



School Improvement Plan

Priority 1 - Improving Our Literacy (Learning, Teaching and Assessment & Curriculum)

NIF Priority Improvement in achievement, particularly in literacy and numeracy. NIF Outcome Closing the attainment and achievement gap Inclusive and relevant curriculum and assessment HGIOS 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement SLC Outstanding learning, teaching and assessment SLC Stretch Aim ACEL Primary - Literacy - P1, P4, P7 South Park Aim <u>Increase Literacy attainment through high-quality learning, teaching, and robust assessment. By using data-driven interventions</u> tailored to our learners, we will close gaps and improve Literacy outcomes over time. (<u>Reading focus particularly for P3,4 and 6 cohorts</u>).	Anticipated Outcomes - Almost all teachers will have increased their subject knowledge, research-based practice, and confidence in teaching and assessing Literacy and in particular Reading. - Staff will confidently use robust moderation, triangulated data, and rigorous self-evaluation (Fact, Story, Action) to accurately measure and track pupil progress. - Almost all staff will have successfully embedded updated reading routines and evidence-informed strategies. - Implementation of these practices will lead to measurable improvements in most learners' reading achievement, motivation, and self-concept. Measures of Success - Moderation & Dialogue: Collegiate moderation evidence, professional dialogue records, and trio observation notes. - Data & Tracking: Learner run charts, pupil assessments, and ACEL / CFE benchmark data analysis. - Quality Assurance: Classroom observations, jotter monitoring, and learner conversation data. - Evaluation & Feedback: Whole-school Fact, Story, Action overview, and pre/post staff confidence surveys. - Planning & Practice: Planning incorporating Sprints, teacher evaluations, and evidence of feedback impacting work. - Work Samples: Samples of pupil work demonstrating the impact of new routines. Rapid Action Planning Rapid Cycle 1 – Pilot of Reading Criteria; Digital NGRT (Oct) – Collegiate analysis of data, identifying target learners, gaps and next steps; IOL Sessions 1-4 attended by Leads & shared with staff during collegiate sessions. Rapid Cycle 2 - Continued roll out of moderated reading criteria; Targeted interventions in response to NGRT data; Review session to reflect on NGRT intervention impact; Leads attend Literacy self-evaluation audit training; Staff complete Literacy Audit / Fact Story Action Baseline; Staff identify one literacy element and one FHEP to focus on. Rapid Cycle 3 - Lead to attend Sprint Twilight training.; Deliver IOL training to staff; IOL sprint to be implemented by all classes with bespoke support CQIS team. Rapid Cycle 4 - Sprint review session; Update/adapt whole school literacy/reading policy as necessary and consider next steps; Celebrating Success
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Priority 2 - Improving Our Numeracy (Learning, Teaching and Assessment & Curriculum)

NIF Priority Improvement in achievement, particularly in literacy and numeracy. NIF Outcome Closing the attainment and achievement gap Inclusive and relevant curriculum and assessment HGIOS 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement SLC Outstanding learning, teaching and assessment; Curriculum SLC Stretch Aim ACEL Primary - Numeracy - P1, P4, P7 Attendance South Park Aim <u>Improve Numeracy attainment through data-informed, high-quality learning, teaching, and assessment.</u> By embedding VCPA (Verbal-Concrete-Pictorial-Abstract) and Thinking Classroom pedagogies, we will build <u>mental agility, skill application</u>, and mathematical thinking. This targeted approach will close gaps and sustainably improve learner outcomes over time.	Anticipated Outcomes - All staff will have established a baseline using the Fact, Story, Action audit tool to target specific improvements in Number Talks. - Almost all teachers will have increased their knowledge of Number Talks and embedded these new planning and teaching approaches into daily practice. - A whole-school culture of resilience in numeracy will be established through specialized Growth Mindset training for all staff and learners. - Regular evidence-informed practices (ION Sprints) will lead to measurable improvements in almost all learners' motivation and self-concept in numeracy. Measures of Success - Whole-school Fact, Story, Action overview and pre/post staff confidence surveys. Records of professional dialogue - Pupil assessments, ACEL/CFE benchmark audits, and work samples, learner conversations and consultations showing impact. - Differentiated Sprint lesson plans and teacher planning, progress records & tracking pupil engagement & confidence. - Professional dialogue records from collegiate work; Peer trio observation notes and "What's working well / Even better if" feedback records. Rapid Action Planning Rapid Cycle 1 – Staff complete Numeracy Audit / Fact Story Action Baseline (incorporating staff confidence survey, pupil attainment data, learner motivation conversations); Growth Mindset Culture - refresh for staff (Inset training) & Learners (Assemblies & in class) Rapid Cycle 2 - Staff participate in tailored CLPL sessions Rapid Cycle 3 - Implementation of identified Sprint (4-6 Week Period); Professional dialogue during midpoint check-ins, observation trios and review sessions, ensuring feedback leads to improvement; Class visits; Ongoing Learning Teaching & Assessment of pupil work; Trio Observations of teachers' use of Differentiation within Sprint lessons; Teaching staff provide planned opportunities for learners to apply learning within Holistic Numeracy lessons; Teachers' professional judgements of pupil achievement in Numeracy through Number Talks/Mental Agility. Rapid Cycle 4 - Staff complete post Sprint Professional Learning confidence survey; Analysis of staff pre and post confidence surveys
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Priority 3 - Outdoor Play & Learning (Wellbeing, Equality & Inclusion / Curriculum)

