



School Improvement Plan	22/23
Head Teacher	Lorraine Dougan
Date Submitted	Submitted to Head of Education on: 23.06.2022
Session (Date when each year is written)	Written June 2022- Session 21/22

School's/Centre's Vision and Values	<p>As a school we regularly engage with our vision, values and aims statement. These values are promoted through our use of Class Charters and the UNCRC.</p> <p>This information has been shared with the school community and we refer to this consistently through our school rules, class charters, and Rights Respecting Schools journey.</p> <p><b><u>Vision</u></b></p> <p>To have a happy, nurturing and inclusive school community, where everyone is valued, shows respect and strives to be the best that they can be.</p> <p>Coimhearsnachd sgoile a tha toilichte, ag àraich agus in-ghabhaltachd, far a bheil luach air a h-uile duine, urram air a shealltainn agus uile a' strì gus a bhith cho soirbheachail 's a 's urrainn dhuinn a bhith.</p> <p><b><u>Values</u></b></p> <p><i>These are the values that we want the whole school community to be showing every day. We want everyone to live by our school values and show this in how they behave around our school and our community. That includes all of the children and young people, the teachers, the classroom assistants, the dinner ladies, the cleaners, the janitor, other people who help and support in our school including our parents.</i></p> <p>Respected, Included, Achieving, Happy, Nurturing Urram, In-ghabhaltas, Soirbheachas, Àraich, Toileachas</p>
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In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

<b>Consultation on improvement plan includes the following stakeholders:</b>	<b>Completed</b>
Children and Young People	✓
Parent Council and Forum	✓
Teachers, practitioners and ALL school/centre staff	✓
Volunteers/ Community partners	✓
Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre.	✓

<b>Content of plan</b>	<b>Completed</b>
Takes account of strategic priorities outlined in the education authority's Annual Plan.	✓
Takes account of the strategy for parental involvement under section 2 (4A)	✓
An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	✓
Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	✓
Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for improvement and in the improvement activities specified	✓
HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs	✓
There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.	✓

Head Teacher Signature:



## Pupil and parental strategic involvement

<i>For session 2022-23, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</i>	<i>For session 2022-23, please describe below how parents will be involved in decisions relating to the operation of the school/centre</i>
<ul style="list-style-type: none"> <li>• All children and young people had the opportunity to contribute to shaping the school improvement plans via questionnaires and through whole school assemblies which linked to HGIOS4. Their views helped to shape the current SIP.</li> <li>• All children will be advised of S.I.P priorities through termly assemblies.</li> <li>• Pupil Council will review and discuss the school improvement priorities termly as part of their meetings.</li> <li>• Through SLT classroom monitoring visits, all children will answer key questions based on their experiences and evaluations of the school</li> <li>• Every child will have the opportunity to be on a school committee/take on a leadership role. At the end of every session, children will undertake an evaluation exercise on the impact/success and areas for improvement of the committee/ role.</li> <li>• Children are involved in the decisions made within their learning and what topics they would like to cover</li> </ul>	<ul style="list-style-type: none"> <li>• All parents and carers had the opportunity to contribute to shaping the school improvement plans via online parent/carer questionnaires and in personal ‘twalk’ (walk and talk) activities which linked to HGIOS, to share their views on how the school could improve and develop. Their views helped to shape the current SIP.</li> <li>• Across the year parents and carers from every class will have the opportunity to attend three “Sharing the Learning” sessions with their children to experience teaching and learning first hand and to learn about how to support children with learning at home. Parents and Carers will be asked to complete an evaluation task to inform improvements or make suggestions for the next “Sharing the Learning” session.</li> <li>• Parents and carers will have increasing opportunities to become involved in the life of the school via Parent Helpers, Parents in Partnership Club, Parent Club and Parent Bletcher and Twalk Groups (in-person and online).</li> </ul>

- Through Rights Respecting Schools and PATHS all pupils will be involved in the promotion of four key areas - wellbeing, participation, relationships and self-esteem. All children will be involved in the creation of class charters.
- All classes will have one 'Share the Learning' session per term (3 across the year). After the sessions parents and children will be asked to complete an evaluation form to share their views and suggestions for the next session.
- Some children will be involved in leading assemblies throughout the school year and share their views and ideas on learning with the rest of the school, parents and carers and the wider community.
- A selection of children will be involved in learner conversations throughout the year and will have the opportunity to respond to issues around teaching and learning.
- All children will have the opportunity to share their views on aspects of school life through the 'Pupil Council' and via individual questionnaires. In the lower school this will happen through 'Together Time', floor books and children's questionnaires.

- We will make wider use of survey-type responses to gather parental views, which in turn will influence decision-making within the school.
- All Parents and carers will have the opportunity to share their views and opinions relating to the operation and development of the school through opportunities such as Breakfast Blethers, Open Sessions etc.
- Through our very active Parent Council, parents will continue to have a voice in how the school moves forward (in-person and online).

<p><b>Improvement Priority: Raising Attainment, particularly in Literacy and Numeracy</b>  <i>(Expressed as outcomes for learners)</i></p> <p><b>Maths and Numeracy</b></p> <ul style="list-style-type: none"> <li>All staff confident in teaching maths and numeracy at their stage</li> <li>Raised attainment with a focus on closing the poverty related attainment gap in relation to numeracy and mathematics.</li> <li>Parental engagement improved in order to support children’s learning through parents in partnership working.</li> <li>Support closing the attainment gaps for children in SIMD 1 and 2.</li> </ul> <p><i>This priority relates to Article 28 of the UNCRC:-</i></p> <ul style="list-style-type: none"> <li><i>Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children’s dignity. Richer countries must help poorer countries achieve this.</i></li> </ul> <p><b>PEF: Boost Groups to support improved attainment in Maths and Numeracy</b></p>		<p>Rationale for improvement priority based on evidence</p> <p>Evidence from staff confidence questionnaires indicated confidence was low in teaching maths and numeracy at certain stages.</p> <p>Discussions with staff and children highlighted that improvements need to be made in relation to times table facts and retention in order to complete more complex problems involving the four operations.</p> <p>From our monitoring and tracking discussions, departmental meetings and self-evaluation we also identified the need for more consistent approaches across the school at all stages ( learning and teaching, jotter layout, and learning, marking) to support improved attainment and closing of learning gaps.</p> <p>The Education Endowment Fund shows COVID-19-related disruption has negatively impacted the attainment of all pupils, particularly those from socially disadvantaged backgrounds. There is evidence that the attainment gap between socially disadvantaged pupils and their classmates has grown, and there is some evidence that in primary schools, younger year groups have been the most significantly affected, with lower attainment than previous cohorts across all subjects. We can see this reflected within our own data for some cohorts of children.</p> <p>We have also consulted with parents who have told us they would like some support and guidance in order to be able to better help their children with Maths homework.</p>
<p><b>NIF Priorities</b>  Improvement in attainment, particularly in literacy and numeracy</p>	<p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> </ul>	<p><b>HGIOS QIs for self-evaluation</b></p> <p><b>2.2 Curriculum (Development of curriculum)</b></p> <p><b>2.3 Learning &amp; Teaching (planning, tracking, monitoring)</b></p> <p><b>2.5 Family Support (engaging families)</b></p> <p><b>3.2 Raising Attainment</b></p>

