



Nether Robertland Primary School

Establishment Improvement Plan

2023/2024



School Improvement Plan	Nether Robertland Primary School
Head Teacher	Jackie Beveridge
Date Submitted	Submitted to Head of Education on: June 2023
Session	2023/2024

School's/Centre's Vision and Values

In June 2023, we consulted with children, staff, parents/carers and our community to update our vision. It was felt that our existing vision was wordy and it was decided that we would like to simplify this. We asked for it to be future tense, aspirational and something we are motivated to strive towards. We wanted it to be understood and shared by everyone in our school community. Following consultation, it was decided that our new vision is:

- Learn Today, Lead Tomorrow

We have worked hard throughout the session to embed and live by our school values in school, at home and in our local community. Through consultation, we identified a shared language and promoted our values at every opportunity.



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

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

parent bodies further associated to the school/centre.	
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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	Yes
There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.	Yes

Head Teacher Signature: *J. Beveridge*

Pupil and Parental Strategic Involvement

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	For session 2023-24, please describe below how parents will be involved in decisions relating to the operation of the school/centre
<p>The children and young people of Nether Robertland Primary School will have a say in how well our school is doing and how it can be improved by involving them in decision making through:</p> <ul style="list-style-type: none">✓ Range of Pupils Leadership Groups, including the School Improvement Pupil Focus Group names STARS, focusing on the five themes from HGIOURS self-evaluation resource✓ Range of Pupil Leadership Groups✓ House Captains and Vice Captains✓ Pupil Questionnaires✓ Suggestion Boxes✓ Daily conversations between pupils and SLT✓ SLTeatime✓ Assemblies✓ Pupil feedback on learning and teaching	<p>The parents of children and young people of Nether Robertland Primary School will have a say in how well our school is doing and how it can be improved by involving them in decision making through:</p> <ul style="list-style-type: none">✓ Parental consultation through:<ul style="list-style-type: none">○ Questionnaires/Forms○ Workshops/information sessions○ Open afternoons✓ Parent Council and Parent Association

<p>Improvement Priority</p> <p>The attainment of our learners will increase as a result of improvements relating to:</p> <ul style="list-style-type: none"> • Learning and teaching using effective pedagogy • Interrogating a wide range of data • Enhanced approaches to moderation and assessment <p>UNCRC</p> <p>Article 28 - You have the right to education.</p>		<p>Rationale for improvement priority based on evidence:</p> <p>Through consultation and quality assurance, specific improvement priorities were identified and have been incorporated into this key priority of the NIF, Improvement in Attainment, particularly in Literacy and Numeracy. Please see below:</p> <ul style="list-style-type: none"> • Tracking attainment of and prioritising support to work towards closing the poverty-related attainment gap (SIMD 3 and 4) <ul style="list-style-type: none"> ○ Reading – 43% off track ○ Writing – 49% off track ○ Listening and Talking – 20% off track ○ Numeracy – 43% off track • Enhanced opportunities for children and young people to share their views and evaluate their learning <ul style="list-style-type: none"> ○ My school listens to my views – 50% agreed and 40% didn't know (Reduction on previous session) • Whole school focus on enhancing planning, learning, teaching and assessment approaches to ensure high quality learning and teaching approaches are consistent: <ul style="list-style-type: none"> ○ Effective feedback <ul style="list-style-type: none"> ▪ I get regular feedback on my learning – 71% agreed and 24% didn't know ▪ Feedback I receive helps move my learning forward – 65% agreed and 26% didn't know ○ Further develop understanding of progression of skills and ensuring high quality learning and teaching were identified as area for priority during the EAC Learning Visit in April 2023 ○ Across the school action is required to increase the differentiation, pace, and challenge to improve learners' experiences • A continued focus and commitment to Play Pedagogy implementation required due to limited progress last session
<p>NIF Priorities</p> <p>Improvement in attainment, particularly in literacy and numeracy</p>	<p>NIF Driver</p> <p>Curriculum and assessment Performance information School and ELC improvement</p>	<p>HGIOS/ HGIOSELCC QIs for self-evaluation</p> <p>1.1 – Self Evaluation for self-improvement 1.2 – Leadership of Learning 2.2 – Curriculum</p>

