Education Resources
Curriculum and Quality Improvement Service
School Improvement Plan and Standards and Quality 2024/25

Spittal Primary School and Nursery Class
Stonelaw Learning Community, Rutherglen

Strategic Improvement Priorities over 3-year cycle   **Timescale: 2022-25**

Strategic Priority	Year 1 (22-23)	Year 2 (23-24)	Year 3 (24-25)
1.	*New Head Teacher to complete stakeholder analysis in preparation for year 2 of Vision, Values and Aims.*	*Curriculum Development and design: Redesigning Spittal PS & NC Curriculum; Vision, Values and Aims; and continue to develop: Play Based Learning, Outdoor Learning approaches and Health and Wellbeing supports/strategies to pupils/parents.*	***Curriculum Development and design: Redesigning Spittal PS & NC Curriculum (continue).*** ***Developing Learning, Teaching and Assessment approaches (including data intelligence) within Spittal PS in partnership with Stonelaw LC (relevant to our own school journey)*** ***To introduce and track skills-based learning at all levels, including developing STE(A)M within the curriculum.*** ***Continue to develop Health and Wellbeing: Learning for Sustainability (developing Outdoor Learning area/zonings and Play pedagogy); Global Citizenship (UNCRC and Children's Rights, Equalities and diversity (anti-racism, poverty awareness, and anti-bullying).*** ***Create increased opportunities for Parental Partnership across the curriculum/school.***
2.	*Continue to implement a writing programme which provides consistency, structure and balance and increases teacher confidence in writing pedagogy, teaching and learning, raising attainment in Writing across the school.* *Explore 'Reading School' Programme for accreditation/action planning.*	*Increase attainment within Literacy:* *a) Writing: through developing consistent approaches to planning, assessment and moderation (within and across the learning community).* *b) Continue to further develop pupil engagement in Reading for Pleasure through the 'Reading Schools' programme.*	***Increase attainment within Literacy:*** ***Writing: through developing consistent approaches to pedagogy, training, planning, assessment and moderation (within the school).*** ***Reading: review Spittal's reading programme, develop rigour in assessment and use of data to inform experiences and outcomes; and continue reading for enjoyment through Reading Schools Action Plan).***
3.	*N/A*	*Increase attainment within Numeracy and Mathematics: Devise a plan for roll-out of 'Maths Recovery' following whole-staff training. Develop curriculum pedagogy and planning through exploring and implement new scheme(s) of work.*	***Improve the quality of learner experiences by offering consistent, high-quality teaching to ensure suitable challenge, differentiation and pace within Numeracy and Mathematics, underpinned by high quality learning, teaching and assessment approaches. Including a focus on family learning You+Me (Multiply) project.***

4. Nursery	*Enhance Outdoor Area* *Enhance the lending library programme to include story sacks and introduce Family Learning.* *Planned daily activities to include use of digital technologies.*	*1.Create high quality learning and teaching through a rigorous programme of Quality Assurance.* *2.Build community: involving families and expanding community links with Spittal NC.* *3.Developing our approach to planning, tracking, target setting – including providing opportunities for children to be involved in 'risky play', outdoor learning approach and refined approach to Happy, Healthy Lunchtimes in Spittal.*	***Focus on Consistency, Community and Curriculum (The 3 C's):*** ***1.Consistency and Communication (CLPL, self-evaluation for ELC improvement).*** ***-2.Community (increasing parental engagement and expanding community links within Spittal NC).*** ***3.Curriculum and creativity (improved approaches to planning, tracking and monitoring, target setting, play and risky play/outdoor learning).***

Context of school

Spittal Primary School and Nursery Class is a non-denominational school situated in the area of Spittal, Rutherglen, South Lanarkshire.

The new school building opened in December 2012 and offers accessible accommodation which is designed for Education in the 21st Century, ensuring a positive learning environment for all learners.

The current school roll is 143 pupils which is split over 7 classes. The nursery class holds up to 40 children who have had the opportunity of being in nursery from 9am – 3pm each day as part of Scottish Government's pledge for 1140 hours in Early Learning and Childcare.

Staffing consists of the Head Teacher, 1 FTE Principal Teacher (0.6 PEF funded Acting PT of Equity 24-25), 7.8 Fte teachers and 6.4 support staff. 5 members of support staff work throughout the school supporting various children with learning and teaching whilst we also have 1.4 members of support staff offering clerical support. The nursery has a Nursery Team Leader, 5 Early Years Workers (5 FTE) and 1 Early Years Support Worker.

Spittal Primary School receives Pupil Equity Funding of £64,900 for session 24-25. In session 23-24 → 62.9% lived in an area within SIMD 1 or 2, 27% within SIMD 3 (91.1% SIMD 1-3), meaning only 10% of our school roll live within SIMD 4-10. 34.3% of our school pupils – 49 pupils were in receipt of Free School Meals, 73% of our school roll either live in SIMD 1 or 2 and/or in receipt of Free School Meals. These figures are significantly higher than SLC or national levels. 57 pupils are in the school through placing requests representing 40% of our total pupils.

Spittal Primary has high expectations and aspirations for all its learners and the staff work effectively as a team and with partners to ensure that we provide the very best learning experiences for all of our learners which will raise attainment consistently, ensuring that our pupils develop as successful learners, confident individuals, responsible citizens, and effective communicators. We aim to nurture happy and confident children who will be successful and will contribute positively to the wider community.

At Spittal Primary and Nursery, our school motto is 'We **SHINE** like Spittal Stars!' and we have five core values that all start with the individual letters of **SHINE**. These are **S**afe, **H**appy, **I**nspiring, **N**urturing, **E**xcellence and Equity. We aim to promote these at all times through our culture and ethos. Both the school values and motto underpin our whole school ethos, curriculum and learning environment.

Spittal Primary and Nursery Class is part of the Stonelaw Learning Community and we have developed strong links to enhance transitions and extend opportunities for pupils, particularly. The school also enjoys strong partnerships with for example the Chaplaincy Team, Tesco Burnside, The Harry Heaney Day Centre, Active Schools, Healthy and Happy, Operation Play (Outdoors), Grow 73 and Shops in/around Kyle Square. A significant part of learning & teaching involves working alongside these partners. The school is proud to hold a Silver Sports Award and is looking forward to achieving the gold award in the near future, we are also the proud owners of 6 Eco Green flags as a result of our ongoing focus on sustainability and have recently attained Gold Reading Schools status.

Strategic Priority 1 Improvement Planning and Standards and Quality Reporting for 2024/2025

NIF Priority (select from drop down menus)	SLC Priority (select from drop down menus)	SLC Stretch Aims ACEL Primary – Literacy – P1, P4 & P7 combined ACEL Primary – Numeracy – P1, P4 & P7 combined		HGIOS?4 QIs (select from drop down menus)
Improvement in skills and sustained, positive school-leaver destinations for all young people **NIF Driver** Parent/carer involvement and engagement Teacher and practitioner professionalism	**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**			1.1 Self-evaluation for self-improvement 2.3 Learning, teaching and assessment 3.3 Increasing creativity and employability **HGIOELC QIs (select from drop down menus)** 2.5 Family learning 2.2 Curriculum 3.1 Ensuring wellbeing, equality and inclusion
Rationale for strategic priority	**Outcome (Intended impact)** **When? Who? What?**	**Operational activity** *RAG status* <mark style="background:red">Incomplete</mark> / <mark style="background:yellow">mid-progress</mark> /<mark style="background:lime">complete</mark>	**Measures**	**School Lead**
1. Curriculum Making for Spittal PS and NC 1.Continue to update Spittal PS and NC curriculum in light of the launch: of **SLC 'Framework for the Curriculum'**; and the **'Curriculum Hub'** and the refreshed narrative policy reform. Work in partnership with our parents, community and colleagues across the <mark style="background:yellow">Stonelaw Learning Community</mark> and the work undertaken by the	**a) Curriculum design building and making a Curriculum for Spittal** By June 2025, identified areas of the curriculum will be reviewed and refreshed to reflect current education policy/reform and will promote creative and innovative approached that underpin the 7 principles of curriculum design, lead our learners to develop the 4 capacities and develop approaches within the 4 contexts of learning. By June 2024, identified areas of the curriculum will be supported by robust planning formats and learner pathways that support and challenge children and ensures progression. Learner pathways will provide the highest quality teaching and learning and ensure	**Planning/Curricular Pathways/ Curriculum Hub** • <mark style="background:lime">*Develop 3 x curricular area planning and mapping within a level and across the school (to include composites) (Technologies, PE (HWB: Anti-racism and RSHP), Writing, RME and/or Expressive Arts.*</mark> • <mark style="background:lime">*Review and amend (if needed) online/electronic Forward Planning and approaches/quality assurance of learning and teaching, tracking and monitoring to suit school's focus/SQIP, annual calendar etc...*</mark> • <mark style="background:yellow">*Review areas of SLC's Curriculum Hub to develop following review of the 'audit tool.'*</mark> **Pedagogy and the 4 Contexts of a CfE** • <mark style="background:lime">*Engage with EEF and Pedagogy Palette to develop Learning, Teaching and Assessment.*</mark>	Curriculum audit tool. Curriculum planners created for 3 areas – feedback by staff. Learning and Teaching / Tracking discussions. SLT visits / Peer visits	*SLT* *Curric. Leads /CTs* *HT* *SLT / Curric. Lead* *HT*

