



# Mauchline Primary School and Early Childhood Centre Establishment Improvement Plan 2023/24



School Improvement Plan	Mauchline Primary School and ECC
Head Teacher	Robyn Davidson
Date Submitted	Submitted to Head of Education on: 26.06.23
Session (Date when each year is written)	2023-24

School's/Centre's Vision and Values	<p><u>Our School Vision:</u></p> <p>Our vision for Mauchline Primary School and Early Childhood Centre is to create a learning community where every child is inspired, supported and motivated to work hard and try to achieve the very best they can, now and in the future.</p> <p><u>Our Values:</u></p> <ul style="list-style-type: none"> <li>• Respect</li> <li>• Honesty</li> <li>• Friendship</li> <li>• Determination</li> </ul> <p><u>Our Aims:</u></p> <ul style="list-style-type: none"> <li>• We aspire to provide a safe, welcoming and nurturing learning community where everyone is included and respected.</li> <li>• We aspire to motivate and inspire our pupils to be ambitious learners who are determined to succeed.</li> <li>• We aspire to provide a curriculum which is stimulating and designed to promote challenge and enjoyment.</li> </ul>
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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.

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

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



Head Teacher Signature:

## Pupil and parental strategic involvement

<p><i>For session 2023-24, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</i></p>	<p><i>For session 2023-24, please describe below how parents will be involved in decisions relating to the operation of the school/centre</i></p>
<ul style="list-style-type: none"> <li>• Through RRSA and PATHS all pupils will be involved in the promotion of wellbeing, participation, relationships and self-esteem. All children will be involved in the creation of class charters.</li> <li>• Every child from P4-P7 will have the opportunity to be on a school committee/take on a leadership role (with some from P2-3). At the end of every session, children will undertake an evaluation exercise on the impact/success and areas for improvement.</li> <li>• Some children will be involved in leading assemblies throughout the school year and sharing their views and ideas on learning with the rest of the school, parents and carers and the wider community.</li> <li>• A selection of children will be involved in learner conversations throughout the year as part of quality assurance procedures.</li> <li>• All children will have the opportunity to share their views on aspects of school life through assemblies and surveys. In the ECC this happens through 'Together Time', floor books and surveys.</li> <li>• Pupil Council focus group to be involved in consultation process, decision-making and evaluations.</li> <li>• ECC and Primary 1 pupils are involved in the planning and evaluation of learning activities, which is evidenced through floor books and Learning Journals. Primary 3-7 pupils are involved in setting personal learning targets and the school will continue to develop a consistent approach to target setting and use of individual pupil blogs for P5-7 pupils.</li> <li>• House captains play a role in enhancing the house and school ethos.</li> </ul>	<ul style="list-style-type: none"> <li>• Across the year, parents and carers from every class will have the opportunity to attend "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 volunteering opportunities and Parent Blether Groups.</li> <li>• We will make wider use of survey-type responses to gather parental views, which in turn will influence decision-making within the school.</li> <li>• Through our very active Parent Council, parents will continue to have a voice in how the school moves forward (in-person and online).</li> <li>• Class and ECC blogs will be used to update and inform parents about their child's class, including newsletters, photos of activities and curricular focus.</li> </ul>