What actions are required to reach the desired outcome?	Who	When
<p><u>Training</u> Must do trainings identified and shared. Trainings accessed through SAC Numeracy Blog and record kept by PT.</p> <p><u>Multiplication Masters/Four Operations</u> Create a daily routine to derive key concept quickly and accurately. Work in each class for a block of time to establish a routine for daily practice. In particular addition, subtraction, multiplication and division. Resource pack will be created for each child to use and track progress.</p> <p><u>Small Group Support (Boost Groups)</u> Work with target group (those who need support to achieve national expectation, generally middle group) Pre and Post assessments to measure and monitor impact.</p> <p><u>Working with Parents/Pupils</u> Parent and Child Workshops/clubs to share pedagogy, methodologies, activities and homework pack.</p> <p>Possible collaboration with National Numeracy Challenge 'Family Maths Parental Engagement Programme'.</p> <p>Consider methods of engaging families digitally, e.g. digital workshops.</p>	<p>All teaching and classroom assistant staff within WTA and appropriate to stage</p> <p>Initial roll out of aims of the programme and what we aim to achieve PT will develop programme with support from WP. This will be rolled out initially by modelling and team teaching. CTs will then take ownership of the class journey through the programme (supported by PT)</p> <p>PT/CRT – work with these groups 2/3 times per week</p> <p>PT and WP incorporating Pupil Group/Numeracy Champions</p>	<p>On-going but completed by June 2023</p> <p>Early 2022/23 session Aug 22 – Oct 22 Nov 22 – Jan 23</p> <p>Jan – June 23</p> <p>Aug 2022 – Jun 2023</p> <p>On-going but by end of 22/23 session</p> <p><b>Check-points:</b> October 2022 Feb 2022</p>

<p><u>Position Paper</u>  Consistent approaches across the school at all stages (jotter layout, teaching and learning, marking) – this will be addressed by producing a Position Paper detailing expectations.</p>	PT and WP also involving Pupil Group/Numeracy Champions	Aug – Oct 2022
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<p>Evidence of impact against outcomes for learners.</p> <ul style="list-style-type: none"> <li>• Improved staff confidence in interrogating and analysing data and use of this knowledge to inform professional judgements to support learners next steps in learning</li> <li>• Improved staff confidence in the use of Number Talks and other Active Numeracy Approaches which will positively impact of learning</li> <li>• The use of revised child friendly targets consistently across the school for all areas of numeracy and maths</li> <li>• Improved attainment and confidence in numeracy and mathematics across all stages</li> <li>• Increase the number of children attaining at the appropriate level in numeracy at P1 by at least 2% (target 75%), by at least 2% at P4 (target 75%) and by at least 2% at P7 (target 75%)</li> <li>• Consistently embedded high quality approaches to delivering numeracy experiences leading to improved outcomes for children</li> </ul>
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*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*



<p><b>Increased in sustained positive destinations and employability skills</b></p> <p><b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i></p> <p><b><u>Digital School/Promethean</u></b></p> <ul style="list-style-type: none"> <li>All children further develop and enhance their CR-IS (Cyber Resilience and Internet Safety)</li> <li>All children contribute the knowledge, skills and attitudes developed through CR-IS to achieve the Digital Schools Wellbeing Award.</li> </ul> <ul style="list-style-type: none"> <li>All children to participate in digital learning to help achieve Promethean Ambassador Status as a school campus.</li> </ul> <p><b><u>Outdoor Learning</u></b></p> <ul style="list-style-type: none"> <li>All children in targeted classes (100%) will have regular opportunities to access outdoor learning experiences.</li> </ul>		<p>Rationale for improvement priority based on evidence</p> <p><u>Digital Schools Wellbeing Award</u></p> <p>Cyber resilience and internet safety skills are becoming more relevant than ever before. Children spend a lot of time online, from using online learning platforms, accessing content from the web, through to using social media platforms and messaging apps to communicate with friends and family.</p> <p>Digital wellbeing is the impact of using digital technology on children and young people’s social and emotional wellbeing. As cyber resilience is a key ambition of the Scottish Government’s Strategic Framework for a Cyber Resilient Scotland, (published in February 2021), we realise the importance of ensuring that young people are prepared and provided with guidance to help them navigate their online interactions in a safe and secure manner and develop these key skills for life, learning and work. Digital Technology was also identified by our children, staff and parents/carers as an area they felt was important to develop in regards to educational renewal and pupil equity.</p> <p><u>Promethean Ambassador Programme</u></p> <p>The Promethean Ambassador Programme provides us with the opportunity to become the first Promethean Ambassador Campus in Scotland. The aim is for us to be a centre to set the standard for future Education technology implementations, to help shape and guide interactive teaching and learning strategies across the globe. Through completing the programme, we will instil confidence, raise awareness and disseminate best practice in embedding the benefits of digital technologies within the education community.</p> <p><u>Outdoor Learning</u></p> <p>Research increasingly suggests that our brains and bodies respond, relax and restore most effectively in outdoor, especially natural, places. “The Scottish Government is keen to see all our children and young people having positive learning experiences in a variety of settings.” Scottish Government – Curriculum for Excellence Through Outdoor Learning</p>
<p><b>NIF Priorities</b> Improvement in employability skills and sustained, positive school leaver destinations</p>	<p><b>NIF Driver</b> School improvement</p>	<p><b>HGIOS/HGIOSELCC QIs for self-evaluation</b></p> <ul style="list-style-type: none"> <li>2.2 Curriculum</li> <li>2.3 Learning, Teaching and Assessment</li> <li>2.5 Family Learning</li> </ul>