Curriculum Quality Improvement Service in **SLC** to develop our curriculum, partnership working, our approach to: Learning, Teaching and Assessment; self-evaluation; and of Data Intelligence. Continue our focus on S.T.E.A.M activities and skills as identified in pupil and parent evaluations from last session 23-24, where all pupils enjoyed skills-based learning (through Masterclasses). A majority of parent and Pupil questionnaires requested an increased focus on the Expressive Arts (in and out-of-school) activities.	pupils are provided with inspiring and motivating experiences and opportunities to develop skills for learning, life and work. Skills will be introduced to children, and they will become more familiar with SLC Skills Framework terminology and understanding. By Feb '25 we will have a resources S.T.EM area. A more extensive Exp. Arts curricular and non-curricular programme will be offered to children. **Stonelaw LC Cluster Priority** Spittal's approach (in partnership working with the Stonelaw LC) will implement their shared standards of high quality - learning, teaching and assessment; self-evaluation practices; and data intelligence. Thus, enabling teachers and pupils to be able to articulate Spittal's agreed Gold Standard in terms of high-quality learning, teaching and assessment, and all teaching staff to be more informed in order to develop next steps in line with HGIOS/HGIOELC and data analysis.	• *Further embed Four Capacities across the whole school (recognition, understanding, and celebrating)* • *Continue to build upon positive start made with Masterclasses and expand, termly.* • *Introduce termly Committees, where all children are included and belong – developing pupil leadership and pupil-voice capabilities.* • *Introduce 'Spittal Shout-Out!' (pupil Big Blether) for How Good Is OUR School 'pupil toolkit' self-evaluation.* **Stonelaw LC Priority (Learning, Teaching and Assessment, Self-Evaluation and Data (relevant to our own school journey):** • *Implement a shared Spittal 'Gold Standard' lesson outline. Leading to a Spittal L, T and A policy/training session(s)/position statement creation, staff handbook and what that looks like in Spittal PS and NC.* • *Continue to adapt self-evaluation practices for school improvement: Aligned CATs (HGIOS and HGIOEL – school and nursery); SLT QI and data/evidence gathering (triangulation); Quality Assurance; professional dialogue; and HGIOS 4 input→processes→outcomes to better the quality of learning and teaching (pace, challenge, and support; creativity and skills) across the school.* • *Continue to review approach to data intelligence used by all practitioners i.e. teachers, SfL, Equity PT and SLT through; e.g. Progress and Achievement, Class Cohort Spreadsheets, information from tracking and monitoring (Fact, Story, Action) and SLC data analytical tools to collect, interpret and present data for classes, cohorts and/or whole school i.e. BGE tracking, FOCUS tools etc…*	Tracking of rewards and recognition. Pupil and staff feedback Spittal Shout Out – floor books. Learning visits. Teacher evaluations/self – reflections from lessons. Pupil dialogue / Learning Conversations Tracking of QI's discussions and evidence (per 3-year overview). Tracking meetings Class/School on a page (BGE tracking tool) Business Intelligence (attendance) and FOCUS tools (ACEL).	*SLT* *HT* *HT* *HT SLT CTs*

	b) STE(A)M, Skills-based learning and Developing the Young Workforce (DYW). Learner pathways will provide the highest quality teaching and learning and ensure pupils are provided with inspiring and motivating experiences and opportunities to develop skills for learning, life and work. Almost all staff are more aware of SLC's Skills Development Framework and are working more confidently within lessons, Masterclass opportunities, etc… these are beginning to be tracker per pupil on Assessment Cohort Spreadsheet. The return of a Developing the Young Workforce / careers session – involving all children and speakers/visitors from a variety of jobs.	• *Develop STEM area within school 'Full S.T.E.A.M Ahead' Pod.* • *Resource STEM area to enhance quality of teaching and learning.* • *Timetable STEM area (should this be needed).* • *Create more opportunities for in/out of school Expressive Arts input e.g., SLLC curricular inputs, extra-curricular clubs, Active Schools clubs (dance), etc…* • *Masterclasses on offer and experienced by children, explicitly linked to skills.* • *Implement SLC's 'Skills Development Framework' withing the curriculum.* • *Explore skills-tracking and recognition of achievement or developing specific skills.* • *Introduce and create a focus on DYW, throughout the school session, focusing on skills and speakers from professionals within various job-types.*	Pupil and staff feedback. Utilisation of space. Programme of Exp. Arts – extra-curricular clubs attendance tracking and feedback from curricular sessions. Masterclass sign-up, skills tracking and evaluations by staff and pupils. Skills tracker. Recognition of skills tracking. DYW week – timetables and evaluations.	*HT* *HT* *APT (Equity) – HR* *ALL* *HT* *SLT – PT (ST)*
	c) Parent/Community partnerships Using 'Parents as Partners' publication and findings from Peer Review schools, we will further develop: - links between home and school - parental representation - family learning approaches By Sept/Oct '24 we will have a detailed annual parental engagement calendar – to be reviewed again in June '25. Parental engagement activities will be tracked and monitored for the majority of	• *Develop detailed annual parental engagement calendar.* • *Develop, in partnership, a Spittal Position Statement / Policy on parental communication, engagement, involvement and family learning.* • *Issue parent/carer questionnaire in Aug 24 to canvas opinion and availability of family support/engagement activities.* • *Create an engagement and analysis tracking overview for parental engagement.* • *Initiate and set up 'Supporting Families: Access to Childcare' programme in partnership with Family*	Parent feedback on engagement calendar and policy. Parent questionnaire results. Parent engagement tracking results to inform next steps Upshot referrals leading to initial meeting and	*HT* *HT* *HT* *HT* *HT*

	family learning/engagement opportunities. A school and community sensory room will be created to provide a space for children to de-escalate distressed behaviours should they be over-stimulated. **d) Attendance** Attendance will be targeted at an improving trend term-on-term with a target of 92% (uplift of 1.2pp). There is a poverty related attendance gap of 3.21% and specific families will be targeted using the supports of our Barnardo's Workers, breakfast, lunchtime, after-school clubs. SLC Supporting Families Worker and Individual Attendance Plans to support families to reduce this further.	• *Support Worker beginning with new P1s and siblings.* • *Continue to offer, engage and target SLC's 'Supporting Families Worker' for referrals to support.* • *Continue to focus on attendance and engage with parents in individualised ways (Barnardo's Worker and Phase 2 Test of Change with SLC CQIS team), letters, Individual Attendance Support Plans etc...* • *Widen school reputation through community links; facilitated by the work of our successful Participatory Budgeting funding bid through Healthy and Happy (Sensory Room and Play/Literacy resources) and work in partnership with parent council for community endeavours.*	possible partnership involvement. Tracking and monitoring of attendance spreadsheet. BIC data for attendance. IAS Plans. Usage – regular use/observation of the space being used.	*HT* *APT (Equity) – GE* *HT & SLT* *APT (Equity) - HR*
2. Health and Wellbeing – Learning for Sustainability (LfS) – Outdoor Learning / Play From self-evaluation exercises (pupil, parent and staff feedback) discussed in SQIP 23-24 and our 3-year cycle of School Improvement Priorities, year 3 – it was decided that: **a) Play Based Learning PBL (Play, IDL and Inquiry); and**	**a) Play, IDL and Inquiry based Learning** Spittal's Play Pedagogy Policy/Position Statement will be introduced and enacted by Mar '25 – including approaches within - such as Spittal Skill Start, Tinkering, N4/N5-P3 play, IDL and Inquiry based learning. Loose parts play resources will be introduced and available for everyday use in the playground.	• *Continue to embed PBL in Nursery -P3. Introduce 'Spittal Skills Start ==and 'Tinkering' for P4-P7 Aug '24==* • *Create PBL Policy 24-25.* • *Continue to build, organise, and store indoor play resources efficiently; while also building up bank of loose parts play resources for use outside, in line with development of garden/outdoor learning.* • *CLPL opps. for all staff including SLC strategy for Play Pedagogy 'Being Me.'* • *Nursery/school Risky Play – use more of the school grounds/space for play/outdoor learning.* • *All display boards to be converted to Natural (Rm3-7 plus boards around school)*	Staff and pupil evaluation All stakeholder feedback on all aspect of PBL policy and implementation. Staff feedback on CLPL training on PBL.	*Nursery →P3 CTs HR* *Equity PT – HR PT - ST* *HR / RD* *Nursery - SB HT & WW (SSA)*

