



St. Patrick's Primary School

Establishment Improvement Plan 2023/24



School Improvement Plan	St. Patrick's Primary School
Head Teacher	Marianne Bradley
Date Submitted	Submitted to Head of Education on: 3 rd July 2023
Session (Date when each year is written)	Session 2023/24

School's/Centre's Vision and Values	<p>Values Renewed – April – May 2022 with pupils, staff, parents/carers and community members and parishioners.</p> <p>Harmony Equity Ambition Respect This is our Faith</p> <p>Vision (to be renewed this session) The vision for our school is articulated through our school aims and our school motto: Forward Together</p> <ul style="list-style-type: none"> ★ We care to provide a caring and secure environment where each child is valued as an individual and as part of our community ★ We work together to provide a balanced, stimulating curriculum which encourages each child to fulfil his/her potential ★ We work in partnership to prepare our children to take an active part in future community life by developing partnership among home, school, parish and community ★ We share Catholic values to encourage children in the practice and knowledge of the Catholic Faith, enabling children to take their responsible place in society ★ We respect our world to build an ethos built on respect for all individuals and our environment ★ We strive for excellence to encourage and support our young people to be all they can be through providing appropriate and challenging opportunities for all, both in and out of school.
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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	Content of plan	Completed
Children and Young People	✓	Takes account of strategic priorities outlined in the education authority's Annual Plan.	✓
Parent Council and Forum	✓	Takes account of the strategy for parental involvement under section 2 (4A)	✓
Teachers, practitioners and ALL school/centre staff	✓	An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	✓
Volunteers/ Community partners	✓	Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	✓
Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre.	✓	Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for improvement and in the improvement activities specified	✓
		HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs	✓
Head Teacher Signature: <i>Marianne Bradley</i>		There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.	✓

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>
<p style="text-align: center;"><u>Learner Participation</u></p> <p><u>Learning, Teaching & Assessment</u></p> <p>Involvement in target setting Use of How good is OUR school Pupils Focus groups regarding learning and Teaching</p> <p><u>Opportunities for Personal Achievement</u></p> <p>Heritage Heroes awards John Muir Award RSPB Award Other accreditation opportunities Target setting Self-assessment Recording of achievements</p> <p><u>Decision Making Groups</u></p> <p>Pupil Leadership Team Pupil Groups – RRS, JRSO, Digital Leaders, literacy,</p> <p><u>Connection with the Wider Community</u></p> <p>Outdoor learning Continued parish links Continued links with Auchinleck PS</p>	<p>Continue to build on the recently re-established Parent Council</p> <p>Continue periodic consultations shared electronically across all digital school communication channels (school app, glow blog, twitter and FaceBook) with the parent forum.</p> <p>Establish an evaluation exercises with focus groups throughout the session</p> <p>Continue gathering of feedback after parental engagement activities and act on views</p>