<p><b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i></p>	<p>To continue to develop our playbased pedagogy across the early level curriculum, with the aim of at least 80-90% of children attaining early level in reading, writing and numeracy in Primary 1.</p> <p>To review planning, learning, teaching and assessment in writing, ensuring a more consistent, inclusive and robust approach, with the aim of at least 80-90% of children attaining at P1, P4 and P7.</p>	<p>Rationale for improvement priority based on evidence:</p> <p>The introduction of a more play-based curriculum in Primary 1 in session 22/23 has been positive. The attainment of the children this year has remained similar to last session's cohort, with 78% attaining early level writing, 80% attaining early level reading and 90% attaining early level numeracy. We want to continue to build on this good practice.</p> <p>Our writing attainment at P1, P4 and P7 is the lowest of the curricular areas, with 78% attaining early level in P1; 71% attaining first level in P4; and 79% attaining second level at P7. There is not a consistent approach to writing across the school, which was evident through the use of quality assurance procedures.</p> <p>East Ayrshire's attainment challenge team have developed new resources to support writing and staff would benefit from utilising the training and resources.</p>
<p><b>NIF Priorities</b> Improvement in attainment, particularly in literacy and numeracy</p>	<p><b>NIF Driver</b></p> <p>School Improvement</p>	<p><b>HGIOS/ HGIOSELCC QIs for self-evaluation</b></p> <p>1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 3.2</p>

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> <li>• Writing position paper to be reviewed and updated - utilising East Ayrshire attainment challenge (SAC) team's writing audit and self-evaluation tools to identify strengths and areas of writing to develop – to ensure a consistent and robust approach to planning, learning, teaching and assessment of writing.</li> </ul>	Writing working party	February 2024
<ul style="list-style-type: none"> <li>• Create a school overview in writing to ensure coverage of the different text types/genres at early to third level.</li> </ul>	Writing working party	February 2024
<ul style="list-style-type: none"> <li>• Professional learning in respect of East Ayrshire attainment challenge team's approaches to teaching writing and further embed SAC DUG (Delivering Understandable Grammar) and SAC COW (Creating Outstanding Writing).</li> </ul>	Teaching staff	February 2024
<ul style="list-style-type: none"> <li>• Ensure pupils have regular opportunities to take their literacy and numeracy learning outdoors. Professional learning will be planned for staff and the LOST team will be approached to support this.</li> </ul>	Outdoor working party and teaching staff	May 2024
<ul style="list-style-type: none"> <li>• Continue to use our robust quality assurance procedures to ensure pupils experience appropriate pace and challenge in their learning.</li> </ul>	SLT	June 2024
<ul style="list-style-type: none"> <li>• Teaching staff will participate in a book study, 'The Elephant in the Classroom: Helping Children Learn and Love Maths'.</li> </ul>	Teaching staff	March 2024
<ul style="list-style-type: none"> <li>• Review and condense the current EAC literacy and numeracy planners to ensure there is less repetition in the curriculum.</li> </ul>	SLT	October 2023
<ul style="list-style-type: none"> <li>• Continue to plan opportunities for families to become familiar with approaches to learning and teaching in numeracy through online workshops, audio presentations, website, app and 'Sharing our Learning' events.</li> </ul>	PT	October 2023 and April 2024

<ul style="list-style-type: none"> <li>Continue to embed Communication Friendly and Inclusive strategies and achieve Communication Friendly Accreditation.</li> </ul>	<p>Communication Champions and Senior Lead</p>	<p>May 2024</p>
<ul style="list-style-type: none"> <li>Further parental engagement opportunities - fully embed this within the life of the setting - Stay &amp; Play sessions, parental workshops, book bug sessions and PEEP, for example. Involving other agencies with parental engagement opportunities. Parental volunteers to support within ECC - Woodland Wednesday, to facilitate community walks and support with the lending library.</li> </ul>	<p>Senior Lead</p>	<p>June 2024</p>
<ul style="list-style-type: none"> <li>Key members of staff will participate in East Ayrshire's 'Leaders of Learning' programme and then lead staff collegiate sessions to develop differentiation approaches, assessment and effective use of data.</li> </ul>	<p>Jazzanne Fisher and Jennifer Elstone</p>	<p>June 2024</p>
<ul style="list-style-type: none"> <li>The Barony Education Group will meet to complete PLTA and moderation activities to ensure consistency and understanding.</li> </ul>	<p>Teaching staff and ECC staff</p>	<p>May 2024</p>



PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
<p>Early Learning and Childcare Practitioner (ELCP) appointed to support with the early level curriculum between the ECC and Primary 1. To provide support to further enhance play pedagogy, bringing knowledge and expertise. Supporting transition from ECC to Primary 1. Work with small groups or individuals in communication champion role to further develop language and communication skills or pupils.</p>	<p>Achievement of Communication Friendly award in ECC. 80-90% children achieving early level in P1.</p>	<p>ELCP with support of HT and Senior Lead</p>	<p>June 24</p>

<p>Evidence of impact against outcomes for learners.</p> <ul style="list-style-type: none"> <li>• Weekly whole class writing lessons and regular opportunities for writing evident through use of quality assurance procedures, including jotter audits, lessons observations and discussions with pupils.</li> <li>• Consistent, high-quality teaching and learning experiences in writing which provide appropriate levels of challenge and support, to meet the needs of all pupil; evidenced using robust quality assurance procedures and analysis of attainment data.</li> <li>• PEF data collected termly and impact, support or focus interventions adapted and measured to maximise attainment.</li> <li>• Increased staff skill in using a play-based approach to further enhance learning experiences in Primary 1.</li> <li>• Increased uptake in family engagement and families aware of ECC and school's approaches to literacy and numeracy.</li> <li>• All children who are off track in literacy and numeracy, or who have individual learning pathways, are making progress at their own level and accessing support.</li> <li>• Almost all children are aware of their next steps in writing and can talk confidently about them.</li> <li>• Staff surveys of knowledge and confidence pre and post professional development and book study.</li> <li>• Pupil surveys in relation to confidence and enjoyment in writing and in numeracy and maths.</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.*

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>	To track and monitor the attainment gap by comparing Q1 attainment data and Q5 attainment data at every stage, to identify targeted supports required and improve attainment levels in literacy and numeracy for all.	<p>Rationale for improvement priority based on evidence</p> <p>The pupil's attainment has been carefully tracked using robust tracking and monitoring procedures. The SLT (Senior Leadership Team) liaising with the class teachers, were able to identify children requiring additional support or to reduce the poverty related attainment gap. From the tracking and monitoring data, the HT was able to analyse and highlight the individuals who reside in Quintile 1 (SIMD 1-2) and who were off-track in their learning. We have 21% of our pupils residing in Quintile 1 (SIMD 1-2) and of this 21%, 55% of the children are off-track in their learning with 45% of the children who reside in Q1 being on-track with their learning.</p> <p>The overall attainment for P1, P4 and P7 this session is good to very good, however, looking at the Q1 and Q5 data, which specifically compares the attainment of children who reside in Quintile 1 (SIMD 1-2) and those who reside in Quintile 5 (SIMD 9-10) it is clear that there continues to be a gap in P4 and P7. This will continue to be monitored and tracked, following cohorts</p>
<b>NIF Priorities</b> Closing the attainment gap between the most and least disadvantaged children	<b>NIF Driver</b> Assessment of children's progress	<b>HGIOS/HGIOSELCC QIs for self-evaluation</b> 1.1, 1.2, 1.3, 1.5, 2.4, 2.5, 2.7, 3.2

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> <li>To allow for a more accurate comparison of attainment data with a similar school, the BGE online Benchmarking Tool will be utilised. Beith Primary School in North Ayrshire has been identified as a comparative school.</li> </ul>	HT	September 23
<ul style="list-style-type: none"> <li>Continued focus on rigorous and accurate assessment and analysis of relevant data to inform planning and interventions.</li> </ul>	SLT	TP1, 2 and 3
<ul style="list-style-type: none"> <li>Continue to support our most vulnerable children in the ECC with targeted interventions and support. Monitoring children's progress termly. Continue 'Targeted support' groups for children identified requiring Literacy/ numeracy support.</li> </ul>	Senior Lead and HT	TP1, 2 and 3