b) Outdoor Learning should continue into the 3rd year of SIP cycle to continue to introduce/embed within the Spittal PS and NC Curriculum. Peer-Review focus across all 3 'family' establishments is on Play Based Learning.		• *Organise and label Play Resources in line with STEM and Outdoor areas/storage. Infant classes to store play resources in own classroom.* [highlighted yellow] • *Continue to work with and learn from Peer Review Schools to develop own approach and implementation of Play at Spittal PS.* [highlighted green] • *IDL and Inquiry focus, based on Spittal Skills Start P4-P7 and SLC SEF planning.* [highlighted red]		*CTs / SSA* *HT* *HR*
	b) Outdoor Learning There will be increased opportunities to take learning outdoors, for outdoor learning opportunities and this will be enhanced through our teachers leading these sessions but also in partnership with other professionals extending these opportunities to our learners. Our Playground will be developed more fully to include zoning, an outdoor classroom and will be developed to increase the health and wellbeing of our pupils (engagement and motivation) and reduced number of playground incidents.	• *Further develop Outdoor learning across the school, embedding into everyday curriculum. Build confidence in staff by taking learning outdoors.* [highlighted yellow] • *Purchase and organise storage for outdoor equipment/loose part resources.* [highlighted yellow] • *Further develop outdoor play space- playground markings, more permanent resources.* [highlighted yellow] • *Official launch of outdoor classroom and investigate the use of 'zones' in the playground to facilitate year-round opportunities for outdoor learning.* [highlighted yellow] • *Create outdoor timetable for classes to use outdoor classroom/loose parts resources etc.* [highlighted yellow] • *Continue with Outdoor Learning Week next year.* [highlighted green] • *Continue Grow 73 involvement to provide a year-round Gardening Club, Outdoor Learning experiences and much more.* [highlighted green]	Outdoor Learning Week – evaluations (pupil, staff, parents and partners). Grow 73 Partner review and action plan for next steps. Multi-stakeholder review of Playground development. Observation on reduced behaviour incidents. Photographs to evidence opportunities and experiences.	*SLT - ST & GE* *ALL* *ST/GE* *HT*
3. Health and Wellbeing – Learning for Sustainability (LfS) – Global Citizenship 3. From SLC's key foci on Global Citizenship, Equalities and Learning for Sustainability, suitable	**Rights, Equalities and LfS (Global Citizenship)** a) UNCRC and Children's Rights; b) Equalities and diversity: anti-racism, poverty (Cost of the School Day – CoSD); and c) Anti-bullying	• *Create a Spittal PS Citizenship Framework encompassing Sustainable Development Goals, The Eight Global Dimension Themes included protected characteristics of equalities and diversity - including progressive lesson plans.* [highlighted yellow] • *Teachers/EYW to ensure they complete at least one sustainability topic at least once a year (Sustainability action plan in e-files).* [highlighted yellow]	HGIOS 4 / HGIOEL feedback sessions on framework and lessons. Evidence of lesson planning, feedback on	*HT*

to our school context we will focus on: **a) UNCRC and Children's Rights;** **b) Equalities and diversity: anti-racism, poverty (Cost of the School Day – CoSD); and** **c) Anti-bullying**	By June '25 Publication of Spittal PS and NC Citizenship Framework encompassing; Sustainable Development Goals, The Eight Global Dimension Themes included protected characteristics of equalities and diversity – including progressive lesson plans. Whole staff training and implementation of Rights based learning including the setting of an action plan for accreditation. By Sept, all classes to develop a Class Charter and Learning Journey Wall (outside class).	**a) UNCRC and Children's Rights** • *Begin the journey of Rights Based Learning (RBL) with UNICEF/Rights Made Real accreditation.* • *Whole staff training.* • *Introduce the Rights and Kindness Council.* • *Introduce rights of child in HWB curriculum, to children.* • *Continue to engage with Rights through whole-school approaches i.e., Assemblies etc... 'Right of the Month'* • *All classes to develop Class Charter and Learning Journey Wall (outside class).* • *Develop a RBL whole-school Action Plan following input of relaunch of Making Rights Real/bespoke approaches in SLC.*	lessons from pupils and teachers. CLPL feedback. Assembly plan overview. Learning Journey photographs/evidence. Action Plan review for SLC's Making Rights Real / UNICEF.	*AC and HT* *SLT* *All CTs / EYW*
	By Term 2, anti-racism planners will be created from nursery to P7 and will be written into our Health and Wellbeing programme of study. Publication of CoSD policy – whilst continuing to work towards being a curriculum free school. By Dec '24, we will have achieved at least one of the jigsaw pieces from SLC's accreditation scheme on 'Attachment Informed Practice'.	**b) Equalities and diversity: anti-racism, poverty (Cost of the School Day – CoSD) and Attachment/Trauma-Sensitive schools accreditations:** • *Research and introduce anti-racism planners / programme into HWB planners.* • *Increase awareness of racial literacy and roll-out a programme of anti-racism through specific topics/themes in assemblies.* • *Continue to develop evolving COSD policy in-line with SLC and be mindful of being a curriculum free school.* • *Aim for jigsaw pieces through SLC's accreditation of Attachment Informed Practice.*	Staff input and feedback on planners. Pupil feedback on lessons. Reduced incidents of a racist nature. Feedback from SLC on Attachment accreditation progress.	*HR* *HR* *HT* *AC*
		c) Anti-bullying • *Share anti-bullying and relationships policy with parents.*	Multi-stakeholder feedback on	*HT*

	<mark style="background:yellow">Launch Spittal PS and NC Relationships and Anti-bullying policy to be reviewed June '25.</mark>	• <mark style="background:lime">Anti-bullying to be addressed in HWB programme of study.</mark> • <mark style="background:lime">Regular discussion and engagement with children at assemblies.</mark> • <mark style="background:lime">Ensure staff training to fulfil requirements of Spittal's Relationships and Anti-bullying Policy' including completing appropriate paperwork/systems (SLT).</mark> • <mark style="background:red">Develop Behaviour Blueprint in line with PPRUDB, to include visible relentless routines; adult consistencies; recognition and rewards; behaviour micro scripts; stepped interventions and clauses; and restorative questions.</mark>	relationships and anti-bullying policy – including approach taken by school in line with policy. *SLT* *SLT* *ST*

Progress and Impact	Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda
From above, see RAG status for each individual operational activity: *Overall Evaluative Statement/Summary:* • **Class observations** *show that all staff are using a consistent structure to deliver high quality learning and teaching experiences for learners.* • **Forward Plans/e-files** *demonstrate that all staff are planning appropriately to meet learner's needs, embedding assessment to 'check for understanding' and to determine suitable next steps across/within all areas of the curriculum using the identified approaches above (and below).* • **Professional dialogue during tracking meetings** *demonstrate that all staff have an improved knowledge and understanding of innovation within the curriculum through curriculum refresh, pedagogical approached and data analysis. Almost all staff can confidently analyse data given and some teachers use a variety of data tools to identify potential barriers and next steps.*	
1a. Curriculum: • *Developed and updated curricular planners for Technologies, Writing, Drama, PE and RME.*	• *Music and Art planners to be developed next session, alongside Social Studies (link to Inspire to Inquire).*

- *Staff trained in Pedagogy Palette and referred to within Spittal Gold Standard Lesson during learner visits. Pedagogy Palette used to inform and plan Fact, Story, Action intervention.* - *The four capacities discussed in relation to SLC Skills Framework, will be further embedded through LC priority focused on skills-based tracking.* - *Nine masterclasses offered across variety of skills-based activities (Lego, Loose Parts, Spanish, Rock Painting, baking etc.), with all children in engaging and many provide positive feedback – e.g. "I liked working with friends from other classes," "I learned new techniques," "Baking is great because we get yummy treats." All children engaged in committees to support the development of school priorities across nine areas. Both now embedded in school calendar year, will continue to evaluate next session.* - *Pupil 'Big Blether' (Spittal Shout Out) using HGIOURS pupil toolkit not yet started.* - *Spittal 'Gold Standard' lesson (and Spittal's Jigsaw for High Quality Learning, Teaching and Assessment) implemented across school, used during learning visits with peers/SLT. The LTA policy was created and incorporated into staff handbook.* - *Self-evaluation practices for school improvement have taken place. Aligned CATs reflecting on QI's, QA Calendar successfully implemented, peer/SLT learner visit feedback with professional dialogue, pupil learner conversations and Leaders of Learning committee.* - *BGE Tool used by SLT to create and share School/Class on a Page. Teachers skilled in use of P&A and Cohort Spreadsheets, and SLT using FOCUS, BI and SSR.* *Staff have continued to work together to develop and update our curricular planners, to incorporate skills-based learning across all subjects. Next year, we will complete our three-year plan by including Art, Music and Social Studies. All staff have upskilled themselves by getting to know the Spittal Gold Standard Lesson, Jigsaw for High Quality Learning and Pedagogy Palette, and are using this in everyday planning, and to target feedback during learner visits. Following feedback from the Leaders of Learning Committee, a few children were aware of the four capacities, making this a priority for next session. During masterclasses and committees, almost all children enjoyed taking part, and this will continue next session with a focus on skills requested by children on feedback forms. In Spittal Primary, our Quality Assurance calendar has been implemented successfully, with all staff taking part in key events throughout the year such as Aligned CATs, peer visits and PRD's. The BGE Tool and associated tracking tools are used regularly by SLT, but less than half of our teachers are able to use these independently, making training a priority next session (almost all staff can interpret the data from these tools i.e. class/school on a page.*	- *Masterclasses/committees move to maintenance – continue to evaluate.* - *'Spittal Shout Out' to be introduced next session.* - *Continue to embed 'Gold Standard' lesson – move to maintenance.* - *QA calendar to be continued.* *Teaching staff to be trained on BGE Tool.*
Learning Community Plan: - *Input from Stonelaw HS with specific focus on High Quality Learning, Teaching and Assessment – linking with self-evaluation and HGIOS. Mostly all staff felt this to be worthwhile and purposeful CLPL activity in August Inservice. With a renewed focus on Higher Order Thinking (Blooms) and aspects of SLC's Pedagogy Palette.* - *All Primary Schools in Stonelaw LC developed their 'Gold Standard' lesson expectations. This led to a Spittal Learning, Teaching and Assessment policy and training document, which sits also within our annual staff training, staff handbooks and has been adapted and is specific to Spittal PS (through staff and pupil input).*	*Continue re-enforcing Spittal's Gold Standard and 4-part jigsaw for high quality Learning, Teaching and Assessment.* *Staff to engaged further in professional enquiry – accessing (on their own accord) the BGE data analysis tool and other data tolls*

