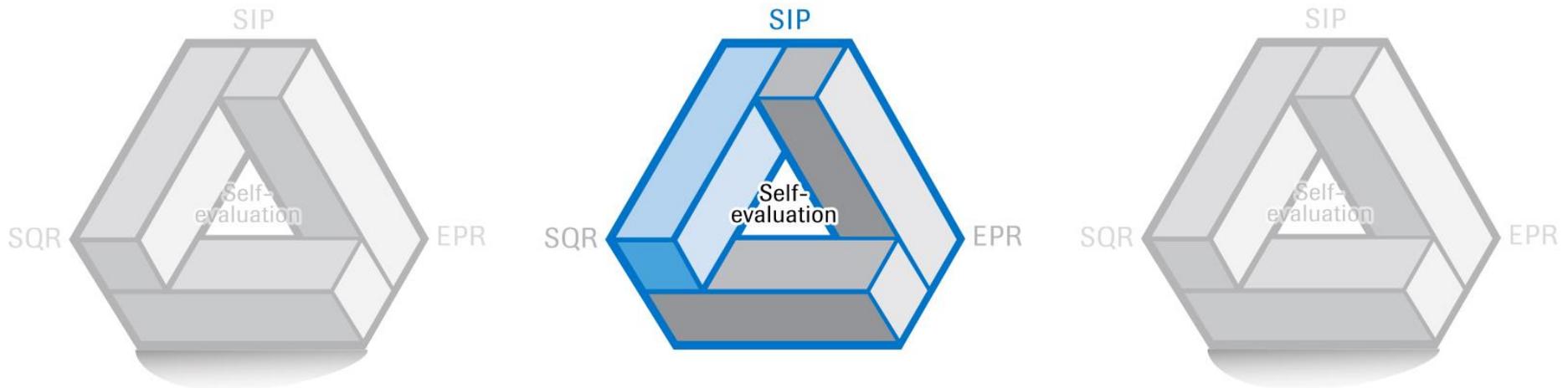




Glasgow City Council
Education Services
City Chambers East
40 John Street
Glasgow G1 1JL

www.glasgow.gov.uk
0141 287 2000

Supporting Improvement: **School Improvement Plan**



Establishment	Knightswood Primary School
Head of Establishment	Jonathan Cunningham
Local Improvement Group	LIG 2/North West/Knightswood Learning Community
Head of Service	Maureen McKenna
Area Education Officer/ Quality Improvement Officer/Link Officer	Linda Logue

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Action Plan Summary for Stakeholders

<p>1. Our Vision, Values and Aims</p> <p>This coming session we will continue to build on and embed our vision and values with the school community. At the start of the next session, we will be creating an overarching statement to outline the kind of school that we strive to be. All staff will work on this and all pupils, parents and stakeholders have already had an opportunity to input into the new school values. We will continue to work together to ensure everyone's ideas are reflected in our vision and values. Our work with our key values will underpin our vision statement. All school stakeholders have been able to share the values they feel most reflect what we want to represent in our school.</p> <p>Our current vision and values are known to almost all pupils, staff and some parents. In our practice, 'Be the best you can be' and our new values will be discussed regularly with our pupils. Thoughts will also be given to the branding of our values – to make sure they are instantly recognisable to all members of our school community.</p>
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1. Our Vision, Values and Aims

Our Current Vision

“To provide a happy, safe, nurturing and stimulating environment where children recognise and achieve their potential. This is through carefully planned teaching and learning as measured through year-on-year progress, so that they can make their best contribution to society”.

Our Aims

To provide a safe and caring environment promoting positive relationships between home, school and community and to provide a well balanced, stimulating curriculum for every child.

The staff at Knightswood Primary work together to:-

1. Promote the nurture principles throughout the school
2. Provide learning experiences matched to the needs of pupils.
3. Encourage an effective system of home, school, and community links for the benefit of all.

