

**School Improvement
Plan
and Standards and
Quality 2023/24
*Canberra Primary
School
and Nursery Class
East Kilbride***



Strategic Priority	Year 1	Year 2	Year 3
1.	Develop high quality learning in science which takes account of sustainability and embeds literacy, numeracy and HWB across the curriculum. Implement Year 1 of Equality Ambassadors plan	Embark on Improving Our Schools (IOS) - Develop high quality learning experiences in the Expressive Arts	IOS identify one feature of Highly Effective Practice identified at the end of Session 2024-25 through rigorous self-evaluation and identify curricular area to raise attainment
2.	Improve attainment in numeracy through the introduction of HAM at nursery and Maths recovery at P1-7 Improve attainment in writing through Talk for Writing approaches and a phonics/grammar programme	Improve attainment in writing through the systematic review of writing assessment Develop a skills framework at all levels	Embed skills-based learning at all levels
3.	To improve children's development and learning physically, emotionally and intellectually through the development of a HWB Framework and the introduction of the Rights of the child in Nursery	Further develop parental involvement and engagement	Embed Family Engagement strategy
4.	To embed play-based/enquiry-based learning approaches at Early level and First level	Develop enquiry-based learning in upper school	Review and evaluate play based/enquiry-based learning and identify area of focus

Context of school

Canberra Primary School is a non-denominational school situated in the town of East Kilbride. The current roll is 211 across 7 classes and a nursery class, which accommodates 40 children. The local area is a mixture of social and private housing. Access to transport is very good and there are a wide range of facilities available to the local community. The new school building was opened in 2011 and provides a modern and effective learning environment.

Our school vision was developed by the whole school community and permeates Canberra life:

Nurturing, Inspiring, Striving and Working Together at Canberra and Beyond.

Our aims were developed to achieve our vision:

To promote a culture of hard work, dedication and strength of character
 To create an innovative and flexible learning environment that encourages achievement for all
 To encourage a school community where everyone feels they belong and no-one is left out
 To ensure that we all have the confidence and skills to maximise our potential

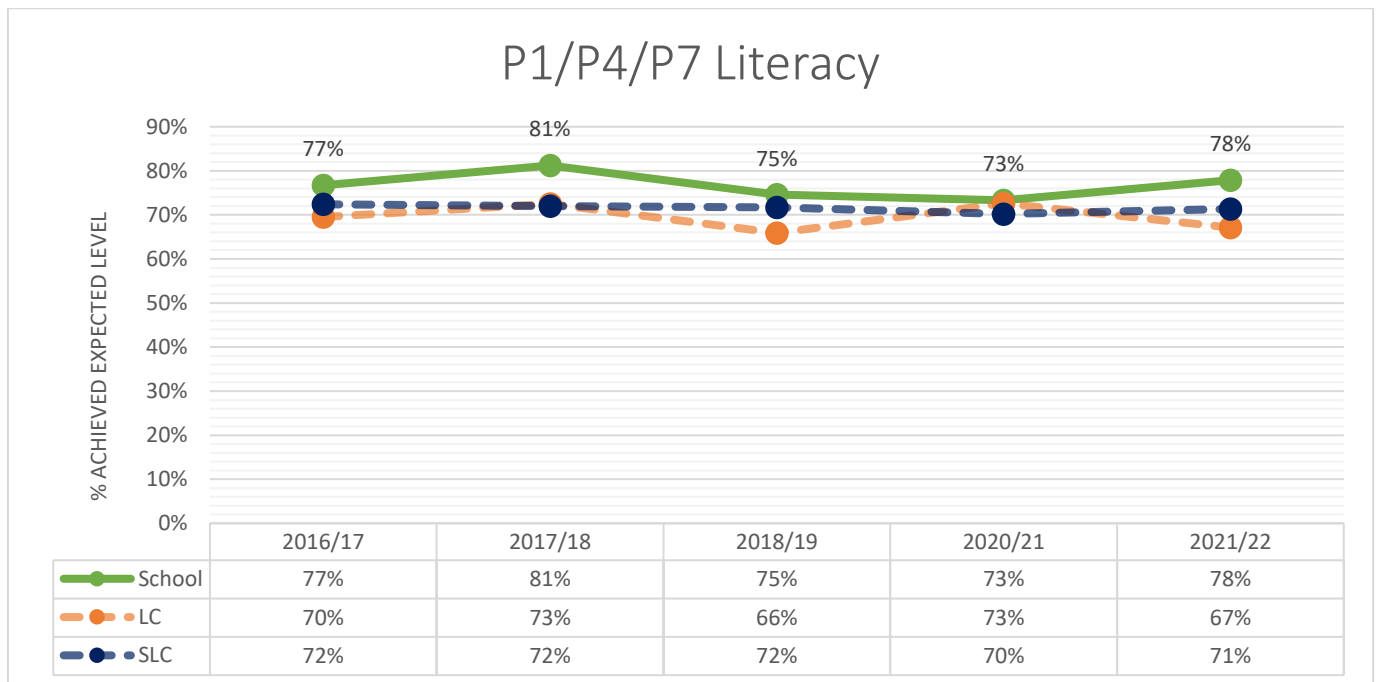
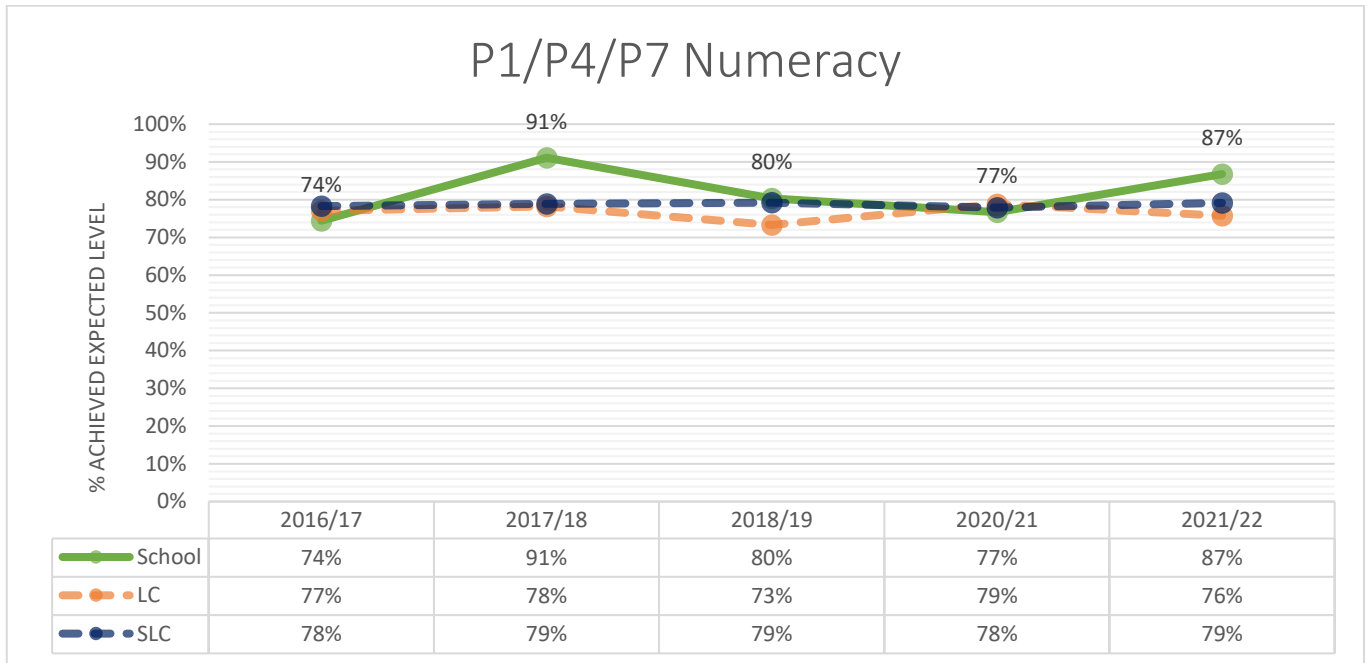
Our values underpin our vision and aims and are promoted through our relationships and within our curriculum:
 Respect, Honesty, Belonging, Inclusion, Safety and Happiness

