



# Inshes Primary School

## ESTABLISHMENT IMPROVEMENT PLAN

SESSION 2024-25

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Overview of National and Local Priorities			
<b>National Improvement Framework Key Priorities</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy</li> </ul>		<b>National Improvement Framework Key Drivers</b> <ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer engagement and involvement</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>	
HGIOS/HGIOELC/ HGIOURS	Highland Council Education Priorities	GME Priorities	Health and Social Care Standards
<ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children's progress</li> <li>3.3 Increasing creativity and employability/Developing creativity and skills for life and learning</li> </ul> <p>Theme 1 Our relationships Theme 2 Our learning and teaching Theme 3 Our school and community Theme 4 Our health and wellbeing Theme 5 Our successes &amp; achievements</p>	<ul style="list-style-type: none"> <li>We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.</li> <li>We will develop leadership skills at all levels of the system for now and the future, building a culture of empowerment and professional capital.</li> <li>We will maximise health and wellbeing for all children and young people to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.</li> <li>We will maximise opportunities for our children and young people, and</li> </ul>	<ul style="list-style-type: none"> <li>Education Scotland Advice on Gaelic Education focus: <ul style="list-style-type: none"> <li>high quality immersion experiences</li> <li>improving fluency</li> <li>Gaelic ethos</li> </ul> </li> <li>Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase</li> <li>Initiatives that promote and support the use of Gaelic in the home, in communities and extra-curricular experiences</li> <li>Activities to support Gaelic language and culture (arts, media, creative industries, workplace)</li> </ul>	<ul style="list-style-type: none"> <li>I experience high quality care and support that is right for me.</li> <li>I am fully involved in all decisions about my care and support.</li> <li>I have confidence in the people who support and care for me.</li> <li>I have confidence in the organisation providing my care and support.</li> <li>I experience a high-quality environment if the organisations provides the premises.</li> </ul>

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		for the wider Highland community and its visitors, through provision of high-quality services.		• Local Authority Gaelic Language Plan priority		
Establishment Improvement Priorities	Linked NIF Priority	Linked NIF Driver	Linked Highland Priority	Linked QI	Linked GME Priority	Linked H&SC Standard
1.Raising attainment in Literacy	Improvement in attainment literacy overall, and in writing in particular	Curriculum and assessment	We will raise attainment and achievement for all	1.1 Self-evaluation for self-improvement 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement/securing children's progress	Choose an item.	I experience a high quality environment if the organisation provides the premises
2.Rights Respecting Schools Award	Placing the human rights and needs of every child and young person at the centre of education  Improvement in children and young people's health and wellbeing	School and ELC improvement	We will maximise health and wellbeing for all children and young people to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.	3.1 Ensuring wellbeing, equality and inclusion	Choose an item.	I experience high quality care and support that is right for me.

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3. Enhanced writing moderation leading to improved attainment	Improvement in attainment literacy overall, and in writing in particular	Curriculum and assessment	We will raise attainment and achievement for all	1.1 Self-evaluation for self-improvement 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement/securing children's progress		I experience a high quality environment if the organisation provides the premises
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## Action Plans

Improvement Priority 1 Action Plan:	Raising Attainment in Literacy	Lead: HT & DHT	
<p>Please detail the information/data which has prompted this work:</p> <p>School data shows that the attainment in literacy (writing in particular) remains a priority area. The school has undertaken Explicitly Teaching Writing training and will continue with further training in session 24/25 to build on improvements in this area. All staff will also continue with professional research, understanding and application of pedagogical principles to support improvement in children's learning and outcomes.</p>			
<p><b>Expected outcomes:</b></p> <ul style="list-style-type: none"> <li>Enhance pedagogical knowledge and practice in staff at all levels</li> <li>Develop collegiate understanding of what makes a good lesson/features of a good lesson</li> <li>Develop understanding of how learning happens and how to create opportunities for learning to take place</li> <li>Enhance the learning of all pupils leading to improve attainment</li> <li>Further development of teacher practice in writing through Explicitly Teaching Writing training</li> <li>Build a culture of professional learning amongst all staff at all levels, developing coaching conversations for improvement</li> <li>Teaching staff engagement in working groups</li> </ul>	<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>Staff &amp; pupils will use HGIOS/HGIOELC (2.3) &amp; HGIOURS (Theme 2) for self-evaluation</li> <li>Peer and SLT classroom visits summary evidences good practice in pedagogical areas: <ul style="list-style-type: none"> <li>LI, SC &amp; Planning for assessment</li> <li>Feedback</li> </ul> <i>also evidencing last year's development areas:</i> <ul style="list-style-type: none"> <li>Questioning</li> <li>Plenary &amp; Daily Review</li> </ul> </li> </ul>	<p><b>QI</b></p> <p>Q.I 1.1 Self evaluation for self improvement.</p> <p>1.3 Leadership of Change.</p> <p>2.2 Curriculum.</p> <p>2.3 Teaching, Learning and assessment.</p>	<p><b>When? Who?</b></p> <p>All staff and pupils, August Inset/pupil voice groups and June CAT session/pupil voice groups to self-evaluate.</p> <p>Termly planning to identify area for pedagogical development – CTS</p>