<p>Improvement Priority (Expressed as outcomes for learners)</p>	<p>Raising Attainment in Literacy The attainment of all our learners in Reading will improve as a result of improvements relating to:</p> <ul style="list-style-type: none"> • Learning and teaching using effective pedagogy • A shared understanding and consistent implementation of EALP • Interrogating a wide range of data, Robust approaches to moderation and assessment • Targeted interventions for identified pupils • Robust measures to track progress of those not on track to nationally expected levels. <p>Raising Attainment in Numeracy The attainment of all our learners in numeracy will increase as a result of improvements relating to:</p> <ul style="list-style-type: none"> • Learning and teaching using effective pedagogy • A shared understanding and consistent implementation of numer talks • Interrogating a wide range of data, robust approaches to moderation and assessment • Targeted interventions for identified pupils • Robust measures to track progress of those not on track to nationally expected levels 	<p>Rationale for improvement priority based on evidence: The EA Literacy Programme (EALP) contains clear methodology and strategies for teachers and pupils to support consistency in learning and teaching and increased attainment. 2022/23 ACEL DATA (per cohort)</p> <table border="1" data-bbox="1317 311 1948 558"> <thead> <tr> <th colspan="7">Reading</th> </tr> <tr> <th></th> <th>P1</th> <th>P2</th> <th>P3</th> <th>P4</th> <th>P5</th> <th>P6</th> </tr> </thead> <tbody> <tr> <td>22/23</td> <td>82%</td> <td>73%</td> <td>63%</td> <td>48%</td> <td>65%</td> <td>39%</td> </tr> <tr> <td>+/-</td> <td>N/A</td> <td>-2%</td> <td>-7%</td> <td>+1%</td> <td>+5%</td> <td>-6%</td> </tr> <tr> <td>EA</td> <td>80%</td> <td></td> <td></td> <td>73%</td> <td></td> <td></td> </tr> <tr> <td>cohort TARGET 23/24</td> <td>82%</td> <td>73%</td> <td>80%</td> <td>71%</td> <td>70%</td> <td>83%</td> </tr> </tbody> </table> <p>ACEL per cohort remained steady, differentials can be attributed to enrolment of new pupils and transfer of others.</p> <p>Class Observations indicate that a minority of classes show consistent use of EALP. Teacher survey results show that most teaching staff identify that they use a range of methods to develop reading comprehension.</p> <table border="1" data-bbox="1317 805 1948 1053"> <thead> <tr> <th colspan="7">Numeracy</th> </tr> <tr> <th></th> <th>P1</th> <th>P2</th> <th>P3</th> <th>P4</th> <th>P5</th> <th>P6</th> </tr> </thead> <tbody> <tr> <td>22/23</td> <td>94%</td> <td>82%</td> <td>78%</td> <td>52%</td> <td>59%</td> <td>43%</td> </tr> <tr> <td>+/-</td> <td>N/A</td> <td>-1%</td> <td>+3%</td> <td>-11%</td> <td>-1%</td> <td>+3%</td> </tr> <tr> <td>EA</td> <td>86%</td> <td></td> <td></td> <td>71%</td> <td></td> <td></td> </tr> <tr> <td>cohort TARGET 23/24</td> <td>94%</td> <td>82%</td> <td>84%</td> <td>76%</td> <td>71%</td> <td>74%</td> </tr> </tbody> </table> <p>ACEL per cohort remained steady, differentials can be attributed to enrolment of new pupils and transfer of others.</p>	Reading								P1	P2	P3	P4	P5	P6	22/23	82%	73%	63%	48%	65%	39%	+/-	N/A	-2%	-7%	+1%	+5%	-6%	EA	80%			73%			cohort TARGET 23/24	82%	73%	80%	71%	70%	83%	Numeracy								P1	P2	P3	P4	P5	P6	22/23	94%	82%	78%	52%	59%	43%	+/-	N/A	-1%	+3%	-11%	-1%	+3%	EA	86%			71%			cohort TARGET 23/24	94%	82%	84%	76%	71%	74%
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<p><u>NIF Priorities</u> Improvement in attainment, particularly in literacy and numeracy</p>	<p><u>NIF Driver</u> School and ELC Leadership Teacher and practitioner Professionalism Curriculum and Assessment</p>	<p><u>HGIOS/ HGIOSELCC QIs for self-evaluation</u> 1.1, 1.2, 1.4, 2.2, 2.3, 2.4, 3.2</p>																																																																																				
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What actions are required to reach the desired outcome?	Who	When