Our Learning Community

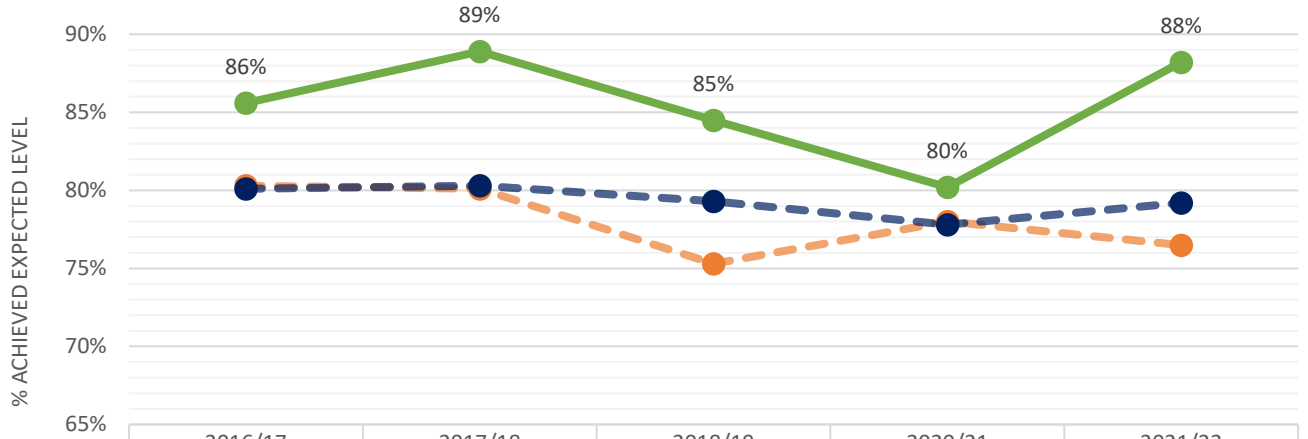
We are part of Duncanrig Learning Community: a strong community who work closely at all levels to drive improvement. Our children benefit from our strong link with Duncanrig secondary School, through transition and sporting events.

Performance data - ACEL

The following data informs our school improvement plan and self-evaluation as part of our standards and quality reporting.

