



Mount Carmel Primary School Establishment Improvement Plan 2024/25



Official

School Improvement Plan	Mount Carmel Primary School
Head Teacher	Mrs Andrea Fergusson
Date Submitted	Submitted to Chief Education Officer on : 26 th June 2024

School/ Centre
Vision and Values

We strive to learn together, achieve together and be a good friend to Jesus.

FAITH - Believe in ourselves, others and God.

KINDNESS - Towards all.

RESPONSIBILITY - To be honest, respectful and achieve in our learning



During this session we reviewed our Vision and Values with the support of all involved with the school.

Our new school vision is:
We strive to learn together, achieve together and be a good friend to Jesus.

Our Values are:
Faith Kindness Responsibility

Our philosophy is founded in the promotion of Gospel Values and based on equality of education.

Our School Aims reflect our changing priorities and focus on:

**MOUNT CARMEL
PRIMARY SCHOOL**

OUR AIMS:

- **Provide**
A friendly, inclusive, safe, caring, motivating and nurturing family orientated environment.
- **Foster**
Essential, transferable life skills through a broad and rich curriculum.
- **Inspire**
A lifelong love for learning.
- **Build**
Partnerships with parents, parish and wider community.
- **Enhance**
Spiritual development by providing Catholic education based on the Gospel values whilst instilling respect for other faiths.

Made with PosterMyWall.com

Part of our launch of our new Vision, Values and Aims included a whole school blessing from our Parish Priest Fr Jim Hayes and was followed by a series of class parties. We will continue to bring this to life next year with the creation of our school prayer.

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	June 2024
Parent Council and Forum	June 2024
Teachers, practitioners and ALL school/centre staff	June 2024
Volunteers/ Community partners	June 2024
Local bodies representing teachers, staff, volunteers and any	June 2024

Content of plan	Completed
Takes account of strategic priorities outlined in the education authority's Annual Plan.	June 2024
Takes account of the strategy for parental involvement under section 2 (4A)	June 2024
An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	June 2024
Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	June 2024
Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for	June 2024

Official

parent bodies further associated to the school/centre.	
--	--

improvement and in the improvement activities specified	
HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs	June 2024
There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.	June 2024

Head Teacher / Head of Centre Signature: *Andrea Fergusson*

Pupil and parental strategic involvement

<p><i>For session 2024-5, 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 2024-5, please describe below how parents will be involved in decisions relating to the operation of the school/centre</i></p>
<p>During the session pupil voice will be encouraged, listened to and acted upon through the following opportunities:</p> <p>Pupil Council</p> <p>Pupil Focus Groups</p> <p>Pupil Questionnaires</p> <p>Leadership roles undertaken by pupils – House Captains and Vice Captains, P1 Buddies, P6 PATHS Playground buddies, Community Group including Dyslexia Friendly Committee, Eco Committee, Rights Respecting School Committee, Health and Wellbeing, Nurture Champions, Fairtrade Champions, Digital Champions and Mount Carmel in the local community group.</p>	<p>During the session parent voice will be encouraged, listened to and acted upon through the following opportunities:</p> <p>Parent Council and Friends of Mount Carmel (FOMC)</p> <p>Parent/Carer Questionnaires</p> <p>Home-School-Parish Links</p> <p>Reporting progress to parents where comments are invited</p> <p>Meet the Teacher Session</p> <p>Sharing the Learning Sessions</p> <p>Curriculum information sharing – new Primary 1 Parents</p> <p>Learning Journals</p> <p>ASN review meetings – sharing of Childs Plans</p> <p>School Blog, School App, Twitter</p>

Official

Improvement Priorities
(Expressed as outcomes for learners)
 Rationale for improvement priority based on evidence:
 Quality Assurance processes, learning visit feedback and discussion with staff continues to recognise the need for appropriate CLPL that improves teacher/classroom assistant skill set with the purpose of improving learning and teaching. Education Group review of Religious Education showed a clear need for continued professional and spiritual development of staff.
 We also recognise the importance of placing the United Nation Convention of the Rights of the Child (UNCRC) at the heart of the school and recognise the importance of pupil voice in developing the curriculum.

Education Service Improvement Plan 1: Our Leadership

We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders of their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom, playroom and centre.

