Education – Improvement Planning Document

All Saints Primary and Communication & Language Base

Establishment Name:

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Signatures:

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| Head of Establishment | Lorraine Fisher | Date | June 2021 |

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| Quality Improvement Officer | Alison McLellan | Date | June 2021 |

Our Vision, Values and Aims

**Our Vision**

At All Saints Primary we strive to live by our motto of Truth, Knowledge and Friendship. We make every effort to ensure our school is safe, happy and nurturing. We encourage each child to fulfil his/her potential.

**Our School Values**

Faith, Family, Ambition, Respect and Kindness.

**Aims**

* Strive to provide the highest quality teaching and learning.
* Ensure all pupils attain, achieve and acquire a full range of skills and abilities to empower them to be lifelong learners.
* Endeavour to ensure all pupils feel safe, healthy, achieving, nurtured, active, respected, responsible and included.
* Nurture, inspire, develop and encourage successful learners, responsible citizens, effective contributors and confident individuals prepared and empowered for the future.

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

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

 Session 2021-2022

Session 2022-2023

Session 2023-2024

Overview of rolling three year plan

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| **National Priorities** | Session 2021-2022 | Session 2022-2023 | Session 2023-2024 |
| Improvements in attainment, particularly in literacy and numeracy | * Developing play pedagogy across all stages
* Improving Our Classrooms whole school pilot
* Introduce extended Nurture provision to include P4 – P7 to remove barriers to learning for those learners with ACES and/or social and emotional
* Extending Number Talks and Numeracy blueprints across whole school
* Daily recovery focus groups of identified learners to be supported across Literacy & Numeracy with range of interventions and resources by recovery teachers and/or learning assistants
* Moderation – Play (Cluster)
 | * Evaluate methods of planning across school to ensure pace and challenge
* Moderation – Improving Our Classrooms (School)
* Moderation – Play (Cluster)
* Embed daily Number Talks and Numeracy blueprints across whole school
* Daily recovery focus groups of identified learners to be supported across Literacy & Numeracy with range of interventions and resources by learning assistants
 | Moderation – Play Pedagogy (Cluster) |
| Closing the attainment gap between the most and least disadvantaged children | * Create strategic overview of interventions and subsequent tracking & monitoring to inform attainment/recovery data and next steps
* Consistent approach to support for learning interventions delivered by Learning Assistants
* Family Learning feature of parent base within school to include further education and local links for learning and work
* SQA opportunities for senior learners
* Family learning opportunities; class, school and community during term time and beyond (after school and holidays)
* Improving Our Classrooms whole school pilot
 | * Review strategic overview of ASN interventions
* Improving Parental Engagement – provide family learning opportunities within class and teacher led workshops for parents to specifically detail how they can support raising attainment
* Family learning to include opportunities from partner agencies
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| Improvement in children and young people's health and wellbeing | * Introduce extended Nurture provision to include P4 – P7 to remove barriers to learning for those learners with ACES and/or social and emotional
* Extend ASD aware cycle of self-evaluation (CIRCLE) into mainstream, supported by CLB
* Regularly assess learners wellbeing and resilience via whole school daily use of Emotional Literacy tools and understanding of GIRFEC, SHANNARI indicators and Crisis Curve as appropriate
* Provide regular use of sensory equipment for identified learners
* Outdoor Learning linked to STEM teaching & learning and Play pedagogy
* Staff training for Rebound Therapy to support sensory integration, relaxation & communication skills
* Provide child counselling services with Action for Children
* Provide Play therapy opportunities with Mind Mosaic
* Staff training with Mind Mosaic
* Art therapy for identified learners
* Laudato Si programme
 | * Developing in Faith – tbc
* Develop strategies to become Mentally Healthy School via Place2B self-evaluation tool - including pupil and parent Mental Health Champions
* Continue to assess learners resilience and
* Laudato si programme
 | * Laudato si programme
 |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | * Developing Inverclyde’s Young Workforce - Cluster Primaries Career Fayre (tbc)
* Employability Skills, community links
* Introduction of L3 (French)
* Digital Literacy
 | Developing Inverclyde’s Young Workforce L3 (French)Digital Literacy  | Developing Inverclyde’s Young Workforce – IDL PlanningDigital Literacy Embedding use of Skills Progression ladders (P1 – P7) |

Pupil Equity Fund –Session 2021-2022

All Saints Primary

Establishment Name:

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| Head of Establishment | Lorraine Fisher | Date | June 2021 |

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| Quality Improvement Officer | Alison McLellan | Date | June 2021 |