<p><u>Reading</u></p> <ul style="list-style-type: none"> *Developing Reading Fluency – developing professional knowledge of how to support the development of fluency and how to assess fluency *Professional learning and support to implement East Ayrshire Literacy approaches to Phonics, Spelling, Reading + Daily Writing (Including updated support for phonics/HFW & spelling via SAC OCTOPUS) *Develop a reading culture within the school and community by increasing links with the local library, ensuring all pupils have a shout card or library card to access the community library, parent workshops in collaboration with the local library, enhance the school library space and ensure that all classrooms have an attractive library space resourced with modern and relevant titles and authors chosen by the pupils. *Register for Reading Schools Scotland Accreditation *Moderation at school level – planned for within collegial calendar *Audit of summative assessments and how these are used for planning next steps. *Ensure that the impact of interventions is routinely analysed, including those implemented by EAST core support. *enhance the use of 1:1 chromebooks from P3 – P7 by rolling out from P3-P7 	<p>All teaching Staff</p> <p>All CA Staff</p> <p>East Core Allocation</p> <p>Literacy Lead</p> <p>HT HT/DHT PEF CT</p> <p>Teaching Staff</p>	<p>Bespoke session - Literacy Ed. Manager – August 2023</p> <p>By October 2023</p> <p>September 2023 May 2024 December 2024 Termly</p> <p>August 2023</p>
<p><u>Numeracy</u></p> <ul style="list-style-type: none"> *Developing a renewed sense of awareness to pace and challenge within the numeracy curriculum. *Professional learning to support planning, learning and teaching and assessment within numeracy that allows for moderation of professional judgements assigned to learners. *Audit of the planners and how these are being used – support to allow staff, to look across the whole level and plan to offer challenge to allow learners to experience learning at a more challenging level (e.g. those on 2.2 should have learning extended to allow teaching and learning at 2.3 ensuring achievement of the level is a possibility) * use of number talks to effectively allow for whole class discussions at the most challenging level. *a focus on written algorithms at P7 level to address a need between the primary and secondary curriculum. 	<p>All Teaching Staff DHT</p> <p>All Teaching staff led by DHT</p> <p>All Teaching Staff</p> <p>2nd Level Teaching staff</p>	<p>October 2023 October 2023 November 2023</p> <p>August 2023</p>
<p><u>Communication Friendly Accreditation</u></p> <p>To ensure all written communication is displayed in an accessible to all manner (supported by visuals)</p> <p>To ensure spoken language is clear, age and stage appropriate and unambiguous</p>	<p>All Staff led by Communication Champion</p>	<p>October 2023</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>Funding of 0.2 teaching staff to release experienced member of staff to provide support at 2nd level and provide modelling of a high standard of planning, learning, teaching and assessment for 2 less experienced members of staff thus building capacity and sustainability.</p>	<p>Improved attainment at 2nd level for all learners with a focus on those not currently reaching national expected level. ACEL data.</p>	<p>HT 2nd Level teaching staff</p>	<p>Completion June 2024</p>
<p>Funding of 27.5 hours CA to support classroom teachers in ensuring that timely and well planned interventions are in place for learners requiring additional supports.</p>	<p>Improved attainment for identified learners, identified barriers to learning are less problematic through the implementation of evidence based interventions in consultation with EAST colleagues</p>	<p>CAs Class Teachers EAST Core Support Teacher EAST CA support</p>	<p>Completion by June 2024</p>
<p>Purchase of new text sets for all stages</p>	<p>Improved attainment in reading through access to appropriate resources</p>	<p>HT Literacy Lead Reading WP</p>	<p>October 2023</p>
<p>Continue funding subscriptions to online resources – Literacy Gold, Giglets, Maths Circle, Sumdog,</p>	<p>Equity of access to electronic interventions and enhancements</p>	<p>Clerical and AFO</p>	<p>August 2023</p>
<p>Purchase of additional cables, charging stations and laptop bags to support the 1 to 1 use of chromebooks.</p>	<p>Equity of access to digital technologies</p>	<p>Clerical</p>	<p>August 2023</p>