Our Core Values

Compassion

Integrity

Justice

Wisdom

Motto: *“Be the best we can be”*

2. Summary of our self-evaluation process.

Throughout this session we have continued to self-evaluate and reflect on the year. Never before has self-evaluation been so important as we continue through a pandemic and plan our next steps during a very interesting period of time. All staff and other stakeholders are actively encouraged and involved in our on-going self-evaluation activities. Our quality assurance calendar and assessment framework also supports our improvements in teaching and learning and we work collegiately on moderation and best practice.

We have robust staged intervention and attainment procedures, with GIRFEC central to our plans, to ensure children’s needs are met, both academically and emotionally. Through our attainment, tracking and intervention meetings, next steps have been identified for both individual

2. Summary of our self-evaluation process.

and group support. Children and staff work together to take responsibility for learning and are leading developments throughout the school. Particularly in their use and understanding of digital learning. We continue to develop our play based learning both indoors and outdoors.

Staff have also been working together within TLCs to develop our whole school relationship policy based on our school rules of ready, respectful and safe. Within working groups, staff engaged in literature and activities in relation to school developments. These groups and plans shaped immediate and long term actions.

All stakeholders have contributed to the school's self-evaluation processes and from these discussions and questionnaires have informed the SIP, EPR and SQ report.

Successes and achievements have continued to be recognised in the most appropriate ways without the ability of face-to-face assemblies. Online assemblies and connection with our community have been vital, especially during lock down periods.

Our PEF spend this year has again been impactful and resulted in improvements in teaching and learning, attainment, achievement and the wellbeing of learners, as evidenced by our GIC team, class interventions and PEF interventions on our overall results of the session.

Strengths identified:

Recovery, Resilience and Re-connection

It was important to ensure we had a focus on the children transitioning back to school in August and again in Term 3 from periods of lockdown. It was vital to establish confidence in staff, children and families with clear guidelines, risk assessments and plans to support a recovery model. We ensured that we reengaged with the nurture principles; all behaviour is communication modules and supported wellbeing to reconnect with the life of the school community. It was important to re-establish both existing and new school routines and supports where necessary as well as focusing on opportunities to reconnect and engage in online family support workshops. We also set up weekly calls to all families in the school to extend communication pathways and establish community during lockdown. Our Family Support Officer also continued to support key children throughout the year. Not only were online classrooms set up and well used but work packs were continually created to support families with limited access to technology. Children participated in a recovery and reconnection curriculum which was planned by our Nurture teacher who shared this during the school in-service day to ensure consistency across the school and deepen the message of our initial focus on connections and wellbeing.

2. Summary of our self-evaluation process.

GIC – Numeracy

Most classes are now using the CPA approach effectively with all children. Children demonstrate a variety of strategies when solving problems. Teachers have now been trained in CPA by our CLOL. This has resulted in an increase in confidence levels.

Outdoor learning opportunities have increased in the infant stages. All classes have experienced team teaching with the CLOL in embedding Numeracy and Maths outdoors. Evidence of positive impact was gathered through the use of POLLI. Class teachers now take children outdoors for weekly Maths and Numeracy Lessons and again was evidenced during Quality Assurance visits.

Further training with the use of concrete materials to support learners across all years of the school was experienced by Support for Learning Workers. CLOL provided specific packs and training regarding specific strategies to support in the Early and First level. Numicon training was also provided this session to SFLW. SFLWs are now using concrete materials more effectively and confidently when working with small groups and individuals.

A focus on fractions, decimals and percentages by CLOL, including teacher and SFLW training has resulted in improved confidence in children and teachers in this area, evidenced through children's work, voice and staff questionnaire. Confidence in teaching of fractions, decimals and percentages was also demonstrated through quality assurance visits.

Good Lesson guide created and followed by staff to inform good practice in Knightswood. This was evidenced in quality assurance visits to classes, demonstrating confidence and consistency.

Leadership of Learning

All staff participated in individual and collective professional learning which has impacted on their practice and improved outcomes for our learners. All teaching staff participated together in teacher learning communities. Peer learning and constructive feedback feature highly in our school quality assurance programme. A group of the staff from different TLCs used feedback from all groups to co-construct our new pivotal policy and updated relationship policy.