What actions are required to reach the desired outcome?	Who	When
Professional Development <ul style="list-style-type: none"> Continue to develop our comprehensive professional learning framework to support leadership development, collaborative enquiry, practitioner enquiry, evidence-based practice and pedagogies. PRD to take place at the start of term for teaching staff with further review during the term. FACE review to take place for all classroom assistants. From this ensure that staff are able to access appropriate professional learning that supports their development needs as well as improving experiences for our children. Head Teacher and Depute to participate in learning visits and use this to further develop our Quality Assurance calendar with a focus on self-evaluation and continuous improvements . 	All staff HT and DHT TBC	Aug/Sept Further review Jan Across school year

<ul style="list-style-type: none">• Increase staff leadership roles – ICT Lead, Numeracy Lead, Literacy Lead, Health and Wellbeing Lead, Nurture Lead, Rights Respecting School Lead, Community Groups Leads, Primary 1 Play Pedagogy Development.• Increase staff awareness of ‘The Promise’ and recognise our role as educators in this.	Education Group event	Across school year TBC in-service day
<p>Collaborative Working Across the Education Group – RE focus</p> <p>Using Relational Approaches, with a commitment to support the continuing professional and spiritual development of staff.</p> <ul style="list-style-type: none">• Provide leadership opportunities for all staff to contribute to, and feel directly involved in, the mission of our Catholic schools.• Support staff to reflect on their own practice in supporting and promoting the aims, mission, values and ethos of the school.• Support our staff to develop as future Catholic school leaders. <p>How:</p> <p>Implement the CLPL activities for all staff as outlined in The Good Shepherd Leadership Pathway: Teachers/Middle Leaders/HT’s</p> <ul style="list-style-type: none">• Support staff to work through the four elements of vocational leadership: stewardship, relational leadership, pastoral leadership and service leadership.• Engagement in monthly theme using 5 activities:<ul style="list-style-type: none">- Focus on Scripture- Vocational reflection task- Professional directed reading- Exploring relational leadership- Professional discussion to encourage spiritual, intellectual, pastoral and personal engagement with the themes. <p>Launch of the Good Shepherd Leadership Pathway:</p>	HT’s/School Chaplains All Teaching staff across the EG.	Audit carried out Feb 2024. June 2024- add to EG SIP.

<ul style="list-style-type: none"> • Celebration of Mass 9am – 11.30am • Provide each member of staff with the appropriate reflective journal and reading materials. Launch to all staff at in-service day. Theme 1: What makes a school Catholic? 	<p>School Chaplains/All Teaching staff across the EG.</p>	<p>20th Aug 2024</p>
<ul style="list-style-type: none"> • Theme 2: “Servant Leadership and School Climate” Professional Reading: Black (2010). Links to CLPL and school ethos and values. 	<p>HT and all staff.</p>	<p>4 Sept 2024 (MS Teams 3.15-4.15pm)</p>
<ul style="list-style-type: none"> • Theme 3: Fostering a climate of courtesy in school/classroom. Links to ‘Laudato Si’ and our eco schools work. ‘Transforming Behaviour’ in Teaching Scotland’s Future. Relational leadership and impact on learners. 	<p>HT and all staff/ School Chaplain(s)</p>	<p>21 Oct 2024 St Patrick’s 9am to 10.30am</p>
<ul style="list-style-type: none"> • Theme 4: Remembrance/CEW – Compare/Contrast “Bereavement in our Catholic Schools” (Ontario) with our current school policies. 	<p>HT and all staff.</p>	<p>13 Nov 2024 (Teams 3.15-4.15pm)</p>
<ul style="list-style-type: none"> • Theme 5: Building communities of nurture. Link our nurture provision to elements of the Charter for Catholic Schools. Refresh our Advent preparations. 	<p>HT and all staff.</p>	<p>27 Nov 2024 (MS Teams 3.15-4.15pm)</p>
<ul style="list-style-type: none"> • Theme 6: Healthy leadership: recognising stress points and developing strategies to support physical and mental health. Professional reading, James Hilton(2018) ‘Taking Care of Yourself’ in <i>Ten Traits of Resilience</i>. 	<p>HT and all staff.</p>	<p>15 Jan 2025 (Teams)</p>