Evidence of impact against outcomes for learners.

Progress for ALL learners
 Increase in ACEL for all cohorts
 Evidence of impact of interventions implemented by CAs and East Ayrshire Council
 Access to class sets of appropriate texts
 Evidence of online subscriptions being utilised to support learning and teaching

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

<p>Improvement Priority (Expressed as outcomes for learners)</p>	<p><u>Increasing Attendance</u></p> <p>Increase the attendance rate for the 30% of learners who have fallen below 90% in session 22/23 (76% of those reside in SIMD1&2) by improvements in:</p> <ul style="list-style-type: none"> • The direct engagement with families at the start of the session • enhanced use of homelink worker in engaging with families • Regular attendance data sent to families • Enhanced support from school nursing service • RFA to social services where there are no improvements made by December 2023. <p><u>Narrowing Attainment Gap</u></p> <p>Continue to narrow the attainment gap between learners in SIMD 1&2 and those in SIMD 3-10 by improvements in;</p> <ul style="list-style-type: none"> • A knowledge across all staff of the attainment gap • Ensure staff know the learners who are at risk of not meeting nationally expected levels. • Ensure that teaching staff utilise all resources available to address missed learning through absence (digital, CAs, parental engagement) 	<p>Rationale for improvement priority based on evidence:</p> <p>64% of pupils reside in SIMD 1 & 2</p> <p>36% of all pupils in SIMD 1 & 2 below 90% attendance compared with 20% in 3-10 and 30% overall.</p> <p>76% of those below 90% attendance reside in SIMD 1 & 2. This is a percentage increase of 9% on last year. (one possible contribution to this could be changes to attendance codes post covid)</p> <p>The % of pupils in SIMD 1 & 2 reaching national expected levels is lower than those in SIMD 3-10.</p> <table border="1" data-bbox="1339 703 2029 927"> <thead> <tr> <th></th> <th>22/23</th> <th>21/22</th> <th>Narrowed by</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-12%</td> <td>-17%</td> <td>+5%</td> </tr> <tr> <td>Writing</td> <td>-8%</td> <td>-26%</td> <td>+18%</td> </tr> <tr> <td>L&T</td> <td>-18%</td> <td>-21%</td> <td>+3%</td> </tr> <tr> <td>Numeracy</td> <td>-10%</td> <td>-14%</td> <td>+4%</td> </tr> </tbody> </table>		22/23	21/22	Narrowed by	Reading	-12%	-17%	+5%	Writing	-8%	-26%	+18%	L&T	-18%	-21%	+3%	Numeracy	-10%	-14%	+4%
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<p>NIF Priorities Closing the attainment gap between the most and least disadvantaged children</p>	<p>NIF Driver Assessment of children's progress</p>	<p><u>HGIOS/HGIOSELCC QIs for self-evaluation</u> 1.1, 1.2, 1.3, 1.5, 2.1, 2.5, 2.7, 3.1, 3.2</p>																				
<p><u>UNCRC</u> Working towards silver award, Articles 1,2,3,4, 6,12,13,15,17,18, 19, 23,24, 27, 28,29</p>	<p><u>SDG</u> 1,2,3,4,5,10,16</p>																					