Digital Literacy

The previous year has impacted on the school and young people in many ways. The most positive impact has been on staff's use of digital technology. We have seen fantastic examples of innovative practice across all areas within the school. Moving forward we continue our strategy to deliver an increased effective use of digital technology in classes and bring about the equity of opportunity. We will be structuring

2. Summary of our self-evaluation process.

this around four key areas: the skills of our staff; the class and individual access to technology; use within curriculum and assessment; and pupil digital leadership.

Partnerships

Our partnerships are firmly embedded within the school. We have developed effective partnerships with our Parent Council, Family Support Officer, Action4Children as well as many others. All partners are familiar with and appreciate the Knightswood Community and continue to support and invest in the school. We engage with our partners regularly, and our joint working is thriving and impact on those within the school community.

Priorities for development:

- 1: **Continue to raise attainment by reflecting on, moderating and improving pedagogy across all classrooms.**
- 2: **Continue to focus on improving and moderating our approaches to learning and teaching in Numeracy and Mathematics.**
- 3: **Sustainability to permeate the curriculum, developing skills for life learning and work, rights of the child through IDL development and outdoor learning.**
- 4: *Continue to use PEF to support the number of strategies already established to support Health and Wellbeing of children and families.*

3. Additional Monies Spend Summary of Consultation Processes

Rationale for Spend:

All additional monies are regularly discussed with the SLT on a weekly basis and with Termly meetings with the AFA. On Tuesday 27th April, the Finance Committee (consisting on a stakeholder from all groups within the school community) met to discuss the potential spend for the session ahead. At this meeting all had agreed, and were very excited and positive regarding the update to the previous year's spend and agreed all plans for the forth-coming year. Focus is on ensuring attainment is a priority with developments in literacy and numeracy. All

3. Additional Monies Spend Summary of Consultation Processes

planned spend and interventions are on attainment and on the holistic wellbeing of learners.

Measures/Evidence for Impact (data, observation, views):

1: Additional Teacher (Attainment and PEF)

2: Support for Learning Workers (4 SFLWs with TIG focus)

3: Family Support Officer (Holiday Provision, Clubs, Activities, Workshops)

4: Tapestry (Pedagogy and Teaching and Learning across the school)

5: Action4Children (Wellbeing support for children – counselling)

6: Resources (*Assessments, SumDog, Outdoor Learning, Digital Literacy, Cooking Kitchen*)