<ul style="list-style-type: none"> • Theme 7: Vision, Values and Mission: identifying our PRD needs and how to achieve these. Achieving our vision as an Education Group. • Theme 8: Lent – Prayer, Fasting, Almsgiving and how we link this to the GTCS Standards: Openness, Honesty, Courage and Wisdom. ‘Teacher Leadership and Collaborative Professionalism’ by Dick Lynas in <i>Teaching Scotland</i>. Key features of a collaborative mindset. • Theme 9: The Easter Season and the Sacraments of Initiation. Professional and personal approaches to sharing vocation as a Catholic teacher and evidencing Catholic leadership. • Theme 10: Inclusion – The Catholic School: Developing in Faith; our school shows an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God. How do we put the principles of equality and inclusion into practice in our day to day work. Link to Included Engaged Involved Parts 1-3. • Theme 11: Transition/Evaluation/Reflection and Next Steps 	<p>HT and all staff/ School Chaplain(s)</p> <p>HT and all staff.</p> <p>HT and all staff.</p> <p>HT and all staff/ School Chaplain(s)</p> <p>HT and all staff.</p>	<p>3.15-4.15pm)</p> <p>11 Feb 2025 See In-service agenda</p> <p>5 Mar 2025 (MS Teams 3.15-4.15pm)</p> <p>2 Apr 2025 (MS Teams 3.15-4.15pm)</p> <p>6 May 2025 MCPS see in-service agenda</p> <p>4 June 2025 (MS Teams 3.15-4.15pm)</p>
---	--	---

<p>UNCRC – Development of our Rights Respecting School Silver Award</p> <ul style="list-style-type: none"> • New lead to be identified. • Continue with Rights Respecting School Community Group. • Audit of progress with silver award using RAG to support this. Action plan to be created for Silver Award. • Provide information to parents in relation to Rights Respecting School – information to be added on app and blog. 	<p>TBC</p> <p>RRS Lead</p> <p>RRS Lead</p> <p>RRS Lead</p>	<p>Aug 2024</p> <p>Across the year</p> <p>Aug/Sept 2024</p> <p>Across the year</p>
<p>Pupil Voice</p> <ul style="list-style-type: none"> • Pupils from Primary 2-7 to continue be involved in Community Groups linked to areas for school development including: Nurture Champions, Mount Carmel in the local community, Eco Committee, Health and Wellbeing, DFS Group, Fairtrade Groups, Rights Respecting School Group, Positive Destination Group and Pupil Council. Groups to create an action plan for the year with clear targets for development across 8 sessions. Eco Committee to focus on working towards gaining EAC Clean Green Silver Award. • Learners to take greater role in recognising personal targets and identifying their next steps in learning. A consistent format for this to be developed and used across the school. • Continue with Learner conversations across the school year, with focus on key areas for improvement and pupil experiences of this– included in Quality Assurance Calendar. 	<p>Pupils and teaching staff</p> <p>All staff</p> <p>SLT</p>	<p>Two sessions per term.</p> <p>Sept 2024</p> <p>See calendar</p>

<ul style="list-style-type: none"> Develop a pupil surveys plan for across the year linked to key areas for improvement. Continue to develop use of Learning Journals with details provided to parents/carers during 'Meet the Teacher' Sessions. Further information leaflets to be provided. Monitor engagement and contact families not accessing this for additional support. Upper classes to use individual QR codes to allow children to login and upload. Teachers/pupils to post at least five times per term with at least two of these post personalised for the child. Continue to monitor engagement and statistics provided to staff. Evaluate progress and set targets for the future. 	SLT	Aug 2024
	Maria MacKinnon and class teachers	Sept 2024
	Maria MacKinnon and class teachers	Oct 2024
	Maria MacKinnon and class teachers	Termly
	Maria MacKinnon	May 2025

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 used to enhance staffing to allow for development of key areas.	Raise attainment across the school – predicted end of year level increased in final results.	PEF funded staff	Across the school year
Purchase of Good Shepherd Leadership Pathway materials. To be used to support teacher development.	Pre and post evaluations	All teaching staff	Pre evaluation Aug 2024 Post evaluation June 2025

Continued use of Learning Journals to engage parents in learner education. Maria to develop a calendar for staff to support learners uploading information to Learning Journals.	Continued use of Learning Journals survey for parents, increase in levels of access across all stages.	Maria MacKinnon to lead All teaching staff	Across the school year
--	--	---	------------------------