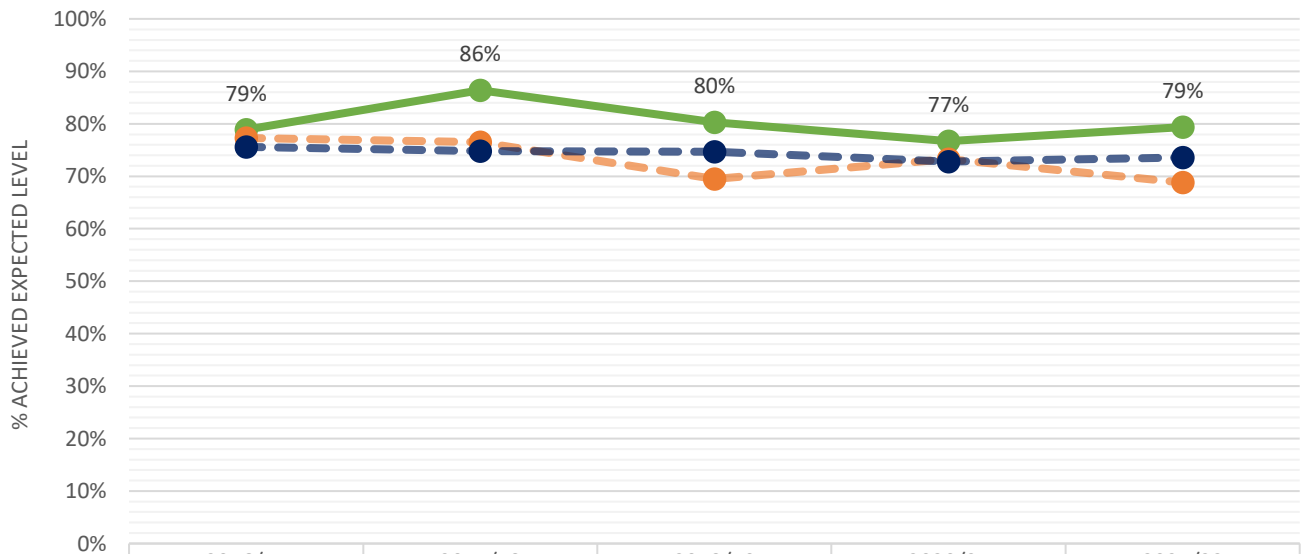


P1/P4/P7 Reading



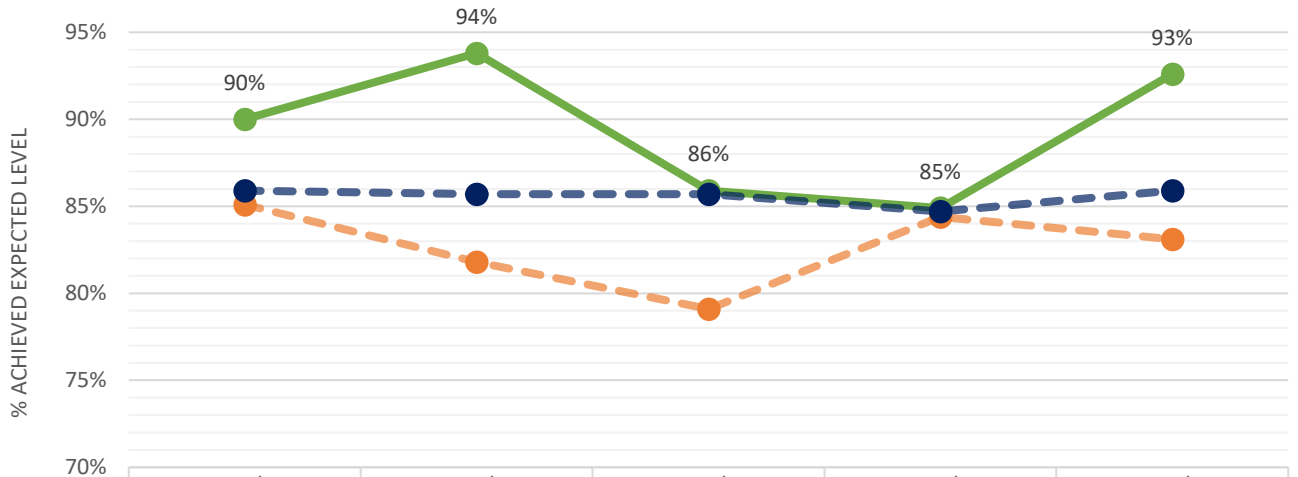
	2016/17	2017/18	2018/19	2020/21	2021/22
School	86%	89%	85%	80%	88%
LC	80%	80%	75%	78%	77%
SLC	80%	80%	79%	78%	79%

P1/P4/P7 Writing



	2016/17	2017/18	2018/19	2020/21	2021/22
School	79%	86%	80%	77%	79%
LC	77%	77%	70%	73%	69%
SLC	76%	75%	75%	73%	74%