		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
<u>Play Pedagogy</u> <ul style="list-style-type: none"> • Early years staff to further develop consistent high quality approaches to delivering Literacy and Numeracy experiences which reflects the latest research and practice in play and early years pedagogy 	Early years staff – Mrs Henderson (PT)	Throughout the session
<ul style="list-style-type: none"> • Ensure all early years staff are familiar with and are embedding in practice the national practice guidance for early years in Scotland Realising the Ambition: Being Me and EAC and the Education Scotland Early Level Play Pedagogy Toolkit 	Miss Whiteford (CT) Miss Barrett (CT)	
<ul style="list-style-type: none"> • Enhance learning environments that consider spaces, experiences and interactions 	Miss Ward (CA)	
<ul style="list-style-type: none"> • Utilise a Classroom Assistant to support the implementation of play pedagogy and raising of attainment in Literacy and Numeracy 	SLT	
<u>Planning, Learning, Teaching and Assessment</u> <ul style="list-style-type: none"> • Take forward next steps in planning for high quality learning experiences, through the implementation of new online planning procedures 	All staff Lead – Mrs Murray (PT)	Throughout the session
<ul style="list-style-type: none"> • Further develop whole school assessment and feedback approaches to ensure this is embedded in everyday practice <ul style="list-style-type: none"> ○ Implement a shared and agreed standard and expectation for effective feedback ○ Use of National Benchmarks when planning assessment opportunities ○ Create an assessment and feedback whole school policy 	All staff Lead – Mrs Beveridge (HT)	August 2023 to November 2023
<ul style="list-style-type: none"> • Increased opportunities for children and young people to share their views and evaluate their learning and for this to inform planning/next steps in learning 	All staff Lead – Mrs Beveridge (HT)	Throughout the session

<ul style="list-style-type: none"> Whole school approach to pupil target setting and sharing of levels of attainment with children and young people 	All staff Leads – SLT	October 2023 to December 2023	
<ul style="list-style-type: none"> Embed the use of assessment data as part of ongoing learning and teaching, with a focus on teachers using valuable diagnostic information to plan for children’s next steps in learning (PEF) 	All staff	Throughout the session	
<ul style="list-style-type: none"> Track attainment of SIMD 3 and 4 children (11%) and young people and focused support to be prioritised (PEF) 	All staff Lead – Mrs Duffy	Throughout the session and at T&M periods	
<ul style="list-style-type: none"> Engagement with EAC Leaders of Learning Programme with a focus on: <ul style="list-style-type: none"> Differentiation Assessment Effective use of data 	All staff Leads – Mrs Lindsay (DHT) Mrs Murray (PT)	Throughout the session – four training sessions and three collegiate meetings	
<p><u>Reading</u></p> <ul style="list-style-type: none"> Whole school and community to work towards achievement of Reading Schools Core Level accreditation Begin to explore possibilities for an online reading platform 	All staff Lead – Mrs Murray (PT)	Throughout the session	
<p><u>Numeracy</u></p> <ul style="list-style-type: none"> SLT, Numeracy lead and staff engagement with SAC Numeracy Education Manager to further develop understanding of progression of skills and high quality learning and teaching through engagement with CLPL using a ‘Toolkit of Pedagogical Practice’ approach, with the central themes being high quality assessment and meeting learners’ needs/differentiation 	All staff Lead – Mrs Henderson (PT)	August 17 th 2023 October 10 th 2023 November 21 st 2023 January 15 th 2024	
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><u>GL Assessments</u></p> <p>Purchasing of GL assessments and carryout two assessments periods per session, providing pre and post data</p> <p>Use a variety of sources of assessment data, including GL assessment, diagnostically to plan for next steps in learning and to support targeted intervention</p>	<p>More robust teacher judgement – Attainment data at T&M period 1 and 2 and ACEL</p>	<p>Mrs Beveridge (HT) Mrs Lindsay (DHT)</p>	<p>September 2023 February 2024 May 2024</p>
<p><u>Principal Teacher Enhancement</u></p> <p>Appointment a Principal Teacher</p> <p>Principal Teacher to track and monitor</p> <p>Track attainment of SIMD 3 and 4 children and young people (11%) and work in partnerships with Class Teachers, EAST, DHT and wider partnerships to identify appropriate targeted support</p> <p>Identify further remit collaboratively</p>	<p>10% increased achievement and attainment for SIMD 3 and 4 – Attainment data at T&M period 1 and 2 and ACEL</p>	<p>Appointed Principal Teacher</p>	<p>August 2023 – April 2024</p>
<p><u>Evidence of impact against outcomes for learners</u></p> <ul style="list-style-type: none"> • Use of appropriate and effective collection of data, data analysis and data driven dialogue to inform planning and assessment, increased pace and challenge and improved attainment in Literacy and Numeracy • Practitioners will have a deeper understanding of feedback and this will be evidenced in improved and consistent teaching and learning approaches • The quality of feedback given to pupils will shift from primarily ‘praise’ and ‘task’ based to more ‘self-regulation’, developing more assessment capable learners • Increased levels of reading for enjoyment and in turn, reading attainment • Robust assessment approaches will support early intervention and appropriate supports being implemented • Moderation activities will lead to more robust teacher judgements • Consistently high quality learning and teaching to the delivery of Numeracy, high expectations and standards • Improved attainment in Numeracy across all stages, including SIMD 3 and 4 (11%) • Children and young people will be challenged, with appropriate pace and support to meet their needs 			