Evidence of Impact against outcomes for learners:
<p>Professional Development</p> <ul style="list-style-type: none"> Improved Quality Assurance measure that then directly impact on pupil attainment – predicted level at start of year to achieved level.
<p>Collaborative Working Across the Education Group – RE focus</p> <ul style="list-style-type: none"> Offered vocational formation, learning and training to all staff and increased confidence in their ability as leaders in a Catholic school. Helped in planning the professional leadership journey for the faith leader of a Catholic school to support all in the school community. Supported current and future leaders for the benefit of all learners. Identified professional development needs and created opportunities to meet these needs. Created communities and networks of Catholic school leaders at all stages of professional development. Staff surveys will indicate increased confidence in teaching RERC: This is our Faith/God’s Loving Plan. Increased pupil participation in school life through active involvement in Pupil Councils and other groups.
<p>UNCRC – Development of our Rights Respecting School Silver Award</p> <ul style="list-style-type: none"> Increase in pupil voice – pre and post surveys. Progress made towards achieving RRS silver award (Bronze Nov 2022).
<p>Pupil Voice</p> <ul style="list-style-type: none"> During learning conversation evidence that children are taking part in groups and that they are aware of the impact that these are having. Pre and post surveys linked to pupil voice – increase in this area. Learning Journals – learners taking greater ownership for items to be posted on Learning Journals showcasing range of skills being developed. Parent/carers increased use of Learning Journals and more aware of learning taking place.

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

<p>Improvement Priorities <i>(Expressed as outcomes for learners)</i></p> <p>Rationale for improvement priority based on evidence: Recognising the changing needs of our school, our curriculum design has continued to evolve. This now becomes a priority to take this forward and develop with the whole school community.</p> <p>Data from recent years highlights the need for continued improvements across literacy (Reading) and numeracy. Continued focus on this with support from the SEF team to integrate teaching and learning processes with clear tracking of progress across all stages.</p>	<p align="center">Education Service Improvement Plan Priority 2: Teaching and Learning Together</p> <p>Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people.</p>
--	---

What actions are required to reach the desired outcome?	Who	When
<p>Curriculum Design – Lead Andrea Fergusson</p> <ul style="list-style-type: none"> • HT to take part in professional learning with SWEIC linked to curriculum design and school level. • Session 1: Scotland’s Curriculum: Where are we now? Where are we going? What matters • Session 2: Leading Curriculum Innovation • Session 3: Taking a closer look at child-centred pedagogy • Session 4: Curriculum Thematics • Session 5: Curriculum Making – Transitions 	<p>HT to attend meetings and discuss with all staff</p>	<p>Various dates across 2024-2025</p>

<ul style="list-style-type: none"> • Session 6: Bringing it all together – What and so what? 		
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Ensure consistent use of Mount Carmel Gold Standard (the Excellent Lesson) evident across all stages. • Provide opportunities for children to share their learning experience with parents/carers – Meet the teacher sessions, Sharing the learning sessions, Nurture group parent/carer experiences. • Embed approach to Quality Assurance including tracking and monitoring termly meetings and frequent review of interventions. • Continue to develop learning opportunities that support learners to improve digital literacy skills. <p>Development of Primary 1 Play Pedagogy – Lead Karen Duff</p> <ul style="list-style-type: none"> • Research for Primary 1 Play Pedagogy and linked CLPL including visiting centres of good practice. • Adaptation of classroom environment and consideration of resources. 	<p>SLT</p> <p>All teaching staff, parents/carers and learners</p> <p>All teaching staff</p> <p>All teaching staff</p> <p>Karen Duff</p> <p>Karen Duff</p> <p>Karen Duff</p>	<p>Learning walks across the year</p> <p>Sept and across the year</p> <p>Across the year</p> <p>Across the year</p> <p>During 2023-2024 Aug 2024</p> <p>Ongoing</p>

<ul style="list-style-type: none"> • Consideration of classroom routines and structure, evaluation and further change. • Tailor teaching and learning to meet learner needs giving consideration to transition data and observations. • Implementation of teaching and learning approaches which allow for progress, support and challenge across the curriculum. • Cycle of review of progress with appropriate adaptations in place. Making use of continuous assessment and professional reflection. • Continue professional discussions during tracking meetings and record progress. • Consider appropriate transition process for Primary 2. • Evaluate programme and consider how this brought forward for future years. Share information with colleagues across the session. 	<p>Karen Duff</p> <p>Karen Duff</p> <p>Karen Duff</p> <p>Karen Duff and SLT</p> <p>Karen Duff and SLT</p> <p>Karen Duff and SLT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>May 2025</p>
<p>Literacy– Literacy Lead Maria MacKinnon</p>		
<ul style="list-style-type: none"> • Review with staff approach to using data to support learning including GL Assessments, SNSAs and EAC tracking tool. • Encourage greater use of formative and summative assessment to inform teacher judgement across all areas of literacy. Making greater use of consistent assessment records. • Continue termly updates of data to tracking system and embed use of focussed tracking discussions. • Embed the approach to writing for planning across the week linked to other curricular areas. 	<p>HT and Maria MacKinnon</p> <p>HT and Maria MacKinnon</p> <p>SLT</p> <p>All teaching staff</p>	<p>2024-2025</p> <p>Aug 2024</p> <p>Termly</p> <p>2024-2025</p>

