland) and complete red, amber and blue sections/ tasks <input type="checkbox"/> JASS Whole School: all pupils are facilitated and encouraged to capture and celebrate personal achievement (October-December: Get Active, Stay Active)
	<p>Outcomes (by June 2025)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Participation and Achievement: staff will use the Framework for Participation Tool (Education Scotland) and complete green and gold sections/ tasks <input type="checkbox"/> JASS Whole School: all pupils are facilitated and encouraged to capture and celebrate personal achievement (January-February: My Interests February- April: My Community May: My Adventure (or camps/ EPICs for P5-P7) <input type="checkbox"/> all learners recognise they are participatory citizens- they can identify the 7 Golden Rules for Participation in their learning and life (evidenced by pre and post survey data alongside pupil testimonials)



NIF AREA	HGIOS 4 Quality Indicator(s)
placing the human rights and needs of every child and young person at the centre of education <input checked="" type="checkbox"/> improvement in children and young people's health and wellbeing <input checked="" type="checkbox"/> closing the attainment gap between the most and least disadvantaged children and young people <input checked="" type="checkbox"/> improvement in skills and sustained, positive school-leaver destinations for all young people <input checked="" type="checkbox"/> improvement in attainment, particularly in literacy and numeracy	1.5.2 Management of Resources and Environment for Learning 2.2.1 Curriculum: Rationale and Design 2.2.2 Curriculum: Development of the Curriculum 2.2.3 Curriculum: Learning Pathways 2.2.4 Curriculum: Skills for learning, life and work 3.3 Increasing Creativity and Employability
Overall Responsibility: Rebecca Favier (HT), Curriculum and Sustainability (PT), Mairi Stevenson (PT), Stewart Atkinson (consultant LBTC)	
Next Steps from Standards and Quality Report/ Supported Self Evaluation: - as planned, the school should continue to develop its Curriculum Rationale to reflect its unique context	



- school staff should ensure children can see the relevance of their learning, the skills they are developing and how these link to life and work. They should work collaboratively to consider how they empower learners to talk about their learning so they can evaluate their progress and identify what they need to do to improve
- whilst understanding the challenges faced by some children and families, it is vital that staff have consistently high expectations and a culture of ambition is developed so all children can aim high and succeed.
- to increase children's motivation and extend their engagement in learning, teachers should ensure increased pace and challenge in lessons. Children are now ready for an aspirational curriculum that provides suitable challenge and lifts the lid on their learning
- further develop learner participation across the school

Priority 3 Task/ Activity	Resources	Time
Curriculum Pathways: Relevance	Curricular Pathways Documents	Inservice Day 1
Develop Curriculum Rationale	Education Scotland Materials	SM3 CAT 4
Wordboost Training	Gill Earl SALT	Inservice Day 2
The 4 Arenas of Participation	Education Scotland Mapping Tool	Inservice Day 3 CAT 8 CAT 9
Learning for Sustainability: LBTC	Stewart Atkinson Training	Inservice Day 1 SM 6
Food Technologies	CEC Materials	Inservice Day 1 SM10



PRIORITY 4 EQUALITIES, EQUITY AND INCLUSION

<p>NIF AREA</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> placing the human rights and needs of every child and young person at the centre of education <input checked="" type="checkbox"/> improvement in children and young people's health and wellbeing <input type="checkbox"/> closing the attainment gap between the most and least disadvantaged children and young people <input type="checkbox"/> improvement in skills and sustained, positive school-leaver destinations for all young people <input type="checkbox"/> improvement in attainment, particularly in literacy and numeracy 	<p>HGIOS 4 Quality Indicator(s)</p> <ul style="list-style-type: none"> 1.1.2 Analysis and evaluation of intelligence and data 1.3.2 Strategic planning for continuous improvement 1.4.2 Building and sustaining a professional staff team 1.5.2 Management of resources and environment for learning 2.1.2 Arrangements to ensure wellbeing 2.4.3 Removal of barriers to learning 2.7.2 Collaborative learning and improvement 3.1.3 Inclusion and equality
<p>Overall Responsibility: Rebecca Favier (HT and Equalities Coordinator),</p>	
<p>Next Steps from Standards and Quality Report/ Supported Self Evaluation:</p>	