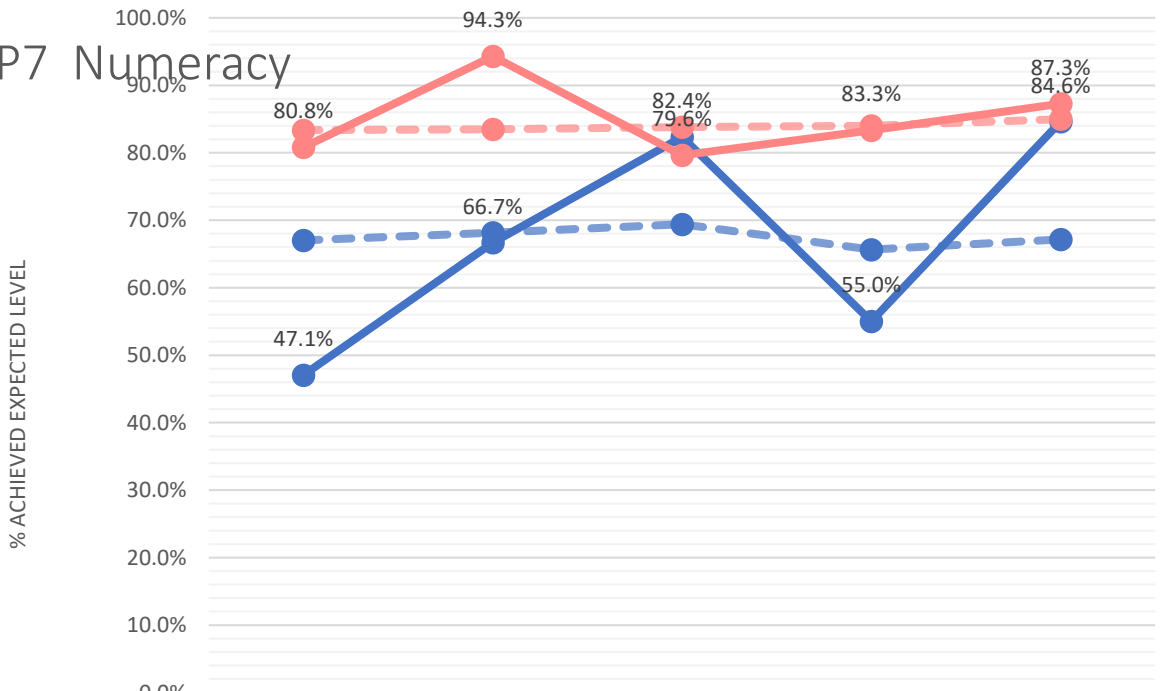
P1/P4/P7 Listening & Talking



	2016/17	2017/18	2018/19	2020/21	2021/22
School	90%	94%	86%	85%	93%
LC	85%	82%	79%	84%	83%
SLC	86%	86%	86%	85%	86%

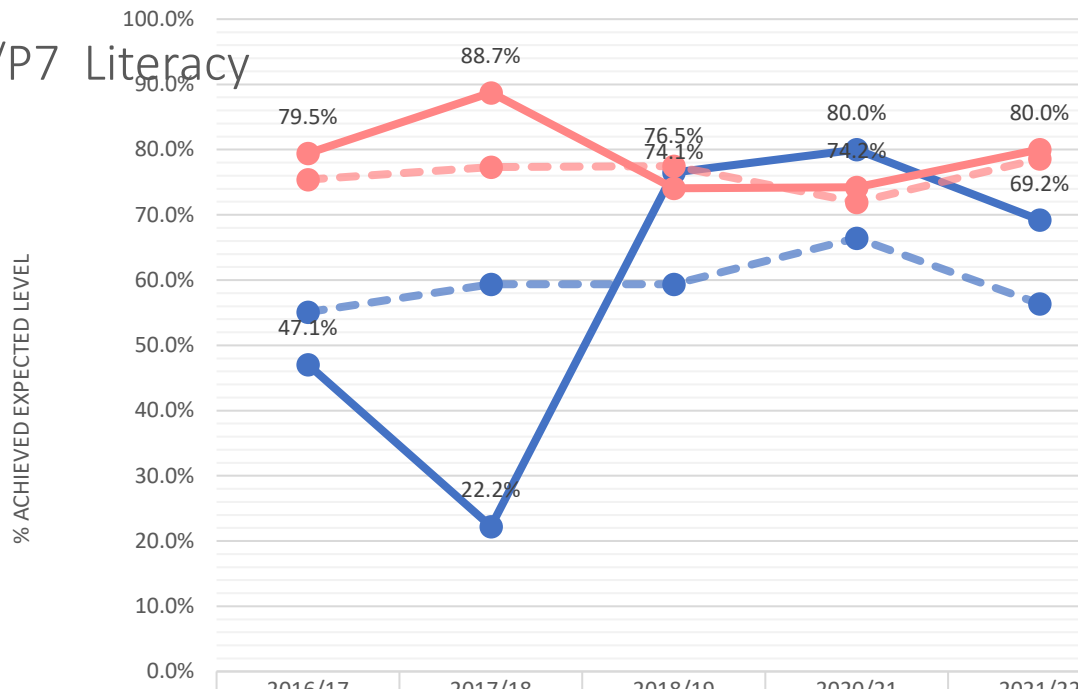
Performance data - Closing the Gap

P1/P4/P7 Numeracy



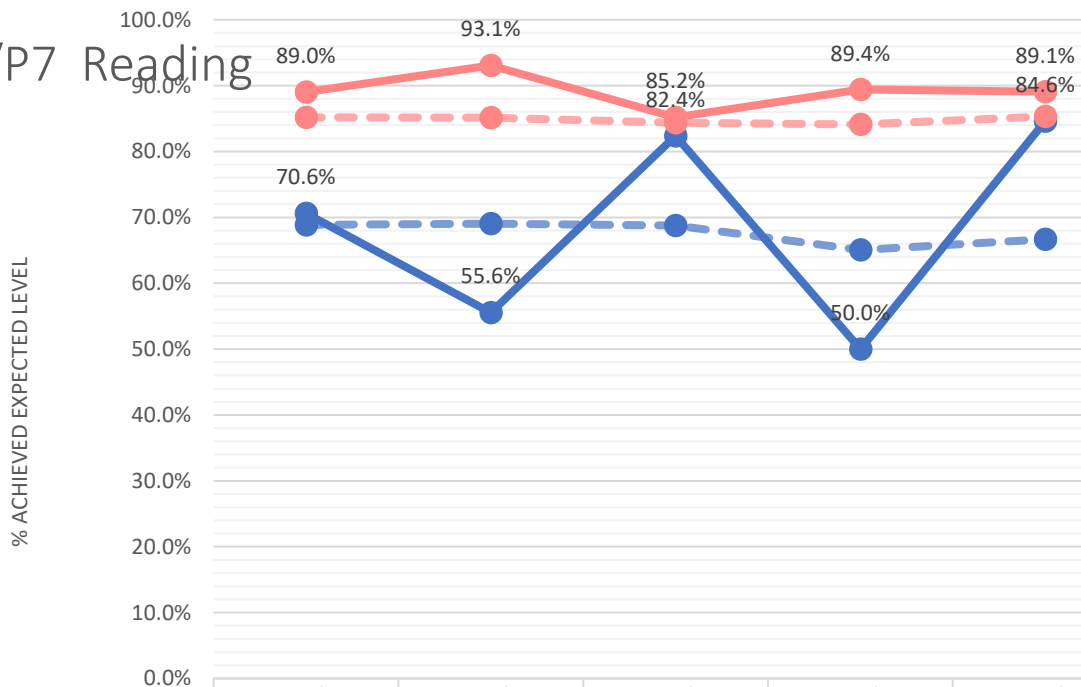
	2016/17	2017/18	2018/19	2020/21	2021/22
School SIMD 1-2 or FSM	47.1%	66.7%	82.4%	55.0%	84.6%
SLC SIMD 1-2 or FSM	67.0%	68.1%	69.4%	65.7%	67.1%
School SIMD 3-10 no FSM	80.8%	94.3%	79.6%	83.3%	87.3%
SLC SIMD 3-10 no FSM	83.4%	83.5%	83.8%	84.0%	85.0%