4. Action Planning

No.	Quality Indicator	Priority
1	1.1, 1.2, 1.4, 2.3, 3.2	Continue to raise attainment by reflecting on, moderating and improving pedagogy across all classrooms.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Tapestry	Term 1 + 2	<i>Improved teaching and learning pedagogy in all classrooms</i>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p><i>To build consistency in learning, teaching and assessment by carrying out actions research in all classes across the school as guided by Tapestry leaders and programme</i></p> <p><i>To encourage collaboration/sharing of good practice between staff by engaging in professional dialogue to improve teaching and learning.</i></p> <p><i>Ensure all staff are up to date with the programme and the key focus and developments in each of the sessions</i></p> <p><i>SFLW to receive input of the pedagogy and strategies implemented in the classrooms</i></p> <p><i>Evaluation of the programme to determine further areas for improvement in the remainder of the session.</i></p>		<p><i>(attainment data, classroom observations, SLT and Peer reviews, TLC discussions, learning conversations, pupil focus groups) Seesaw.</i></p> <ul style="list-style-type: none"> • <i>Improved progress attainment.</i> • <i>Children talking about their learning.</i> • <i>Increased pupil engagement</i> • <i>Challenge</i> • <i>Consistency</i> • <i>Collaboration</i> • <i>Pupil voice</i> • <i>Effective use of professional reading</i> • <i>Staff evaluation</i> <p><i>Support for learning workers engaged implementing strategies. Evident in classroom support and trio moderation visits.</i></p>
<p>IDL Development</p> <p><i>Audit of social studies contexts for learning available in school.</i></p> <p><i>Review of Social Studies Experiences and Outcomes and how they are to be met across a level. Staff to discuss how they feel these are best met in relation to depth and with breadth.</i></p> <p><i>Staff to meet in levels to create IDL idea grids for each social studies topic relevant to their level. These will detail suggested IDL links which staff could make when delivering</i></p>	<p>Term 3 + 4</p>	<p><i>Equity and sustainability embedded into Interdisciplinary planning (pupil focus groups, planning evidence, learning walls, skills progression, citizenship planners, pupil equalities) Seesaw, Assembly,</i></p> <p><i>Increased engagement with Global Goals (COP26), collaboration, planning as a stage.</i></p> <p><i>Agreed pathways and planning to support breadth and depth for all children</i></p>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p><i>this topic and will also include ideas for enterprise, outdoor education and skills for life.</i></p> <p><i>Yearly review of social studies topics, resources, relevance of IDL ideas grid etc.</i></p>		
<p>Moderation Activities</p> <p><i>Re-establish moderation trios with a view of ensuring professional discussion on pedagogy and practice.</i></p> <p><i>Moderation sessions and meetings planned throughout the academic year. Initial focus on moderation in Literacy.</i></p> <p><i>Establish moderation partners with one other learning community school.</i></p>	Term 1 – 4	<p><i>Improved professional judgement. Colleagues will share good practice with one another and will develop professional groups within the school and within the learning community (examples of moderated tasks at all stages)</i></p> <p><i>Improved skills in moderation as a stage.</i></p>
<p>ASN/EAL – supporting strategies and processes</p> <p><i>Staff to continue to identify and provide relevant support to children who would benefit from additional support to meet their specific needs (inside and out with classroom)</i></p> <p><i>Staff to receive training on a range of ASN/EAL topics</i></p>	Term 1 - 4	<p><i>Termly training and staff development of supporting learners (staged intervention, learning conversations, attainment data) Passports, consistent language. Improved staff knowledge, skills and understanding. Improved pupil wellbeing. Parent partnerships.</i></p> <p><i>Teaching and non-teaching staff can show improved knowledge and understanding of the needs of all children and demonstrate practical strategies to support children with ASN.</i></p> <p><i>Up-skilled staff in writing appropriate social stories to support children who might benefit from them</i></p>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>Reading – across the school</p> <p><i>Staff focus group to be established and expectations of reading over the duration of a week/term/year to be created for all classes from P1-7.</i></p>	Term 1	<p><i>Consistency across the school. Survey – pupil enjoyment</i></p> <ul style="list-style-type: none"> <i>• Learning conversation- Lit. Seesaw – Library</i> <p><i>Improved T & L / attainment</i></p> <p><i>Effective use of Literacy for All framework and resources.</i></p> <p><i>Parent involvement – celebrating reading.</i></p>
<p>Pupil Learning Journey</p> <p><i>Use of Seesaw as the main tool and communication for sharing targets and pupil Learning Journey</i></p>	Term 1	<p><i>Children’s ownership of termly targets.</i></p> <p><i>Parental knowledge on curriculum and targets for children</i></p> <p><i>Liaison with family learning opportunities to support children’s targets.</i></p>
<p>Digital Learning</p> <p><i>Develop consistency of using digital technology to enhance teaching and learning across the school</i></p> <p><i>DLOL to lead whole school CPD sessions on the new digital framework and identify staff training needs to inform areas for coaching in context</i></p> <p><i>School use of Seesaw in every class, sharing learning, learning profiles, and communication tool with parents and carers</i></p>	Term 1 -4	<p><i>Teachers incorporating digital learning into planning.</i></p> <p><i>Increased digital learning observed during peer/trio visits</i></p> <p><i>Teachers self-evaluations showing increasing confidence in the use of technology</i></p> <p><i>Development of resource bank of digital materials in shared staff drive.</i></p> <p><i>Parental interaction and engagement with Seesaw App.</i></p>

Staff leading on this priority – including partners	Resources and staff development
<p>PT – Lisa Thompson (Tapestry)</p> <p>6 x Tapestry Leaders</p> <p>EAL – Cindy Buist (EAL – Training)</p> <p>ASN – H Elsley (SFLT – PEF)</p> <p>PT – Graeme Murphy (DLOL)</p> <p>PT – Graeme McKelvie (Learning Journey)</p>	<p>Professional Reading for all staff</p> <p>Formative assessment resources</p> <p>Collegiates/Staff Meeting/Training</p> <p>Tapestry</p> <p>Reading – Training and Development</p> <p>Training ASN and EAL for all staff</p>