What actions are required to reach the desired outcome?	Who	When
<p><u>CR-IS</u></p> <ul style="list-style-type: none"> <li>CR-IS is embedded across the curriculum to allow teachers to include elements of CR-IS as part of learning activities.</li> <li>Staff have a range of support tools/resources for themselves and for students to support learning and teaching within CR-IS.</li> <li>Digital wellbeing reporting and intervention strategies are in place.</li> <li>Create a whole school approach to dealing with and recording technology enabled incidences for both staff and learners.</li> <li>Pupils can demonstrate and discuss the difference between Cyber Resilience and Internet Safety.</li> <li>Pupils can identify and discuss how technology has a positive and negative effect on their wellbeing.</li> <li>To further develop our Digital Leaders pupil group to help inform, promote and evaluate Digital wellbeing.</li> <li>Pupils demonstrate how to use technology safely and responsibly.</li> <li>Pupils have the opportunity to find out how cyber resilience can help develop their employability and positive destinations. This will include talks from visitors employed in this field of work.</li> <li>Provide CR-IS professional development opportunities for staff at all levels and stages.</li> <li>Publicise the use of the Safer Schools app for use at home and at school and use this to help inform pupils and parents of emerging internet safety issues.</li> <li>Offer parental workshops to further develop their own understanding of CR-IS and how this can be used to support the family at home.</li> </ul> <p><u>Promethean Ambassador Programme</u></p> <ul style="list-style-type: none"> <li>All teaching staff to become ‘Promethean Certified Teachers’</li> <li>4 members of staff to complete the ‘Promethean Train the Trainer’ course.</li> <li>All non-teaching staff to complete basic Promethean courses – Intro to ActivInspire and ActivPanel Orientation</li> <li>Participate in PR opportunities including case studies and industry/education publications</li> <li>Participate in product feedback and beta testing</li> </ul>	<p><u>CR-IS</u></p> <ul style="list-style-type: none"> <li>School Digital Leader will create and/or implement support tools and resources in relation to CR-IS.</li> <li>Pupil Digital Leaders group and staff member will help to promote digital wellbeing.</li> <li>School Digital Leader to provide information on relevant CLPL opportunities as well as offer to provide some in-house training.</li> <li>School Digital Leader to share information with parents regarding CR-IS on the school blog and social media accounts.</li> <li>SLT to work with parents at parental workshops.</li> </ul> <p><u>Promethean Ambassador Programme</u></p> <ul style="list-style-type: none"> <li>All teaching staff</li> <li>J. Easton, D.MacNeill, L.MacDonald and M.Walker to complete ‘Promethean Train the Trainer Course’ with L.Paul to be a mentor</li> <li>All non-teaching staff with L.Paul also providing additional training/support</li> <li>All teaching staff</li> </ul>	<p>Session 2022/2023</p> <p><b><u>Check-points:</u></b> October 2022</p> <p>December 2022</p> <p>February 2022</p> <p>May 2022</p> <p><b><u>Check-points:</u></b> October 2022</p> <p>December 2022</p>

<ul style="list-style-type: none"> <li>• Contribute to product development</li> <li>• Allocate a dedicated training room/space</li> </ul> <p><u>Outdoor Learning-CoACH</u></p> <ul style="list-style-type: none"> <li>• Making links with the EA Learning Outdoor Support Team to support and promote the use of our outdoor spaces for learning to promote attainment and achievement. (CoACH)</li> </ul>	<p>L. Abercrombie</p> <p>Identified Staff Team and Willie Whyte at the LOST team.</p>	<p>February 2022</p> <p>May 2022</p> <p><b><u>Check-points:</u></b></p> <p>December 2022</p> <p>February 2022</p> <p>May 2022</p>
<p>Evidence of Impact against outcomes for learners.</p> <ul style="list-style-type: none"> <li>• All children and young people will have a shared understanding of the importance Cyber Resilience and Internet Safety</li> <li>• All children further develop and enhance their CR-IS (Cyber Resilience and Internet Safety) knowledge, skills and attitudes</li> <li>• James Hamilton Primary and Sgoil na Coille Nuaidh is recognised as a school which promotes Cyber Resilience and Internet Safety with all children</li> <li>• All children contribute the knowledge, skills and attitudes developed through CR-IS to achieve the Digital Schools Wellbeing Award</li> <li>• All children and young people have relevant and regular access to developing their digital/IT skills through the staff use of promethean technology to enhance learning</li> <li>• All children will have opportunities for wider achievement</li> <li>• All children will have an awareness of what carers are available as a result of having increased cyber awareness and resilience</li> </ul>		

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*

## Improvement Priority

(Expressed as outcomes for learners)

### PLAY

- All children (100%) in Primaries 1-3 will have regular opportunities for free play.
- Most children (85%) in Primaries 1-3 will have improved their social skills, demonstrating an ability to share, take turns and play harmoniously with other children (using play observation records).

### Developing Respective Relationships, Behaviour and Wellbeing

- To update the school Respect for All and Respectful Relationships Policy.
- All pupils (100%) will learn about and follow the Respectme Anti-Bullying programme in school.
- Almost all (95%) pupils, staff and parents will have
  - Training on Restorative Approaches
  - Be able to use restorative language
  - Take part in restorative conversations.

Almost all pupils (95%) will understand what the UNCRC is and how this enables them to lead happy, healthy lives and to be responsible, active citizens.

All pupils (100%) will use the GMWP to monitor and track their wellbeing.

Targeted children and young people will be supported with their social, emotional and behavioural needs by staff who have been trained in DDP, using a 'PACE-ful' approach.