P1/P4/P7 Literacy



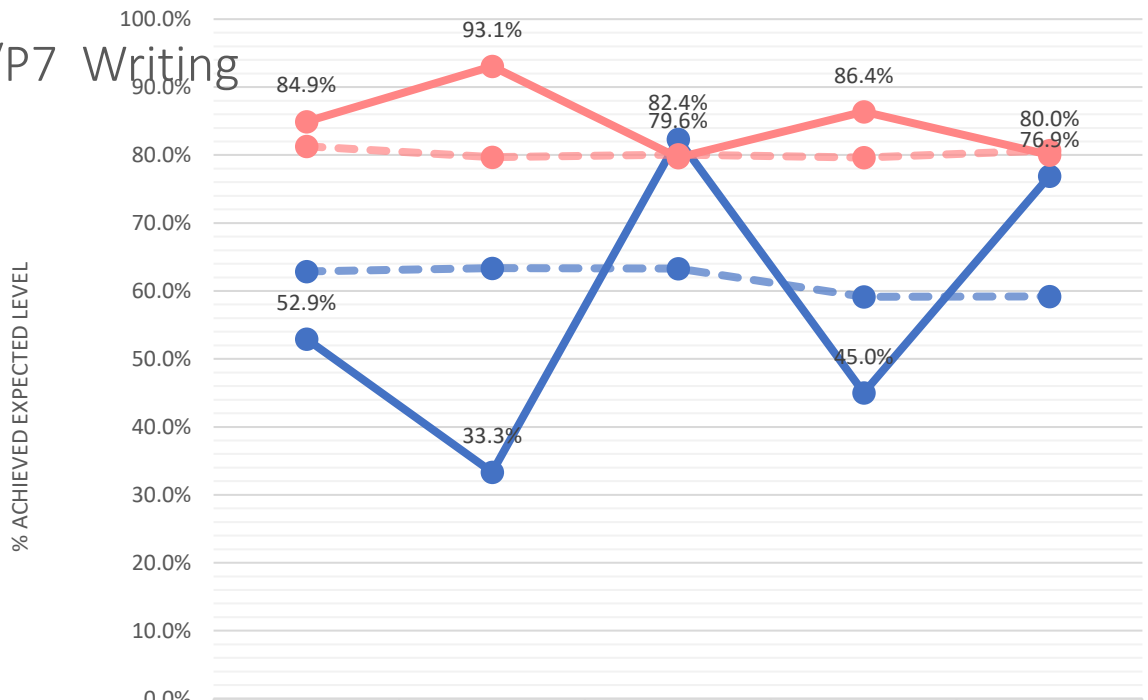
	2016/17	2017/18	2018/19	2020/21	2021/22
School SIMD 1-2 or FSM	47.1%	22.2%	76.5%	80.0%	69.2%
SLC SIMD 1-2 or FSM	55.1%	59.4%	59.4%	66.4%	56.4%
School SIMD 3-10 no FSM	79.5%	88.7%	74.1%	74.2%	80.0%
SLC SIMD 3-10 no FSM	75.4%	77.3%	77.5%	71.9%	78.6%

P1/P4/P7 Reading



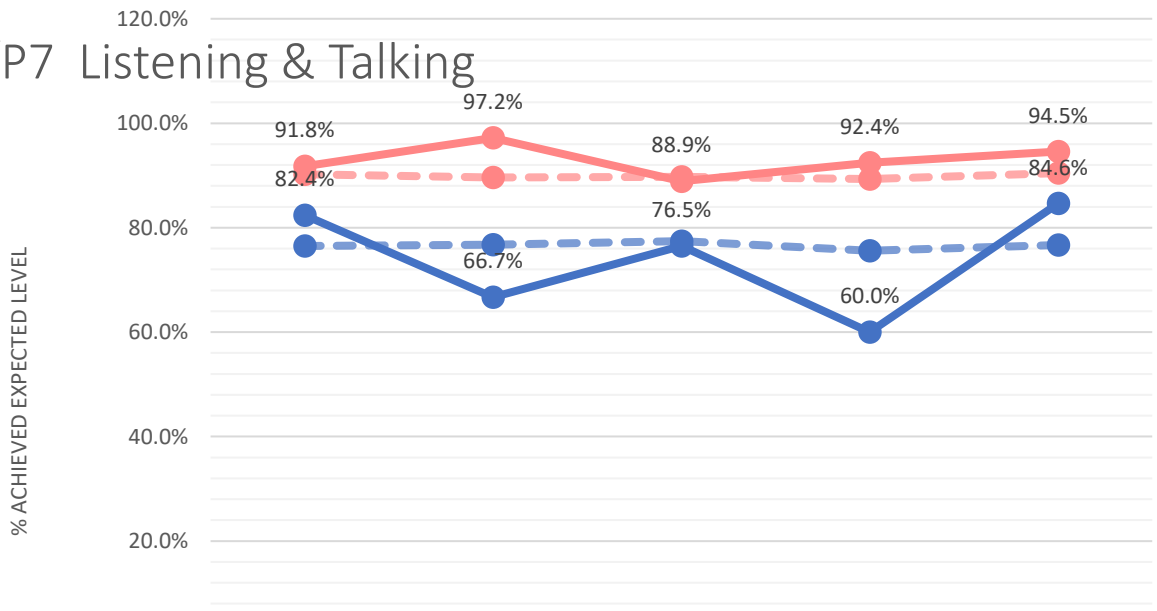
	2016/17	2017/18	2018/19	2020/21	2021/22
School SIMD 1-2 or FSM	70.6%	55.6%	82.4%	50.0%	84.6%
SLC SIMD 1-2 or FSM	68.8%	69.0%	68.8%	65.1%	66.7%
School SIMD 3-10 no FSM	89.0%	93.1%	85.2%	89.4%	89.1%
SLC SIMD 3-10 no FSM	85.2%	85.1%	84.4%	84.1%	85.3%

