

# 3 year School Improvement Plan

At Insch School we look at  
Improvements over a 3 year  
period.

**Session 2021 -22**

**Session 22 -23**

**Session 23-24**



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### Quality Indicator QI1.1 Self-evaluation for self-improvement

Year 1 2021-22	Year 2 2022-23	Year 3 2023-24
1.1 Self Evaluation for self-improvement	1.2 Leadership of learning	1.3 Leadership of Change
<ul style="list-style-type: none"> <li>• New Pupil Group – Self Evaluation of learning by pupils ‘Learning FBIs’ (Miss More)</li> <li>• PEF Budget Stakeholder Views Survey – May 2021</li> <li>• School Improvement Stakeholder Views Survey – May 2021</li> </ul> <p><i>Impact: We understand what parent and pupil views are and can use these to set school improvements.</i></p> <p><i>Pupils participate in groups that influence how we improve the school.</i></p>	<ul style="list-style-type: none"> <li>• VSE Authority Model working with trio schools</li> <li>• Further develop Pupil Group Learning FBIs – Pupil Self Evaluation Group</li> <li>• Repeat PEF Budget Stakeholder Views Survey – May 2021</li> <li>• Repeat School Improvement Stakeholder Views Survey – May 2022</li> </ul> <p><i>Impact: Stakeholders identify and make improvements to learning and teaching across the school.</i></p>	<ul style="list-style-type: none"> <li>• Extend Learning FBIs Pupil Group to include collaborative visits to another school.</li> <li>• Self-Evaluation of Growth Mindset in pupils across whole school.</li> <li>• Continue Stakeholder Views Survey</li> </ul> <p><i>Impact: Pupils engage with other pupils from other schools to identify and share good practice across the schools.</i></p>

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### Quality Indicator QI2.3 2.3 Learning, teaching, and assessment

Year 1 2021-22	Year 2 2022-23	Year 3 2023-24
<b>2.3 Learning, teaching, and assessment</b>		
<ul style="list-style-type: none"> <li>• What makes excellent Learning and Teaching at Insch School? Teachers renew shared understanding of high quality: differentiation, questioning, children reporting on their own progress.</li> <li>• Teacher Peer Visits - Quality Assurance</li> <li>• Maths Growth Mindset Project - Winning Foundations trial in P4C and P5R.</li> </ul> <p><i>Impact: Continued focus on consistency of expectations for high quality learning and teaching in all classes. Greater resilience in many learners in their learning and wellbeing.</i></p>	<ul style="list-style-type: none"> <li>• Work with staff to embed excellent teaching expectations across school.</li> <li>• Expectations quality assured through peer and Senior Leadership support.</li> <li>• Roll out of Maths Growth Mindset Project to whole school.</li> <li>• Establish review of approaches in Spelling and Reading in 1<sup>st</sup> and 2<sup>nd</sup> levels.</li> <li>• Outdoor Learning Development starts: Curricular, Forest Schools, Playtimes.</li> </ul>	<ul style="list-style-type: none"> <li>• Embed consistency of excellent learning and teaching delivery across all classes. Rigorous QA.</li> <li>• Develop consistent agreed approach to assessment.</li> <li>• Embed Growth Mindset across all curricular areas. QA.</li> <li>• Continue to embed Spelling and Reading in E, 1<sup>st</sup> and 2<sup>nd</sup> levels.</li> <li>• Embed outdoor learning approaches across all classes.</li> </ul>
<b>2.5 Family Learning / Parental Engagement</b>		
	<p>Start sharing of strategies to support learning at home to include: Stuck Strategies, Emotional Regulation, Growth Mindset.</p>	<p>Families invited to engage with outdoor learning approaches with families.</p> <p>Embed sharing of strategies to support learning at home to include: Stuck Strategies, Emotional Regulation , Growth Mindset.</p>

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**Quality Indicator 3.2 Raising Attainment QI 3.1 Improving Wellbeing**

Year 1 2021-22	Year 2 2022-23	Year 3 2023-24
<b>3.2 Raising attainment and achievement</b>		
Focused Attainment Conversations following TMR		
<i>Impact – We know how all pupils are progressing and plan interventions to support those who need extra</i>		
<b>3.1 Improving Wellbeing</b>		
<ul style="list-style-type: none"> <li>•Whole School Health &amp; wellbeing Project Term 1. The Boy, The Mole, The Fox &amp; The Horse.</li> <li>•Every class knows their Stuck Strategies. Every child can use them to help themselves when they are stuck.</li> <li>•JRSOs Mrs Glennie. Pupil Junior Road Safety Officers.</li> </ul> <p><i>Impact: Children are taught to lead their own learning. Children are taught to be independent in their learning. This helps support positive health and well-being in our pupils.</i></p>	<p style="text-align: center;"><b>2.5 Family Learning</b></p> <p>Extend emotional regulation to parents. This is how we deal with our emotions at school. We can use it at home too.</p> <p>Extend use of Stuck Strategies home to support learning at home.</p>	<p>Maintenance of learning and wellbeing initiatives in school at extended at home.</p> <p>Families invited to engage with outdoor learning approaches with families.</p>