<ul style="list-style-type: none"> <li>Classroom Assistant (PEF) appointed to support pupils with writing who reside in Q1 and are off-track.</li> </ul>	HT and CA PEF	March 24
<ul style="list-style-type: none"> <li>Continue to further 'poverty proof' our school in collaboration with all stakeholders and utilise the Financial Inclusion Team and the HEART model to get support to families at the right time.</li> </ul>	HT	June 24

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
Classroom Assistant appointed to support pupils with writing who reside in Q1 and are off-track.	Reduce gap (if any) between Q1 and Q5 attainment in writing at identified stages. Compare Q1-Q5 gap of cohorts and track at each tracking period to support identifying pupils.	Classroom assistant supported by Head Teacher	June 24

<p>Evidence of Impact against outcomes for learners.</p> <ul style="list-style-type: none"> <li>HT looking outwards to compare data and create a comparison to track our progress.</li> <li>Impact of CA support is tracked and periods of support benefit the pupils to further close gaps in their learning.</li> <li>Increased pupil information within robust tracking spreadsheets will provide detailed context allowing for targeted interventions to be put in place to support learners.</li> <li>Almost all children who receive additional support for writing will make progress with some making very good progress.</li> <li>Families are further supported to reduce the cost of the school day and are provided with the correct support at the right time.</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.*



<ul style="list-style-type: none"> <li>Review the HWB planners and agree our approach, whilst condensing the planners and removing any repetition from the curriculum, ensuring appropriate breadth, depth and challenge.</li> </ul>	SLT	October 23
<ul style="list-style-type: none"> <li>Continue to review the effectiveness of the interventions utilised to act on the data generated from the wellbeing profiles and utilise East Ayrshire’s new Glasgow Motivation Wellbeing Profile (GMWP) handbook.</li> </ul>	HT	March 24
<ul style="list-style-type: none"> <li>Utilise the Mental Health a Whole School Approach Framework again this session as a whole school community to self-evaluate and plan next steps in supporting children’s mental health, building on the excellent work from last session.</li> </ul>	HT	October 23
<ul style="list-style-type: none"> <li>We will continue our journey towards the Gold Rights Respecting Schools Award. HWB/UNCRC to be a focus for classroom observations next session to ensure robust evidence is embedded in classroom practice.</li> </ul>	HT, RRSA committee and teachers	May 24
<ul style="list-style-type: none"> <li>Our reviewed and updated Positive Relationships Policy will be finalised and shared with all stakeholders to ensure a consistent approach, with the creation of a child friendly version to share with the children.</li> </ul>	HT	September 23
<ul style="list-style-type: none"> <li>PEF funded Wellbeing room will continue - targeted pupils will be reviewed and the structure and staffing of the room will be considered to ensure maximum effectiveness.</li> </ul>	HT, DHT and CA	June 24
<ul style="list-style-type: none"> <li>Continue to undertake actions aligned to the Scottish Government’s Child Poverty plan, “Every Child, Every Chance” and the Period Products (Free provision) Scotland Bill (Stay Period Protect for all).</li> </ul>	HT	June 24
<ul style="list-style-type: none"> <li>In the ECC, we will continue to support our most vulnerable children who may require a quieter, calm space by identifying a wellbeing support area and include in staff planning rota to ensure nurture support and a safe base is available daily.</li> </ul>	Senior Lead	October 23

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
PEF funded classroom assistant will be appointed to release core school classroom assistant, who will be fully timetabled within the Wellbeing Room.	Children identified will access the room to support with regulation, positive mental health and readiness to learn. The Resilience 'Bear Cards' will be used again to support with the creation or targets and plan for suitable activities. CA to attend 'mental first aid' training. GMWP results will also be analysed to assess effectiveness of the support as well as ACEL data for literacy and numeracy.	HT, DHT and CA	TP1, 2 and 3

Evidence of Impact against outcomes for learners

- Staff feel supported and well-placed to support learners with their health and wellbeing.
- All stakeholders fully informed about anti-bullying policy and school behaviour policy and approaches.
- Children understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships.
- Improvement in results from Glasgow Motivation and Wellbeing Profile in March and June.
- Children from ECC to P7 are able to articulate how they are involved in decision making and how their rights are being met.
- All staff will demonstrate a clear understanding of their roles and responsibilities in terms of policy
- All children who access the Wellbeing Room will further develop skills in self-regulation, resilience and readiness to learn.

