Education – Improvement Planning Document 2023-24

Aileymill Primary School

Academy

Establishment Name:

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Signatures:

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| Head of Establishment | Simon Simpson | Date | September 2023 |

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| Quality Improvement Officer | ALISON MCLELLAN | Date | September 2023 |

Our Vision, Values and Aims

**Our Establishment**

**Our School**

* Our school is a non-denominational primary school situated in the south west of Greenock
* Our current role is 309 and we currently have 13 classes.
* Our Nursery has 80 children on its roll
* Our associated secondary school is Inverclyde Academy

**Vision**

At Aileymill, we believe that all our pupils will be **LEARNING TO LEARN, LEARNING TO CARE** and that a drive for excellence and equity will be underpin all our actions, creating an aspirational environment where our pupils can become **Literate, Numerate and Compassionate** individuals

**Our Aims:**

Toactively develop our children’s skills and knowledge, developing their understanding of what successful learning looks like and how to develop this as a skill to enable them to become successful, lifelong learners.

To ensure that all our pupils have responsibility for their own learning; in partnership with their teacher, support staff, parents and carers

To afford our pupils with as wide a range of experiences as possible in order to develop an awareness of their place in their community and develop as responsible citizens.

To develop, in our pupils, the social skills and understanding of their roles and responsibilities within the school and its wider community, in order for them to develop as effective contributors

3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

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| **National Priorities** | Session 2023-2024 | Session 2024-2025 | Session 2025-2026 |
| Development of Curriculum Rationale with all stakeholders | Undertake consultation and refinement of the elements critical to and contributing to curriculum rationale | Audit of the relationship of current practice in each curricular area to agreed rationale  Full introduction of Anti-Racist Literacy materials and professional learning for all staff | Review progress and consider adaptations in content, skills and pedagogy  Review progress and adapt in Anti-Racist Literacy Education |
| Improvements in attainment, particularly in literacy and numeracy | Undertake curriculum review in light of recent Authority review  Begin implementation of with Inverclyde Literacy Strategy  In addition, increased focus on   * outdoor learning / integrated learning * contextualised learning and transferable knowledge and skills   Improve staff understanding of, clarify role within to enable a clear focus on target setting to meet 2026 IA stretch aims | Development of Outdoor / Integrated Learning, Science, technology, local history aspects of curriculum | EMBED AND REFINE,  PRIORITY CURRICULUM AREAS FOR AUDIT |
| Closing the attainment gap between the most and least disadvantaged children | Based on assessment data implement time-limited interventions in Literacy, Numeracy and Health and Wellbeing targeted interventions across all stages, as appropriate. | Ensure effective deployment and targeting of PEF staff focusing on target ‘cusp’ children | Attain Stretch Aim outcomes as agreed |
| Improvement in children and young people's health and wellbeing | Continue to offer sector leading whole school nurture and targeted interventions  Attain Attachment and Trauma Informed School Award status (ATISA) | Maintain ATISA status | Maintain ATISA status |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | Continue to work as a cluster on Developing the Young Workforce  Examine Secondary former pupil data for s4-6 outcomes | Focus on Science and Technology both curriculum and pedagogy | Improve linkages with local science and technology STEM ambassadors |
| Placing the human rights and needs of every child and young person at the centre of education | Embed Gold RRS award practice | Maintain RRS Gold  Embark on Place in the world Literacy | Embed |

*Stakeholder’s views*

How were stakeholders views collected?

The main points of the SIP and PEF spend were discussed and agreed with the Aileymill Parent Partnership on Wednesday 24th May. Representatives of our Pupil Parliament were consulted on Friday 2nd June.

Both groups are in agreement about the planned priorities.