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<ul style="list-style-type: none"> <li>Improved understanding of key areas for improved attainment in literacy through working group development of good practice in identified areas: moderation, spelling, pedagogy, reading resources linked to writing, profiling</li> </ul>	<ul style="list-style-type: none"> <li>Teaching staff demonstrate and assess positive impact of working group findings</li> <li>Through SOFA/NSA/ACEL evidence of improvement in attainment in core areas increase across P1-7</li> <li>In ELC, phonological awareness assessments, Developmental Overviews and HNP assessments in term 1 of P1 will evidence improved attainment/achievement.</li> </ul>	3.2: Raising attainment and achievement.	<p>All staff engage in professional reading</p> <p>CTs attend CAT sessions with key focus on Pedagogy</p> <p>Teacher Peer visits x 2</p> <p>SLT class visits x 2</p> <p>Teacher visits to observe good practice</p>	
<b>QI 1.5 Management of Resource</b>		<b>QI 1.3 Leadership of Change</b>		<b>QI 1.1 Self-evaluation for self-improvement</b>
<b>Implementation/Actions</b>	<b>Time Resource</b>	<b>Who?</b>	<b>When?</b>	<b>Progress</b>
All staff to self-evaluate HGIOS 2.3/HGIOELC (2.3)	Inset September 2024	All Staff	Sept 2024	
Pupil self-evaluation HGIOURS (Theme 2)	Term 1	Pupil groups	August/Sept 2024	
All staff to participate in creation of 'What makes a Good Lesson'	Inset September 2024	All Staff	Sept 2024	
Teaching staff to participate in further Explicitly Teaching Writing (ETW) training	Collegiate sessions	Teaching Staff	Terms 1 & 2	
Teaching staff will engage with Writing Policy and use this to plan and evidence progress within writing	Teacher own planning & assessment time	Teaching Staff	Ongoing throughout session	
Teaching staff will participate in ASG moderation to plan, assess and moderate writing	ASG priority action plan	Teaching Staff	Sept Inset Nov collegiate Feb Inset	
Teaching staff will use HLP assessment tools to assess pupils and track progress using the school's TMR	Teacher own planning & assessment time	Teaching Staff	Ongoing throughout year	
Staff to work collaboratively to share further features of pedagogy to improve pupil learning (linked to professional reading/learning)	Inset September 2024	All Staff	Sept 2024	
Regular tracking of writing throughout the session with Planning & Attainment meetings		SLT & Teaching Staff	Termly	

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Teaching staff working groups will research linked areas to improve literacy levels in the school (eg moderation, spelling, pedagogy, reading resources linked to writing, profiling)	Collegiate hours	Teaching Staff	Term 3	
Pupil focus groups will support moderation of writing and provide pupil voice & feedback on ETW approaches		SLT & Pupil groups	Ongoing throughout session	
ELC focus on words up and positive interactions to develop literacy progression in nursery	ELC meetings and in-set	SLT & ELC staff	Ongoing throughout session	
Peer class visits for development and self-evaluation of teacher identified pedagogical focus		Teaching staff	Terms 2 & 4	
SLT class visits for reflection and school self-evaluation of pedagogy within writing		SLT & Teaching staff	Term 1 & 3	
SLT ELC monitoring and observations		SLT & ELC staff	Ongoing	
Teacher & EYP visits to other settings/classes for research purposes		EYP & Teaching staff	During session	
Staff evaluate action plan and develop SIP 2025	Collegiate and in-set	All staff	Term 4	