P1/P4/P7 Writing



	2016/17	2017/18	2018/19	2020/21	2021/22
School SIMD 1-2 or FSM	52.9%	33.3%	82.4%	45.0%	76.9%
SLC SIMD 1-2 or FSM	62.9%	63.4%	63.3%	59.1%	59.2%
School SIMD 3-10 no FSM	84.9%	93.1%	79.6%	86.4%	80.0%
SLC SIMD 3-10 no FSM	81.3%	79.7%	80.1%	79.6%	80.7%

P1/P4/P7 Listening & Talking



	2016/17	2017/18	2018/19	2020/21	2021/22
School SIMD 1-2 or FSM	82.4%	66.7%	76.5%	60.0%	84.6%
SLC SIMD 1-2 or FSM	76.5%	76.8%	77.4%	75.6%	76.7%
School SIMD 3-10 no FSM	91.8%	97.2%	88.9%	92.4%	94.5%
SLC SIMD 3-10 no FSM	90.2%	89.6%	89.7%	89.3%	90.4%

Improvement Planning and Standards and Quality Reporting for 2023/2024

Strategic Priority 1: To develop high quality teaching and learning in social subjects and science which takes account of equality, diversity (with a special focus on the effects of racism) and sustainability and embeds literacy, numeracy and HWB across the curriculum.

<p><u>NIF Priority (select from drop down menus)</u> Improvement in skills and sustained, positive school-leaver destinations for all young people <u>NIF Driver</u> Curriculum and assessment School and ELC leadership</p>	<p><u>SLC Priority (select from drop down menus)</u> Ensure inclusion, equity and equality are at the heart of what we do Empower learners to shape and influence actions on sustainability and climate change</p>	<p><u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning, teaching and assessment 1.2 Leadership of learning <u>HGIOELC QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning teaching and assessment 1.2 Leadership of learning</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>A continuation of the plan to re-focus on a broad curriculum to expand pupil knowledge and provide a context for children to apply the skills and attitudes learned through the core subjects of literacy,</p>	<p>1/ By June 2024 children’s knowledge, understanding and application of skills within science concepts will be further developed. By June 2024 children will have a greater understanding of sustainability and will be applying this understanding to the</p>	<p>1/</p> <ul style="list-style-type: none"> • Develop Year 2 science plans, linked to SSERC themes and sustainability, from Nursery – Primary 7 • Attain the Eco Flag for the nursery and school 	<p>1/</p> <ul style="list-style-type: none"> ✓ Science assessments ✓ Learning observations and classwork in science will evidence core literacy, numeracy and HWB skills ✓ Eco flag will be attained ✓ Sustainable decision making by children will be observed 	<p>Science coordinator Miss Wakeham Ms Lipsett/ Mrs Burns – Eco flag</p>

<p>numeracy and HWB. This includes a focus on the development of the themes of equality, diversity and sustainability.</p>	<p>decisions they make daily in school.</p> <p>Throughout session 2023-24 children will effectively apply the skills learned in literacy, numeracy and HWB to their learning in science.</p> <p>2/ By June 2024 the school community will have a greater understanding of racism and its effects and will be able to combat racist behaviours.</p>	<p>2/</p> <ul style="list-style-type: none"> • Implementation of Year 1 of Equality Ambassadors 2-year plan 	<p>2/</p> <ul style="list-style-type: none"> ✓ A reduction in the number of racist incidents 	<p>Equalities coordinator: Miss Bhopal</p>
<p>Progress and Impact</p>			<p>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</p>	

Strategic Priority 2: To further develop high quality teaching and learning in literacy and numeracy which focuses on raising attainment and Closing the Gap for P1-7

<p><u>NIF Priority (select from drop down menus)</u> Closing the attainment gap between the most and least disadvantaged children and young people <u>NIF Driver</u> School and ELC improvement Performance information</p>	<p><u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Support children and young people to develop their skills for learning, life and work</p>	<p><u>SLC Stretch Aims</u> ACEL Primary – numeracy – P1, P4 & P7 combined ACEL Primary – literacy – P1, P4 & P7 combined</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.3 Learning, teaching and assessment 2.4 Personalised support 3.2 Raising attainment and achievement <u>HGIOELC QIs (select from drop down menus)</u> 1.3 Leadership of change 2.3 Learning teaching and assessment 3.2 Securing children’s progress</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>Raising attainment in literacy and numeracy remains a priority at National, Authority and school level. A gap in math recovery was identified at local authority and school level. Training for the numeracy coordinator in math</p>	<p>1/ By November 2023 all Nursery staff will use the HAM progression pathways for Early level numeracy to plan learning experiences By April 2024 all teaching and support staff will be familiar with Maths Recovery and how to use it to support children within numeracy learning</p>	<p>1/ Nursery staff training in using HAM progression pathways for planning for numeracy experiences Teacher & SSA training in <i>Maths Recovery</i> Numeracy planning document adapted to include <i>Maths Recovery</i> A framework for linking HAM/Catch Up numeracy developed</p>	<p>1/</p> <ul style="list-style-type: none"> ✓ Weekly planning and evaluations, SMT visits ✓ Class data overviews ✓ ASN & Numeracy coordinator visits ✓ Learning conversations 	<p>Numeracy coordinators: Miss Bryce Miss Ciciala Mrs Cuthbert</p>