NIF Priority Improvement in children and young people's health and wellbeing NIF Outcome Improving relationships, behaviour and attendance Young people's HWB; enhance impact of GIRFEC and partnership working HGIOS 1.5 Management of resources to promote equity 3.1 Ensuring wellbeing, equality and inclusion 3.3 Increasing creativity and employability SLC Wellbeing, equality & inclusion Curriculum SLC Stretch Aim Attendance South Park Aim <u>To improve the playground environment, quality of play and outdoor learning using OPAL pedagogy, embedding the approach in practice and school culture, through increased staff knowledge and agency whilst creating deeper community links and increased parental engagement.</u>	Anticipated Outcomes - Achieve official OPAL School accreditation and a complete play floorbook by transforming playground zones to offer high-quality social, locomotive, and choice-driven play. - Almost all teaching staff and PSAs will demonstrate increased confidence and skill in outdoor learning, with progressive, curriculum-linked outdoor planning embedded in daily practice. - Measurably improve learner engagement and emotional regulation—especially for targeted pupils tracked via Leuven, Boxall & GMWP scales—resulting in a significant reduction in playground incidents and management time. - Continue to build sustainable community, parental, and volunteer engagement, evidenced by increased PVG-checked adults and high attendance at community builds and "Stay & Play" events. Measures of Success - Accreditation & Frameworks: OPAL mentor assessment for school accreditation, a completed OPAL floorbook, and an embedded progressive planning framework. - Staff & Professional Data: Pre/post staff confidence surveys, professional dialogue records, and playground incident data. - Pupil Engagement & Regulation: Pre/post Leuven scale scores, GMWP & Boxall profiles for targeted learners, and pupil consultations and learning conversations. - Community & Parental Impact: Parent/carer consultation feedback and event attendance records (Development Day, Stay & Play, Showcases). Rapid Action Planning Rapid Cycle 1 - Baseline of staff confidence and outdoor learning training needs; Outdoor Learning Working Group formed (teachers); OPAL Working Group sessions (PSAs). Establish baseline learner engagement for outdoor learning (Leuven); Use pupil feedback to re-evaluate outdoor zones; Targeted learners identified for outdoor learning interventions. Current layout plans updated in response to feedback; Continue to Execute OPAL Development 2 targets; OPAL Development Day 2; PVG drive. Targeted resource donation drive (OPAL Bingo); Establish a Pupil Reporter team; Rapid Cycle 2 - OPAL Working Group meetings; Staff share outdoor learning provision & discuss impact.; Staff input on recording/planning; Outdoor Learning Working Group draft policy & practice document linked to the curriculum; Responsive staff collegiate training (Nov Inset); OPAL Development 3 training (Nov Inset) – new action plan created; Continue strategic, staged actioning of OPAL Development 2 targets; Source help from community groups to develop playground zones; Stay and Play Event Rapid Cycle 3 - OPAL Working Group meetings; Outdoor Working Group – share and consult with staff on draft policy & planning document (Jan); Adaptations to framework made and staff begin to use in their planning (Jan); Begin strategic, staged actioning of OPAL Development 3 targets; Learning showcase event Rapid Cycle 4 -Staff continue to provide outdoor learning opportunities included in planning; Continue strategic, staged actioning of OPAL Development 3 targets; 'Stay & Play 2'; Post intervention data gathered and evaluated (consultations from all stakeholders; professional dialogue and learner conversations recorded; Leuven, GMWP & Boxall data);
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