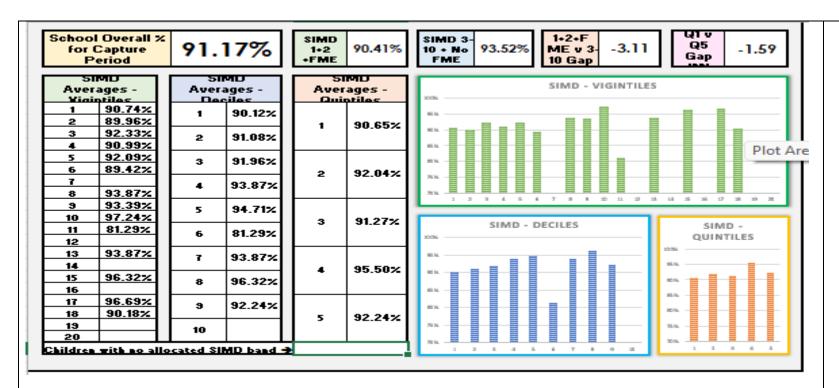|	
• *Created, in partnership with staff and pupils, Spittal's Jigsaw for High Quality Learning, Teaching and Assessment. Implemented and then subsequently reviewed in February SLT lesson observations, where the focus was on what teachers/pupils' expectations are within the 4 aspects of a lesson: Starter, Introductory Phase, Main, and Plenary stages. All teachers received feedback specific to our Spittal Gold Standard and Learning, Teaching and Assessment Jigsaw. All Staff feedback was that they felt there was now a shared expectation between what pupils and staff expect. It is too early, at this stage to say whether this is having a direct impact on quality, however, almost all SLT observations were positive and all SLT involved felt the formats allowed more specific and relevant feedback to be given. Pupil dialogues following SLT visits were all positive and almost all could articulate the learning intention and success criteria, expectations and key learning points within the lesson(s).* *Colin French (Development Officer for Curriculum Quality Improvement Service) delivered input on data analysis to all staff across our learning community, this resulted in the detailed Fact, Story, Action in-class interventions (professional enquiry) as detailed within. Which was of a great success in developing specific targets/next steps for pupils and teaching in all classes – using the BGE data tool, cascaded by SLT (SLC).*	*available to identify strengths/next steps within/across Literacy and/or Numeracy and Mathematics, using teacher's own profession research/reading.*
1b. STEM, Skills and DYW: • *STEM area in progress within Full STEAM Ahead Pod. STEM kits, Magnatiles, sewing machines and variety of construction type resources purchased to enhance learning. Staff allowing pupils to access resources when appropriate, providing choice and personalization. Timetable not required at this stage but will be regularly reviewed.* • *Every child throughout the school and nursery has been provided with additional expressive arts input- throughout the year SLLC have provided a drama block for every class (P1/2-7) and 2 drama lunch clubs, Neon Nature Art with P4/5, Boogie Beats with both P1 and Nursery and a percussion block for all classes alongside an extra-curricular choir. Active Schoos have also provided dance clubs in partnership with Stonelaw High School for P4-7.* • *Every child attended a chosen Masterclass for 6 weeks focusing on skills development. 100% of staff surveyed (8 leading Masterclasses) felt that skills were developed during their masterclass- these skills could be seen in action and were evident in discussions with learners throughout and at the end of the Masterclass block. Almost all feedback from pupils indicated they felt they had developed skills and were able to mention which skills in particular e.g., problem solving, creativity, working together, resilience, communication. Feedback was overwhelmingly positive; "I can do things I couldn't do before."* • *All staff and children were introduced to SLC Skills Development Framework withing the Curriculum. This is in the early stages. Skills Cards used on Achievement Recognition board related to certificates and all classes encouraged students to use skills cards to help embed the language during Skill Start/Play. Peer Visits (Nov '24) focused on using the language of skills and Skills Development Framework in learning intentions, success criteria and explanations of learning.* • *DYW week took place in May '25. A variety of visitors and speakers attended from various professions to share what their role entails, allow children to ask questions and to share what skills are required for different professions. Resources and links given allowing for depth of discussion across DYW and STEM challenges provided for all children. Pupil evaluations were positive with 100% requesting a similar experience next year.*	• *Review requirement for timetable in STEM area.* • *Build upon relationship with SLLC Arts Development Officer to continue to offer Expressive Arts opportunities for pupils.* • *Masterclasses are now embedded and move to maintenance to continue to evaluate impact.* • *Continue to embed Skills Framework, linked to Inspire to Inquire and PEBL to allow depth of understanding.* • *Skills tracking and Recognition of Skills tracking* • *Continue to expand the DYW within the Curriculum and build upon success of*

	recently introduced DYW week.
1c. Parental Community Partnerships: • *Detailed annual Parental Engagement Calendar developed and shared with parent body at beginning of session. Parents and staff welcomed this based on feedback at the end of session 23-24.* • *Spittal Position Statement/Policy on parental engagement, involvement and family learning in progress. Continue to develop next year following this year's review.* • *Parent/carer questionnaire published in August 2024 following feedback from previous session – no uptake from parents despite opportunities offered.* • *Supporting Families: Access to Childcare programme has been reviewed and stopped at SLC level. Spittal PS continue to work with Supporting Families Worker and refer to appropriate services (Money Matters, One Parent Families Scotland etc). Marie Battersby has worked with a few of our families and qualitative feedback shows that the services have been very well received with improved outcomes across all families/individuals.* *Almost all parents have accessed our Parental Engagement Calendar this year through this being published on our School App, which has resulted in parents being able to forward plan for attendance at key school events, supporting increased engagement in these. As we develop a policy around this, we hope to gather parental views which will increase uptake in family learning opportunities offered and develop a tracker that works for our setting.*	• *Parental Engagement Calendar to be published in simplified version next session following feedback.* • *Develop, publish and implement parental engagement policy.* • *Inform and engage parents about family learning opportunities, to encourage uptake.* *Create parental engagement tracker, following introduction/implementation of opportunities.*
1d. Attendance: • *Specific children/families targeted in relation to attendance – monitored monthly and Staged Intervention process for attendance followed. IAS Plans implemented.* • *Attendance improved from 90% to 91.17%; the equity related attendance gap reduced from 3.21% to 3.11%.*	*Continue to target specific families in relation to attendance, creating IAS plans where appropriate.*

| School Overall % for Capture Period | 91.17% | | SIMD 1+2 +FME | 90.41% | | SIMD 3-10 + No FME | 93.52% | | 1+2+F ME v 3-10 Gap | -3.11 | | QT v Q5 Gap | -1.59 |

SIMD Averages - Vigintiles		SIMD Averages - Deciles		SIMD Averages - Quintiles	
1	90.74%	1	90.12%	1	90.65%
2	89.96%				
3	92.33%	2	91.08%		
4	90.99%				
5	92.09%	3	91.96%	2	92.04%
6	89.42%				
7		4	93.87%		
8	93.87%				
9	93.39%	5	94.71%	3	91.27%
10	97.24%				
11	81.29%	6	81.29%		
12					
13	93.87%	7	93.87%	4	95.50%
14					
15	96.32%	8	96.32%		
16					
17	96.69%	9	92.24%	5	92.24%
18	90.18%				
19		10			
20					

Children with no allocated SIMD band →

2a. Play, IDL and Inquiry Based Learning (PEBL):

- *PBL continues to be embedded across Nursery-P3- Lucy Harris (Play Development) has visited and advised how best to organise Rm1 and Rm2 with changes made to environment which CT feels has had a positive impact on learner engagement. Skill Start was introduced across P4-7 January 2025- across the P4-7 classes 16.7% are using Skill Start weekly, 50% a few times a week and 33.3% daily. All staff feel that Skill Start is having a positive impact on learners and the development of skills and use of skills language has improved.*
- *Play Based Learning Policy created in March 2025 and shared with all staff.*
- *Continually adding to Play Resources to enhance PBL in infant classes. Loose parts resources in progress to enhance Outdoor Leaning opportunities.*
- *All staff attended PBL CLPL with Lucy Harris in line with 'Being Me in SLC.' Focus on best practice of PBL in P1-P3 and EBL in P4-7. Almost all staff felt more confident to begin journey with Skill Start/EBL/Inquire to Inspire.*
- *Risky play introduced outdoors (hill area, tree climbing, tree swings etc.) and will continue to develop in line with playground/outdoor area plans. Pupils are engaging in more purposeful play in the playground due to access to other areas/risky play. Peer Review appendix submitted to HQ re progress of Peer Review School (Bent PS)*

- *Continue to embed Skill Start across P4-7 and encourage depth in the language of skills.*
- *Introduce EBL and Inquire to Inspire for upper school.*
- *Develop loose parts resources/storage in line with plans for outdoor area.*