## Rationale for improvement priority based on evidence

### Play

*'Play creates a brain that has increased flexibility and improved potential for learning later in life.'*  
Cole-Hamilton et al 2002

Following consultation with staff and parents, both sets of stakeholders highlighted that play needs to be further developed in our school. The UNCRC also states that children have a right to play and that play is an essential component of physical, social, cognitive, emotional and spiritual development. Playful learning indoors and outdoors is a part of Scotland's Curriculum for Excellence and the document Realising the Ambition: Being Me (2020) recognises the need for children to have a curriculum that ensures sufficient time for children to play uninterrupted. Due to the COVID-19 pandemic and subsequent restrictions, children have had fewer opportunities to socialise and play with other children therefore it is an important time to further develop our play provision within our school to support the development of these skills.

Respectme – We have identified through our parent consultation activities and our children and staff questionnaires that we need to engage in further working in partnership with parents and staff to promote our anti-bullying and positive relationships messages. By educating pupils, parents and staff how to recognise bullying behaviour and strategies to deal with it, we aim to build children's resilience and improve their mental, emotional and physical health.

Restorative Approaches - Restorative Practice is an approach to encourage pro-social behaviour which puts repairing the harm done to relationships and people over and above the need for assigning blame and dispensing punishment. We understand that this concept moves away from historic/ traditional punitive methods of dealing with conflict and behaviour therefore we want to upskill everyone in this methodology. This will also link with our RespectMe work.

Rights Respecting Schools puts children's rights at the heart of the school thus creates a safe and inspiring place to learn, where children are respected, their talents are nurtured and they are able to thrive. By continuing on our journey towards being a Rights Respecting Schools Award these values will be regularly revisited and permeate

daily school life, giving children the best chance to lead happy, healthy lives and to be responsible, active citizens.

Glasgow Motivation and Wellbeing Profile (GMWP) The GMWP is used to support monitoring and tracking of the wellbeing of children and young people. It elicits children views of themselves and their emotions; it gives them an opportunity to reflect on their feelings and current experiences and encourages them to consider how they can increase their own determination, motivation and sense of wellbeing. It can also support children to evaluate their own wellbeing in line with the principles of Getting it right for every child (GIRFEC) by providing a useful and engaging tool which can assist schools in having meaningful dialogue in relation to evaluating progress in wellbeing and identifying next steps, therefore supporting improved motivation and wellbeing in our children and young people.

Dyadic Developmental Practice ) DDP’s ‘PACE-ful’ approach is a proven tool to support children and young people who have experienced trauma. Trained staff making useful of a ‘PACE-ful’ approach can support children and young people to co-regulate and share their thoughts, feelings and problem solve.

Improved Pupil Physical Fitness - During our self-evaluation and school improvement discussions staff highlighted that they had noticed a ‘dip’ in children’s stamina and core strength during PE Sessions. As part of our education recovery and commitment to improved wellbeing we have decided to have a small focus in this area because research shows that students who take breaks from their normal class work to take part in physical exercises during the school day are better able to concentrate on their school work and may perform better in school and improved fitness levels in students also reduces the risk of obesity.

**Physical Wellbeing**

All pupils (100%) will have opportunities to improve Physical Fitness.

*This priority relates to **Articles 1, 6 and 24** of the UNCRIC:*

*Article 1:- Everyone under the age of 18 has all the rights in the Convention.*

*Article 6:- Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.*

*Article 24:- You have a right to the best health possible, to medical care and to information that will help you to stay well.*

**PEF: Homelink worker to support Attendance, RespectMe and Attendance  
PT of Early Intervention appointed to develop play  
PT of Integrated Inclusion to support restorative approaches and DDP**

**NIF Priorities**

Improvement in children and young people’s health and wellbeing

**NIF Driver**

Teacher Professionalism

**HGIOS/HGIOSELCC QIs for self-evaluation**

- 1.3 Leadership of Change
- 2.2 Curriculum
- 2.5 Family Learning

What actions are required to reach the desired outcome?	Who	When
<p><b>PLAY</b></p> <ul style="list-style-type: none"> <li>• Set up a working party for staff working within Primaries 1 -3. This core group of staff can then lead the change to implement play within P1-3.</li> <li>• Staff to research examples of good practice implementing play within the primary school and use this to help shape our own approach to play.</li> <li>• Create appropriate play spaces within the school (indoors and outdoors) to ensure that we have settings that would enable and support individual motivation, curiosity and creativity.</li> <li>• Organise the play resources we have within the school so that these are appropriately stored and can be accessed easily and fairly.</li> <li>• Consider the language staff can use with the children during play sessions in order to build relationships and respond to the child led learning.</li> <li>• Explore the types of play that could be facilitated for pupils as well as the roles teachers will take during play sessions.</li> <li>• Create methods of recording learning and development during play sessions in order to create consistency across play sessions within Primaries 1-3.</li> <li>• Work with families to allow them to discover the benefits of play and how this can be transferred into the home. Use of Save the Children Family and Partnership programme.</li> <li>• Provide opportunities for parents to come in to school and see play in action and have the chance to play with their child.</li> </ul>	<ul style="list-style-type: none"> <li>• A member of SLT to lead the Play Working Party and have overall responsibility for play.</li> <li>• Staff from Primaries 1-3 will be on the Play Working Party.</li> <li>• Staff from Primaries 1-3 will implement play within their classes.</li> <li>• ELCCP – Mrs Whyte to work with teaching staff to implement play and share knowledge of this area.</li> <li>• SLT to lead Save the Children Family and Partnership Programme</li> </ul>	<p>Play sessions will start in August/September 2022</p> <p>Play sessions review December 2022</p> <p>Full review and reflection May 2023</p> <p><b>Check-points:</b> October 2022 Feb 2022</p>
<p><b><u>Developing Respective Relationships, Behaviour and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• To create a new Respectful Relationships Policy within the school. <ul style="list-style-type: none"> <li>○ Consultation with staff, pupils and parents.</li> <li>○ Share expectations with all stakeholders.</li> <li>○ Provide training for staff and pupils</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• L Stewart DHT</li> <li>• All staff</li> <li>• HWB Working Party</li> <li>• Respectme / Right Respecting School Group Pupil</li> <li>• EA HWB Team</li> </ul>	<p>August 2022 – June 2023</p> <p><b>Check-points:</b> October 2022 December 2022</p>