<ul style="list-style-type: none"> Continue to embed approach to writing assessment and moderation and increase accurate teacher judgement. Use of SNSA at P1, P4 and P7 in Feb/March 2024, use data to confirm teacher judgements, identify gaps in learning and implement additional interventions. Use of GL Assessments across P2-P7 to confirm teacher judgements, identify gaps in learning and implement additional interventions. 	<p>All teaching staff</p> <p>Class teachers</p> <p>All teaching staff</p>	<p>Evidence for tracking meetings</p> <p>Feb/March 2025</p> <p>Follow calendar</p>
<p>Reading – Year 1 – Lead Joanna McGahon</p>		
<ul style="list-style-type: none"> Carry out Reading audit/self-evaluation to identify strengths and areas of development using SAC Self-evaluation tools. Review tracking statistics for trends across cohorts including GL Data, SNSA and teacher judgement. Liaise with Gail Elder to explore examples of good practice across the authority. Creation of working group to support reading development, action plan to be created. Early adopters to focus on implementation of SAC DEER: Discovering Enjoyment in Effective Reading. Further CLPL sessions to be provided by early adopters to support all teachers. Evaluation of progress and programme created for year 2. 	<p>Joanna McGahon All teaching staff</p> <p>SLT</p> <p>Joanna McGahon</p> <p>Early adopters</p> <p>Early adopters</p> <p>Early adopters and all teaching staff All teaching staff</p>	<p>Sept 2024</p> <p>Sept 2024</p> <p>Oct 2024</p> <p>Oct 2024</p> <p>Oct-Dec 2024</p> <p>Feb – April 2025</p> <p>May 2025</p>

<p>Numeracy – lead Nicola Terras</p> <ul style="list-style-type: none"> • Reestablishment of numeracy lead role and attendance at SEF lead sessions and disseminate information to staff during staff meetings. Standing items on each agenda. • Robert McCallum to provide bespoke, targeted professional learning and develop inclusive numeracy and maths pedagogies over a series of sessions. Focus for sessions to be: <ul style="list-style-type: none"> - Working walls - Pace of learning - Challenge - Support for those with additional needs - Resources-including use of ICT 	<p>Nicola Terras to attend</p> <p>All teaching staff</p>	<p>Various dates</p> <p>Various dates</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
<ul style="list-style-type: none"> • Individualised supports in place with focus on learners in Quintile 1 and care experienced children. • PEF used to support targeted support in literacy using 5 minutes box, Literacy Gold and Rapid Readers. Sessions at least two times per week. 	<ul style="list-style-type: none"> • Raise attainment for pupils in Quintile 1 across literacy and numeracy 	<p>PEF Funded staff</p>	<p>Across the year</p>

<p>Evidence of Impact against outcomes for learners:</p>
<p>Curriculum Design Learner participation in frequent learner conversations as detailed within Quality Assurance Calendar – using pre and post pupil voice survey, increase in feeling their views are sought, listened to and acted upon.</p>
<p>Teaching and Learning All staff with a clear understanding of the social, economic and cultural context of the local community. Practitioners have systematic opportunities to refresh and review their pedagogical practice using proven methodology.</p>

Learners receive high quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.

Across targeted areas of learning, learners are able to give effective feedback to peers on their learning and suggest ways in which they can improve.

Staff access and apply relevant findings from educational research to improve learning and teaching.

Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning.

Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners, including children and young people most affected by poverty and those who are Care Experienced.

All teachers have well-developed skills of data analysis which are focused on improvement.

Using appropriate and effective collection of data to support increased pace and challenge.

Development of Primary 1 Play Pedagogy

Increase in level of engagement and motivation.

