

## South Park School Improvement Plan August 2023- June 2024



### Priority 2 - Improvement In Attainment (Writing)

#### Key Priority (NIF)

Improvement in skills and sustained positive school leaver destinations for all young people.

**Key Drivers-** Curriculum, assessment & school and ELC improvement

#### How Good is Our School? (HGIOS?)

2.2 Curriculum  
2.3 Learning Teaching and Assessment  
3.3 Increasing creativity and employability

#### South Lanarkshire Council

Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy

#### STRETCH AIM

ASL data literacy and numeracy

#### At South Park We Aim To:

Develop a responsive curriculum with effective planning, learning and teaching which promotes essential skills for life learning and work and meets the needs of our local context.

#### Clarity Canvas (Anticipated Outcome)

- 1) Staff have improved skills and confidence in delivering effective meaningful learning experiences embedding pupil voice and outdoor learning.
- 2) Pupils can articulate and apply skills for life learning and work.
- 3) Effective use of assessment to inform FSA
- 4) Pupils and staff have a greater understanding of curriculum breadth and progress. Clear evidence of breadth, depth and progression in planning, learning teaching and assessment across all stages.

#### Rapid Action Planning

**Rapid Cycle 1** – Audit policy and practise for curriculum and assessment framework.  
**Rapid Cycle 2** – Implement SLC skills framework.  
**Rapid Cycle 3** – Create a clear and robust assessment framework and curriculum policy and practice, which focusses on pupil voice and outdoor learning.  
**Rapid Cycle 4** – Audit coverage of the curriculum.

#### Impact Canvas (Measures of Success)

- 1) Staff, pupil, carer consultations, learning conversations and professional dialogue
- 2) Learning visits, planning evaluation and moderation meetings
- 3) Curriculum policy and assessment framework in place. Staff and pupil consultation to show increased confidence. Assessment framework used to inform fact, story action.
- 4) Curriculum overviews, planning, evaluation and moderation discussions reflect breadth and progression. Learner conversations reflect wide range of effective learning experiences across the curriculum which promote pupil voice and outdoor learning.

## Priority 1 - Curriculum

#### Key Priority (NIF)

Improvement in attainment, particularly in literacy and numeracy

#### Key Drivers-

Performance information  
Curriculum Assessment

#### How Good is Our School? (HGIOS?)

2.3 Learning, Teaching and Assessment  
2.2 Curriculum  
3.2 Raising Attainment and Achievement

#### South Lanarkshire Council

Provide a rich and stimulating curriculum that helps raise standards. Support children and young people to develop skills for life learning and work.

#### STRETCH AIM

ASL data literacy and numeracy

#### At South Park We Aim To:

To establish a clear policy and practice in writing which is age and stage appropriate, improving attainment, particularly in first level.

#### Clarity Canvas (Anticipated Outcome)

- 1) Staff accessing training.
- 2) Increased staff confidence, more robust moderation. Increased staff awareness in effective approaches to writing. Staff accessing Digital Literacy Hub.
- 3) Increase in writing attainment. Evidence of greater coverage of genres.
- 4) Increase in writing attainment. Evidence of greater coverage of genres.

#### Rapid Action Planning

**Rapid Cycle 1** – Audit policy and practice at first and early level writing. Identify training needs.

**Rapid Cycle 2** – Create an annual overview for writing which promotes pupil voice and evidences a variety of genre. Learning Community Writing progression assessment criteria introduced.

**Rapid Cycle 3** – Monitor impact of writing policy and practice on attainment through in school moderation.

**Rapid Cycle 4** – Review and evaluate writing overview and attainment data.

#### Impact Canvas (Measures of Success)

- 1) Professional dialogue, attainment data, planning, evaluation, and moderation meetings, staff consultation
- 2) Triangulation of writing evidence confirmed by partner school, SLT, class teacher
- 3) Staff consultation, new assessment criteria used to measure attainment
- 4) Writing attainment data using new writing assessment criteria; professional discussion during planning, evaluation and moderation meeting informing FSA.

### Priority 3 - Equality and Diversity

#### Key Priority (NIF)

Place the human rights and needs of every child at the centre of education.

**Key Drivers-** Driver is school and elc leadership & Teacher and practitioner professionalism.

#### How Good is Our School? (HGIOS?)

3.1 Ensuring wellbeing equality and inclusion  
1.5 Management of resources to promote equity  
1.2 Leadership of learning

#### South Lanarkshire Council

Ensure inclusion, equity and equality are at the heart of all we do. Improve health and wellbeing enable children and families to flourish.

#### STRETCH AIM

ASL data literacy and numeracy

#### At South Park We Aim To:

To ensure equality and diversity is understood and is an integral feature of our school community.

#### Clarity Canvas (Anticipated Outcome)

- 1) Baseline established showing awareness and understanding of diversity.
- 2) Increased staff confidence, skill and knowledge. Increased knowledge within school community.
- 3) Increased recognition and celebration of equality and diversity within the school community
- 4) Increased understanding of equality and diversity and decreased incidences of derogatory language

#### Rapid Action Planning

**Rapid Cycle 1-** Consult whole school community to measure awareness & understanding of diversity

**Rapid Cycle 2** – Upskill whole school community through relevant training opportunities which focus on equality and diversity

**Rapid Cycle 3** – Celebrate equality and diversity through whole community events

**Rapid Cycle 4** – Equality and diversity, evident in planning, learning experiences and school ethos.

#### Impact Canvas (Measures of Success)

- 1) Establish Equality and Diversity leadership group (staff, parent & pupil). Consultations professional dialogue, learning conversations. Record incidences of derogatory language
- 2) Measure uptake and Parent workshops
- 3) Evaluations of community after celebrations
- 4) Equality and diversity, evident in planning and learning experiences. Consultations professional dialogue, learning conversations & incidences of derogatory language