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| **NIF Priority**Improvements in attainment, particularly in literacy and numeracy |
| **Evaluation of Progress – June 2021**In June 2021 majority of learners across school were on expected SEEMIS level for year group across organisers for Talking & Listening (52%) and Numeracy (51%). Minority of learners were on expected SEEMIS level for year group across organisers for Reading (45%) and Writing (41%). Compared to June 2019 and June 2020 school data, the data for 2021 highlights a dramatic fall in attainment across all organisers :

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| **Year** | **June 2019** | **June 2020** | **Yr on Yr %+/-** | **June 2021** | **Yr on Yr %+/-** |
| Numeracy | 70% | 74%  | (+4%) | 51%  | (-23%) |
| Talking & Listening | 81% | 85%  | (+3%) | 52%  | (-33%) |
| Reading | 75% | 76%  | (+1%) | 45%  | (-31%) |
| Writing | 66% | 76%  | (+10%) | 41% | (-35%) |

On average, attainment, across all organisers has fallen by a third (30%) during academic session 2020 – 2021. The impact of two lockdowns has had a devastating effect on our attainment. Despite a variety of attempts to consistently engage learners during remote learning, many of our families experienced physical, mental and emotional ill health throughout Covid-19 pandemic and teaching and learning was not a priority at this time. Since return to in-school learning we have made positive in-roads to support those learners most adversely affected by lack of engagement with remote learning. Recovery teaching has supported learners to get back on track with literacy and numeracy and, from recent assessments, we know that almost all learners are making progress and, in most cases, are on target to be on track by next session.From August 2021, our recovery staffing has been enhanced (+3.0FTE) and we have in place a range of literacy and numeracy strategies to support working towards raising attainment and achievement. In early 2019 we began to see encouraging rises in attainment with regular, daily input from support staff using a range of literacy and numeracy interventions. Whilst this input was stalled due to ASN re-organisation at authority level, we are now placed to refresh this offer starting August 2022.Our Senior CLD worker (PEF) continued to support families (100 families engaged online and 25 in person) throughout lockdown with a focus on whole family health and wellbeing. It was our aim that by supporting whole family health and wellbeing we would remove barriers to learning for many of our learners and their families. Alongside weekly telephone check-ins to support access and delivery of food and/or utilities we provided family learning opportunities including:* Virtual weekly walking group
* Virtual tea/coffee break sessions
* Mindfulness sessions and mental health
* TED talk Thursdays with focus on health and wellbeing and personal development
* Weekly virtual family bingo to engage with numeracy skills
* Weekly family quizzes with focus on Social studies
* Walk around the World (Inverclyde to Russia) whole family walking sessions to improve physical fitness and enhance knowledge and understanding of Scotland’s place in the World, other countries, cultures and beliefs.
* 8 week in person, socially distanced, Anxiety Toolkit course to discuss and identify stress and anxiety related to pandemic and social isolation.

Liaising with NHS, Breathing Space and Inverclyde HR Advisor (Health & Wellbeing) all staff have taken part in focus of their own health and wellbeing with emphasis on techniques to support stress management, sleep difficulties and relaxation. |

**All Saints Primary PEF Plan 2021 /2022**

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| **PEF Budget:£211,347.00****Carried forward: £100,278****Total PEF spend available: £311,625** | **PEF spend 2021/2022 planned £287,465.22** | **Difference: £ 24,159.78** |

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| Rationale: |
| Attainment across All Saints has been adversely impacted by Covid-19 related absences – lockdowns and non-attendance during term time due to symptoms, pupil/parent anxiety. On average, attainment across literacy and numeracy organisers has decreased by 30% during academic session 2020 – 2021. Teaching staff and SLT have also observed learners as being more frequently de-regulated, less able to focus and engage with teaching and learning and demonstrating low resilience with relationships. Identified support will focus both on learners recovery within academic progress and their health and wellbeing through nurturing approaches and support for social, emotional and mental wellbeing. |

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| **Project / Priority**(what we are doing and who we are targeting with an intervention) | **Timescale** | **Intervention**(details of spend) | **Measures**(How we will evidence improvement) |
| Working with Attainment Advisor we will identify those learners who have previously been on track to achieve CfE level expected for age and stage (literacy & numeracy) but have fallen behind due to impact of Covid-19. | June 2022 | Recovery teacher uplift 0.2FTE (£11,086.32) | 70% of learners identified for Recovery support will achieve Curriculum for Excellence level expected for age and stage. * Teacher Professional Judgements (Recovery & Class Teacher moderation).
* Staging Posts.
* SNSA.
* Ongoing assessments and evaluations.
 |
| To support improvements in attainment of reading and writing across whole school we will work with Attainment Advisor to research, develop and plan literacy interventions to use with identified learners across mainstream and CLB.  | June 2022 | Literacy resources/interventions to support raised attainment (£5,000.00) | Where appropriate, we will raise attainment in reading and writing across whole school by 10% by June 2022.* Teacher Professional Judgements (Recovery & Class Teacher moderation) will evidence improvement in attainment across literacy organisers based on year on year data.
* Staging Posts.
* SNSA.

