

South Park Primary School



School Improvement Plan 2025-2026



Priority 1: Curriculum (Learning, Teaching & Assessment)

NIF

Improvement in achievement, particularly in literacy and numeracy.

NIF Drivers - Teacher and practitioner professionalism; Curriculum and Assessment; Staff and SLT driving excellent LTA skills, especially for learners with ASN.

How Good is our school? (HGIOS)

2.3 Learning Teaching and Assessment
3.2 Raising Attainment and Achievement

SLC

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

STRETCH AIM - ACEL literacy/Numeracy P1,4 & 7 combined

South Park Aim
To update and improve our **assessment framework** which ensures consistency of approaches and includes summative and formative evidence.

Clarify Canvas (Anticipated Outcome)

1. Consistent approaches to assessment across the school.
2. Clear assessment framework to guide practice
3. Increased staff confidence in assessment "Value of what we measure," and "Measure what we value."

Rapid Action Planning

Rapid Cycle 1 - Audit of assessment resources & procedures. Identification of target curricular areas. Research alternative forms of assessment for target area(s). Teaching Sprint spotlight on feedback.

Rapid Cycle 2 - Research alternative forms of assessment in other target area.

Rapid Cycle 3 - Creation and piloting of draft assessment framework.

Rapid Cycle 4 - Consultation & professional dialogue. Review and adapt as necessary.

Clarify Canvas (Measures of success)

- Consistent approaches to assessment used across school. Quality assurance reflects the consistent approaches.
- Increased confidence & clarity for staff.
- Planning reflects the gaps identified.
- Feedback is evident, consistent & links to success criteria.

Priority 2: Improvement in Attainment (Writing)

NIF

Improvement in attainment, particularly in literacy and numeracy

NIF Driver 1 -

Performance information

NIF Driver 2 - Curriculum Assessment

HGIOS

2.3 Learning, Teaching and Assessment

2.2 Curriculum

3.2 Raising Attainment and Achievement

SLC

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

STETCH AIM - ASL data literacy & numeracy.

South Park Aim

To establish **a clear policy and practice in writing which is age and stage appropriate**, improving attainment particularly in First Level.

Clarify Canvas (Anticipated Outcome)

1. Improved attainment at all stages.
2. Increased enjoyment and engagement in writing.
3. Consistent approaches across all stages & nursery.
4. Clear pedagogical approaches. Data informed practice.

Rapid Action Planning

Rapid Cycle 1 - CT P4 and P5 and AHT to complete Day 1 training for **The National Improving Writing Programme**. Full implementation of the writing bundle and associated QI measurement tools within selected classrooms (P4 and P5).

IOW to be introduced to staff. (P1,2,3,6 and 7) Whole School audit to be undertaken. Fact, Story, Action approach used to triangulate evidence. Learner Focus Groups to gather pupil voice.

Pilot Literacy Policy, Pedagogy and Practice document across school.

Rapid Cycle 2 - **The National Improving Writing Programme**. Observation and monitoring of progress by school lead, with associated professional discussion. Collation and sharing of data related to impact within school and cohort.

IOW School baseline to be shared with staff. Areas of focus for Teaching Sprints. Sprint model introduced - Prepare, Sprint, Review process and paperwork and protocols to be followed. Sprint to be undertaken.

Rapid Cycle 3 - **The National Improving Writing Programme**. Professional discussion of approaches to writing pedagogy following completion of the programme. Update/adapt whole school literacy/writing policy as necessary.

IOW. Further two teaching sprints to be undertaken.

Rapid Cycle 4 - **The National Improving Writing Programme**. Creation of a plan for future training / development as appropriate.

IOW -Launch of Policy, Pedagogy and Practice Document.

Clarify Canvas (Measures of success)

The National Improving Writing Programme/IOW

- Run charts in P4/5 demonstrate pupil improvement gains and journey.
- The level and content of children's writing will improve. More children on track to achieve the National Standard in writing.
- Areas of strength, gaps and next steps effectively identified through on-going regular AiFL approaches to assessment and feedback to learners
- Learners will co-construct the success criteria for different text types and demonstrate that they can achieve these criteria in their writing.
- Learners can self and peer assess their work effectively using appropriate language/terminology and can identify strengths and areas for improvement.
- Staff use of data to support increased pace and challenge.
- Staff use appropriate and effective collection of data to identify when a learner needs support and to identify an appropriate intervention.
- Pupil surveys reflect increase in confidence and enjoyment in writing.
- Staff consultations (P4/P5 CT) - data over time demonstrates an increase in QI knowledge, confidence and application).
- New policy, pedagogy and practice guidance is evident in planning across the school.

Priority 3: Equality and Diversity

NIF

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

NIF Driver 1- Globally respected empowered responsive education system leadership accountability and improvement

NIF Driver 2 - Young people's HWB enhanced impact of GIRFEC in partnership working

HGIOS

1.5 Management of resources to promote equity.

2.5 Family Learning

3.1 Ensuring wellbeing equality and inclusion.

SLC

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

STRETCH AIM - Attendance

South Park Aim

To improve parent carer and wider community engagement in learning fostering stronger partnerships to directly contribute to increase confidence and self-esteem among targeted learners; this will be achieved by equipping them with vital skills for life learning and work.

Clarify Canvas (Anticipated Outcome)

- Increase in skills for life
- Increased parental engagement
- Increased confidence and self-esteem in targeted learners

Rapid Action Planning

Rapid Cycle 1 - Boxall Profiles and Glasgow Wellbeing Scale to create baseline; **Parental** involvement recruitment drive. Consultation on Skills Wednesday options. Training of parents. Day of Giving. Evidence of links to UNCRC and Sustainability Goals in planning.

Rapid Cycle 2 - 'Community Learning' afternoons to begin; **parents** beginning to become involved in leading Cosy Café and Community Garden and other community learning. Recruitment drive for **community** partners. Evidence of links to UNCRC and Sustainability Goals in planning.

Rapid Cycle 3 - Glasgow Wellbeing Scale repeated reflect on impact on targeted learners. Make adaptations where necessary. Begin Community Learning Cycle 2 with involvement from **parents and community** partners. Evidence of links to UNCRC and Sustainability Goals in planning.

Rapid Cycle 4 - Repeat Boxall and Glasgow Wellbeing Scales to measure impact. Skills Showcase to celebrate achievements from Community Learning Cycle 2. Evidence of links to UNCRC and Sustainability Goals in planning.

Clarify Canvas (Measures of success)

- Greater parental & community involvement in life of the school (particularly in Community Garden and Cosy Café).
- Increased confidence and self-esteem in target learners reflected in wellbeing consultations and Boxalls.
- Links to UNCRC evident in planning.