Improvement Priority		Rationale for improvement priority based on evidence	
<p>Provide increased opportunities to link learning to the world of work and skills for life to support future sustained positive destinations and employability skills.</p> <p>UNCRC</p> <p>Article 12 - You have the right to an opinion and for it to be listened to and taken seriously.</p> <p>Article 17 - You have the right to collect information from the media – radios, newspapers, television, etc. – from all around the world. You should also be protected from information that could harm you.</p> <p>Article 29 - You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.</p>		<p>The importance of digital technologies being at the heart of learning and teaching and in developing skills for learning, life and work, is highlighted and prioritised at local and national level (EEF, NIF, EAC SIP). To build on the improvements and progress, developing digital skills and effective pedagogy remains a priority for all staff. This was also confirmed through staff consultation. Additionally, in our newly updated Curriculum Rationale, digital literacy was identified as an area that drives our curriculum and one of the key drivers is developing skills for learning, life and work. Furthermore, we have been selected as a pilot school for the Microsoft Accelerate and Demonstrate Programme, delivered by TA Education Scotland.</p> <p>Through consultation and quality assurance, specific improvement priorities were identified and have been incorporated into this key priority of the NIF, Improvement in skills and sustained, positive school-leaver destinations for all young people. Please see below:</p> <ul style="list-style-type: none"> • Continued focus on parental involvement and engagement • Continued focus on working in partnership with our local community • Equipping our children and young people to develop skills for learning life and work 	
NIF Priorities	NIF Driver	HGIOS/HGIOSELCC QIs for self-evaluation	
Closing the attainment gap between the most and least disadvantaged children	Parent/carer involvement and engagement School and ELC leadership Teacher and practitioner professionalism	1.3 – Leadership of Change 2.3 – Learning, teaching and assessment 2.5 – Family learning 2.7 – Partnerships 3.3 – Increasing creativity and employability	
What actions are required to reach the desired outcome?		Who	When
<p><u>Digital Technologies</u></p> <ul style="list-style-type: none"> • Continue to embed digital technologies to support digital skills development and effective pedagogy across the school using and through: 		All staff Leads – Mrs Beveridge (HT) and Mr Hyslop	Throughout session with specific dates for