The key aspects and direction of our 3 year plan of improvement was discussed with the Aileymill Parent Partnership on 20th September 2023

Plan –Session 2023-2024

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| **Priority 1** Improvements in attainment, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children and young people | | |
| **NIF Driver**    School Improvement  School leadership | HGIOS/ELC QIs  3.2 Raising attainment and achievement  2.3 Learning, teaching and assessment  1.3 Leadership of change | **UNCRC**  Article 29 (Goals of education):  Article 28: (Right to education): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| 1. Our school improvement planning for 2021 would have benefitted from a commitment to a curriculum refresh aimed at broadening the learner experience and skills and increasing the role of children as leaders of learning. Our covid recovery data indicates that pre-covid levels of attainment have been recovered. It is now appropriate to look at broadening the curriculum to include Outdoor Learning and areas of the curriculum beyond Literacy/Numeracy and HWB. 2. Our curriculum offer will benefit from being refreshed and redefined; it needs to develop literacy and numeracy skills for the 21st Century and ensure children experience Creativity, STEAM, integrated learning experiences within a collaborative and exploratory learning context to provide the skills needed in the mid 21st Century. 3. National data indicates that children living in poverty have been disproportionately adversely affected, both academically and in terms of HWB. The current profile of Aileymill reflects this, data shows that our gap lies not within the school but between the majority of our school and the more affluent areas of Inverclyde in the least deprived quintile. At a local level, in nursery, a disproportionately high number of our children have limited vocabulary, restricted conversational speech and a significant minority meet the criteria for speech disorders and delay. In the school, we observe a higher than national average presentation of children with barriers to learning and with neuro diverse presentations that can provide further barriers to health and wellbeing and attainment. In the wider community individual trauma requires that we upskill all staff in knowledge of this challenge faced by children and families. 4. Current educational improvements highlight the importance of Play and collaborative experiences to the development of learners and that exploration of the world of play can improve readiness to learn, cognitive processing and social skills. 5. We need to equip our citizens with an understanding and knowledge of the historical aspects of persecution and discrimination and the role the local and national history has had within this. Increased racial literacy will equip our learners to fully contribute as considerate and inclusive citizens within their communities. |  |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| By June 2024 our curriculum review will have taken place involving all stakeholders. There will be a new, clear and easily accessible Curriculum Rationale which will be ready for implementation in August 2024, allowing all pupils access to a rich, engaging and broad curriculum  By June 24, show initial progress towards school 3 year stretch aims, determined in session 23-24  By June 24, show progress towards school specific targets in ACEL data as below  **Literacy**   * To increase the percentage of pupils making progress in Literacy by   At Early Level: Reading - 5% Writing - 3% L/T - 2%  At First Level: Reading - 6% Writing - 10% L/T - 5%  At Second Level: Reading - 8% Writing - 7% L/T – 10%  **Numeracy**   * To Increase the percentage of pupils making progress in Numeracy by   At Early Level – 10%  At First Level - 6%  At Second Level – 5%  Nursery: I CAN Programme will address restricted vocabulary evident in many of our children.  Identified nursery children will meet individual vocabulary targets by June 24 (baselines and target confirmed in October 23 following review)  Improvements in Play Pedagogy leading to enhanced learner experiences.  Increased Racial Literacy leading to a greater knowledge and understanding of national history leading to a fuller preparation in preparing for effective citizenship. |
| ​**If PEF spend is supporting – how much and what?** |
| 1 FTE Class Teacher to backfill directed at Pupil Support / Support for Learning  £64,570 (this may be less depending on the grade of the teacher employed)  Fully trained PSAs who will undertake finely targeted interventions as directed by Pupil Support / Support for Learning team:  3.2 FTE Pupil Support Assistants £59,140 |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Continue short term focused interventions by PSA staff directed by CT Interventions identified through robust target setting meetings | Termly review: Oct, Dec 23, Mar 24, May 24 |  | SLT and all staff | Time: meetings planned into collegiate calendar |
| Continue to provide Identified learners targeted support, in time limited interventions | Aug 23 – June 24 |  | PT Attainment/SfL team/CTs and PSAs/Nursery staff, Attainment outreach staff | Time. Staffing |
| Development of staff moderation skill and understanding through participation in local moderation activities | Nov 23 initially May 24 |  | PT: JC | Collegiate time |
| Universal provision: This session a focus for achievement in literacy will be working towards the Gold Reading Award. | June 24 |  | All staff | Collegiate time |
| Implement I CAN vocabulary development programme at Nursery | Aug 23 – June 24 |  | SLT, Early Years Graduate, all nursery staff | I CAN programme |
| Progressing Play beyond P1  Provide P1 staff with further opportunities to refine play provision through peer visits to other establishments. Support training for P2and P3 staff | Aug 23 – June 24 |  | SLT:SS | Previously trained P1 staff.  Release for P2/3 staff and P2/3 staff scheduled for 24-25 |
| Racial Literacy Training for school Senior Leadership Team to develop a deeper understanding of issues, historical and current, contributing to a critical understanding of and knowledge of discrimination, rights and equality that is integral to effective citizenship. | June 24 |  | SLT:SS | SLT Time |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| By June 2024, all stakeholders will report that they have contributed to the new curriculum rationale. The new rationale will reflect all curricular areas in a way that is meaningful and relevant to our context. There will be a clear pathway for its implementation from August 20  The curriculum rationale includes pedagogy and approaches,  Tracking & data analysis will show Inverclyde Stretch Aims are on target. Through a focus within tracking meetings, specific barriers to progress will have been identified, defined and addressed to enable school targets to be met.  Moderation, by classroom staff, of learner progress and outputs will be robust and fully reflect progress made. Moderation in assessment of learning will evidence improvement in the consistency of high quality learning and teaching across the curriculum. Evidence will be gathered via analysis of pupil progress, pupils’ views and learning visits. Moderation will enable accurate evaluation of progress in CfE markers.  Play practice consolidated in P1 and developed in P1-3 by June 24, leading to enhanced learning experiences.  In the Nursery   * October 2023 Baseline assessment will be streamlined to support more effective completion by parents and, therefore, more accurate results. * December 2023 all staff will have received training on the “I can” programme and be confident in using the resources within the playroom. * June 2024 all children will have participated in the “I Can” programme and made progress in this area. Baseline assessment will measure and provide a starting point for each child. Data analysis will indicate the progress made by each child. |