<ul style="list-style-type: none"> <li>• Embed the Respectme anti-bullying programme in school and in the local community. <ul style="list-style-type: none"> <li>○ Create a Respectme group to include pupils, staff and parents.</li> <li>○ Respectme promoted through assemblies, HWB curriculum, school blog/newsletter/social media and Anti-Bullying week activities.</li> <li>○ Create Respectme Ambassadors for the playground.</li> <li>○ Respectme training sessions presented by pupils to parents and the community</li> </ul> </li> <li>• The training of pupils, parents and staff on Restorative approaches and the use of restorative conversations to deal with conflict <ul style="list-style-type: none"> <li>○ Refresher training for staff on Restorative practice.</li> <li>○ Training for pupils in Restorative Conversations</li> <li>○ Parents session led by pupils on Restorative approaches used in school.</li> </ul> </li> <li>• To keep UNCRC a high priority within the school curriculum. <ul style="list-style-type: none"> <li>○ Class, School and Playground Charters</li> <li>○ Articles displayed on correspondence with parents</li> <li>○ UNCRC promoted at Assemblies and through events in the school.</li> <li>○ UNCRC becomes an integral part of the school curriculum.</li> <li>○ Obtain RRS Silver Award</li> </ul> </li> <li>• To further develop the use of the GMWP in school. <ul style="list-style-type: none"> <li>○ Teachers to receive CLP on the use of GMWP</li> <li>○ Data to be shared with Class Teachers and SLT.</li> <li>○ Data to be used to guide the HWB curriculum.</li> <li>○ Appropriate interventions to be put in place when required.</li> </ul> </li> </ul>		<p>February 2022</p> <p>May 2022</p>
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<p><b>Physical Wellbeing</b></p> <ul style="list-style-type: none"> <li>• To give pupils more opportunities to improve their physical fitness. <ul style="list-style-type: none"> <li>○ Arrange timetables to allow 2 plus hours of quality PE each week.</li> <li>○ CLP training on PE activities to promote fitness</li> <li>○ Look at programme of study for PE to show consistency across the stages.</li> <li>○ Liaise with Active Schools to provide extra- curricular opportunities for all stages.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• L Stewart DHT</li> <li>• DShaw-staff lead in P.E</li> <li>• HWB Working Party</li> <li>• EA HWB Team</li> </ul>	<p>August 2022 – June 2023</p>
<p>Evidence of impact against outcomes for learners.</p> <p><b>PLAY</b></p> <p><b>For children:</b></p> <ul style="list-style-type: none"> <li>• All children will demonstrate improved social and communication skills</li> <li>• All children will demonstrate improved wellbeing</li> <li>• All children will demonstrate an improved ability to be resilient and overcome challenges</li> <li>• Increased creativity and confidence when problem solving</li> <li>• Improved attainment</li> </ul> <p><b>For staff:</b></p> <ul style="list-style-type: none"> <li>• Increased staff skill in using a play-based approach to enhance learning experiences for children</li> <li>• Increased focused professional dialogue and improved staff confidence in play-based approaches to support children to learn through play</li> <li>• Improved learner feedback to increase motivation in learners</li> <li>• Improved planning for learning, teaching and assessment, using play-based approaches</li> <li>• Improved teaching &amp; learning due to increased teacher professionalism and access to resources/strategies/training</li> </ul> <p><b>For parents:</b></p> <ul style="list-style-type: none"> <li>• Increased uptake in family engagement in play-based home learning activities</li> </ul>		



### **Developing Respective Relationships, Behaviour and Wellbeing**

- All pupils (100%) will learn about and follow the Respectme Anti-Bullying programme in school which will be tracked and monitored using the RespectMe evaluation materials
- Almost all (95%) pupils, staff and parents will have
  - Training on Restorative Approaches
  - Be able to use restorative language
  - Take part in restorative conversations
- Children will demonstrate an ability to use restorative approaches to resolve and repair conflict
- Almost all pupils (95%) will understand what the UNCRC, having an increased awareness of their rights and how these enable them to lead happy, healthy lives and to be responsible, active citizens
- All pupils (100%) will use the GMWP to monitor and track their wellbeing
- Bullying incidents will be monitored and supported by RespectMe principals
- Targeted children will be supported by staff using a 'PACE-ful' approach and use this to share and explore their feelings and thoughts.

### **Physical Wellbeing**

- All children will have increased opportunities to improve their physical fitness through 2 hours of quality PE each week and extra-curricular P.E opportunities.

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session*

## Closing the poverty related attainment gap

### Improvement Priority

*(Expressed as outcomes for learners)*

*(Expressed as outcomes for learners)*

### LITERACY

For JHP and SnCN

- To close the attainment gap and improve attainment in literacy and numeracy for all children with a particular focus on children within SIMD 1 and 2.
- 100% of children have regular opportunities for reading for enjoyment (e.g. ERIC/DEAR)
- 80% of SIMD 1 and 2 children will demonstrate an increase in motivation and enjoyment for reading and have a wider awareness of genre and their own reading preferences.
- All children will be involved in the Achievement of Reading Schools Accreditation (Core level)
- All children will access the revised phonics (ALP Stg 1-3) and 80% of these learners have a firm understanding of their phonics skills and can apply them.

*This priority relates to **Article 28** of the UNCRC:-*

- *Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.*

**PEF: Boost Groups to support improved attainment in Literacy**

Rationale for improvement priority based on evidence:

*As we move forward from the negative impact of covid on children's learning we have identified that some cohorts of children and some children, depending on their individual circumstances have gaps in their learning and development in literacy skills. Our main driver is to raise attainment for all and to work towards closing the attainment gaps between the most and least disadvantaged children.*

#### EA Literacy Programme

The EA Literacy Programme contains clear methodology and strategies for teachers and pupils to support consistency in learning and teaching and increased attainment. This will support learners to have a clear and consistent learning journey where key learning and skills are covered progressively.