<b>Improvement Priority 2 Action Plan:</b>	<b>Rights Respecting Schools Award</b>	<b>Lead: HT &amp; SLT</b>	
<b>Please detail the information/data which has prompted this work:</b>			
Inshes made good progress on the RRSA journey towards Gold in session 2023/24. The UNCRC underpins the school's refreshed vision, values and aims and its restorative positive relationships approaches. The school now needs to further embed learning and teaching approaches within HWB using agreed programme/resrouce to support routine and regular teaching of HWB. Whole school approaches to HWB aim to further pupil participation and widen opportunities for personal achievement. In session 2024/25 the RRS focus will be on advocacy to further develop children's understanding and skills within the UNCRC and meet the requirements for Unicef's Gold RRSA accreditation.			
<b>Expected outcomes:</b>	<b>Measures:</b>	<b>QI</b>	<b>When? Who?</b>
<ul style="list-style-type: none"> <li>The school will achieve Gold RRSA before end of session</li> <li>Surveys and consultations will show improvement in pupil, staff and family attitudes to school and wellbeing</li> <li>School vision, values and aims widely shared</li> </ul>	<ul style="list-style-type: none"> <li>Positive evaluation of the school as a Gold RR school</li> <li>Surveys and consultations (whole school, pupil, families, staff, focus groups)</li> <li>Sharing of school VVA with school community</li> </ul>	<ul style="list-style-type: none"> <li><b>1.3 Leadership of change</b></li> <li><b>2.7 Partnerships</b></li> <li><b>3.1 Ensuring wellbeing, equality and inclusion</b></li> </ul>	<ul style="list-style-type: none"> <li>Whole school community RRSA group</li> <li>SMT - surveys and consultation Aug 24 and repeated March 2025</li> </ul>

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<ul style="list-style-type: none"> <li>• Positive relationships policy shared</li> <li>• Our provision for HWB will be more focused and targeted to meet pupil needs they have identified</li> <li>• UNCRC will be evident in all that the school does and represents</li> <li>• Advocacy of children's rights</li> <li>• Increased pupil participation, engagement and attainment</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing school positive relationships policy</li> <li>• Whole school adoption of Zones of Regulation and supporting resources as identified; use of base line, mid-term and final statistics to monitor impact on HWB</li> <li>• Introduction and use of children's rights in planning, displays, all communications</li> <li>• Measure success of advocacy through local campaigning or connections with classrooms outside the UK through questionnaires/ surveys</li> <li>• Children will represent views and have these acted on through RRSA group and ambassador programme</li> <li>• School will further develop leadership programme for P7 pupils through HLH</li> <li>• Use of HGIOURs to determine progress on pupil participation and decision making in school</li> <li>• All classes and ELC will ensure pupil voice helps shape learning in the class/setting</li> <li>• RR baseline and end of year survey</li> </ul>		<ul style="list-style-type: none"> <li>• HT Term 1</li> <li>• Teaching and support staff</li> <li>• Staff, pupils and wider community from Aug 24</li> <li>• RRSA group</li> <li>• RRSA</li> <li>• SLT with HLH</li> <li>• All staff (ELC, P1-7)</li> <li>• SLT and staff with pupil groups and in class ongoing</li> <li>• SLT Sept 23 &amp; May 24</li> </ul>
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	QI 1.5 Management of Resource	QI 1.3 Leadership of Change		QI 1.1 Self-evaluation for self-improvement
Implementation/Actions	Time Resource	Who?	When?	Progress
Sharing school's vision refresh	Inset August 2024	SLT with all staff, pupils and families	Inset August 2024 & Term 1	
Positive relationships policy shared and adopted across school community	Inset August 2024	SLT with all staff, pupils and families	Inset August 2024 & Term 1	
Develop staff confidence and knowledge of agreed SEBN resources	Inset August 2024	All Staff	Inset August 2024	
Pupils self-evaluate well-being - all staff support children with agreed SHANARRI well-being indicators		Staff & Pupils	Term 1	
Termly/Annual overviews and HWB planning all to include links to relevant UNCRC articles	Stage meeting planning	Teaching staff	Termly	
Displays and communications from school/ELC reference UNCRC articles		Staff & Pupils	Ongoing throughout session	
Positive relationships charters in class and ELC setting (created Term 1); further wider school charters developed (eg playground)		Staff & Pupils, including RRSA group	Term 1 and ongoing throughout session	
Workshop on UNCRC for families; sharing of charters at open afternoons with families			Agreed date during session	
RR pupil engagement and staff wellbeing surveys		SLT with all staff, pupils and families	Term 1	
Pupil leadership groups created and maintained during year for engagement and decision-making		SLT, staff & pupils	Term 1 and ongoing throughout session	
Pupil participation enhanced through positive interactions, communication and questioning		All staff & pupils	Ongoing throughout session	
Ensure robust Personal Care Plans for pupils in all areas of childcare (eg OOSC and BC), reflecting local authority and national guidance		SLT & ELC	Ongoing throughout session	