DHT – Kari Cessford (Reading and Moderation) – <i>Alison Kiyani</i>	Moderation activities timetabled CPD for Teaching staff and SFLWorkers
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No.	Quality Indicator	Priority
2	1.3, 1.5, 2.2, 2.3, 2.4, 3.2	Continue to focus on improving and moderating our approaches to learning and teaching in Numeracy and Mathematics.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>GIC Year 3</p> <p><i>Audit staff CPD needs and current resources.</i></p> <p><i>Continue the evaluation of current Numeracy and Mathematics planning and progression pathways within the assessment framework</i></p> <p><i>Create and deliver a programme of CPD in line with Glasgow Counts and training. CLoLs to attend training from Glasgow Counts and cascade information to staff as part of WT calendar.</i></p> <p><i>Baseline and final progress assessments to be administered to our children identified to track improved attainment over the year</i></p>	<p>Term 1 - 4</p>	<p><i>All staff engaging with the school approaches as guided by GIC and CLOL (Consistent and progressive planners and approaches, Resources, Numeracy and Maths Good Lesson checklist, Pupil Targets, Intelligent use of data informing improvements and targeted support. Parent and carer engagement (open lessons and workshops).</i></p> <p><i>Team teaching triads.</i></p> <p><i>Staff feedback and attendance at CPD events. Learning Conversations with learners.</i></p>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>Outdoor Learning (Numeracy)</p> <p><i>Develop consistent, high quality outdoor learning within the school to promote application of learning in Numeracy.</i></p> <p><i>Modelled lessons followed by weekly class teacher led outdoor experiences.</i></p> <p><i>GIC Team to support the development of a policy on outdoor learning in Numeracy and the management of resources.</i></p> <p><i>Data gathering on current levels of confidence in the delivery of Outdoor strategies</i></p>	<p>Term 1 - 4</p>	<p><i>Increased staff confidence and knowledge. GCC framework, Glasgow counts framework. Learning journey. Staff and pupil views. Improved attainment.</i></p> <p><i>Increased use of outdoor spaces by all classes within the school resulting in application of Numeracy.</i></p> <p><i>Planning for Numeracy includes outdoor learning within plans and evaluations (direct views/quantitative data)</i></p> <p><i>Management of resources – i.e shed, outdoor numeracy resources</i></p> <p><i>Increased staff knowledge and skills.</i></p> <p><i>Teacher collaboration</i></p>
<p>Digital Technologies (Numeracy)</p> <p><i>Continue the weekly, monthly maths challenges</i></p> <p><i>Identify areas of numeracy that can be enhanced with digital inspired lessons.</i></p>	<p>Term 1 – 4</p>	<p><i>Manage the digital learning strategy effectively to support learners to further improve attainment and achievement in Numeracy. Becomes part of daily teaching and learning – increased pupil independence.</i></p> <p><i>Use of iPads to support learning needs and staged intervention plans for teaching and assessment.</i></p> <p><i>Improved teacher confidence with technology and increased application of digital learning in Numeracy and Maths.</i></p>
<p>'Counting' Progression throughout the school</p> <p><i>CLOLs to create planner showing the progression of 'counting' throughout the school from Early – Second.</i></p>	<p>Term 1</p>	<p><i>New planners to ensure skills are progressive across the school</i></p> <ul style="list-style-type: none"> • <i>Effective and consistent use by all staff</i> • <i>Improved attainment in this area</i> • <i>Effective use of Maths and Numeracy. Good lessons as well as Glasgow counts resources/framework</i>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
		<ul style="list-style-type: none"> Intervention reduced. Development and roll out of all planning and assessment progression pathways framework
Family ‘Numeracy and Mathematics’ learning and workshops <i>Re-establish and deliver family learning opportunities including whole school maths activities to increase parental engagement</i>	Term 1 - 4	<i>Attendance at events</i> <i>Feedback – evidence of increased parental understanding of Numeracy and Maths</i> <i>Engagement in children’s home learning tasks.</i>