2b. Outdoor Learning:	
• Outdoor Learning (see Outdoor Learning Impact Report), highlights include 99% of all children (all) enjoyed outdoor learning week and would want to repeat it again next year. All pupils could identify one new skill they have learned or developed through outdoor learning. All stakeholder feedback on Outdoor Learning Week and outdoor learning, in general, was positive. *• We have officially launched our Outdoor Learning Classroom, complete with an all-weather path with support from Community Payback, allowing classes continuous access throughout the year. Teachers continue to seek daily opportunities to embed the curriculum outdoors.* *• Outdoor storage unit purchased and awaiting installation in school grounds. Loose parts resources sourced by Parent Council.* *• We have expanded the use of outdoor space within the school grounds and have made use of natural resources such as trees for tree climbs (risky play) and tree swings and the hills for mud sliding. Risky play has been introduced through whole school assemblies and class discussions. The outdoor sports trolley continues to be updated and replenished as required. The use of ground chalk and chalk boards around the pitch have been introduced. Continue to expand further with input from Opal Play Resources to support the planning of playground 'zones' to include tyre climbing areas, sandpits and cycle areas and much more.* *• We have further developed Outdoor Learning Week/Empty Classroom Day in the month of April with the help/support of third sector organisations and charities such as Operation Play and Grow 73 (a local charity who continue to work with us all year with our Gardening Club) Through Operation Play, all children took part in bushcraft activities, den building and setting up a campfire - making s'mores being a favourite activity. The Gardening Club helped plan and deliver an outdoor gardening day with the themes of Observation, nurture and creativity. The whole School Picnic was a firm favourite with 100% of children and staff enjoying the opportunity to eat together.* *• We continue to develop our Gardening Club and outdoor gardening space with children having the opportunity to 'drop in' and develop skills for learning and life (including meta-skills) in a calm and nurturing environment. Feedback from Gardening Club leaders talk about developing more than just 'gardening skills' they talk about the impact on nurture and learning a variety of skills (and further developing these) in a safe space. Teachers have commented that 'Children who attend the Gardening Club come back to class motivated and excited to share what they have been learning. When asked, a boy said that he' loves the gardening club and feels happy when he is there.'* *• Spittal Nursery has engaged weekly with the gardening club and attended Overton Park in partnership with Grow 73 and other community nurseries.*	*• Seek suitable organisation solutions to ensure easy accessibility of new resources.* *• Sources and purchase 'shade sails' through funding from Healthy n Happy community fund.* *• Engage with Opal Play to support planning of playground 'zones.'* *• Source tyres and sandpit resources through Parent Council and Community Payback.* *Continue with Grow 73 community partnership on a weekly basis and themed weeks/days.*
3a. UNCRC:	
- Rights Based Learning (RBL) with UNICEF/Rights Made Real accreditation has been discussed at recent CAT, nursery meetings with an official launch in session 25-26. *- Our nursery class received staff training, and our Excellence and Equity Lead created a Rights ThingLink with appropriate action plans, training, links, etc… this will inform 25-26 nursery SQIP planning too.* *- The Rights and Kindness Council has been effectively introduced through school committees and the establishment of 'Kindness Ambassadors' through AI, TSP working group.* *- HWB three-year overview incorporates Rights of the Month linking to SHANARRI indicators.* *- Right of the Month is discussed at assemblies and referenced to further in classrooms and nursery class throughout the month.* *- All classes have a themed Class Charter in place that clearly links to UNCRC and RBL.*	• Whole staff training and RBL whole-school Action Plan will be developed to relaunch Making Rights Real/bespoke approaches in SLC. RBL/UNICEF/Rights Made Real accreditation added to 2025/26 development plan for school and nursery.

- *First accredited 'Act to Make a Difference' Jigsaw achieved as part of AITP schools.*	• Teachers to create Class Learning Journey Walls on classroom wall (corridor).
3b. Equalities: Anti-racism, Attachment Informed; Trauma Sensitive Practice, and COSD (GE) • *Equalities network meetings have taken place, and developments are on-going with a view to increase awareness of racial literacy and roll-out a programme of anti-racism through HWB planners and specific topics/themes in assemblies.* • *Staff have Spittal Anti-Racism policy established within its anti-bullying and relationships policy and to be reviewed/ refreshed, as necessary.* • *Spittal Cost of the School Day (CoSD) policy created, submitted to SLC and published on School App for parents to view. This was positively received by all with no areas of improvement to be actioned following feedback from SLC.* *Phase 1 accreditation for the first jigsaw piece 'Act to Make a Difference' has been achieved and staff survey for Phase 2 has been distributed, reviewed and action plan created.*	• *Staff input and feedback on planners.* • *Pupil feedback on lessons* • *Anti-racism policy to be shared with stakeholders.* • *Reduced incidents of a racist nature* *Phase 2 'See the Whole Person' to be achieved by Sep '25.*
3c. Anti-bullying: • *Parents were consulted about the content of the Anti-bullying and Relationships Policy and the final version was shared with parents on the School App and was received positively by all parents.* • *Anti-bullying is addressed throughout HWB programme of study using a range of resources and is discussed and engaged regularly at assemblies.* • *All staff have protected time on in-service and CAT to read Spittal's Relationship and Anti-bullying Policy and are aware of how to record, report and escalate incidents to SLT. SLT follow SLC guidance on the recording of alleged bullying incidents.* *Behaviour Blueprint is being developed in line with PPRUDB to include Emotion Coaching approach and Attachment Informed, Trauma Sensitive Practices.*	• *Feedback from staff and learners* • *Observation in classrooms and playground - general ethos of school* • *Emotion Coaching training for all staff.* • *Roll out of Emotion Coaching lanyards and 4-step restorative approaches and sentence starters.* *TIP (Trauma Informed Parenting) (Charity organisation) scheduled for 2025/26 in-service days.*

Strategic Priority 2 Improvement Planning and Standards and Quality Reporting for 2024/2025

NIF Priority (select from drop down menus)	SLC Priority (select from drop down menus)	SLC Stretch Aims	HGIOS?4 QIs (select from drop down menus)
Improvement in attainment, particularly in literacy and numeracy. **NIF Driver** Teacher and practitioner professionalism Curriculum and assessment	**Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy** Choose an item.	**ACEL Primary – Literacy – P1, P4 & P7 combined** Choose an item.	1.2 Leadership of learning 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement **HGIOELC QIs (select from drop down menus)** Choose an item. Choose an item. Choose an item.

Rationale for strategic priority	Outcome (Intended impact)	Operational activity *RAG status* Incomplete / mid-progress /complete	Measures	School Lead
1.Writing Although attainment in Writing increased last year (2pp), during self-evaluation exercises staff feel the good progress made in assessment and moderation from last year, this should be continued. Writing attainment is lower than any other curricular area/strand with 80% attaining expected levels (whilst above national and SLC levels) we still have a 6.7% attainment gap. ACEL data at P1,4,7 shows a 'dip' at P4 (also in line with SLC and national trends) focus consistency and data interrogation at P4 whilst maintaining P1, P7 and throughout.	**Writing** Continue to use Learning Community material from last session for planning, assessing and moderating Writing. Moderation exercises and peer visits led by class teachers, in school to develop consistency of shared expectations and standards. By Oct '24 the materials developed last session will create a consistent and stream-lined approach to writing assessment and updated Writing pedagogy in Spittal PS and the wider Stonelaw LC. By year end, teaching staff will feel more confident in delivering the Talk for Writing programme. By Nov'24 (first tracking meeting) all staff will have increased their use of data to identify and implement	• *Teacher peer/trio visits commence next session (internally).* • *Introduce peer moderation of writing assessments (internally).* • *Parental workshops and showcases – 'how to help-at-home' supports/Read-Write toolbar etc…* • *Re-engage QAMSO support within Spittal from authority model.* • *TfW to dovetail into writing planners, whole-school overview incorporating poetry and non-fiction also.* • *Spittal's big Shout Out (Big Blether) is to be introduced next year to capture pupils' views across the SQIP agenda.*	Peer feedback and CTs 'take aways from the session(s)' including moderation proforma template. Workshop feedback. Re-introduction of support for moderation cycle and assessment. Feedback on Planners. Learner conversations.	SLT / CTs CTs GE / ST GE GE / ST HT / SLT

