Improvement Focus 1: *Strengthen Literacy provision within the school with a particular focus on Reading and Writing*

Actions (the *what*?)	Lead (the *who*?)	Measure of Success (*how will we know*?) Performance Data / Documentation /Feedback	Timescale	Progress / Complete / Ongoing / None	Impact on Learners (the *so what and inform where next*?)
To develop the Literacy resources within the school. This includes expanding the range of reading books available, from different sources, particularly in the lower stages. *Audit of all Reading books and reading resources within the school* *Clear out any which are unfit for purpose (books abroad or donate)* *Literacy Team to research and order new materials with focus on lower years initially (PEF)*	Literacy Leads, Staff, HT	Reading performance data will improve across the school, particularly in the lower P1-P3 stages. Teacher continual assessment tracking data will show improvements in reading and literacy. Targeted reading intervention for specific children will be monitored. Termly attainment discussions with class teachers will show an improvement in pupil data. Identification of Teaching and Learning strategies and PEF funding to support	By May 2022	None (red)	Increased knowledge of pupil views to inform planning Pupils are exposed to a range of learning styles and resources to best support their individual needs Learning is practical, meaningful/purposeful and engaging Pupils will be able to talk about their learning and identify appropriate next steps An increase in achievement and attainment for all pupils shown in the data
To strengthen the Literacy curriculum to follow the same style of teaching as Numeracy using the planner pathways. *Review homework procedures for all pupils in line with this new approach* *Review the Teaching and Learning policy and statement* *A range of Literacy resources will be used in order to build the best curriculum, flexible to meet the needs of our learners* *Staff engagement with cluster colleagues of same teaching CfE level at Cluster Collegiate (TBC)* *Revise and strengthen the real-world application in Literacy using enrichment, skills progression, outdoor learning/local links, links with the world of work, skills for learning, life and work*	Literacy Leads, Staff, Cluster colleagues, HT	Teaching and Learning policy is updated and clearly shows/demonstrated the changes to learning opportunities for all our pupils. Homework will be contained within the Teaching and Learning policy and revised to suit the needs of our learners. It will be streamlined with a focus on reading/comprehension, real life problem solving, skills-based and IDL project work, mainly for the upper stages.	By December 2021	Ongoing (amber)	Staff increased knowledge and understanding of curriculum pathway progression across all levels Improved delivery of curriculum enhancing pupil skills with a particular focus on Numeracy, Health and Wellbeing, and Literacy Pupils are clear on next steps through accurate feedback Pupils demonstrate an ability to apply their knowledge and skills in real-life contexts Consistent approaches to learning across the school and at home in line with the revised underpinning policies
		Literacy planners will be developed to follow the same format as Numeracy planners including outcomes and resources used. This will be driven by the Literacy Leads and HT. Literacy planners will be used consistently by teaching staff, across the school, and will incorporate a range of high-quality teaching resources.	By April 2022	Ongoing (amber)	
To further develop learning conversations around Literacy and strategies which provide learners with helpful next steps. *Strengthen our ongoing day-to-day formative assessment and use this in child-friendly language to set achievable targets.* *Children to become responsible for managing this alongside their class teacher* *Learning Intentions and Success Criteria embedded the curriculum and shared consistently with the children*	Literacy Leads, Staff, Pupils. HT	Discussions with children will show they know what they are learning and be confident to talk about this. Examples of revised target setting documentation/materials which will show clear, defined targets for pupils. LI and objectives will be shown in planning documentation and observed in class on Learning Walks/observations. Analysis of data collected to plan next steps for pupils with a view to improving pupil progress. Analysis of data to identify trends and anomalies Pupil progress meetings termly	By March 2022	Ongoing (amber)	

Improvement Focus 2: *To regularly use whole-school self-evaluation strategies to improve Teaching and Learning.*					
Actions (the *what*?)	**Lead (the *who*?)**	**Measure of Success** (*how will we know*?) Performance Data / Documentation /Feedback	**Timescale**	**Progress** **Complete** **Ongoing** **None**	**Impact on Learners (the *so what and inform where next*?)**
To improve whole-school self-evaluation for self-improvement to strengthen the quality of Teaching and Learning. *All staff will review HGIOS4 questions in meetings and provide honest and open feedback surrounding these* *Identify areas for improvement using self-evaluation and coaching tools (GTCS coaching Diploma toolkit). Head Teacher to disseminate to staff and encourage usage when peer observing* *Recommence the trios – Self-Improving Schools Partnerships* *Termly Overview to be created for parents/carers to support involvement in their child's learning and better their understanding of school approaches to T&L* *Revise the use of Google Classroom*	HT, Staff, Trio colleagues	Honest discussions about how we can improve the quality of teaching and learning for our pupils. Strategies put in place will be monitored and be positively impacting pupil progression. Staff will be more reflective, and this will be shown in planning detail, feedback and observations. Identified gaps will be addressed and data shows in increase in pupil attainment. Use of coaching tools to solve problems independently. Feedback and documentation from Self-Improving Schools Partnerships trios.	By January 2022	*(Ongoing - orange)*	Increase in quality of Teaching and Learning Increased pupil attainment as a result of the cycle of planning for learning, teaching and assessment being underpinned by moderation and key questioning Accurate information on pupil strengths and next steps in learning through the consistent moderation of valid, reliable and meaningful assessment Increase in ownership of learning and pupil independence Increased understanding of where the pupil is at with their learning and what they need to focus on to improve/progress Pupil voice is embedded – Rights Respecting Peer support for teaching staff is centred around self-evaluation for self-improvement. Coaching techniques are used throughout. Google Classroom used consistently across all ages and stages as a key tool to link home-school learning.
To introduce HGIOS4 areas into the role of the Pupil Council in order to effectively gather pupil views. *Refresh the role of the Pupil Council* *Pupils will review HGIOS4 questions in age/stage appropriate language and provide feedback* *Feedback will be used in Staff Meetings as part of the self-evaluation for self-improvement process*	HT, Staff, Pupils, Parents and Carers	Pupil Council feedback and information from meetings. Staff feedback from meetings. Gradings sent to QIM will be more accurate and representative of staff/school as a whole	By December 2021	*(Ongoing - orange)*	
To ensure consistency in teaching and learning approaches throughout the school. *Planning is carried out collegiately and cross-phase* *Peer observations are carried out regularly and good practice is shared* *Teacher planning and pupil work moderation activities are embedded* *Observations are termly*	HT, Staff, Cluster	Shared planning documentation across subjects and phases Pupil work scrutiny and moderation activities Peer observations and classroom visits during McCrone Views of children taken on board and implemented Views of staff taken on board and implemented Self Evaluation activities as a school	By March 2022	*(None - red)*	