<ul style="list-style-type: none"> ○ Education Scotland’s ‘Features of Highly Effective Digital Learning, Teaching and Assessment in Schools’ document ○ Engagement with the Microsoft Accelerate and Demonstrate Programme, delivered by TA Education Scotland ○ Develop confidence and skill in staff to deliver Computer Science across all levels ○ Enhancing approaches to delivering the curriculum ○ Ensuring all classroom are digital learning environments 		CLPL to be arranged
<ul style="list-style-type: none"> ● Continue to work towards achievement of the Digital Schools Award 	All staff Leads – Mrs Beveridge (HT) and Mr Hyslop	August 2023 to December 2023
<p><u>Parental Involvement and Engagement</u></p> <ul style="list-style-type: none"> ● Prioritise the key role of parents, as partners in their children’s learning by increasing opportunities for parental involvement and engagement across the school through the introduction and increase of: <ul style="list-style-type: none"> ○ Class led assemblies ○ Approaches that allow for parents and children to learn together ○ Sharing of yearly overview of learning ○ Parent/Community events ○ Parent workshops to share pedagogy, methodologies and learning 	All staff Lead – SLT	Throughout session
<p><u>Community and Partnership Working</u></p> <ul style="list-style-type: none"> ● Engage with Skills Development Scotland, Ayrshire Chamber and Ayrshire College to support and link education, learning and employability throughout the session and build on this during the STEM and World of Work Fortnight 	All staff Lead – Mr Mason (CT)	Throughout the session March 2024 – STEM Fortnight

<ul style="list-style-type: none"> • Re-establish a wide range of after school activities which develop skills for learning, life and work in partnership with parents, Active Schools and other partners 	All staff Active Schools Lead - Mrs Lindsay (DHT)	Throughout the session
<u>Celebrating Success and Achievement</u>		
<ul style="list-style-type: none"> • Develop approaches which allows for recording and monitoring of wider achievements across the school 	All staff, including clerical Lead – Mrs Beveridge (HT) and Gordon Pearson (Data and Intelligence Officer)	September 2023
<ul style="list-style-type: none"> • Further embedding of our values across the school and extend to our wider school community, with a focus on promoting our new vision 	All staff Lead – Mrs Beveridge (HT)	Throughout the session
<u>Evidence of Impact against outcomes for learners</u>		
<ul style="list-style-type: none"> • Improved digital access, enriched learning experiences, increased engagement and digital skills across the school • Achievement of Digital Schools Award • Improved communication and commitment to increased support for evidence-based family learning, resulting in parents being better equipped to support their children with learning • Increased community links that are authentic, meaningful and provide personalised learning for children and young people • Children, staff, parents/carers and the wider community will be aware of the vision and values, clearly exhibiting behaviours and language illustrating these • Through tracking and monitoring of wider achievements, this will provide a record of achievement which will be used to support learner conversations and recognising and removing poverty related barriers to learning 		

<p>Improvement Priority</p> <p>Engage the whole school community around wellbeing to ensure improved outcomes for learners.</p> <p>UNCRC</p> <p>Article 1- Everyone under 18 has all these rights. Article 24 - You have a right to the best health possible and to medical care and to information that will help you to stay well.</p>		<p>Rationale for improvement priority based on evidence</p> <p>Due to the introduction of composite classes and to ensure depth and coverage of the E&Os, we felt it was appropriate to implement the two year programme of study for Health and Wellbeing.</p> <p>We are moving to the second year of using the GMWP assessment tool and it is felt that the next steps are to have a more focused approach to using the data at different levels. To ensure effective use of this assessment tool in supporting the tracking and monitoring of children’s wellbeing through meaningful dialogue, there is a need to use this further to elicit children’s views of themselves and their emotions, give them opportunities to reflect on their feelings and experiences and encourage them to consider how they can increase their own determination, motivation and sense of wellbeing.</p> <p>Following consultation, for the second year, it has been highlighted that there is a need to further embed our Anti-bullying: Respect for All Policy further. In May 2023, in responding to the question ‘Bullying is NOT an issue in our school’, 17% disagreed, 17% were unsure and 3% strongly disagreed.</p> <p>To further support the ambitions of the national priority of Wellbeing and in mitigating the impact of poverty and post Covid renewal, we have identified the need to prioritise the wellbeing of staff and children and young people, including mental wellbeing.</p>
<p>NIF Priorities</p> <p>Improvement in children and young people’s health and wellbeing</p>	<p>NIF Driver</p> <p>Teacher and practitioner professionalism Performance information</p>	<p>HGIOS/HGIOSELCC QIs for self-evaluation</p> <p>2.1 – Safeguarding and Child Protection 2.2 – Curriculum 2.3 – Learning, teaching and assessment 3.1 – Ensuring wellbeing, equality and inclusion</p>