<p>All means 100%</p> <p>Almost all means over 90%</p> <p>Most means 75%-90%</p> <p>Majority means 50%-74%</p> <p>Less than half means 15%-49%</p>	<p>Outcomes (by December 2023)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Equalities: all staff will undertake/refresh core equalities and diversity training: <ul style="list-style-type: none"> o Equality and Diversity Parts 1: Introduction to Equality and Diversity o Equality and Diversity Parts 2: What does Equality and diversity mean? o What is Equality and Diversity and why it matters? o Unconscious Bias Part 1 o Unconscious Bias Part 2 <input type="checkbox"/> Equalities: all teaching staff have accessed and completed/refreshed: <ul style="list-style-type: none"> o GTCS Professional Learning Module 1: Introduction to Equality and Diversity o GTCS Professional Learning Module 2: Reflecting on Equality and Diversity as Teachers in a Diverse Scotland o Equalities and anti-racism training resources delivered by the EIS <input type="checkbox"/> Equalities: HT, BM, DHT, PT and DO have all completed/refreshed enhanced training: <ul style="list-style-type: none"> o Direct and Indirect Discrimination o Achieving Equality and Diversity <input type="checkbox"/> Equalities: pupils in key equity groups (SIMD, CE, AF, A/D Disabled, YC, refugee/ asylum seeker, low attendance, medical, EAL, hidden poverty and ASN) are known to staff and their attainment and achievements are closely planned for, supported and monitored; evidenced through trackers and achievement trackers <input type="checkbox"/> Care Experienced Learners: a whole school ethos of high expectations of CE children is adopted by the whole school community and this is evidenced by all aspects of the CEC CE tool (Loved, Safe, Respected) <input type="checkbox"/> Care experienced Learners: the attendance and attainment of CE learners is an agenda at all weekly SLT meetings and all tracking and monitoring meetings; all care experienced learners are either amber or green (or blue)
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Few means up to 15%		<ul style="list-style-type: none"> <input type="checkbox"/> Young Carers: all young carers are identified and their attendance and attainment is tracked and monitored; supports are tracked; evidenced through SEEMIS data and teacher trackers <input type="checkbox"/> Inclusion: all SFL interventions (including the use of PSAs) in place to raise attainment and achievement are implemented and data informed <input type="checkbox"/> Inclusion: teaching staff have focused attention on monitoring and evaluating learning and teaching and children's achievements; ACEL/ Achievement and Pathway data has been interpreted and prepared and tracking meetings have been conducted <input type="checkbox"/> Inclusion: all staff are confident in relational and restorative approaches- all staff have worked with Education Scotland to develop understandings around these approaches <input type="checkbox"/> Inclusion: all stakeholders contribute to the rationale, design and ongoing development of the curriculum include Equalities, Equity & Inclusion, Sustainability, UNCRC and SHANARRI; everyone understands what our school is trying to achieve through our curriculum rationale which positively reflects our identities, languages, cultures and histories <input type="checkbox"/> Inclusion: all attendance is recorded accurately on SEEMIS and the school's attendance procedure is embedded <input type="checkbox"/> Attendance: embed new procedure- reduce below 85% attendance from 28.5% (96 pupils) to 20% (70 pupils); measure weekly on identified cohort tracker <input type="checkbox"/> Anti bullying and discrimination: the anti bullying and discrimination policy is embedded <input type="checkbox"/> Equalities: all class libraries are refreshed to reflect the pupils within the community; all pupils undertake pre/ post library survey <input type="checkbox"/> <i>all PPR, Assessment of Needs, Child's Plan and Child Protection Documents are robust and comply with CEC Policy (along with skilled use of pastoral notes)</i>
	Outcomes (by June 2023)	<ul style="list-style-type: none"> <input type="checkbox"/> Inclusion: school communication processes are inline with best equalities practice <input type="checkbox"/> Inclusion: Relationships Policy: Better Behaviour Better Learning (Relationships) Policy is finalised <input type="checkbox"/> Inclusion: all teaching staff report tracking and monitoring procedures are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and those who are care experienced; all teachers have well-developed skills of data analysis which are focused on improvement <input type="checkbox"/> Equalities: our curriculum provides children and young people with well-planned and progressive opportunities to explore kindness, anti bullying, diversity and multi-faith issues, and to challenge racism and religious intolerance: Pupil H&W Survey demonstrates this: <ul style="list-style-type: none"> ▪ I would know who to go to if I was being bullied; > 80% of pupils agree ▪ Adults in our school are good at dealing with bullying ; > the 85% of pupils agree ▪ Bullying happens in my school; < than 40% agree (23pp drop) <input type="checkbox"/> Equalities: our learners are knowledgeable about equalities and inclusion; they feel able to challenge discrimination, xenophobia and intolerance when they come across it: Pupil H&W Survey demonstrates this: <ul style="list-style-type: none"> ▪ I would know who to go to if I was being bullied; > 80% of pupils agree ▪ Children in this school are kind to each other; > 63% of pupils agree (20pp gain) ▪ I try to help others when things are hard for them; > 100% of pupils agree <input type="checkbox"/> Parental Engagement: alongside Parental consultations and Learn Alongs, all parents are aware of the weekly 'Tuesday Chatter' with the SLT and partners and these are well attended (40-50% of parents attend over the school year)