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<b>Improvement Priority 3 Action Plan:</b>	<b>Enhanced writing moderation leading to improved attainment</b>	<b>Lead: Millburn ASG HTs</b>		
<b>Please detail the information/data which has prompted this work:</b> During session 23/24 ASG teaching staff met to moderate completed pieces of writing. Feedback from staff was positive and they were keen to engage in further moderation activities within the ASG.				
<b>Expected outcomes:</b> <ul style="list-style-type: none"> <li>Enhance the understanding of the moderation process for all staff</li> <li>Build a culture of moderation practices across the ASG</li> <li>Shared understanding of levels including the 'degree' of success within a level</li> <li>Increased confidence in teacher's assessment of writing</li> <li>Positive impact on achievement within writing</li> </ul>	<b>Measures:</b> <ul style="list-style-type: none"> <li>Staff feedback on the impact of the process of the moderation cycle (initial self-evaluation and end of cycle evaluation)</li> <li>Collate bank of levelled pieces of writing to aid professional judgement.</li> <li>Attainment discussions with staff</li> <li>Writing attainment across all stages</li> <li>Use of writing assessment rubrics.</li> </ul>	<b>QI</b> Q.I 1.1 Self evaluation for self improvement.  2.3 Teaching, Learning and assessment.  3.2: Raising attainment and achievement.	<b>When? Who?</b>  <b>Term 1 -</b> Sept inset (Tuesday 17th) ASG inset (all ASG teaching staff)  <b>Term 2 -</b> Narrative/descriptive Nov collegiate session - week beginning 25th November - home group drop in sessions - Early Monday 25th, First Tuesday 26th, Second Wednesday 27th, Thursday 28th (anyone else)  <b>Term 3 -</b> Feb 19th Weds ASG inset (all ASG teaching staff)	
<b>QI 1.5 Management of Resource</b>		<b>QI 1.3 Leadership of Change</b>		<b>QI 1.1 Self-evaluation for self-improvement</b>
<b>Implementation/Actions</b>	<b>Time Resource</b>	<b>Who?</b>	<b>When?</b>	<b>Progress</b>
<b>Term 1</b>  Baseline on current understanding and value of moderation cycle in our practice.  Teachers to meet with staff in their CFE levels  ASG moderation Sign up Form - <a href="https://forms.gle/sEX4ta7yX8jXJNrSA">https://forms.gle/sEX4ta7yX8jXJNrSA</a>	0.25hr baseline data during Inset  1.5 hours of Inset	ASG Teachers  ASG Teachers	August/September 2024  17th Sept Inset 9-10.30	

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<p>Staff will use the format provided to plan a block of writing, including clear learning intentions and success criteria, which will lead to completed writing examples to be shared and moderated in February 2025.</p>				
<p><b>Term 2</b></p> <p>ASG class teachers to attend a drop-in session to discuss progress in their CFE levels.</p> <p>GForm to be completed to collate progress. Ongoing development by teachers in classes.</p> <p>25th November - Early Level Moderation drop in - <a href="#">Click here to join the meeting</a></p> <p>26th November - First level moderation drop in - <a href="#">Click here to join the meeting</a></p> <p>27th November - Second level moderation drop in - <a href="#">Click here to join the meeting</a></p> <p>28th November - ALL level moderation drop in - <a href="#">Click here to join the meeting</a></p>	<p>1 hour collegiate</p>	<p>ASG Teachers</p>	<p>1 hour collegiate</p>	
<p><b>Term 3</b></p> <p>ASG teachers to moderate completed and marked pieces of writing together within their levels and to agree CfE judgements and next steps.</p>	<p>1.5 hours in Inset</p>	<p>ASG Teachers</p>	<p>1.5 hours Inset</p>	

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<p>Follow up questionnaire to gather feedback from process and evaluation as part of this.</p> <p>Shared drive to collate examples of marked pieces sharing all 'degrees' of a level for reference.</p> <p>End of moderation cycle self-evaluation</p>				
<p><b>Term 3 or 4</b></p> <p>Planning for future moderation/ improvement priorities using evaluations</p>	1/2 day HT ASG Meeting	ASG HTs	0.5 day	

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