What actions are required to reach the desired outcome?	Who	When
<p><u>Planning and Assessment</u></p> <ul style="list-style-type: none"> Implement Health and Wellbeing planning and assessment procedures, ensuring cohesion with the Progression Frameworks and programme 	<p>All staff Lead – Mrs Lindsay (DHT)</p>	<p>August 2023 and throughout the session</p>
<p><u>Wellbeing</u></p> <ul style="list-style-type: none"> Act on the data generated from GMWP and other wellbeing assessments to identify and provide appropriate interventions at individual, class and whole school level CLPL opportunities to support with a deeper understanding of the GMWP assessment and data 	<p>All staff Lead – Mrs Lindsay (DHT)</p>	<p>November 2023 to April 2024</p>
<p><u>Anti-bullying</u></p> <ul style="list-style-type: none"> Continue to embed the EAC Anti-bullying: Respect for All Policy Parent workshop to be carried out Promote through the use of Twitter and the school Blog 	<p>All staff Leads – Mrs Beveridge (HT) and Mrs Lindsay (DHT)</p>	<p>November and throughout session</p>
<p><u>Mental Health</u></p> <ul style="list-style-type: none"> Develop the Mental Health a Whole School Approach Framework and as a whole school and community, self-evaluate through consultation 	<p>All staff Lead - Mrs Lindsay (DHT)</p>	<p>January 2024 to June 2024</p>
<p><u>Evidence of Impact against outcomes for learners</u></p> <ul style="list-style-type: none"> Consistent approach to delivery of the Health and Wellbeing curriculum Staff feel supported and well-placed to children and young people Children and young people will be better supported with their wellbeing and as a result, there will be an increase in confidence, motivation and sense of wellbeing Children and young people will have opportunities to discuss their wellbeing Children and young people and parents will have a better understanding of bullying and supports available 		

<p>Improvement Priority</p> <p>All young people achieve due to a whole school approach to closing the poverty related attainment gap through removing barriers to learning.</p> <p>UNCRC</p> <p>Article 2 - The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.</p> <p>Article 3 - The best interests of the child must be a top priority in all decisions and actions that affect children.</p>		<p>Rationale for improvement priority based on evidence</p> <p>The use of assessment data and the focus on being data driven in session 2022/2023 has progressed well. There is now a need to ensure that this approach is central to meeting children and young people’s needs universally and for targeted support using a team around the child approach.</p> <p>Through self-evaluation, conducting an analysis of need, reflecting on how we support inclusion and considering the national inclusion agenda to consider barriers to inclusion in mainstream setting, we have identified that it is essential for us to address the increasing needs across our school. Following consultation and collaboration with a wide range of partners, for some of our children and young people to overcome barriers to learning, consideration was given to creating a provision where their needs are met through a mixture of provision. Through consultation, the decision was made that we are going to establish an inclusive flexible learning environment that is ‘needs led’ and is a dedicated wellbeing space which offers small groups of children a safe space to receive targeted support to overcome barriers and re-establish the routines and skills required in their class. To ensure consistently across the school and to support staff in Child’s Plan writing, there will be a re-focus on our ASN systems and procedures.</p> <p>To build on the progress to date with inclusive practice, our next step is to continue with a relentless focus on fully embedding inclusion to create an ethos that is strong across our school. We aim to build on current practice by strengthen the universal provision and support and through promoting an equity focused approach.</p> <p>Following the progress that has been made in creating and implementing our Anti-bullying: Respect for All Policy, the next steps are to consider this alongside our Respectful Relationship Policy. In updating our Respectful Relationship Policy, our aim will be to raise awareness of the role our children and young people, parents, staff and wider community can play in promoting positive relationships and where to get appropriate supports.</p>
<p>NIF Priorities</p>	<p>NIF Driver Performance information</p>	<p>HGIOS/HGIOSELCC QIs for self-evaluation 1.3 – Leadership of Change</p>