- Achievement and Participation:** all staff understand their roles in planning for participation and achievement across the 4 areas and all pupils have planned/ recorded/tracked evidence of participation and achievement

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All means 100%	Measurable outcomes (by December 2023)	<input type="checkbox"/> Staff Wellbeing/Support: 'Wellbeing and Dignity at Work Policy' is drafted and agreed; all staff have access to (and recognise they have access to) resources to support their own and others' wellbeing
Almost all means over 90%		<input type="checkbox"/> Attendance: embed new procedure- reduce below 85% attendance from 28.5% (96 pupils) to 20% (70 pupils); measure weekly on identified cohort tracker
Most means 75%-90%	Measurable Outcomes (by June 2024)	<input type="checkbox"/> Late coming: reduce to below 50 pupils (15%) of school late coming on average per week; few pupils arrive late each day
Majority means 50%-74%		<input type="checkbox"/> Active Schools Partnership: all pupils have had opportunity to attend an active school club and most attended 90% of the sessions
Less than half means 15%-49%		<input type="checkbox"/> Whole School HWB: better eating, better learning has impacted positively the dining hall experience; measured by pupil feedback pre and post, pupil meal uptake has increased by 10%, food wastage continues to fall/ stabilise
Few means up to 15%		<input type="checkbox"/> Active Schools Partnership: all pupils have had opportunity to attend a second active school club and most attended 90% of the sessions
Embed: <ul style="list-style-type: none"> <input type="checkbox"/> Resilience: all teaching staff and PSOs use SEEMIS correctly to record incidents (bullying and equalities module) and pastoral notes is used as a tracking and support tool by all teachers and PSOs; monitored by SLT and reported at all H&S meetings <input type="checkbox"/> Resilience: termly safeguarding audit demonstrates excellent practice; almost all areas green <input type="checkbox"/> Resilience: ensure an appropriate school wide focus on H&S related guidance and procedures (including cyber resilience and internet safety, hostile intruder, suspicious item, child protection, lock down, first aid, confidentiality, excursions, medication, volunteers and GDPR) results in a confident, resilient and empowered staff team; staff confidence survey August 2023 and, at resurvey in December 2023 almost all staff will identify as confident/very confident in all areas 		

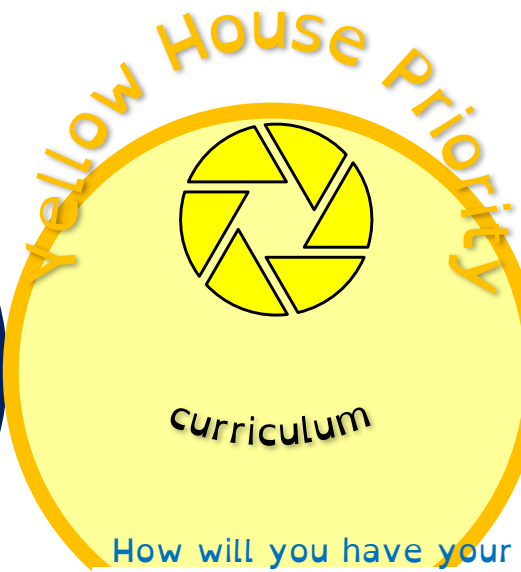
- all stakeholders contribute to the rationale, design and ongoing development of the curriculum including Equalities, Equity & Inclusion and Sustainability; all stakeholders understand what our school is trying to achieve through our curriculum rationale which positively reflects our identities, languages, cultures and histories (views captured at parental consultations)
- Curriculum:** all staff and partners are ambitious and expect high levels of both attainment and achievement for all learners; this is reflected in all curricular progressions and pathways across the 4 contexts

How are we going to make our school even better?

School Improvement Plan for Pupils 2024/2025



respect ambition resilience empathy



How Good is OUR school?

Everyone in our school knows and understands the wellbeing wheel. We use it to assess how well we are getting on with our own wellbeing.

In our school, learning is challenging and enjoyable. Our learning is varied. Our learning experiences include learning in the outdoors, learning in the community and further afield.

We are actively involved in planning what and how we learn. We get to make choices about our learning.

Our school is welcoming and everyone feels that they belong here. All pupils have opportunities to make friends and feel part of a group.

How will you have your say and improve Craigroyston?

By gathering evidence

By considering what is excellent about Craigroyston

By discussing how things are going



respect ambition resilience empathy

By gathering evidence

By considering what is excellent about

By discussing how