Year 3 of SIP planning cycle, thorough self-evaluation shows identified next steps in improvement journey.	appropriate interventions to raise attainment in writing – specifically at P3 and P4 stage(s). By June '25 Writing attainment (at P4) will continue to increase from 73% to 77% - an increase of 4pp. By June '25 attainment will continue to stay above 80%, increasing by at least 1% (3 chn). The attainment gap of 6.7% will be reduced by 1.7% to 5%.			
2. Reading Reading attainment is good at 80.1% (with an increase of 2.1pp last session), but as a school, we should not become complacent with our reading for pleasure or Reading attainment, as part of Literacy. In reviewing last year's SQIP, staff felt an audit of our quality in Reading Teaching and Learning was vital to continue to ensure enjoyment, progression, and depth – whilst ensuring challenge (pace, challenge and support). There is still an attainment gap between our SIMD 1+2 children vs. SIMD 3-10 learners (6.7%) – specific small group/1:1 intervention to support individual 'targeted' learners. Continue to further develop pupil engagement in Reading for Pleasure through the 'Reading	**Reading** By Oct '24 a Reading School Action Plan for 24-25 will have been created and implemented in line with Gold Reading Schools criteria and next steps identified through assessment (23-24). By Oct '24 a review of our Reading approach to Learning and Teaching will develop an action plan to identify a refresh of resources, pedagogical improvement areas and assessment procedures. By Jan '25 the above review will have resulted in adaptations to Spittal's Assessment Framework with it being enacted. By June '25 Reading attainment (at P4) will continue to increase from 73% to 77% - an increase of 4pp. By June '25 attainment will continue to stay above 80%, increasing by at least 1% (2 chn). The attainment gap of 6.7%	• *A review of Spittal's Programme of study: Reading (refresh books to ensure variety, progression and interest).* • *Robust Tracking and Monitoring and professional dialogue at Learning and Teaching consultations will further develop the school's action plan.* • *Reading School's Plan ongoing.* • *Continue to develop reading for pleasure by developing own class approaches, Lending Library, rewards and recognitions (e.g., vending machine tokens), Book Bug etc…* • *Develop Spittal's own approach to Reading assessment and build this into our Assessment Framework i.e., changing dates of Summative Assessments such as NGRT etc..; develop a bank of assessments within Literacy rather than relying on costly standardised assessments etc...* • *In lower stages, continue to support identified children with reading through class interventions (PAT Phonics, All by Myself Readers, 5 Minute Box, IDL, Paired Reading)*	Staff feedback / Working Group feedback. Tracking meetings and learning and teaching conversations with CTs. Stakeholder feedback – continuing momentum. Pupil feedback. Staff views triangulated with data and observation. Intervention tracking and monitoring and Leuven Scale.	*SLT / ST* *HT* *SG* *GE / SG* *SB* *ST* *Equity APT – GE PT - ST*

Schools' programme, this has been successful thus far, the pupil voice group were encouraged following their 'Gold' accreditation and are motivated to expand this. Research proves that reading for pleasure is central in supporting equity and wellbeing, positively impacting learners' attainment across the curriculum, critical thinking, creativity, empathy and resilience.	will be reduced by 1.7% to 5%, following individual targeting of identified pupil(s) and/or pupil group(s). By October/November '24, Primary 1 pupils will have undertaken a 6-week programme to enhance the development of their early Literacy skills.	<mark>alongside additional learning support when possible. Refer to Staged Intervention where appropriate.</mark> • <mark>Primary 1 teacher(s) to complete NELI/FLIPP training and identified SSA.</mark> • <mark>In the upper stages, continue to support identified children with reading through class and targeted interventions (Catch - Up Literacy, Doorway Online, IDL, Paired Reading) alongside additional support when possible. Refer to Staged Intervention where appropriate.</mark>	Feedback from new training, assessment results. Intervention tracking and monitoring and Leuven Scale.	*ST* *Equity APT - GE*

Progress and Impact	Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda
From above, see RAG status for each individual operational activity: *Overall Evaluative Statement/Summary: Spittal Primary School has made good progress in both writing and reading this academic year. The collaborative approach adopted by the teaching staff, characterised by participation in peer learning visits and tracking meetings, has strengthened professional dialogue and enhanced pedagogical strategies. The development of a whole school overview planner for writing, alongside the integration of Talk 4 Writing, reflects a commitment to continuous improvement; however, further moderation opportunities are necessary to refine these processes. In Reading, the sustained Gold Reading Schools accreditation evidences the positive impact of initiatives such as Reading for Pleasure and targeted interventions, which have seen measurable improvements in student reading outcomes. Nevertheless, the absence of parental engagement due to staffing constraints and interest underscores a critical area for development. By prioritising the inclusion of parent voices and ongoing resource evaluation, the school can continue to bolster its literacy framework effectively.*	*As below.*
Writing: • *Writing –In August P1,4 and 7 ACEL 80% of learners were attaining expected levels in Writing, in June 25 - P1,4 and 7 learner attainment improved– showing a rising trend. We no longer have a writing attainment gap meaning we have closed the poverty-related attainment gap as SIMD 1-2 and 3-10 + FME are equal. % cannot be published to parents yet, as it has not been ratified by SLC/Government.*	• *Moderate writing assessments internally, following clarification of writing assessment process.* • *Following further discussion with parents, gather ideas and create*

- *All teaching staff took part in peer learning visits, followed by professional dialogue around strengths and 'takeaways' from the lesson. Continued professional dialogue around writing processes, and all staff taking part in tracking and monitoring meetings taking place termly.* - *Internal peer moderation of writing assessment has not taken place this year, due to moderation of the writing assessment process instead. All staff are now more familiar with this new format and are working together to finetune this to work for our setting. Some further clarification is required with staff, alongside opportunities to moderate writing assessments as planned.* - *Lack of parental interest and staffing has impacted on our ability to offer parental workshops and showcases around the use of Read-Write toolbar etc.* - *The whole school overview planner for writing created and shared with staff, with Talk 4 Writing, poetry and non-fiction included within this. Further feedback from staff required to evaluate and review, following the first full year of implementation.* - *Pupil 'Big Blether' (Spittal Shout Out) has not yet started but will be introduced next year to gather views across the SQIP agenda.* - *Writing across Spittal Primary School has continued to develop this year, with all staff participating in themed learning visits with peers, moderation of the writing assessment process and planners being developed and implemented. It's imperative to continue the work started through gathering continuous feedback on planners and tweaking these to suit pedagogical approaches; embedding the writing assessment process through moderation across schools within the learning community, as well as between stages; and prioritising child and parental voices, to allow for their involvement in next steps and opportunities for personalisation and choice.*	*opportunities for family learning around writing and how to support at home.* - *Gather feedback from staff around new writing overview, to ensure full implementation that works for our setting.* *Introduce Spittal Shout Out.*
Reading: - *Reading – In August 80% of learners were on track within Reading by June '25 our P1.4 and 7 ACEL reading was recorded as greatly improved (above local and national %). Furthermore, we no longer have a reading attainment gap (instead we have a reverse attainment gap of 2.78%) meaning our SIMD 3-10 learners are outperformed by our SIMD 1-10 learners. % cannot be published to parents yet, as it has not been ratified by SLC/Government.* - *Spittal's programme of study for reading has been discussed during the Reading Working Party, but banded books and novel studies require further review to determine whether refreshed resources are required, or framework needs adapted.* - *All staff have taken part in termly Tracking Meetings, alongside professional dialogue, to discuss reading attainment across the school.* - *Gold Reading Schools' accreditation maintained and will be resubmitted next session.* - *Reading for Pleasure approach embedded within school. All classes take part in the fortnightly lending library; vending machine book tokens used to celebrate literacy-based achievements; twice termly Lively Literacy and Well-Deserved Writing certificates at assembly; annual Literacy Week; links with local libraries.* - *The Reading Working Party reviewed Spittal's approach to reading assessment, focusing on the completion of the NGRT assessment. All staff were surveyed on their views around time, purpose and relevance of NGRT within the yearly assessment calendar. Almost all staff responded, with all stated, that January would be a more useful time to complete, and opportunities*	- *Feedback from staff around reading resources is required, to determine the next steps for the programme of study.* - *Gold Reading Schools' accreditation be maintained next session.* - *Maintain focus on Reading for Pleasure, encouraging personalisation of approach amongst class teachers.* - *Where possible with staffing, reintroduce 5 Min Boxes in lower school, and*

to analyse results and plan interventions with stage partner would be beneficial. Following this, the NGRT was completed in late January, followed by a CAT session around planning a Fact, Story, Action intervention using the NGRT results. All staff implemented the intervention in Term 2 (with a focus on an aspect of the Pedagogy Palette), then reconvened to analyse results in May. All children were positively impacted by the intervention. The majority of children improved from their pre-to-post assessment, with most improving reading accuracy in relation to decoding words or answering comprehension questions more specifically. • *Lower stages are continually supported through class interventions, where possible. 5 Minute Boxes have not been completed this year due to SSA staffing shortages.* • *Both Primary 1 teachers completed FLIPP training and all children in this stage took part in the 6-week programme in September/October, focusing on a rhyme a week. Following this, both P1 teachers, an SLT lead and an SSA were trained on the NELI programme, which was implemented this session. Five children were selected to take part in the 20-week intervention as a result of pre-assessment results, and all P1's completed the NELI Whole Class programme by the end of May 2025. Results show almost all children improved, as pre-intervention 12% of P1 children had clear concerns with language development, 15% had some concerns and 73% showed no concerns; and post-intervention this was 4%, 16% and 80%, respectively. Within the intervention group, post-assessment no child remained in the clear concerns bracket, and 2 moved into the no concerns bracket.* • *Upper stages continue to be supported with IDL, Paired Reading and Doorway Online within class. Children have not completed Catch Up Literacy this year due to support staff shortages.* • *34 children across P2-7 were identified as requiring additional support with reading and spelling and were assessed for suitability for IDL.* *-40 % of identified children made good to very good progress with the gap between chronological age and reading and spelling age lessening.* *-12 % of identified children made good to very good progress with the gap between chronological age and reading age only lessening* *-.12 % of children made significant progress, so much so that their spelling and reading age surpassed their chronological age.* *- 75% of children in P2 and 3 moved up 2-3 reading bands.* *- 6/8 of children in P4 and 5 NGRT SS was above 85, 5/8 above 91 and 2/8 above 103.* *- 80% of children in P5 moved up 1-2 PM Benchmarks* *- 40% P6 children scored 97 and above in NGRT assessments and 40% made improvements compared to last year's scores.* *- 75% of P7 children scored 95 and above in both NGRT and NGST assessments.* • *Spittal Primary School have maintained their Gold Reading Schools status this year and strive to achieve reaccreditation next session to continue highlighting the work being done around Reading for Pleasure. Almost all children engage in a variety of activities to help promote their reading attainment, whether this be a reading curriculum under continuous review from staff, class approaches to Reading for Pleasure or specific individual/group interventions.*	*Catch-Up Literacy in upper school.* *Continue to implement NELI in new session, both as intervention and whole school following Language Screens in September.*