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

<p><b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i></p>	<p>To provide all learners with the opportunity to develop skills for learning, life and work, with a particular focus on digital technology and interdisciplinary learning contexts, in order to raise attainment, ambition and opportunities for all.</p>	<p>Rationale for improvement priority based on evidence</p> <p>We had aimed to ensure interdisciplinary learning contexts take greater account of our unique locality, local businesses and children’s interest, and enable pupils to learn skills across the curriculum. Additionally, we aimed to combine global citizenship, sustainable development education and outdoor learning to create coherent, rewarding and transformative learning experiences. We have only touched upon this last session and need staff to become involved in leading and developing this further.</p> <p>Self-evaluation with all stakeholders has again identified a need to focus on creating wider links with our community, to learn about career opportunities, as well as further developing digital skills and learning opportunities, such as coding. We held a whole school and ECC STEM (science, technology, engineering and maths) week where all children were able to apply skills across these areas. Parents and carers or other family members were invited to speak to their children about their careers in STEM and a class visited a local construction site to learn more about engineering and the types of roles within construction. This was a great success and we want to extend this.</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> 1.1, 1.2, 2.2, 2.3, 2.5, 2.7, 3.1, 3.3</p>

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> <li>• Embed cyber resilience and internet safety skills of all staff and young people.</li> <li>• Develop teacher confidence in delivering progressive learning and teaching in STEM contexts across all stages through support and engagement</li> <li>• Utilise the outdoor environment on a regular basis to enhance delivery of curricular areas and learning for sustainability - create a bank of outdoor lessons to support delivery, with a focus on numeracy and maths across the curriculum.</li> <li>• Review our interdisciplinary planners to combine global citizenship, sustainable development education and outdoor learning to create coherent, rewarding and transformative learning experiences.</li> <li>• The Rights Respecting Schools committee will be involved in linking the global goals and rights based learning in the school curriculum and progression planners. Committee will survey pupils and support more opportunities across the curriculum for pupils to take ownership and lead their own learning.</li> <li>• Continue to use online and digital resources, such as Nessy, to enhance learning and supports.</li> <li>• Provide further opportunities for pupil leadership, including paired reading and lunchtime sports sessions and to link with the wider community, including: <ul style="list-style-type: none"> <li>➤ Visiting the elderly residents at Ellisland Court to participate in intergenerational activities.</li> <li>➤ House captains supporting with community events, such as coffee morning at the church.</li> <li>➤ Inviting parents/carers and members of the local community or local businesses to participate in a whole school World of Work week, linking to the work completed this session for STEM.</li> </ul> </li> <li>• Utilising outdoor areas, such as the local woods, to further build on the current provision within the ECC and extend this within the school.</li> </ul>	<p>Acting PT PEF</p> <p>Miss Laing</p> <p>PT and teachers</p> <p>SLT and teachers</p> <p>HT and RRS Committee</p> <p>DHT</p> <p>HT and Senior Lead</p> <p>Senior Lead</p>	<p>May 24</p> <p>February 24</p> <p>May 24</p> <p>October 23</p> <p>December 23</p> <p>September 23</p> <p>March 24</p> <p>May 24</p>



PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
Nessy – online literacy support and assessment tool - subscription to provide access to Primary 4 and 5 pupils and those identified with dyslexia or other literacy difficulties.	This tool has been successfully used to provide assessment data to support the teachers to track progress and targets for those with identified needs. This has also been introduced as a further support tool for first into second level. Data will be tracked to check progress across the year and during tracking and monitoring meetings as part of professional dialogue to support teacher judgement.	Class teachers and DHT	September 23 and January 24