Improvement in employability skills and sustained, positive school leaver destinations	Teacher and practitioner professionalism	2.1 – Safeguarding and child protection 2.4 – Personalised support 2.7 – Partnerships 3.1 – Ensuring wellbeing, equality and inclusion
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What actions are required to reach the desired outcome?	Who	When
<p>Targeted Support</p> <ul style="list-style-type: none"> Establish an inclusive flexible learning environment that is 'needs led' and is a dedicated wellbeing space which offers small groups of children a safe space to receive targeted support to overcome barriers and re-establish the routines and skills required in their class, and support implementation through: <ul style="list-style-type: none"> Full time Class Teacher (PEF) and Classroom Assistant allocation (PEF) Create and resource a flexible learning environment Focused CLPL Introduce a referral process Collaborative working with a range of partners to ensure effectiveness of provision Adapt national planning tools, such as The CIRCLE Framework's CIRCLE Participation Scale, to identify and address individual needs Identification of appropriate assessment tools Increased parental engagement 	<p>All staff</p> <p>Leads – Mrs Beveridge (HT), Mrs Lindsay (DHT), Mrs Gavin (CT) and Miss MacLeod (CT)</p> <p>Mrs Henderson (CA) Miss Hunter (CA) Denise Malcolm (EP) Parents</p>	<p>August/September 2023 for set up</p> <p>Throughout the session</p>
<ul style="list-style-type: none"> ASN systems and procedures to be reviewed to ensure consistent approaches and appropriate targeted interventions with a focus on: <ul style="list-style-type: none"> CLPL for CP/ILP writing Updated ASN calendar with specific and realistic timelines Prioritising Classroom Assistants for supporting learners with ASN 	<p>All staff</p> <p>Lead – Mrs Lindsay (DHT) Kirsty McKnight (EAST)</p>	<p>August 2023</p> <p>Throughout the session</p>
<ul style="list-style-type: none"> Continue to use a range of assessment data, including GL assessments, to identifying children and young people for targeted support using a team around the child approach 		

<p><u>Inclusive Practice</u></p> <ul style="list-style-type: none"> • Further embed Inclusive Practice and The CIRCLE Framework by: <ul style="list-style-type: none"> ○ Creating consistent inclusive classroom learning environments across the school ○ Updating the NRPS Ingredients for an Excellent Learning Environment to include inclusive practice • To embed and to have a robust understanding of inclusion across the school further, promote the definition of inclusion as a key underpinning principle through looking at how the learning environment can support children and young people to be present, participating, achieving and supported. 		<p>All staff Leads – Mrs Beveridge (HT) and Mrs Lindsay (DHT)</p>	<p>Throughout the session</p>
<ul style="list-style-type: none"> • Update the school’s Respectful Relationship Policy 			
<p><u>Neurosequential Model in Education (NME)</u></p> <ul style="list-style-type: none"> • NME staff group to be established to support children and young people and staff to learn more about brain development and the impact of developmental trauma on a child’s ability to function in a classroom • Staff to attend a book study CLPL over a series of twilight sessions across the session. Staff will reflect on their practice and the practice across the school • Staff Training - Staff Group to attend twilight sessions across the academic year. Staff will measure the organisational and classroom readiness 		<p>Denise Malcolm (EP) Mrs Lindsay (DHT) Mrs Henderson (PT) Mrs Gavin (CT) Miss Hunter (CA)</p>	<p>Twilight sessions August 2023 to December 2023</p>
<p>PEF - What actions are required to reach the desired outcome?</p>	<p>Desired outcome and impact data / evidence that will be collected to track impact</p>	<p>Who</p>	<p>When</p>
<p><u>Class Teacher (0.4) and Classroom Assistant (27.5hrs)</u> Class teacher (0.4 PEF and 0.6 Additionality) to set up an inclusive flexible learning environment alongside a classroom assistant. Alongside SLT, create a ‘needs led’ environment that a small number of</p>	<p>Decrease in exclusions Increase in motivation, engagement with learning and for children and young people to</p>	<p>All staff Leads – Mrs Beveridge (HT), Mrs Lindsay (DHT), Mrs</p>	<p>August/September 2023 for set up Throughout the session</p>