Strategic Priority 3 Improvement Planning and Standards and Quality Reporting for 2024/2025

NIF Priority (select from drop down menus)	SLC Priority (select from drop down menus)	SLC Stretch Aims	HGIOS?4 QIs (select from drop down menus)
Improvement in attainment, particularly in literacy and numeracy. **NIF Driver** Teacher and practitioner professionalism Curriculum and assessment	**Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy** Choose an item.	**ACEL Primary – Numeracy – P1, P4 & P7 combined** Choose an item.	1.3 Leadership of change 2.4 Personalised support 3.2 Raising attainment and achievement **HGIOELC QIs (select from drop down menus)** Choose an item. Choose an item. Choose an item.

Rationale for strategic priority	Outcome (Intended impact)	Operational activity _RAG status_ Incomplete / mid-progress /complete	Measures	School Lead
Year 2 of SQIP planning cycle, thorough self-evaluation shows identified next steps in improvement journey. Whilst attainment exceeds local and national trends (88% ACEL P1.4 and 7), it is important to ensure this is not a 'snapshot' of time and that consistency and quality of learning and teaching is refreshed and updated.	By Dec 24, all teachers will have been trained (or refreshed) in Maths Recovery, with this being trialled with a targeted approach. From Aug '24 all staff will have begun to use/adapt Numeracy and Maths pedagogy to include recent training – based on explored options e.g., Big Maths/ Leckie and Leckie resources etc… including revised planners. By April '25, Spittal's approach to Numeracy and Mathematics will be shared with parents and meaningful self-evaluation will be sought (written into Learning, Teaching and Assessment policy) A parent/child showcase session incorporating the You + Me (Multiply) Family Learning Program to be introduced and evaluated by Dec '24.	• _Embedding of Maths Recovery Pedagogy across stages to support learners not on track – in class interventions._ • _Update all planners to reflect SLC Numeracy and Maths Roadmap – linked to Maths Recovery pedagogy._ • _Sharing SLC Roadmap and progression PowerPoints with all staff._ • _All classes begin to use Leckie and Leckie as core resource._ • _Big Maths – available as an additional resource – training to be introduced._ • _You + Me (Multiply) Family Learning program to be introduced – start with P1 parents (Miss Gould)._ • _Learning, Teaching and Assessment policy/best practice guide to be developed using the principles and practices of Maths Recover, Leckie and Leckie and Big Maths._	Intervention tracking and monitoring. Working Group / teacher feedback. Feedback Parent questionnaire / facilitator evaluation. Policy feedback and relevance. Assessment results.	_Equity APT – GE_ _Working Group / SG_ _SG_ _ALL_ _HT_ _SG_

				SLT / SG
	By June '25 Numeracy and Mathematics attainment (at P4) will continue to increase from 68% to 72% - an increase of 4pp (1 or 2 children to individually attain).	• <mark>Consistent approach to assessment of numeracy and Maths across stages – incorporating the tracking of this into Cohort Assessment trackers.</mark>		

Progress and Impact	Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda
From above, see RAG status for each individual operational activity: • *Almost all staff have now been trained in the Maths Recovery pedagogy, with some staff using this in class to support individuals or small groups of children to target specific gaps in learning. Further embedding of this approach is a priority for the next session, to ensure consistency across the school. Planners are not yet fully updated to reflect this.* • *All teaching staff use Leckie and Leckie as their core teaching resource. From feedback during collegiate time, it would be beneficial to develop assessments to work alongside this, through either using the Leckie and Leckie resources available or a complementary resource.* • *Big Maths was not available or introduced this year as an additional resource. Ongoing discussions with staff will determine what would be the most appropriate next steps in terms of resourcing Maths and numeracy (particularly assessment) – discussions involve White Rose, Sumdog and Leckie and Leckie.* • *You + Me (Multiply) did not run this year, due to staffing circumstances. Miss Gould is trained, and this will be a priority moving into the next session.* *Overall Evaluative Statement/Summary:* *At Spittal Primary, Maths and Numeracy continues to be a focus and will be a main priority moving into next session. Almost all staff have identified a need for an approach to assessment through locating the correct resources and approaches for our learners, as less than half are using the same resource resulting in inconsistency. A specific approach to identifying learners requiring more support, and using Maths Recovery to support, will be developed alongside a L, T and A policy around this. SLT will also strive to upskill parents using family learning programmes such as You+Me (Multiply).*	• *Maths Recovery approaches to be used across the school as in class intervention, as staff become more confident embedding this.* • *Maths assessment across the school to be reviewed and developed, possibly as a working party. Tracker for cohort spreadsheets will be created alongside this.* • *You + Me (Multiply) to be implemented next year.* *Learning, Teaching and Assessment policy for maths and numeracy created next session.*

Strategic Priority 4 **Nursery** Improvement Planning and Standards and Quality Reporting for 2024/2025

NIF Priority (select from drop down menus)	SLC Priority (select from drop down menus)	SLC Stretch Aims	HGIOS?4 QIs (select from drop down menus)
Improvement in attainment, particularly in literacy and numeracy. **NIF Driver** School and ELC improvement Teacher and practitioner professionalism	**Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy** **Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy**	ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined	Choose an item. **HGIOELC QIs (select from drop down menus)** 1.1 Self Evaluation for self-improvement 2.7 Partnership 3.2 Securing children's progress

Rationale for strategic priority	Outcome (Intended impact)	Operational activity *RAG status* Incomplete / mid-progress /complete	Measures	School Lead
Through stakeholder self-evaluation exercises and activities, SLT observation, staff planning meetings and tracking and monitoring, Spittal Nursery Class, SLC, and local/national policies recognise the importance of: 1a. Continue to develop high quality learning, experiences and self-evaluation mechanisms through a rigorous programme of Quality Assurance/Management thus building capacity in our nursery team. 1b. Develop Team Working action plan from June 24 for session 24-25.	**Consistency, Community and Curriculum** **CONSISTENCY and COMMUNICATION** 1a. By Sept '24 Spittal will have a combined PS and NC QA Calendar/Programme in policy and in enactment, evaluated from last session. 1b. Staff will be clearer in remit/role and will have responsibilities across the curriculum with each staff member having time to develop others/self. Every staff member will have at least 1 other ELC/nursery establishment visit to better develop self/ the sharing/learning of best practice. Leadership Framework – protected time given to staff.	• *Quality Assurance Calendar reviewed and adapted to be Spittal specific.* • *Staff to engage and document relevant CLPL to include a minimum of 1 visit to an ELC/nursery to inform self/Spittal NC next steps. (CLPL Training Matric updated).* • *Continue to create agenda, minutes and actions from Nursery Team Meetings and Aligned CATs to better inform self-evaluation to QI's within HGIOELC (further expand/training of this)* • *Nursery Leadership Framework implemented and reviewed to allow protected time to lead aspect(s) of framework.* • *Approaches to ASN/Staged Intervention and distressed behaviours addressed with all practitioners.* • *Review themes within Care Inspectorate inspections to develop one's own understanding of strengths and areas for development within* • *Complete Core Assurances from CI website and continue to develop practices in relation to*	Feedback from all staff. Staff evaluation, feedback and CLPL training matrix forms. Self-evaluation mechanism effectiveness. Staff feedback. Staged intervention process and ASN review minutes. Self-evaluation mechanism effectiveness. Completed Core Assurance document.	HT EY TL and EYWs HT / EY TL JH and EY TL HR HT HT