What actions are required to reach the desired outcome?	Who	When
<p><u>Attendance</u></p> <ul style="list-style-type: none"> *Invitations sent to all families affected by low attendance to discuss individual barriers to attendance *Collegial working with Homelink worker and HEART locality to address the barriers to attendance. Meeting to be set up to discuss the possible supports available to families *SLT to meet 6 weekly to analysis attendance data and make direct contact with families through letter but followed by a telephone call. *ensure that those parents/carers with shared parenting responsibilities are included in correspondence to hold all those with parental responsibilities accountable for supporting attendance. *take due cognisance of individual family circumstances and ensure introductions to supporting partner agencies. *escalation to social services or SCRA where no progress is made *continue with breakfast club provision <p><u>Attainment</u></p> <ul style="list-style-type: none"> *All staff to be aware of individual pupil ASN, LAC, FSM & SIMD data and where they can find this information. *All staff to be aware of the impact of poverty on the attainment gap *Teaching staff to be aware of the identified learners in their class at risk of not attaining national expected levels and to directly discuss at T & M provisions put in place for these learners to ensure pace of learning and appropriate challenge. *An awareness of expected standards in all planned learning and teaching 	<p>HT HT/SLT/HEART HOMELINK HT HT/Clerical HT/Homelink HT HT HT HT HT/DHT HT/DHT</p>	<p>August 2023 August 2023 6 weekly When required When required If required August 2023 August 2023 August 2023 Termly August 2023</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
Funding of breakfast club – 2 x members of staff .5hrs daily, cost of food items for all with means tested FSM entitlement and those in SIMD 1 & 2	Attendance at breakfast club by those entitled to FSM or in SIMD 1 & 2	HT	Monthly data analysis
Funding towards residential experience for P7 pupils	Attendance at breakfast club by those identified in the lowest 30% of attenders Attendance at residential for those in SIMD 1 & 2 either matches or is higher than those at 3-10.	HT	October 2023
Continued funding for all school events to ensure there are minimum costs associated with the school day that may impact attendance.	Non Attendance at school or any out with school event is not associated with cost.	HT – All staff	June 2024
Purchase of a range of accessible resources that support learning at home.	'Stock Cupboard' available to learners to take stationery required for any home learning task.	Clerical/CAs	August 2023

<p>Evidence of Impact against outcomes for learners.</p> <p>Increase in Attendance levels Increase in Attainment data for those in SIMD 1 & 2 and narrowing the gap Increased engagement from parents in tackling low attendance Increased confidence within parents to support learning at home Identified pupils and families accessing breakfast club provision</p>
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N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

<p>Improvement Priority (Expressed as outcomes for learners)</p>	<p><u>Improvements in Health & Wellbeing</u></p> <p>All learners will experience improvements in Health and wellbeing as a result of improvements in:</p> <ul style="list-style-type: none"> • Improvements in Monitoring and tracking children's wellbeing ensuring that appropriate interventions are implemented when required and the impact evaluated. • Ensure that The Rights of the Child are embedded in all school practices and impact data is gathered. • Ensure high quality opportunities for improving wellbeing are consistently embedded across the school. • Ensure a shared language of emotional literacy is embedded across the school • Ensure all staff are recording wider achievements within SEEMiS. 	<p><u>Rationale for improvement priority based on evidence</u></p> <p>GMWP was administered across P4 – P7 and teaching staff, supported by HT, began to use these to make comparisons in data and look for trends. Individual pupils were identified for interventions.</p> <p>There is now a need for CTs to take ownership of this and use the data to plan for learning and teaching in the classroom to address the trends for classes and for individuals.</p> <p>The evidence from the GMWP continues to show a very positive position with <i>almost all</i> learners scoring between 35 and 40 for all wellbeing indicators. However, there is a slight decrease in data from the September to May time frame.</p> <table border="1" data-bbox="1352 869 1986 1051"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Affiliation</th> <th colspan="2">Agency</th> <th colspan="2">Autonomy</th> <th colspan="2">Safe & Healthy</th> </tr> <tr> <th>N</th> <th>I</th> <th>A</th> <th>A</th> <th>R</th> <th>R</th> <th>S</th> <th>H</th> </tr> </thead> <tbody> <tr> <td>SEP</td> <td colspan="2">37</td> <td colspan="2">36</td> <td colspan="2">35</td> <td colspan="2">37</td> </tr> <tr> <td>MAY</td> <td colspan="2">35</td> <td colspan="2">35</td> <td colspan="2">33</td> <td colspan="2">36</td> </tr> </tbody> </table>		Affiliation		Agency		Autonomy		Safe & Healthy		N	I	A	A	R	R	S	H	SEP	37		36		35		37		MAY	35		35		33		36	
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<p>NIF Priorities Improvement in children and young people's health and wellbeing</p>	<p>NIF Driver Teacher Professionalism</p>	<p>HGIOS/HGIOSELCC QIs for self-evaluation</p> <p>1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2,</p>																																			
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What actions are required to reach the desired outcome?	Who	When
All teaching staff to analysis the data at class level. Identify learners that require individual interventions. Identify class trends and plan according for whole class and individual H & WB using the EAST Ayrshire Handbook.	CTs	September
SLT to identify themes across the whole school and employ whole school strategies.	HT/DHT	September
A new P1 –P3 form with supporting visuals has been created by HT, this should be implemented in September.	CTs P1 – P3	September
Forms to be reissued in May – CTs responsible for analysing the data and the impact of interventions.	CTs	May
RRSA – working towards silver. Families and wider community involvement. Continue with Pupil Group.	DHT	October
All classes to be implementing MISP 3 x weekly and Daily Mile 2 x weekly	CTs	August
Implement 'My Happy Mind' across the school to ensure a consistent use of emotional language	All Staff	August
Staff training to utilise SEEMiS to record wider achievements	HT/CTs	August
H & WB lead to create a whole school system for learners to profile own achievements.	H & WB lead	October