<p>recovery was undertaken in session 2022-23 and will now be rolled out to provide a comprehensive methodology for supporting children with difficulty in math. Our Maths attainment for 2022-23 was 76.3%</p> <p>Similarly writing attainment has been identified as lower than other aspects of literacy. Work at school and Learning Community level began in 2022-23 and will continue into this session. Our writing attainment for 2022-23 was 73.4%.</p>	<p>By June 2024 identified children at P3, P5 & P6 will increase their standardised scores in maths (PTM assessment) by 4 standardised points</p> <p>By June 2024 P1/4/7 attainment data for numeracy will have increased by 2 percentage points and the gap will have closed by 2 percentage points</p> <p>2/ By January 2024 relevant aspects of the Talk for Writing approach will be incorporated into the Writing programme and relevant staff will have received training in its use.</p> <p>By January 2024 a progressive grammar programme linked to PM Writing & CfE outcomes will be developed and implemented from P1-7</p> <p>By October 2023 P1 & P2 staff will be trained in Monster Phonics and will begin to implement it within the literacy curriculum</p> <p>By June 2024 writing attainment at P1/4/7 will have increased by 3%</p>	<p>Identification of children to be part of targeted intervention group – intervention programme implemented</p> <p>2/ Teacher & SSA training in Talk for Writing Writing planning document updated to incorporate Talk for Writing</p> <p>Grammar ladder produced and trialled by staff</p> <p>Monster Phonics resources and training in place</p> <p>Identification of children to be part of writing targeted intervention</p>	<ul style="list-style-type: none"> ✓ Standardised assessment results (PTM) ✓ Tracking data x3 ✓ ACEL data <p>2/</p> <ul style="list-style-type: none"> ✓ Forward plan reviews ✓ SMT visits x1 ✓ Literacy coordinator visits x1 ✓ Class data overviews ✓ Learning conversations <ul style="list-style-type: none"> ✓ Tracking data x3 ✓ ACEL data 	<p>Literacy coordinators: Mrs Burns Miss McMillan Miss Kerr Miss Lipsett Mrs Ewart</p>
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		group – intervention programme implemented		
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	

Strategic Priority 3: To improve children’s development and learning physically, emotionally and intellectually

<p><u>NIF Priority (select from drop down menus)</u> Improvement in children and young people’s health and wellbeing <u>NIF Driver</u> School and ELC leadership Curriculum and assessment</p>	<p><u>SLC Priority (select from drop down menus)</u> Improve Health and Wellbeing to enable children and families to flourish Support children and young people to develop their skills for learning, life and work</p>	<p><u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 1.3 Leadership of change 2.2 Curriculum 3.1 Ensuring wellbeing, equality and inclusion <u>HGIOELC QIs (select from drop down menus)</u> 1.3 Leadership of change 2.2 Curriculum 3.1 Ensuring wellbeing, equality and inclusion</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>Review and evaluation of the HWB programme identified a wide range of learning experiences being delivered, however there was no coherent, progressive or consistent plan for delivery. As a result, a whole school framework which pulled together all aspects of HWB is</p>	<p>1/ By January 2024 a coherent, progressive and consistent implementation framework for HWB will be in place By January 2024 all staff will have an enhanced understanding of the HWB implementation framework and will use it to provide a progressive and coherent HWB programme 2/ By June 2024 all nursery staff will have an enhanced understanding of the Rights of the Child and how</p>	<p>1/ Develop the whole school framework for HWB Evaluate the effectiveness of HWB learning experiences through coordinator visits and provide support where required 2/ Training in Rights of the Child for all nursery staff</p>	<p>1/ ✓ HWB framework document demonstrates coherence, progression and consistency ✓ Observations of HWB lessons – HWB coordinators ✓ Staff survey 2/ ✓ Weekly planning and evaluation ✓ Backdrop plan</p>	<p>HWB coordinators: Mr Hamilton Mrs Kaczan Miss Cairns Mrs McNulty</p>

<p>required to ensure that children develop the skills, attributes and qualities necessary to help them develop physically, emotionally and intellectually. Completion of a SES highlighted that nursery aged children had little understanding of the Rights of the Child due to this not being a focus during learning experiences.</p>	<p>to communicate these to the children within the nursery</p> <p>By June 2024 most nursery children will be able to identify some of their rights and the rights of others</p> <p>By June 2024 all nursery parents/carers will have been familiarised with the Rights of the Child and how the nursery involves their child in interacting with them</p>	<p>Rights of the Child learning overview added to backdrop plan</p> <p>Communication with parents/carers about the Rights of the Child</p>	<p>✓ SMT observations</p>	
<p>Progress and Impact</p>			<p>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</p>	

Strategic Priority 4: To embed play-based/enquiry-based learning approaches at Early & First level