1c. Continue to develop approach to self-evaluation for improvement.	1c. Using self-evaluation toolkits to inform: Looking Inwards, Outwards and Forwards (HGIOELC, HGIOURS, Care Inspectorate Quality Framework),	*establishment evaluation seeking feedback to inform next steps (e.g., Feedback Friday).* • *Team Leader/EYW to audit QI's doing a 'deep dive' into self-evaluation, using the framework and recording/feeding back to develop action plan.*	Record of QI / establishment self-evaluation.	VC
2.Building community: involving families and expanding community links with Spittal NC in the daily life of the nursery – including increasing family learning/involvement initiatives.	**COMMUNITY** 2a. An annual calendar of events will be pre-planned and populated to increase partnership opportunities with parent and partner involvement by Sept '24. 2b. A greater number of partnerships with business, charities, and so on… will be reviewed when evaluating HGIOELC 2.7 in April '25. 2c. An increase of opportunities provided to parents to engage with learning and family support programmes within the nursery will be in place by June '25.	• *Create a parental engagement calendar for distribution to all parent/carers.* • *To form a Nursery Parent Group, to facilitate partnership, networking and engagement with the nursery and school early-adopters.* • *Ensure Spittal NC parents engage in the wider life of the nursery/school.* • *Develop, in partnership, a Spittal Position Statement / Policy on parental communication, engagement, involvement and family learning. Explore further community links and continue existing links.* • *Seek out various home-school links from nursery to increase parental engagement and involvement e.g., Happy n Healthy, Grow 73, The Jeely, Castlemilk Park, etc…* • *Termly Family Learning sessions / Sharing our Learning sessions e.g., Literacy, Numeracy, Health and Wellbeing and/or lead EYP to involve parents/carers in lead areas (Book Bug, Talking Ted, Stay and Play etc…)* • *-Pupil voice/leadership - Increased opportunities for pupil participation in Spittal Shout Out, Committees, whole-school rewards and recognitions.* • *Widen initiative such as e.g., Feedback Fridays, Talking Tuesday, Walking Wednesday, Bookbug Tuesday, Paired reading.* • *Continue to develop floor books for a variety of reasons.*	Parent engagement calendar – feedback from all stakeholders. EYW leader evaluation and questionnaire/feedback from parent/carers. Parent survey / questionnaires. Parent/carer and staff feedback/evaluation. Observations of children. Observation of children / learning conversations. Staff feedback / evaluation.	HT VA and VC All HT VA and VC GO'D / SB JH GO'D

		• *Try to introduce more opportunities for parental engagement. Workshops/ parents sharing talents. DYW / people who help us visitors.* • *Explore events at Castlemilk Park for outdoor learning.* • *Build on the progress of last year's Book Bug to develop family support programmes further.*	Floor-book evidence. Workshop feedback. Pupil comments/observations. Parent/carer feedback and staff review.	EY TL GO'D / EY TL EYW SB
3. Continue to review and develop our approach to Planning, tracking and target setting – including providing opportunities for children to be involved in 'risky play', and free-flow opportunities - including outdoor play.	**CURRICULUM AND CREATIVITY** Children and EYP will have improved experiences across the nursery through adept approaches to Planning, improved Tracking and target setting, play and outdoor learning pedagogies (Aug '24-Jun '25) having an improved impact on outcomes within Literacy and Numeracy.	• *Training on new tracking and develop a high-level strategic approach to tracking in Early level.* • *Training on the use of data and of the information from T&M to involve next steps/target setting/reporting etc…* • *Review planning and ensure PiM planning, and backdrop planning is updated, high quality provocations and quality assured.* • *Develop understanding and practice of risky play and Creativity, review 'Being Me' in SLC and the messages within the Together We Can and We Will – sway.* • *Develop Outdoor Learning – forest school opportunities (or equivalent)* • *Implement and share Froebel principles and practices from recent Froebel training.*	Effectiveness evaluated through professional dialogue and minutes of meetings. Quality assurance evidence. Pupil feedback and EYW evaluation.	VC HT / EY TL EY TL – ALL JH / HR (EYW) and SB SB

Progress and Impact	Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda
From above, see RAG status for each individual operational activity. *Overall Evaluative Statement/Summary: The nursery has made significant strides in enhancing quality assurance (QA) and community engagement. The implementation of a specific QA calendar has facilitated rigorous monitoring and evaluation, leading to observable impacts on pupils via structured observations and feedback. Continuous Life-long Professional Learning (CLPL) has been prioritised, with staff participating in self-reflection and peer visits to enhance practice, particularly concerning outdoor learning, support for additional support needs and opportunities to enhance play experiences.*	. *As below.*

Community involvement has been bolstered through initiatives like a Parental Engagement Calendar and monthly Nursery Natter meetings, fostering robust relationships with parents. Enhanced pupil voice mechanisms, such as the 'Spittal Shooting Stars Committee,' encourage children to engage actively in planning decisions.

Moreover, curriculum delivery has benefited from creativity training and revamped planning evidenced in the outdoor learning area, promoting free-flow play and collaboration with community partners. These initiatives underscore a consistent commitment to continuous improvement and a collaborative ethos within the nursery setting.

1. Consistency and Communication • *Nursery now have specific QA calendar allowing for rigorous monitoring and evaluation throughout the year.* • *All staff completed relevant CLPL including a visit to another ELC establishment. Staff complete self-reflection for improvement paperwork after visits and share visit feedback with team. Visits focused on observing rolling lunches, SIMOA and UNCRC and Grow 73 Community Link Partnership with feedback such as "there is so much on offer in the park to allow children to develop their love and enjoyment of being outdoors." All CLPL recorded on Spittal Matrix and individual SSSC profile. Impact (on pupils) being observed in nursery through playroom observation and outcomes/measures reporting document.* • *All staff meetings now have recorded minutes with action that permeate into a nursery short-term action plan.* • *Nursery Leadership Framework adapted to be more concise/appropriate to the nursery, all staff have a leadership role but protected leadership time to be allocated for next session.* • *Self-evaluation practices for school improvement have taken place. Aligned CATs reflecting on QI's, QA Calendar successfully implemented, peer/SLT learner visit feedback with professional dialogue, pupil learner conversations and Leaders of Learning committee.* • *ASN and Staged Intervention approaches addressed with all staff. Feedback and views sought in relation to our approach and timescales (specific to Spittal) and ASN records moderated with a cohesive approach discussed. All staff aware of their role within Staged Intervention and appropriate timescales for completing paperwork. Regular ASN reviews with Team Leader who is then responsible for sharing updates and deadlines with EYPs.* • *All nursery staff now participate in Care Inspectorate benchmarking which has resulted in some visits to evidence practice and has developed our own standards by looking at themes/areas of highlighted practice (or not).*	*Continue to promote establishment visit and reflections for all EY staff.* *Continue to evaluate Nursery Leadership Framework with protected time to lead.* *Continue to embed 3-year rolling plan for Self-Evaluation (cross referencing with new framework – launching Aug 25) – this will be the final year with a completed self-evaluation record over 3 years.* *Complete Core Assurances from CI website and continue to develop practices in relation to establishment evaluation seeking feedback to inform next steps (e.g. Feedback Friday).* *Write CI benchmarking into Quality Assurance Calendar.*

2.Community	*Nursery Natter become early adopters for Parent Council (FoS)*
• As a result of feedback from stakeholders and Peer Review at Netherburn PS a Parental Engagement Calendar was created issuing parents with details/ important dates- this includes all dates for both Nursery and Primary and was shared with parent body.	
• Nursery Parent Group - Nursery Natter meet monthly	*Feedback Friday and Talking Tuesday to be introduced.*
• Parent body regularly consulted to gather feedback, Parent/child Bookbug sessions introduced, Stay and Plays termly with parental invites, all parents signed up to Learning journals and engagement with observations etc encouraged. Parents regularly responding to observations on Learning Journals.	
• Staff have sought out opportunities to build links with Community Partners; Grow 73- children (N4) now visit Overtoun Park weekly to work with Grow 73.	
• Initiatives introduced and continued throughout the year, Walking Wednesday, paired reading with P4/5	
Increased opportunities for pupil voice- 'Spittal Shooting Stars Committee' introduced children discuss upcoming events and make decisions relevant to events for example choosing books for the Story Vote and helping to plan the Nursery Graduation Party. Committee linked to UNCRC and all children who attended were keen to share their views and opinions.	
3.Curriculum and Creativity	*Intentional planning/backdrop planner to be reviewed with a focus on unpacking the outcomes, skills, knowledge and understanding.*
• Tracking training completed with all staff trained in new tracking procedures, transition information sharing protocols at Early Years.	
• Majority of staff feel more confident in newly revised planning and tracking procedures.	*Continue to hold tri-annual tracking meetings with EYP.*
• Creativity training session delivered to almost all staff by Excellence and Equity Lead.	
• Outdoor learning area is revamped with pupil involvement and pupil voice (Spittal Shooting Star Committee – blether group). Further areas of the playground to be developed. Loose parts resources have been sourced and introduced.	*Continue to ensure feedback / quality of planning is continued with quality.*
• All learners have access to free-flow play with outdoor learning as continuous provision. This has been written and procedure note developed.	*All Pre-school children to be visit Overtoun Park and experience play activities linked to Outdoor Learning.*
• Some children have been involved in visits to Overtoun Park as part of community Outdoor Learning sessions with Grow 73 and Ace Place nursery. This will be extended and available to all pre-school children next session.	

Maintenance Agenda 24-25

Key actions	Relevant stakeholder involvement	Timeline for completion
VISION, VALUES AND AIMS: Ensure Vision, Values and Aims remain embedded and at the forefront of Spittal Primary School & Nursery Class ethos.	*All staff*	*Ongoing throughout session 2024-25*
NURTURE: Continue to support Nurture: Nurture groups and whole-school nurturing approaches.	*All SSA, teaching staff and whole - school*	*Ongoing session 2024-25*
CURRICULUM PEDAGOGICAL APPROACHES: Continue to ensure Talk for Writing, Maths Recovery, Leckie and Leckie, and Active Literacy are resulting in high quality learning, teaching and assessment systems are consistent and written into Spittal PS Learning, Teaching and Assessment Policy and Staff Handbook.	*Teaching Staff*	*Ongoing session 2024-25*