Ongoing assessments and evaluations.* Criterion scale trackers for assessed pieces of writing demonstrate accelerated progress.
* Observations through learning visits will show increase in effective teaching of reading and writing.
* Accelerated progress evidenced through tracking using progressions pathways in literacy.
* SNSA data will show improvement over time for class groupings.
* Standardised and school assessments data show improvements pre and post intervention.
 |
| To support improvements in attainment of numeracy across whole school we will work with Attainment Advisor to research, develop and plan numeracy interventions to use with identified learners across mainstream and CLB.  | June 2022 | Numeracy resources/interventions to support raised attainment (£5,000.00) | Where appropriate, we will raise attainment in numeracy across whole school by 10% by June 2022* Teacher Professional Judgements (Recovery & Class Teacher moderation) will evidence improvement in numeracy.
* Staging Posts.
* SNSA.
* Observations through learning visits will show increase in effective teaching of numeracy.
* Accelerated progress evidenced through tracking using progressions pathways in numeracy.
* SNSA data will show improvement over time for class groupings.
* Standardised and school assessments data show improvements pre and post intervention.
 |
| Mainstream and CLB universal support for Health & Wellbeing. | June 2022 | Health & Wellbeing/Outdoor Learning (£5,000) | 100% of classes will have access to outdoor resources to encourage active, paired/group activities during break and lunchtimes.* PSA observations will report learners as active and engaged during break/lunch periods.
* Leuven Scale will demonstrate improvements (1-2 levels), in activity levels at 3 key points across session.
* Pupil feedback surrounding break/lunch opportunities will be positive.
 |
| 80% of learners within identified nurture group will improve their understanding of strategies to allow for more ready engagement with teaching and learning within mainstream class by June ’22.70% of learners within identified nurture group will improve their understanding of strategies to allow for more ready engagement with teaching and learning within CLB classes by June ’22. | June 2022 | Nurture teacher uplift 0.2FTE (£11,086.32) | * Observation of identified learners within nurture group, and within their own class, will show they are able to put taught strategies into practice most (75% - 90%) of the time.
* By June 2022, Leuven scale of engagement will show an increase by 1-2 levels compared to data gathered for identified group during Aug/Sept 2021.
 |
| 80% of identified learners from P4 – P7 will improve their understanding of strategies to allow for more ready engagement with teaching and learning within mainstream class by June ’22.80% of identified learners across P4 – P7 will demonstrate improved resilience and coping levels.  | June 2022 | Nurture teacher 1.0FTE (£55,667.46) | * Observation of identified learners within nurture group, and within their own class, will show they are able to put taught strategies into practice most (75% - 90%) of the time.
* By June 2022, Leuven scale of engagement will show an increase by 1-2 levels compared to data gathered for identified group during Aug/Sept 2021.
* By June 2022, learners identified via Child & Youth Resilience Measure (CYRM) tool (Resilience Research Centre) will demonstrate enhanced wellbeing, reduced stress and anxiety as measured by CYRM.
 |
| See above | June 2022 | Resources for snack, literacy and numeracy activities within upper school Nurture room. (£1,000.00) | * See above
 |
| 1. FAMILY LEARNING

20% of identified parents residing in SIMD 1 & 2 will complete 1 or more interventions offered by Family HIVE.5% of parents attending interventions will progress to other learning opportunities offered by partner agencies – eg West college Scotland80% of parents attending HIVE interventions report an increase in confidence when supporting their children at home with literacy and numeracy activities.80% of parents report an increase in the time they spend with their child on quality learning activities.85% of parents’ holiday club as providing opportunities for continuous play and learning.1. ADULT LEARNING

80% of those parents participating in intervention will report an increase in their ability to apply strategies and support their child’s behaviour at home. 80% of parents participating in intervention will report improvements in skills and knowledge of cooking and use the knowledge and skills to work with their children at home whilst developing their literacy and numeracy. 85% of parents participating in intervention will report an increase in one or more soft skills in relation to supporting their children during the transition from Nursery to Primary. 60% of parents undertaking adult learning provision achieve a recognised qualification when available. 80% of parents participating in intervention will report an increase in their motivation, self-belief and self-efficacy, and report a greater awareness of their potential and cascade this to their children.1. PARENTAL ENGAGEMENT