Increased opportunity for children to lead their own learning.

Attainment in literacy and numeracy improved from initial projections.

Literacy

Increase in level of engagement and motivation linked to literacy.

Consistent approaches evidenced in pupil work and learner conversation.

Reviewing forward plans and shorter term planning as appropriate.

Attainment in literacy raised across the school.

Improved teacher judgements in writing with a focus on assessment and moderation.

Improved learning and teaching in literacy. Greater consistency in approaches evidenced through Quality Assurance

Appropriate use of My Plans to identify targets and interventions.

Reading – Year 1

Increase in level of engagement and motivation linked to reading.

Practitioners have systematic opportunities to refresh and review their pedagogical practice using proven methodology.

Staff access and apply relevant findings from educational research to improve learning and teaching.

Numeracy

Increase in level of engagement and motivation.

Consistent approaches evidenced in pupil work and learner conversation.

Reviewing forward plans and shorter term planning as appropriate.

Attainment in numeracy raised across the school.

Improved teacher judgements in numeracy.

Improved learning and teaching in numeracy. Greater consistency in approaches evidenced through Quality Assurance

Targeted use of formative assessment leading to learners having an accurate understanding of their progress in learning and what they need to do to improve.

Across all areas of numeracy learners are able to give effective feedback to peers on their learning and suggest ways in which they can improve.

Learners will be involved in regular discussions with teachers about how much and how well they have achieved their targets.

Learners will become more skilled at self and peer assessment leading to greater depth and application of learning.

Appropriate use of My Plans to identify targets and interventions.

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

<p>Improvement Priorities (Expressed as outcomes for learners)</p> <p>Rationale for improvement priority based on evidence: Our focus on wellbeing of our pupils and providing a bespoke nurture approach has continued to evolve and has assisted us to better meet the needs of all learners. In order to continue with this a greater level of support is required to assess wellbeing, the utilisation of GMWP and further development of our nurture programme will continue to support with this.</p> <p>Attendance continues to be a priority, although improvements were made in 2023-2024 there is still a clear need to effectively track and then provide appropriate support as required.</p>	<p>Education Service Improvement Plan Priority 3: Our wellbeing and belonging</p> <p>We want all of our young people to feel supported by people who know them well, and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages.</p>
--	--

What actions are required to reach the desired outcome?	Who	When
<p>Supporting Inclusion</p> <ul style="list-style-type: none"> • Work with educational psychologist and other services to assess, track and analyse dysregulated behaviour. • Continue to provide the best learner experience for care experienced learners. Continue to monitor attainment and achievement for our care experienced children. 	<p>HT and class teachers</p> <p>HT and class teachers</p>	<p>Across the school year</p> <p>Termly tracking meetings</p>
<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Continue to embed use of Planning, Learning, Teaching and Assessment Guidance and HWB Progression Frameworks. 	<p>All teaching staff</p> <p>All teaching staff</p>	<p>Across the year</p>

<ul style="list-style-type: none"> • Further develop use of Glasgow Motivation and Wellbeing Profile (GMWP) across to all stages. Staff training and this to be added to assessment calendar. To be completed twice across the year and analyse results to inform targeted wellbeing supports. • All staff to access Anti-bullying training. 	<p>All staff</p>	<p>Initial training Aug in-service Sept and March</p> <p>TBC</p>
<p>Whole School Approach to Nurture – Lead Joanna McGahon and Alana Dunsmore</p>		
<ul style="list-style-type: none"> • Continuation of current model for bespoke provision across P1-7. 	<p>Nurture teachers Alana Dunsmore and Joanna McGahon</p>	<p>August 2024- June 2025</p>
<ul style="list-style-type: none"> • Continuation of Talk with Me referral system with the addition of weekly lunchtime drop in sessions. 	<p>Nurture teachers</p>	<p>Sept 2024</p>
<ul style="list-style-type: none"> • Further development of whole school understanding of Nurture, with particular focus on wider parent body. 	<p>Nurture teachers</p>	<p>Across the year</p>
<ul style="list-style-type: none"> • Monthly Nurture focus days across the year, allowing all pupils more opportunities to spend time in the Nurture spaces. 	<p>All staff</p>	<p>Across the year</p>
<ul style="list-style-type: none"> • Continue with Nurture Champions Community Group – develop a clear action plan for items to develop. 	<p>Alana Dunsmore</p>	<p>8 meetings across the year</p>
	<p>All staff</p>	