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| **Priority 2** Closing the attainment gap between the most and least disadvantaged children and young people  Improvements in attainment, particularly in literacy and numeracy | | |
| **NIF Driver**    School Improvement  Teacher professionalism | HGIOS/ELC QIs  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement  Choose an item. | **UNCRC**  Article 28: (Right to education):  Choose an item. |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| National evidence locates significant disadvantage in educational outcomes within communities with a high proportion of SIMD 1and 2 households. The school catchment area has a high percentage of disadvantages households on SIMD data.  Data, both ACEL and in school evaluation, indicates that attainment in Reading is not consistent across the school. There is a need to establish a coherent and consistent pedagogy for reading which is research driven and will meet the individual development needs of teachers. This need will be addressed through engagement with the Inverclyde Literacy Strategy between session 23-24 and 25-26.  In the Nursery, in 22-23, parental engagement with our Numeracy Bags was disappointing, reflecting a wider issue around parental engagement with our home learning. We need to revisit this programme to ensure continued increased effectiveness leading to increased attainment in numeracy. As indicated above a vocabulary improvement intervention, I Can, is planned to address the literacy gap evident at the earliest stages. |  |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| By June 2024   * All teaching staff will have a clearer understanding of the Inverclyde Literacy Strategy. * SLT will note refreshed pedagogy in learning visits. * Staff will have benefitted from training and professional dialogue sessions to improve practice and the enablement of the development of learners’ skills and knowledge * In the Nursery, the numeracy resource will be refreshed in conjunction with parental consultation * I Can will show a positive outcome in vocabulary improvement. |
| ​**If PEF spend is supporting – how much and what?** |
| Not specific to Literacy Strategy, I Can or Maths Home Learning. PEF funded PSA support, Pupil Support and Support for Learning as above . |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| All staff attend initial Literacy Strategy Input | Oct 23 |  | **All teaching staff** | Dedicated time |
| Resources purchased as necessary | Oct – Dec 23 |  | HT Lead Literacy | Allocated funds tbc |
| Staff engaged with self-evaluation and on-going training | Oct 23 – Jun 24 (and beyond to 25-26) |  | HT Lead Literacy | Dedicated time |
| Numeracy Bag resource reviewed and refreshed | Oct 23 |  | Nursery Lead  Dedicated staff member/parents | Dedicated time, allocated funds tbc |
| I Can training undertaken and implemented | June 24 |  | Nursery Lead All staff to implement | Dedicated time |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| Attainment in reading will increase at Early level by 5%, at First Level by 6% and at Second Level by 8%. Staff across the school, by June 2024 will report increased clarity and confidence in teaching Literacy.  SLT will note consistent practice in Literacy pedagogy across the school.  School on course to meet Inverclyde stretch aims by 25-26    Nursery: By June 2024 engagement will increase from 22-23 level. I Can will have engaged parents and children. All children will have had the opportunity to access a Maths Home Learning bag and progress in this area will be measurable through data analysis. |