Evidence of Impact against outcomes for learners

- Children are able to select and apply skills, with support, using digital platforms and extend these across their learning in all areas of the curriculum.
- Children engaged in a wide range of learning opportunities which enable them to develop skills across the curriculum and are able to lead more aspects of their own learning, leading to increased levels of attainment.
- Increased focused professional dialogue and improved staff confidence in delivering digital skills in the class
- Improved planning, teaching & learning due to increased teacher professionalism and access to resources/strategies/training.

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

## Summary of Improvement Plan

Raising Attainment, particularly in Literacy and Numeracy	Ensuring the health and wellbeing of all young people
<ul style="list-style-type: none"> <li>• Ensure a consistent and robust approach to planning learning, teaching and assessment in writing.</li> <li>• Ensure children have regular opportunities to take their literacy and numeracy learning outdoors.</li> <li>• Ensure children experience appropriate pace and challenge in learning.</li> <li>• Teaching staff will participate in a book study, 'The Elephant in the Classroom: Helping Children Learn and Love Maths'.</li> <li>• Continue to plan opportunities for families to become familiar with approaches to learning and teaching in numeracy through online resources and 'Sharing our Learning' events.</li> <li>• Continue to embed 'Communication Friendly' and inclusive strategies and achieve Communication Friendly Accreditation.</li> <li>• Further parental engagement opportunities in the ECC</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to participate in further professional learning to reinforce aspects of trauma informed practice, nurture, regulation and raise awareness to prevent bullying; utilising the Respectme online learning.</li> <li>• Review the HWB planners and agree our approach, whilst condensing the planners and removing any repetition from the curriculum.</li> <li>• Continue to use the Glasgow Motivation Wellbeing Profile (GMWP) to measure wellbeing and plan supports.</li> <li>• Utilise the Mental Health a Whole School Approach Framework again this session as a whole school community to self-evaluate and plan next steps in supporting children's mental health.</li> <li>• Continue our journey towards the Gold Rights Respecting Schools Award.</li> <li>• Share finalised Positive Relationships Policy.</li> <li>• PEF funded Wellbeing room will continue.</li> <li>• Identify a wellbeing support area in the ECC and include in staff planning rota to ensure nurture support and a safe base.</li> </ul>
Closing the poverty related attainment gap	Increased in sustained positive destinations and employability skills
<ul style="list-style-type: none"> <li>• To allow for a more accurate comparison of attainment data with a similar school, the BGE online Benchmarking Tool will be utilised.</li> <li>• Continued focus on rigorous and accurate assessment and analysis of relevant data to inform planning and interventions.</li> <li>• Continue to support our most vulnerable children in the ECC with targeted interventions and support.</li> <li>• Classroom Assistant (PEF) appointed to support pupils with writing who reside in Q1 (SIMD 1-2) and are off-track.</li> <li>• Continue to further 'poverty proof' our school in collaboration with all stakeholders and utilise the Financial Inclusion Team and the HEART model to get support to families at the right time.</li> </ul>	<ul style="list-style-type: none"> <li>• Embed cyber resilience and internet safety skills.</li> <li>• Develop teacher confidence in delivering progressive learning and teaching in STEM.</li> <li>• Review our interdisciplinary planners to combine global citizenship, sustainable development education, global goals, rights based learning and outdoor learning.</li> <li>• Provide further opportunities for pupil leadership and link with the wider community, including: participate in intergenerational activities; supporting with community events; inviting parents/carers and members of the local community or local businesses to participate in a whole school World of Work week, linking to the work completed this session for STEM.</li> <li>• Utilising outdoor areas, such as the local woods, to further build on the current provision within the ECC and extend this within the school.</li> </ul>