<ul style="list-style-type: none"> Development of whole school awareness of Neurodiversity, linking with other agencies such as NEST – include as standing item at staff meetings. <p>Do Be Mindful – Year 3 – Maria MacKinnon</p> <ul style="list-style-type: none"> Training and support will be provided to new staff. Training to be provided for classroom assistants. Information for parents, highlighting our mindful practices and their benefits. Include as part of Meet the Teacher sessions. All staff to complete resilience based recovery programme and outdoor modules. Continue to embed a range of mindful activities during the day, and to measure the impact of these. 	<p>New staff</p> <p>CAs</p> <p>Maria MacKinnon</p> <p>All teaching staff</p> <p>All teaching staff</p>	<p>Across the year</p> <p>Aug and across the year as required</p> <p>Aug 2024</p> <p>Sept 2024</p> <p>Across the year</p> <p>Across the year</p>
<p>Supporting Pupil Attendance</p> <ul style="list-style-type: none"> Continue to develop Attendance Policy with the support of partners and Homelink. Move from termly analysis of attendance information to monthly analysis. Make use of phonecalls, letters and formal meetings to support pupil attendance and increase parental communication with regards to pupil absence. 	<p>HT, school staff, partners and Jillian McLaughlin</p> <p>HT, clerical staff and Jillian McLaughlin</p> <p>Jillian McLaughlin</p>	<p>Aug 2024</p> <p>From Aug 2024</p>

<ul style="list-style-type: none"> • Homelink worker Jillian McLaughlin to support 8 case load families with checkins, home visits, calls/texts and offers of assistance including support with Team with the Family Meetings. • Homelink worker to support with early intervention/enhanced targeted tracking and action planning for 5 further children. • Homelink worker to support with pupil groups linked to focussed areas including transition, friendship and Bereavement support. • Homelink worker to support with creation of parent group focussed on parental empowerment. • Homelink worker to provide holiday learning programmes for identified families. • Continuation of Breakfast Club with a focus on pupils in Quintile1, Care Experience children, those with low school attendance and those with high level of latecomings. Additional spaces provided to others on request is space allows. 	<p>Jillian McLaughlin</p> <p>Jillian McLaughlin and SLT discussion</p> <p>Jillian McLaughlin</p> <p>Jillian McLaughlin and SLT discussion</p> <p>SLT, Clerical staff and CAs</p>	<p>From Aug 2024</p> <p>From Aug 2024</p> <p>From Aug 2024</p> <p>From Aug 2024</p> <p>From July 2024</p> <p>From Aug 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
<ul style="list-style-type: none"> • PEF funding to support with staffing for Breakfast club. 	<ul style="list-style-type: none"> • Increased attendance for pupils in Quintile 1, care experienced children and those with previous low attendance or high level of latecomings. 	<p>SLT, clerical support and CAs</p>	<p>From Aug 2024</p>

Evidence of Impact against outcomes for learners:

Supporting Inclusion

Increase in levels of engagement and motivation across the school.

Formal system in place for tracking dysregulated behaviour, consideration of supports to put in place to help reduce these incidents across the school.

Care experienced children continuing to make positive progress in education, adaptations in place to support attainment as required.

Health and Wellbeing

Children continue to make stage appropriate progress in relation to Health and Wellbeing, evidence on EAC tracking and monitoring system.

All staff aware how GMWP can be used to support teacher judgements and identify additional supports required.

Use appropriate and effective assessment approaches to inform teacher judgements.

Appropriate use of My Plans to identify targets and interventions.

Monitoring of bullying incidents across the school and appropriate interventions and supports then put in place.

Whole school Approach to Nurture

Increase in levels of engagement and motivation across the school.

Children accessing nurture support feeling in a better place for future learning.

Increased staff awareness of how they support nurture in their class.

Parental awareness of whole school approach developed.

Increased children's awareness of nurture and learners needs, reducing incidents of bullying linked to this.