#### Reading

Based on feedback from the children through Microsoft FORMS and children focus groups in March 2022 it was identified that there was a need to promote reading for enjoyment across the school and build a positive reading culture within the school. Through participation in the Reading Schools programme we hope to improve our reading culture and also achieve the Reading Schools core award. This should also have a positive impact on reading attainment. As part of this development we will ensure consistency in tracking levels and professional judgement, with the SAC produced Reading Assessments being used across the school to support this.

#### Writing

Consistency in class displays and taught vocabulary ensures clear progression throughout the school and familiarisation of key terms to better support learner's journeys. This was an area identified by staff through a FORMS questionnaire (March 2022) as an area needing addressed. Due to COVID restrictions during previous academic sessions, there have been limited opportunities for staff to discuss pupil progress in writing and moderate internally. This will therefore be undertaken regularly at collegiate nights and further include dialogue/support from SAC Literacy Manager following successful moderation activity in June 2022 to support learner's next steps.

<b>NIF Priorities</b> Closing the attainment gap between the most and least disadvantaged children	<b>NIF Driver</b> <ul style="list-style-type: none"> <li>Curriculum and assessment</li> <li>Performance information</li> </ul>	<b>HGIOS QIs for self-evaluation</b> 2.2 (Curriculum) 2.3 (Learning, Teaching and Assessment) 3.2 (Raising Attainment and Achievement)
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What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> <li>Further twilight or collegiate training in developing the taught writing element of SAC writing offered over session 2022/23.</li> <li>Engagement with SAC Literacy Manager Gail Elder to ensure consistent delivery of literacy pedagogy, staff training, resource development, moderation activities and in-school support/professional dialogue.</li> <li>Pupils and staff involved in achievement of Reading Schools Core Level Accreditation.</li> <li>Training for teaching and support staff in implementing updated SAC spelling/phonics programme with Sara Green (SAC Team).</li> <li>All children have regular opportunities for reading for enjoyment (e.g. ERIC/DEAR) at least 3x weekly in class.</li> <li>Literacy Working Group to carry out reading audit/self-evaluation to identify strengths and areas for development.</li> <li>Implementation of SAC literacy reading assessments across all levels (fiction and non-fiction).</li> <li>Implementation of consistent wall display expectations from P1-7. Displays will be specific to levels and incorporate consistency in vocabulary taught.</li> <li>Moderation of writing with stage partners and involvement of school literacy lead and SAC literacy team/manager once per term across academic session 22/23.</li> <li>Implementation of updated handwriting programme of study across P1-7.</li> <li>Targeted support from ELCCP in using updated ALP Spelling and Phonics programme.</li> <li>All children (100%) to be involved in paired reading block (4-6 weeks) across academic session with a child from another class.</li> <li>Boost Groups created to offer additional targeted support to groups of identified children</li> </ul>	JBaldie  JBaldie  Literacy WG JBaldie & Staff  Teachers  Literacy WG Teachers Teachers  JBaldie  Teachers LPaul Literacy WG  LDougan/ LStewart/ JBaldie	<b><u>Check-points:</u></b> October 2022  December 2022  February 2022  May 2022

Evidence of Impact against outcomes for learners

- Increased number of children attaining at the appropriate level in writing at P1 by at least 6% (target 80%), by at least 6% at P4 (target 80%) and by at least % at P7 (target 75%)
- Increased number of children attaining at the appropriate level in reading at P1 by at least 6% (target 80%), by at least 6% at P4 (target 80%) and by at least 5% at P7 (target 75%)
- Improved staff confidence in interrogating and analysing data and use of this knowledge to inform professional judgements
- The use of revised child friendly targets consistently across the school for all areas of literacy
- Improved attainment and confidence in literacy across all stages
- GMed children to have access to Literacy resources adapted to GMedium
- Consistently embedded high quality approaches to delivering literacy and numeracy experiences leading to improved outcomes for children
- Identified groups of children will be supported in their learning. Targeted interventions will lead to attainment being raised for identified children.

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*

Summary of Improvement Plan: James Hamilton Primary

<b>Raising Attainment, particularly in Literacy and Numeracy</b>	<b>Increased in sustained positive destinations and employability skills</b>
<ul style="list-style-type: none"> <li>• Developing children’s maths and numeracy school, in particular addition, subtraction, multiplication and division</li> <li>• Boost Groups to support learners to stay on track with their learning</li> <li>• Work with parents to develop their maths and numeracy skills to help them support their children and young people</li> </ul>	<ul style="list-style-type: none"> <li>• All children and young people will further develop CR-IS (Cyber Resilience and Internet Safety)</li> <li>• All children further developing IT skills while working towards achieving the Digital Schools Wellbeing Award</li> <li>• Campus working towards being Promethean Ambassadors</li> <li>• CoACH-Outdoor Learning for targeted groups</li> </ul>
<b>Ensuring the health and wellbeing of all young people</b>	<b>Closing the poverty related attainment gap</b>
<ul style="list-style-type: none"> <li>• Developing play in P1-3 to support improved social skills, learning and wellbeing.</li> <li>• Dyadic Developmental Practice-using PACEful conversations to support children and young people.</li> <li>• Developing pro-social behaviour and children’s sense of their rights in the world through work in RRS and RespectME</li> <li>• Improving children’s physical wellbeing and fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Developing Reading for Enjoyment</li> <li>• Work towards Reading Schools award</li> <li>• Integrating updates from Active Literacy Programme to support phonics</li> <li>• Boost Groups to support learners to stay on track with their learning</li> </ul>

Additional school improvements for  
Sgoil na Coille Nuaidh & Sgoil-àraich na Coille Nuaidh

## **Improvement Priority: Raising Attainment, particularly in Literacy**

*(Expressed as outcomes for learners)*

### **GMEd Literacy**

MCNG – Gaelic Standardised Assessments

- All children in Primary 1, Primary 4 and Primary 7 will complete reading and writing Gaelic baseline assessments in line with the new MCNG platform launch. All GME staff will be involved in training to interrogate the data and devise next steps for pupils.

### **Spelling Assessments**

- Most children (85%) will have improved outcomes in Gaelic Spelling.
- All children (100%) who are off track will have additional support to ensure they are reaching their full potential.

*\*\*Sgoil-àraich only*

### **Communication Champion Accreditation**

- All children (100%) will benefit from the development of a Communication friendly environment through the continuation of the Communication Champion Accreditation.