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| **Priority 3** Improvement in children and young people's health and wellbeing  Closing the attainment gap between the most and least disadvantaged children and young people | | |
| **NIF Driver**    Parental engagement  School Improvement | HGIOS/ELC QIs  3.1 Ensuring wellbeing, equality and inclusion  2.4 Personalised support  Choose an item. | **UNCRC**  Article 3 (Best interests of the child):  Article 28: (Right to education): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| Spring 23’s Inverclyde Council Review highlighted the need to develop outdoor learning. Outdoor learning affords opportunities for challenge, enquiry, critical thinking and reflection. Through outdoor learning, connections are made experientially, helping to develop skills, knowledge and understanding in a meaningful context.  In Health and Wellbeing, we continue to meet the diverse needs of our school community in Health and Wellbeing and we are assessing our provision through the Attachment and Trauma Sensitive Schools Award. This   is an external recognition of the commitment of schools and to the steps they take to develop a culture of compassion and nurture, which plays a pivotal role in getting children and young people into a state of ‘learning readiness’. This encompasses both our ethos, 'Ready to Learn, Ready to Care,' and our bespoke behaviour management tracking system, 'Ready to Learn, Ready To Care.' The award is issued only to those educational establishments that can demonstrate that they have met its rigorous quality standards and can maintain them over time. Achieving the Attachment and Trauma Sensitive Schools Award communicates to all, including children and young people, parents and carers, staff, partner agencies and other stakeholders within and beyond the local community that the school is committed to embracing inclusion, successfully removing barriers to learning and participation in the life of the school.  The nursery will undertake the Attachment and Trauma Sensitive Setting Award 0-5. The use of the Five Step Approach to Emotional Coaching, Leuven Scale, PATHs Programme and the Chill Zone to ensure children are nurtured, supported with emotional regulation and treated with compassion and respect. The Attachment and Trauma Sensitive Setting Award 0-5 will provide external verification of the dedication of staff to provide an environment which will support children in their readiness to learn. |  |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| * By May 24, all staff will have received training in high quality outdoor learning. Staff will have worked to develop, at each level, opportunities for collaborative teaching in outdoor learning. * In 24-25, a focus, within the collegiate calendar, will be on collaborative planning and teaching to enable high quality outdoor learning experiences. Learners will benefit from the exploratory, collaborative and creative aspects of outdoor learning to a greater degree than previously. * By Dec 2023 achieved Bronze ATTSSA award. Our pupils will benefit from a further developed whole school nurture approach. * By June 2024 all children will be supported by Attachment and Trauma trained staff within an environment that has gained an Attachment and Trauma accreditation. * In the nursery staff will be trained in Attachment and Trauma Sensitive Setting Award 0-5 and will have started to use their skills and knowledge to support children | |
| ​**If PEF spend is supporting – how much and what?** | |
| 2 days Mind Mosaic £18666 this will be considered for discontinuation as soon as the current contract allows.  Top up PT Whole School Nurture £6020 – this post needs job-sized due to its expanding remit. | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Establish Outdoor and Integrated Learning working party to undertake baseline | Jan 24 |  | SLT, WORKING PARTY STAFF | Dedicated time |
| Scoping researched (including visiting best practice locally). | March 24 |  | SLT, WORKING PARTY STAFF | Dedicated time |
| Outdoor and Integrated Learning working party Audit | April 24 |  | SLT, WORKING PARTY STAFF | Dedicated time |
| Staff training May INSET 24:  Love Outdoor Learning | May 24 |  | All staff | Dedicated time £1,300 fee |
| Collegiate sessions focusing on developing practical learning experiences, collaborative planning | May 24 – June25 |  | All staff | Dedicated time |
| ATSSA lead and staff team created and audit undertaken | Aug 23 |  | All staff | Dedicated time |
| Collegiate Professional Development Sessions | Oct – Nov 23 |  | All staff | Dedicated time |
| Directed Time (during assembly) for key worker reflective practice | Weekly |  | ATSSA staff | One hour per week |
| Work with families and partner agencies to enhance understanding of child development, the impact of attachment and trauma and to build positive relationships | Aug23 – June 24 |  | Barnardo’s, selected staff, CMOs, PEF PT, School Health | Funding obtained from Tesco and Youth Connections. PEF PT time |
| Each week, Play therapy ongoing for targeted pupils | Aug23-June24 |  | Play therapist/CT/PSA/family | Play therapy space (The Haven) |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| Staff will show an improved understanding of outdoor and integrated learning planning and pedagogy. Pupils will experience more frequent experiences, in these areas, in session 23-24.  Targeted interventions will continue to be afforded by the team led by the PT Whole School Nurture: this service currently benefits 25% of the school, on a weekly average, across a range of supports.  Mind Mosaic play therapist input. This will be evidenced by improved GWMP scores and S&DQs. Due to the high cost per pupil we will be considering discontinuing this aspect and re-allocating the PEF funding to other targeted approaches from session 24-25.  Nursery: Evidence of improved playroom engagement with data analysis providing evidence of improvement in attainment in Literacy, Numeracy and Health &Wellbeing. |

