

Douglas Primary School



At Douglas Primary School, we will focus on four main areas to support our improvement planning in 2024/2025. All our priorities are linked to the National Improvement Framework and SLC priorities.

Priority 1 – Raising Attainment in Literacy

Ensuring that learning, teaching and assessment in Literacy is highly effective through:

- All teaching staff will participate in Improving Our Schools programme in order to improve teaching practice in relation to writing with a focus on providing effective feedback to all learners.
- All teaching staff will participate in professional reading and learning associated with effective feedback.
- Development of use of data at class level to identify the facts behind current attainment
- Use of Fact, Story, Action approach to tracking and monitoring conversations in order to identify targeted intervention groups.
- All staff to participate in trio visits and professional dialogue
- Achieving Gold Reading Schools Award.



Priority 2 – Raising Attainment in Numeracy

Ensuring that learning, teaching and assessment in Numeracy is highly effective through:

- Professional reading and learning associated with new SLC numeracy progression pathways resources.
- Teaching staff to participate in peer planning sessions and classroom observation.
- Development of use of data at class level through Pupil Progress Meetings to target set interventions groups in order to raise attainment.
- Identification of pupils to be part of Targeted Intervention Group with focused numeracy intervention delivered by set staff.
- Planned termly parental engagement and family learning sessions linked to numeracy for school & ELC.



Priority 3 – Developing Rights based Education and Pupil Voice

Placing the human rights and needs of every child and young person at the centre of education

Improvement in children and young people's health and wellbeing through:

- The creation of a Rights Respecting Schools steering group with representation from pupils, staff, parents, carers and partners.
- The creation of an action plan for rights-based education moving forward in order to gain our Silver Rights Respecting Schools Award.
- All classes will create a Class Character, and the language of Rights will be used in daily learning and teaching conversations.
- Action taken on feedback provided from pupil questionnaires from end of session 23/24 relating to pupils feeling safe, protected and included through the creation of a new Promoting Positive Behaviours Policy.
- Learning conversations to be developed to involve children in decision making and for views to be acted upon.



Priority 4 – Equity

Ensuring inclusion, equality and equity are at the centre of our practice through:

- Continued additional SSA to allow targeted interventions to take place in small group and 1:1 sessions.
- Ensure that we use evidence-based approaches and interventions to support an increase in attainment.
- Targeted Forest Schools sessions for identified learners to support health and wellbeing.
- Continued use of whole school learning journals to further increase parental engagement.
- Targeted parental and pupil engagement sessions and resources to support family learning.
- Continued use of IT to share a range of supports available to all families in relation to both attainment and achievement.
- Increased provision of extra-curricular activities
- Regular monitoring and targeted intervention in relation to pupil attendance rates