<p><u>NIF Priority (select from drop down menus)</u> Closing the attainment gap between the most and least disadvantaged children and young people <u>NIF Driver</u> Teacher and practitioner professionalism Curriculum and assessment</p>	<p><u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise attainment in literacy and numeracy Support children and young people to develop their skills for learning, life and work</p>	<p><u>SLC Stretch Aims</u> ACEL Primary – Literacy – Combined P1, P4 and P7 ACEL Primary – Numeracy – Combined P1, P4 and P7</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 1.2 Leadership of learning 1.5 Management of resources to promote equity 2.3 Learning, teaching and assessment</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>Play pedagogy has been an integral part of Early Level learning at Canberra for 4 years. Review of its success coupled with changes to staffing has resulted in a need for further training and understanding by staff of the benefits</p>	<p>1/ By January 2024 all teaching staff P1-4 will have an enhanced understanding of play and its implementation within the curriculum in developing a wide range of Fusion Skills. By January 2024 P3&4 plans will incorporate play-based learning approaches into the weekly timetable.</p>	<p>1/ P1-4 teacher training in play pedagogy – P1&2 SLC training programme/ P1-3 in-house training from Nursery TL/ P4 in house training from K Dickie Play policy updated to include play at P3-4. Resources purchased Play coordinator visits to support implementation</p>	<p>1/ ✓ Forward plan review ✓ Play coordinator & Peer observations ✓ Staff survey</p>	<p>HT Play coordinators: Mrs Dickie Mrs McNulty</p>

<p>to learners and how to effectively implement play-based approaches to ensure developmentally appropriate learning experiences which allow for attainment across the curriculum.</p>	<p>By January 2024 P1-4 staff will track children's skills and development through play to identify intervention for challenge and support.</p>	<p>Training in play observation and tracking of engagement through Leuven scale and skills through skills passport.</p> <p>Identification of children to be part of Targeted Intervention group for play skills</p>	<ul style="list-style-type: none"> ✓ Tracking of attainment ✓ Observations & tracking of children's engagement and skill development 	
<p>Progress and Impact</p>			<p>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</p>	

PEF Improvement Planning and Standards and Quality Reporting for 2023/24

SLC Stretch Aims						
ACEL Primary – literacy – P1, P4 & P7 combined						
ACEL Primary – numeracy – P1, P4 & P7 combined						
Cost of the School Day						
Rationale for PEF / PB Spend	Allocation of PEF / PB spend	Outcome (Intended impact)	Operational activity	Measures	Mid year review	End of year review
					RAG	RAG
Play opportunities and enquiry-based approaches allow children to develop their creativity, social and problem-solving skills. These skills are critical for children as they progress through their school career. Research has shown the benefits of play to children's learning and it's ability to provide them with transferable life skills.	Play & enquiry-based learning resources £7150	Targeted children from P1-4 will enhance their problem solving and social skills. Play and enquiry-based approaches will further enhance children's creativity and learning within literacy, numeracy and HWB.	Training in play for staff P1-4 Purchase of resources to enhance play and enquiry based approaches Focused play observations based on Fusion Skills	Targeted weekly play observations and health & wellbeing assessments (Wellbeing P1&2/GWMP P3&4)		
Ongoing and summative writing assessments have demonstrated that there is a significant gap in writing attainment in Primary 2, 3, 4, 6 & 7. In June	Teacher £32717 T4W training £300	By June 2024, the number of targeted pupils in P3, 4, 5 & 7, on track for writing will increase from 28.2% (combined) to 42% (4 children)	Teacher to support writing, P3-7 T4W & grammar matched with PM Writing to enhance writing programme	Ongoing writing assessments (PM Writing) Progress Week assessments (triannual) NA at P4 & P7 in May		

<p>2023, 47% of children in receipt of FME were on track for writing.</p> <p>P1 75% P2 25% P3 33% P4 0% P5 75% P6 33% P7 50%</p>	<p>PM Writing model readers £1500</p>		<p>Read into writing books purchased and used to enhance writing lessons</p> <p>Moderation at school and LC level to focus on Writing</p>	<p>Moderated teacher professional judgements</p>		
<p>Currently, only 56.7% of learners in receipt of FME are on track for reading.</p> <p>P1 75% P2 25% P3 33% P4 0% P5 75% P6 33% P7 50%</p> <p>This has been evidenced through teacher professional judgements, ongoing PM Benchmarking and NGRT reading assessments undertaken in May 2023.</p>	<p>Teacher costs as above</p> <p>Monster phonics £2000</p> <p>Supported study (Mar-Jun P2) £320</p>	<p>By June 2024 the number of targeted pupils in P2-7 on track for reading will increase from to 66.7% (6 children)</p>	<p>Teacher to support reading P2-7</p> <p>P1&2 teachers trained in Monster Phonics, resources purchased and programme rolled out</p> <p>P2 supported study sessions 2x 30mins weekly March-June</p>	<p>Phonic assessments</p> <p>PM Benchmarking assessments</p> <p>SWRT</p> <p>NGRT P3, 5 & 6 NA P4 & 7</p> <p>Teacher Professional judgements</p>		
<p>There is a huge challenge facing families in the current financial climate with the cost of living. At Canberra, 8 children from P6 & P7 are in</p>	<p>Millport residential trip(P7) & deposit (P6) £800</p>	<p>The cost of the residential trip will be paid for to allow targeted children to experience this extra-curricular activity and to develop the skills on offer.</p>	<p>Millport Residential Trip</p>	<p>GWMP</p> <p>Pupil survey</p>		

<p>receipt of FME, 2 are Looked After and 5 are from single parent families. This makes it challenging for these families to pay for the extra curricular residential activity that will be enjoyed by the rest of the class in April, thereby excluding the children and stopping them from benefitting from the range of skills developed.</p>					
<p>PB 2023-24 tbc</p>	<p>£2208</p>				
	<p>TOTAL SPEND (incl carry forward) £</p>	<p>46995 300 (iprocc charge) TOTAL £47295</p>			
<p><i>Progress and Impact</i></p>			<p>Next Step(s) and rationale to inform PEF spend session 2024/2025.</p>		

Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
Focus on writing in all moderation activity	Staff, pupil	June 2024
Continue to develop & implement nurture framework	Staff	June 2024
Evaluate social studies programme – Year 2	Staff, pupils	June 2024