### **PEEP- Parents Early Education Partnership**

- All staff members will receive cascaded training, advice, support in PEEP from JHECC PEEP trained member of staff.
- Almost all (90%) of parents/carers will have attended at least 1 stay and play session this session which will help them better engage with their child's learning.
- Almost all (90%) of parents/carers will have attended at least 1 workshop this session which will help them better engage with their child's learning.

*This priority relates to Article 28 of the UNCRC:-*

- *Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.*

***PEF: Boost Groups in Gaelic provided by Gaelic Classroom Assistant to support improved attainment in Literacy***

Rationale for improvement priority based on evidence

### **MCNG – Gaelic Standardised Assessments**

MCNG are the national assessments which are being relaunched in a new format in May 2022. These assessments are for pupils in P1, P4 and P7 in reading and writing. Data from the assessments can be used to inform next steps in planning to meet the needs of individual learners.

### **Spelling Assessments**

Currently staff have no specific resource to assess spelling ages in Gaelic. To allow us to improve outcomes in spelling staff will source and develop a resource to inform on attainment and progress in Gaelic spelling.

### **Communication Champion Accreditation**

- “It is important that we provide meaningful and rich contexts and opportunities for children to develop a wide range of skills, such as early literacy and numeracy”- Realising the Ambition 2020.

### **PEEP- Parents Early Education Partnership**

PEEP evidence base show that-

- successfully reaches isolated families and engages them in their children's learning
- helps parents become more aware of their children's development and how to foster it
- helps children to develop good foundations for language, literacy and strong self-esteem
- enables practitioners from a wide range of professions develop new skills and fresh approaches to unlock parents' potential rather than focus on their problems

<p><b>NIF Priorities</b> Improvement in attainment, particularly in literacy and numeracy</p>	<p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>• Teacher and practitioner professionalism</li> <li>• Curriculum and assessment</li> <li>• School and ELC improvement</li> </ul>	<p><b>HGIOS QIs for self-evaluation</b>  <b>2.2 Curriculum (Development of curriculum)</b>  <b>2.3 Learning &amp; Teaching (planning, tracking, monitoring)</b>  <b>2.5 Family Support (engaging families)</b>  <b>3.2 Raising Attainment</b></p>
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What actions are required to reach the desired outcome?	Who	When
<p><b>MCNG</b></p> <ul style="list-style-type: none"> <li>• Staff to attend MCNG training on delivering assessments to pupils and interrogating the data.</li> <li>• Staff to familiarise themselves with the platform.</li> <li>• Pupils in P1, P4 and P7 supported to access and complete the assessments annually.</li> <li>• SLT will liaise with Gaelic teachers to track and monitor attainment of individual pupils.</li> </ul> <p><b>Spelling Assessments</b></p> <ul style="list-style-type: none"> <li>• Staff to liaise with other schools, Education Scotland and Stòrlann to audit suitability of any spelling assessment resources.</li> <li>• Staff to develop a spelling assessment to be used.</li> <li>• Almost all pupils taking part in a spelling baseline assessment at the start and end of the session.</li> <li>• Analysing assessment results and/or spelling ages and using this to inform next steps for individual pupils.</li> </ul>	<p><b>MCNG</b></p> <ul style="list-style-type: none"> <li>• Education Scotland to provide/support MCNG training for all staff.</li> <li>• Class Teacher and/or Principal Teacher.</li> <li>• SLT and Teaching Staff</li> </ul> <p><b>Spelling Assessments</b></p> <ul style="list-style-type: none"> <li>• Class Teachers / Principal Teacher</li> <li>• CAs to support the implementation of assessments and supporting pupils with spelling and literacy.</li> </ul>	<p>December 2022</p> <p>May/ June 2023</p> <p>May/ June 2023</p>



<p><b>Sgoil-àraich only:</b></p> <p><b>Communication Champion Accreditation</b></p> <ul style="list-style-type: none"> <li>• Communication Champion will continue to progress through the action plan prepared in conjunction with East Ayrshire SALT Team.</li> <li>• Staff are working to develop and define areas within the setting to allow pupils to access a more Communication Friendly environment.</li> <li>• Staff will increase their use of communication and language strategies to improve the pupil's meaningful interactions and experiences.</li> </ul> <p><b>PEEP- Parents Early Education Partnership</b></p> <ul style="list-style-type: none"> <li>• Cascading of PEEP training from JHECC E&amp;ELCP at staff planning sessions.</li> <li>• Stay &amp; Play sessions (every 2<sup>nd</sup> term)</li> <li>• Parent/Carer workshops (every 2<sup>nd</sup> term)</li> </ul>	<p><b>Communication Champion Accreditation</b></p> <ul style="list-style-type: none"> <li>• Marie Farren</li> <li>• All ECC Staff</li> </ul> <p><b>PEEP- Parents Early Education Partnership</b></p> <ul style="list-style-type: none"> <li>• JHECC Equity and Excellence Lead Community Practitioner</li> <li>• All ECC Staff</li> </ul>	<p>Aug 22- May 23</p> <p>Aug 22- April 23</p>
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<p>Evidence of impact against outcomes for learners.</p> <ul style="list-style-type: none"> <li>• Improved staff confidence in interrogating and analysing data and use of this knowledge to inform professional judgements and plan support for learners</li> <li>• The use of revised child friendly targets consistently across the school for all areas of literacy</li> <li>• Children's improved confidence in using communication skills</li> <li>• Improved attainment and confidence in literacy across all stages</li> <li>• Positive and confident parent and child interactions in learning contexts</li> <li>• All learners are supported to reach their full potential in both GM Literacy (P1-P3) and GM Literacy (P4-7)</li> <li>• Consistently embedded high quality approaches to delivering literacy experiences leading to improved outcomes for children</li> </ul>
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<p><b>Improvement Priority :Ensuring the Health and Wellbeing of all young people</b></p>	<p>Rationale for improvement priority based on evidence</p>
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<p><i>(Expressed as outcomes for learners)</i></p> <p><b>Massage in Schools Programme</b></p> <ul style="list-style-type: none"> <li>All children (100%) will be introduced to the massage in schools programme.</li> <li>All children (100%) will develop Gaelic vocabulary skills in relation to massage in schools and the 15 stroke MISP routines.</li> </ul> <p><b>Outdoor Learning</b></p> <ul style="list-style-type: none"> <li>All children (100%) will have regular opportunities to access outdoor learning experiences.</li> </ul> <p><b>Promoting Gaelic Culture</b></p> <ul style="list-style-type: none"> <li>All children (100%) will be given opportunities to develop their Gaelic language skills in different cultural experiences.</li> <li>All children (100%) both in GME and mainstream will have opportunities to learn about Gaelic culture.</li> </ul>		<p>Massage in Schools Programme</p> <ul style="list-style-type: none"> <li>Research proves that the MISP promotes the wellbeing of children in the knowledge that nurturing touch is a basic need and a powerful tool to help children develop into healthy, well balanced human beings.</li> </ul> <p>Outdoor Learning</p> <ul style="list-style-type: none"> <li>Research increasingly suggests that our brains and bodies respond, relax and restore most effectively in outdoor, especially natural, places. “The Scottish Government is keen to see all our children and young people having positive learning experiences in a variety of settings.” Scottish Government – Curriculum for Excellence Through Outdoor Learning</li> </ul> <p>Promoting Gaelic Culture</p> <ul style="list-style-type: none"> <li>“It should be seen and heard and feature prominently in the school ethos.” Statutory Guidance on Gaelic Education.</li> <li>“The aim of GME is for children and young people to be able to operate fluently and confidently in two languages. Gaelic and English, and to use both languages in a range of situations within and beyond the school.” Statutory Guidance on Gaelic Education</li> </ul>
<p><b>NIF Priorities</b> Improvement in children and young people’s health and wellbeing</p>	<p><b>NIF Driver</b> School improvement</p>	<p><b>HGIOS/HGIOSELCC QIs for self-evaluation</b></p> <ul style="list-style-type: none"> <li>1.3 Leadership of Change</li> <li>2.2 Curriculum</li> </ul>