Staff leading on this priority – including partners	Resources and staff development
GIC Leaders – CLOLs – Rona Thompson, Claire Munn DHT – Kathleen Nicolson (Numeracy) PT - Graeme McKelvie – Outdoor Learning FSO – Heather Fraser – Supporting Numeracy Workshops	Glasgow Counts Framework and CPD Outdoor learning training. Awareness of apps / games / tools to support digitally. Time spent bundling appropriate outcomes. Time allocated for moderation within e.g. within IDL stage, across learning community. Numeracy/ Maths with IDL. Assessments SumDog subscriptions Maths and Numeracy resources.

No.	Quality Indicator	Priority
3	1.3, 2.2, 2.7, 3.1, 3.2, 3.3	Sustainability to permeate the curriculum, developing skills for life learning and work, rights of the child through IDL development and outdoor learning.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>Participation in the IDL Development</p> <p><i>Embed learning for sustainability within IDL Big Task planners ensuring children have clear pupil voice and actions</i></p>	<p>Term 3 + 4</p>	<p><i>Equity and sustainability embedded into Interdisciplinary planning (pupil focus groups, planning evidence, learning walls, skills progression, citizenship planners, pupil equalities) Staff involvement and leadership.</i></p> <p><i>Key areas of learning for sustainability being part of the IDL planners: Eco, Fairtrade, Global Citizenship, International Education, Rights)</i></p>
<p>Outdoor Learning Training</p> <p><i>Develop consistent, high quality outdoor learning within the school to promote application of learning in literacy, numeracy and health and wellbeing.</i></p> <p><i>P1-3 classes supported by Outdoor Learning PT – to model and support lessons</i></p>	<p>Term 3 + 4</p>	<p><i>Training for staff in the understanding and development of outdoor learning.</i></p> <p><i>Improved staff knowledge and confidence.</i></p> <p><i>Seesaw embedded across plans,</i></p> <p><i>Outdoor Learning evident in the weekly timetable – increased use of outdoor spaces by all classes within the school resulting in application of Lit, Num, HWB learning for children.</i></p> <p><i>Parental Engagement</i></p> <p><i>Principal Teacher to create, with staff, a policy on outdoor learning including the management of resources</i></p>
<p>COP 26 – IDL Term 2</p> <p><i>All classes ensuring Big Task focus on COP 26 is a least a focus from October – December.</i></p>	<p>Term 1 + 2</p>	<p><i>Working wall displays. Seesaw.</i></p> <p><i>Learning shared videos.</i></p> <p><i>Pupil voice</i></p> <p><i>IDL planners reflecting pupil voice</i></p>
<p>Developing the Young Workforce</p> <p><i>Create a DYW academic calendar.</i></p> <p><i>Review planners identifying where DYW already exists within the school and identify gaps in curriculum.</i></p>	<p>Term 3 + 4</p>	<p><i>Skills language development.</i></p> <p><i>Events: Careers week. Career education.</i></p> <p><i>Increased awareness of DYW and how this is embedded in our curriculum.</i></p>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>Source new themes and resources to support addition to the Big Tasks.</p> <p>Implement the World of Work programme from Primary 5-7 to support transitions and pupil profiles, including opportunities for family learning.</p> <p>Develop a skills language progression. Partnership with Learning Community and external partners. Improved spaces, resources, experiences.</p>		<p>Improved links with community and local businesses. Data to support children's aware of the 'World of Work'.</p> <p>All stakeholders aware of the events within the life of the school and the opportunities to develop DYW approaches.</p> <p>Children and parental engagement. Pupils demonstrate an awareness of the skills for life.</p> <p>Pupils will be an aware of the skills required for life and work e.g. organisation, communication, enterprise/employability, problem solving and teamwork/leadership</p> <p>Skills language referenced in Seesaw. Skills language demonstrated in learning.</p>

Staff leading on this priority – including partners	Resources and staff development
<p>All teaching staff – class teachers through planning PT - Jo McKendrick – Fairtrade, Eco Committee PT – Graeme McKelvie – Outdoor Planning HT – Jonathan Cunningham - DYW</p>	<p>COP 26 – Resources, planners Cooking Kitchen resources Pupil Focus Groups Staff Policies Working Walls IDL Planner DYW – calendar Work of Work Profiles</p>