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>Continue with targeted interventions;</p> <p>Equine Assisted Therapy in partnership with Fossilfield Equestrian Centre.</p> <p>Rock 'N' Role Models</p> <p>Art Therapy</p> <p>Implementation of 'My Happy Mind'</p>	<p>Increase in wellbeing data for targeted learners using GMWP.</p> <p>Increased participation measured by Leuven Scale and/or Boxhall Profile for identified learners</p>	<p>CTs</p> <p>SLT</p>	<p>May 2024</p>

<p>Evidence of Impact against outcomes for learners</p> <p>All learners using GWMP</p> <p>GWMP data being used to track and monitor wellbeing</p> <p>Information from GWMP being used to plan interventions and supports</p> <p>all classes participating in MISP, Tracking of Daily Mile or daily cardio vascular activity</p> <p>All stakeholders are aware of and understand their role in support UNCRC</p> <p>Achievement of Silver RRSA</p> <p>Whole school using shared language for emotional literacy</p>

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

<p>Improvement Priority (Expressed as outcomes for learners)</p>	<p>Employability Skills</p> <p>All learners will experience improvements in employability skills through improvements in;</p> <ul style="list-style-type: none"> • The connections made between learning and real life contexts • Enhanced opportunities for learning about the world of work across the school year • A focus on the skills development through social studies, sciences and technologies. • A clear shift in IDL planning to link to Harmony principles and current local, national and global issues including SDG & Laudato Si • To ensure that all learning planned in IDL has a clear purpose and directly links to E&Os and benchmarks • To approach IDL with scope for flexibility and spontaneity in response to learners' personalisation and choice and current affairs. • Participation in SCIAFs 'Talented Fundraisers' initiative as part of Pope Francis Faith Award 	<p>Rationale for improvement priority based on evidence</p> <p>Observations and monitoring of planning suggests that not all organisers of technologies are being met.</p> <p>A particular focus on food and textiles and food technologies is required.</p> <p>In the previous session new planning was developed through a collegial approach to embed the 6 principles of Harmony. This will now be implemented across the school.</p> <p>Continued engagement in accreditation schemes such as John Muir Award, Heritage Heroes,</p> <p>Careers input across the session and embedded in IDL</p>
<p>NIF Priorities Improvement in employability skills and sustained, positive school leaver destinations</p>	<p>NIF Driver School improvement</p>	<p>HGIOS/HGIOSELCC QIs for self-evaluation</p> <p>1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 3.2, 3.3</p>
<p>UNCRC RRS Silver - UNCRC ARTICLES: 1,2,3,6,12,13,14, 15,17, 23, 27, 28, 29, 31</p>		<p>SDG 4, 5, 8, 9, 10, 11, 12, 13</p>