What actions are required to reach the desired outcome?	Who	When
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<p><b>Massage in Schools Programme</b></p> <ul style="list-style-type: none"> <li>• Access to training for staff by school MISP trainers. Staff previous training can access weekly refresher. Staff with no previous experience will be supported by MISP trainers with a 6-week block of in class support.</li> <li>• Parent/ Carer information session.</li> </ul> <p><b>Outdoor Learning</b></p> <ul style="list-style-type: none"> <li>• GME staff to explore suitable outdoor learning environments within the local community.</li> <li>• Staff to partake in training in using the EVOLVE online risk assessment tool.</li> <li>• Making links with the EA Learning Outdoor Support Team to support and promote the use of our outdoor spaces for learning. (CoACH)</li> </ul> <p><b>Promoting Gaelic Culture</b></p> <ul style="list-style-type: none"> <li>• Staff to further develop links with GME primary schools and organisations to build opportunities for pupils to use Gaelic language with other learners.</li> <li>• Staff to give pupils opportunities to learn new Gaelic songs and poems and supporting them to attend Mòd events, and using these skills in front of an audience, if they choose to do so.</li> <li>• Staff promoting Gaelic at whole school assemblies and at other opportunities, including social media posts in Gaelic.</li> </ul>	<p><b>Massage in Schools Programme</b></p> <p>MISP Trainers (L.Abercrombie and F. Fitzgerald)</p> <p>MISP Trainers (L.Abercrombie and F. Fitzgerald)</p> <p><b>Outdoor Learning</b> GME staff team.</p> <p>L. Abercrombie</p> <p>GME Staff Team and Willy Whyte at the LOST team.</p> <p><b>Promoting Gaelic Culture</b></p> <ul style="list-style-type: none"> <li>• All GME teachers and Principal Teacher</li> <li>• All GME staff</li> <li>• All GME Staff</li> </ul>	<p>August 22- June 23</p> <p>August 22- June 23</p> <p>August 22- June 23</p>
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Evidence of impact against outcomes for learners.

- All children will have the opportunity to take part in the massage in schools programme to support their health and wellbeing
- Almost all children will be able to share the positive impact that the MiS programme has provided for them.
- Improved attainment and confidence in literacy and numeracy across all stages involved in CoACH
- All children will have opportunities to celebrate their links with Gaelic Culture and share these with their peers across JHP
- All children will have opportunities for wider achievement

Summary of Improvement Plan: Sgoil na Coille Nuaidh & Sgoil-àraich na Coille Nuaidh

<b>Raising Attainment, particularly in Literacy and Numeracy</b>	<b>Increased in sustained positive destinations and employability skills</b>
<ul style="list-style-type: none"> <li>• Developing children’s maths and numeracy school, in particular additional, subtraction, multiplication and division</li> <li>• Boost Groups to support learners to stay on track with their learning</li> <li>• Work with parents to develop their maths and numeracy skills to help them support their children and young people</li> <li>• GME-Literacy-Spelling development</li> </ul> <p>Sgoil-àraich</p> <ul style="list-style-type: none"> <li>• Communication Champion Accreditation</li> <li>• PEEP- Parents Early Education Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• All children and young people will further develop CR-IS (Cyber Resilience and Internet Safety)</li> <li>• All children further developing IT skills while working towards achieving the Digital Schools Wellbeing Award</li> <li>• Campus working towards being Promethean Ambassadors</li> <li>• CoACH-Outdoor Learning for targeted groups</li> <li>• Massage in School Project</li> <li>• Promoting Gaelic Culture</li> </ul>
<b>Ensuring the health and wellbeing of all young people</b>	<b>Closing the poverty related attainment gap</b>
<ul style="list-style-type: none"> <li>• Developing play in P1-3 to support improved social skills, learning and wellbeing.</li> <li>• Dyadic Developmental Practice-using PACEful conversations to support children and young people.</li> <li>• Developing pro-social behaviour and children’s sense of their rights in the world through work in RRS and RespectME</li> <li>• Improving children’s physical wellbeing and fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Developing Reading for Enjoyment</li> <li>• Work towards Reading Schools award</li> <li>• Integrating updates from Active Literacy Programme to support phonics</li> <li>• Boost Groups to support learners to stay on track with their learning</li> </ul>