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| **Priority 4 SHARED CLUSTER PRIORITY** Improvement in skills and sustained, positive school-leaver destinations for all young people  - | | |
| **NIF Driver**    Assessment of children's progress  Choose an item. | HGIOS/ELC QIs  3.2 Raising attainment and achievement  1.3 Leadership of change  2.6 Transitions | **UNCRC**  Article 28: (Right to education):  Article 3 (Best interests of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| Within Inverclyde Academy cluster, we recognise the need to create a consistent skills based approach to Developing the Young Workforce, across cluster schools, to prepare children and young people for rapidly developing landscape of the world of work. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| By June 2024, almost all senior pupils across the cluster schools will demonstrate an increased capacity to engage in meaningful discussion about their skills development to assist them in their career journeys. | |
| ​**If PEF spend is supporting – how much and what?** | |
| Not applicable | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources - staff development** |
| --- | --- | --- | --- | --- |
| Engage with the “I Can” statements from the Career Education Standard (2015) document to create a standard skills based language across the cluster. | October 2022 |  | Cluster HTs | Dedicated time |
| Establish a cluster pupil leadership group with a focus on engaging in skills for life, learning and work | Aug 2023 – June 2024 |  | Developing the Young Workforce lead from Inverclyde Academy | Dedicated time |
| **Measure of Impact: What we will see and where?** How will we measure this? What does “better” look like? | | | | |
| For senior pupils (P5-P7), pre and post pupil surveys will report increased ability to discuss skills development in relation to career journeys. | | | | |