<p>children and young people will access throughout the school day flexibility. Ensure an effective referral process is in place.</p>	<p>successfully return to their own classroom environment</p>	<p>Gavin (CT) and Miss MacLeod (CT) Mrs Henderson (CA) Miss Hunter (CA)</p>	
<p><u>Evidence of Impact against outcomes for learners</u></p> <ul style="list-style-type: none"> • Reduction in dysregulated behaviours and increase in children and young people’s needs being met through targeted intervention and personalised support • Selected staff will have an increased understanding of impact of developmental trauma on a child’s ability to function in a classroom and will in turn will be better equipped to provide support] • Children and young people across the school will experience an ethos of inclusion and will learn in effective inclusive classrooms • More robust and effective ASN systems and procedures will lead improved targeted support 			

Summary of Improvement Plan

<p style="text-align: center;">Raising Attainment, particularly in Literacy and Numeracy</p> <p>The attainment of our learners will increase as a result of improvements relating to:</p> <ul style="list-style-type: none"> ➤ Learning and teaching using effective pedagogy ➤ Interrogating a wide range of data ➤ Enhanced approaches to moderation and assessment 	<p style="text-align: center;">Increased in sustained positive destinations and employability skills</p> <p>Increased opportunities to link learning to the world of work and skills for life.</p>
<ul style="list-style-type: none"> • Whole school focus on enhancing planning, learning, teaching and assessment approaches to ensure high quality learning and teaching approaches are consistent • Supporting the whole staff team to use assessment to plan for next steps in learning effectively • Embed play pedagogy across approach in P1 • Whole school approach to reading for enjoyment • Increased opportunities for children and young people to share their views and evaluate their learning • Implement pupil target setting and sharing of levels of attainment with children and young people 	<ul style="list-style-type: none"> • Continue to embed digital technologies to support digital skills development and effective pedagogy across the school • Achieve Digital Schools Award • Prioritise the key role of parents, as partners in their children’s learning by increasing opportunities for parental involvement and engagement • Enhancing community and partnership working approach • Tracking wider achievements • Embed our values and new vision across the school and extend to our wider school community, with a focus on promoting our new vision
<p style="text-align: center;">Ensuring the health and wellbeing of all young people</p> <p>Engage the whole school community around wellbeing to ensure improved outcomes for learners.</p>	<p style="text-align: center;">Closing the poverty related attainment gap</p> <p>All young people achieve due to a strategic approach to closing the poverty related attainment gap through removing barriers to learning.</p>
<ul style="list-style-type: none"> • GMWP <ul style="list-style-type: none"> ○ Deepen data analysis at class and whole school level • Health and Wellbeing <ul style="list-style-type: none"> ○ Planning and Assessment procedures ○ Implement two year programme • Embed our Anti-bullying: Respect for All Policy • Mental Health Framework 	<ul style="list-style-type: none"> • Creation of an inclusive flexible learning environment • Evaluate and update ASN systems and procedures • Target interventions through a variety of partners • Strengthen universal and targeted inclusive practice • All classrooms to be inclusive learning environments • Staff to engage in NME book study to learn more about brain development and the impact of developmental trauma • Update the Respectful Relationship Policy