Improvement Focus 3: *To improve Health and Wellbeing provision within the school with the introduction of Forest School.*

Actions (the *what*?)	Lead (the *who*?)	Measure of Success (*how will we know*?) Performance Data / Documentation /Feedback	Timescale	Progress Complete Ongoing None	Impact on Learners (the *so what and inform where next*?)
To ensure that Bounce Back is used consistently as a core H&W resource across the whole school. *Continue the development of Bounce Back resources and integrate into a whole-school. Appoint a new Rights Respecting Lead and aim to achieve UNICEF award*	Head, Staff, Pupils	Collection, analysis and tracking of Health and Wellbeing data for pupils as a whole-school. Learning Walks and planning to ensure Bounce Back is used in class. Refresh Rights Respecting and become an award holder school. Right Respecting pupil-led group.	By February 2022	*(orange)*	Pupils are be able to resolve minor incidents for themselves ensuring greater independence Pupils are more self-aware and have the 'toolkit' needed to self-regulate and problem solve Pupils demonstrate they know mistakes help us to learn and take risks with their learning.
To effectively track Health and Wellbeing data in addition to pupil achievements in and out of school. *Identify those pupils who could benefit from enrichment opportunities* *Reintroduce pupil-led clubs and extra curricular events* *Build resilience and self-belief in pupils – assemblies, small group intervention* *Use of SCARF resources, Blurt Foundation and BounceBack to revamp H&W curriculum* *Forest School Involvement – Track involvement and enjoyment/participation*	Head, pupils, Staff	Use of wellbeing tracker to monitor achievements and H&W data for analysis. This will identify themes and gaps. H&W data tracked shows a positive trend Active Schools and parent volunteers to support extra curricular enrichment. Consider a variety of roles at all levels for pupils Leadership at all levels demonstrated. Pupil work and voice regarding Bounce Back strategies to show integration and application. Observations in classrooms and at FS.	By May 2022	*(orange)*	Pupils demonstrate that they need to persevere and not give up easily Pupils in need of social/emotional support know who can help them/how they can help themselves Staff are able to predict pupils who may need H&W support via Tracker A clearer picture of the whole child – transition points better supported and information shared between staff H&W need is identified and appropriate support sought – particularly pupils in need of IPT or PSW Real-life learning experiences for pupils and increased use of outdoor environment for learning linked to improving mental health and wellbeing Families know of and are accessing the support available to them Community links and relationships are strengthened Forest School accreditation – Pupil-led learning and play at all levels
To develop a Bloom Room nurture space. *Safe, comfortable space – indoor and outdoor - used for Nurture intervention and learning* *Source a range of sensory and other resources to support*	Head, Staff, Pupils, Parents/carers	Safe, comfortable breakout space set up with a range of appropriate resources in place Pupils accessing the room as and when needed Pupil intervention groups set up – extension to family wellbeing sessions	By June 2022	*(orange)*	
To become an accredited Forest School to enhance outdoor learning, play-based learning for all ages and improve Health and Wellbeing. *Forest School trained staff member to lead* *Parent volunteers and engagement opportunity* *Build relationship with Playgroup – use of local site to develop into suitable FS*	Forest School Lead, Staff, HT, Pupils, Parents/Carers	Forest School awarded to Tarves Primary and Nursery Staff member fully trained Every class accessing Forest School activities and outdoor learning every week Children's participation and appreciation of the natural world – increased enjoyment and engagement	By January 2022	*(orange)*	
To introduce a community project to strengthen H&W and relationships. *Funding applied for school chickens community project* *Research enterprise project for pupils and benefits to local community*	Head, Staff, Pupils, Community	Secured funding – community eggs enterprise project underway – children and local community involvement Pupil responsibility and leadership opportunities Local community links and relationships	By March 2022	*(orange)*	