<p>Parental engagement in parent group supported by Homelink.</p> <p>Do be Mindful</p> <p>Increase in levels of engagement and motivation across the school.</p> <p>Children displaying increased regulated behaviour and in a better place to access learning</p>
<p>Supporting Pupil Attendance</p> <p>Targeted families accessing Breakfast Club in turn reducing instances of latecoming and increasing overall attendance.</p> <p>For learners residing in Quintile 1 increased school attendance overall.</p>

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

<p>Improvement Priorities (Expressed as outcomes for learners)</p> <p>Rationale for improvement priority based on evidence: Our development programme linked to supporting positive destinations provided children with a greater opportunity to experience wider achievements with increased focus on drama and music linked to school shows. Continued focussed development of our curriculum and teaching and learning approaches with a clear focus on improving outcomes for all.</p>	<p>Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements</p> <p>We want the very best for all of our young people in East Ayrshire. We aim to ensure that all young people secure a positive destination through excellent achievement and attainment at all levels.</p>
---	---

What actions are required to reach the desired outcome?	Who	When
<p>Positive Destinations</p> <ul style="list-style-type: none"> • Improved tracking of wider achievements with the introduction of tracking format and discussion of achievements during termly tracking meetings. • Continued use of wider achievement assemblies to celebrate all achievements. • Provide opportunities for success in other areas including drama and music through the incorporation of School Show for Primary 1-3 and School Show for Primary 4-7. • Provide enterprise opportunity for pupils in Primary 4-7 linked to Summer School Show. • Continue to consider positive destinations in year both long and short term planning. 	<p>SLT and class teachers</p> <p>SLT</p> <p>All teachers</p> <p>All teachers</p> <p>All teachers</p>	<p>Across the year</p> <p>Termly assemblies</p> <p>Across the year</p> <p>Final term</p> <p>Across the year</p>

<ul style="list-style-type: none"> Positive Destinations Community Group to be continued with development of a clear plan for impact of the group over the 8 community time session. 	Community Group Lead	8 sessions
<p>Raising Attainment</p> <ul style="list-style-type: none"> All staff aware of our school profile. Staff provide quality feedback to learners with clear information on next steps. Learners are given opportunities to provide feedback to peers and consider how they can improve. Focussed development of play pedagogy in Primary 1 to support raising attainment across literacy and numeracy. Focussed support in Primary 7 to support raising attainment across literacy and numeracy. 	<p>All staff</p> <p>All staff</p> <p>Karen Duff</p> <p>PEF funded support</p>	<p>Across the year</p> <p>Across the year</p> <p>Across the year</p> <p>Across the year</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
<ul style="list-style-type: none"> PEF funding to enhance staffing across the school. 	<ul style="list-style-type: none"> Improvement in learning in Primary 1 and Primary 7 	Key staff	Across the year

Evidence of Impact against outcomes for learners:

Positive Destinations

Increased tracking of wider achievements – consideration given to learners taking part in school based extra-curricular activities.

Increase in items being shared with the school community linked to wider achievements.

Pupil surveys highlighting participation in activities outside of school.

Increased engagement in school activities.

Raising Attainment

All staff have a clear understanding of the social, economic and cultural context of our local community.

Staff are making increased use of data to support learners and are involved in evaluating the impact of initiatives.

Learners receive high quality feedback on their learning and are aware of what they need to do to improve.

Learners are able to provide quality feedback to peers on their learning and provide suggestions on how they can improve.

Increased attainment in literacy and numeracy in Primary 1 from initial predictions to final teacher judgement especially for learners in Quintile 1 or Care Experienced learners.

Increased attainment in literacy and numeracy in Primary 7 from Primary 6 teacher judgement to Primary 7 end of session data teacher judgement especially for learners in Quintile 1 or Care Experienced learners.

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

Summary of Improvement Plan

Our Leadership	Teaching and Learning Together
<ul style="list-style-type: none"> • We will provide appropriate CLPL for our staff linked to their needs and the needs of the school • We will support the professional faith development of our staff • We will support UNCRC with continuation of work for Rights Respecting School Silver Award • We will increase opportunities for Pupil Voice in the life of the school • We will continue to increase our use of Learning Journals 	<ul style="list-style-type: none"> • We will develop our Curriculum Rationale • We will develop consistency in teaching and learning across the school • We will develop play pedagogy in Primary 1 • We will improve our literacy teaching • We will improve our numeracy teaching
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
<ul style="list-style-type: none"> • We will continue to support inclusion through our whole school nurture approach • We will support learners to be in a positive place for learning to take place • We will improve attendance across all stages 	<ul style="list-style-type: none"> • We will increase our tracking of wider achievements • We will support pupils to access activities outside of school • We will provide additional opportunities for success in drama, music and enterprise • We will increase attainment in literacy and numeracy across the school