No.	Quality Indicator	Priority
4	2.6, 2.7, 3.1, 3.2, 3.3,	Continue to use PEF to support the number of strategies already established to support Health and Wellbeing of children and families.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>Family Support</p> <p><i>Plan for Family Holiday support through bespoke and individualised programmes i.e. excursions</i></p>	Term 1-4	<p><i>Experiences to enable families to experience high quality activities together.</i></p> <p><i>Support mental health.</i></p> <p><i>Increased parental engagement.</i></p>
<p>Equity Agenda</p> <p><i>Staff to create and become familiar with new Equity Policy.</i></p> <p><i>All staff to be aware that Equity in the theme that runs throughout all school developments for the year ahead.</i></p> <p><i>Staff training to be organised in relation to racial and gender equity.</i></p>	<p>Term 1 -4</p> <p>Term 3</p>	<p><i>Staff to be more aware of policy and procedures in relation to supporting young people and families.</i></p>
<p>Transitions Nursery into P1 and P7</p> <p><i>Kari Cessford and Primary 1 staff to work with the learning community to support nursery transition into Primary 1.</i></p> <p><i>Jonathan Cunningham and Primary 7 staff to organise, support and plan appropriate transition, reports and experiences.</i></p> <p><i>All SLT to complete appropriate pathway paperwork for children throughout the school if/when appropriate to do so.</i></p>	Term 1, 3 +4	<p><i>Increased pupil wellbeing.</i></p> <p><i>Effective with all nursery, secondary and school partners.</i></p> <p><i>Evaluations – review progress.</i></p> <p><i>SIIM, JST and AIG moderated by school SLT.</i></p>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>Book Club</p> <p><i>Family Support Officer to plan Book Club opportunities alongside Principal Teacher of Raising Attainment to support Literacy attainment and Family engagement.</i></p>	Term 1 – 2	<p><i>Effective parental involvement. Enjoyment of reading celebrated. Improved parental engagement. Attendance improved parental confidence in supporting reading. Digital platform opportunity could be offered.</i></p>
<p>College Courses</p> <p><i>Family Support Officer to continue to work alongside colleges devising, hosting and planning accredited courses for parents and carers.</i></p>	Terms 1 + 3	<p><i>Attendance on accredited courses to enable parents and carers to gain qualifications and pursue new employment opportunities.</i></p>
<p>ASN/Bilingual</p> <p><i>Parental workshops to support those parents with children who have ASN/EAL. Discussions on solutions and strategies to support difficult situations.</i></p>	Terms 1-4	<p><i>ASD/EAL Family Group meetings in place to support families Families signposted to appropriate supports. Parental engagement in sessions increased throughout the term and parent and carer feedback sought and recorded.</i></p>
<p>Seesaw (Communication and Learning)</p> <p><i>All families in the school engaged in the Seesaw communication tool and tool used by Family Support Officer as a mood of communication and sharing opportunities.</i></p>	Term 1	<p><i>Improved parental engagement in children’s learning. Children’s learning journey shared.</i></p>
<p>Counselling</p> <p><i>P6 and P7 counselling to be established (need dependent)</i></p>	Term 1	<p><i>Feedback from counselling services showing impact on children and positive reflections in attainment for the children identified.</i></p>
<p>Cooking Kitchen – Kitchen space within classroom</p> <p><i>Submit plans for use of the room. Resources to be identified</i></p>	Term 4	<p><i>Early proposals compiled to support school development on the cooking kitchen. Increased number of Es and Os in Nutrition and Health being addressed throughout all classes.</i></p>

Staff leading on this priority – including partners	Resources and staff development
Family Support Officer – Heather Fraser Clyde Colleges HT – Jonathan Cunningham – P7 Transition DHT – Kari Cessford – P1 Transition DHT – Kathleen Nicolson – Cooking Kitchen	SALT ASD – Family support group Action 4 children, Alternative paths – Outside agencies support Bilingual – pupil group