What actions are required to reach the desired outcome?	Who	When
A refresh of planning documentation that allows for connections with the world of work to be specifically referred to through the Learning & Teaching in IDL.	IDL working party	October
An annual overview to provide a backdrop planner for connections with careers through our assembly programme, class visits and research linked to the IDL.	All Staff	August
Staff CLPL for engagement with the SKILLS required at each stage and for each curricular area. Reference to skills in reporting to parents.	SLT	January
Implementation of new planning formats to embed Harmony Principles, SDGs, Laudato Si, UNCRC	All teaching staff	August
Achieve Status of 'Becoming a Harmony School'	Harmony Lead/All staff	October
Achieve Harmony School Curriculum Award	Harmony Lead/ All Staff	June
Monitoring of Learning and Teaching in IDL to ensure purposeful and progressive learning is taking place.	SLT	Termly
Register for SCIAF's Talented Fundraising enterprise programme	SLT	August

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>Funding of 0.1 teaching staff to allow for curriculum development of IDL and Harmony</p> <p>Funding of transport and off site visits to enhance learning and teaching about careers</p>	<p>All classes embedding harmony principles in IDL</p> <p>All learners know of the principles of Harmony and how these relate to our world and sustainable work processes</p> <p>Evidence of learners experiencing work practices in real life contexts.</p>	<p>All Staff</p> <p>Harmony Lead/All Staff</p> <p>All staff</p>	<p>June</p> <p>June</p> <p>June</p>

<p>Evidence of Impact against outcomes for learners</p> <p>A clear understanding of the role technology plays in different career options</p> <p>An experience of hearing from partners about the types of careers available and the skills required</p> <p>Opportunities to visit places of work</p> <p>Achievement of Digital Schools Award</p> <p>Evidence of use of EA digital lending library</p> <p>A refreshed curriculum rationale based on Harmony Principles and local, National and Global Contexts</p>

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	Closing the poverty related attainment gap
<p>Ensure high quality planning, learning & teaching and assessment within literacy and numeracy to provide consistency in children's learning experiences where there is appropriate support, pace and challenge and opportunities to demonstrate depth and breadth of learning.</p> <ul style="list-style-type: none"> • Review approaches to reading to ensure consistency in EA Literacy Programme • Provide targeted interventions for identified groups of children • Ensure EAST Core support interventions complement the identified needs through available data • Increased use of Digital Technologies in Literacy & Numeracy activities • Ensure a consistent of approach when delivering key concepts and Number Talks strategies • Staff Training – utilising data to plan effectively for progress • EA Communication Friendly Schools Accreditation 	<p>Increase the attendance rate for the 30% of pupils who have fallen below 90% in session 22/23</p> <p>Continue to narrow the attainment gap between the most and least disadvantaged learners.</p> <p>Currently: Reading 12% Writing 8% L& T 18% Numeracy 10%</p> <ul style="list-style-type: none"> • PEF funded CA to provide interventions for identified pupils • support from partner agencies to work with families to tackle non attendance • PEF funded breakfast club • Provide parent to support from other services to increase parental wellbeing
Ensuring the health and wellbeing of all young people	Increased in sustained positive destinations and employability skills
<p>Monitor and track children's wellbeing ensuring that appropriate interventions are implemented when requires and the impact evaluated.</p> <p>Ensure that The Right's of the Child are embedded in all school practices.</p> <p>Ensure consistent use of language for emotional literacy across the school.</p> <ul style="list-style-type: none"> • Continue GWMP profiling across 2nd level. Start at early and first • Implement interventions to support children to manage anxiety through individual interventions and whole school supports • Work towards RRS Silver accreditation • Embed MISP and Daily Mile 	<p>Ensure high quality and progressive opportunities to learn about the world of work across all stages.</p> <p>Ensure high quality planning, learning & teaching and assessment within all aspects of Science, Social Studies and technologies.</p> <ul style="list-style-type: none"> • Provide children with progressive opportunities to learn about and experience the world of work including off site visits • Increased use of Digital Technologies across all curricular areas • Implement new planning frameworks to encompass interdisciplinary learning • To plan learning that is relevant to the local, national and global context • Digital Schools Accreditation