Increase of 20%, year on year data, of parents residing in SIMD 1 & 2 who engage with the Family Hive from All Saints Primary School. | Aug 2022 | Senior CLD Worker 1.0FTE (£40,856.00)(All Saints Family HIVE)Holiday ClubsFamilies ConnectCouch to 5k Family Fun Club Come Learn With MeBee Active Family LearningMoving on up to All Saints STEPS to ExcellenceNo Drama Discipline GIRFEC for Parents/CfE Rights Respecting Hive Keeping up With the Kids Parent Council Course Parent Drop-in SessionsLeaflet Drops Engaging parents in the playground Engaging parents at parent eveningsOutreach work to engage parents Identify parents not currently engaging in order to target them specifically. Facebook PageGroup Walk & Talk | Ongoing assessment of identified group will demonstrate improvements in engagement, capacity (to support child’s learning) and own learning, :* Baseline Assessments/Needs Analysis of the parents soft skills will show improvement from start to finish of intervention.
* Ongoing Programme Evaluations will demonstrate progression through time.
* End of Programme Evaluations - Parental Outcome - What’s changed for you questionnaire? will highlight positive impact engagement has made in terms of parental confidence and ability to support child’s learning.

 * Impact Focus Groups will demonstrate the sustained impact for those parents and children who have engaged with Family HIVE interventions.

Through Engagement Surveys, 80% of those parents participating in intervention(s) will report an increase in their ability to apply strategies and support their child’s behaviour at home. * School data will report improvements in attendance, attainment, inclusion, participation and engagement for children whose parents engage with All Saints Family Hive

Tracking of engagement within All Saints Family HIVE will demonstrate 20% increase on year on year data for total number of families who engage with interventions. |
| See above | June 2022 | Budget to support projects delivered by above (£5,000) | See above |
| Development of Play pedagogy at P1 will result in 5% rise in achievement of Early level across literacy and numeracy organisers as compared to June ’21.(Mainstream & CLB) | June 2022 | PEF Teacher to support introduction and practise of Play pedagogy at P1. (£44,109.55) | * Teacher Professional Judgements will demonstrate 5% increase of achievement of Early level data reflecting learners ability to consolidate literacy and numeracy skills and knowledge through application using concrete and play based resources.
* Leuven scale, Wellbeing assessments, Teacher Professional Judgements and dialogue at Progress meetings will inform children being calmer, settled and engaged in their learning through play.
* Observations of groups of children will show children independently leading their own learning, identifying their own next steps by selecting appropriate resources and transferring their learning into play based activities.
 |
| See above | June 2022 | Resources to support Play Pedagogy (£5,000) | * See above
 |
| 75% of learners identified through wellbeing assessments, ASD diagnosis and staff observations for targeted intervention, will demonstrate improvement with communication skills, movement, balance and muscle tone. | June 2022 | Rebound Therapy training x 6 staff (3 each CLB & mainstream). (£1500.00) | * Teacher/PSA observations will report learners better able to engage with teaching and learning following participation with Rebound Therapy sessions.
* Wellbeing baselines and assessments, Leuven scale and dialogue at pupil reviews and tracking meetings will report enhanced ability to communicate, move, balance and relax.
 |
| 90% of learners identified through wellbeing assessments, ASD diagnosis and staff observations for targeted intervention will demonstrate improvement in ability to relax and regulate through engagement with taught rebound strategies. | June 2022 | See above | * Wellbeing baselines and assessments, Leuven scale and dialogue at pupil reviews and tracking meetings will report enhanced ability to relax and regulate.
 |
| See above |  | Rebound Therapy Trampoline (£3,000.00) | See above |
| 90% of learners identified through wellbeing assessments, boxall profiles, staff observations and family discussions for targeted intervention will demonstrate -greater ability to regulate emotions, readiness to learn and ability to engage with peers in meaningful social interactions. |  | 1. sessions of Mind Mosaic play therapy (Mainstream & CLB) (£5,000.00)
 | * Pupil feedback, Family feedback and Staff observations and feedback will highlight improvements in learners abilities to self-regulate, readiness to learn and ability to make and sustain positive peer relationships.
 |
| 100% of CLB & mainstream learners identified through wellbeing assessments, ASD diagnosis and staff observations for targeted intervention will gain access to rebound therapy strategies with trained teacher and/or PSA.  | June 2022 | 0.2FTE Teacher trained to deliver Rebound Therapy across CLB and mainstream school. (Jan – June) (£8,314.74) |  * Wellbeing baselines and assessments, Leuven scale and dialogue at pupil reviews and tracking meetings will report enhanced ability to relax and regulate.
 |
| 100% of staff attending training will have an understanding of the background to Play Therapy, strategies used and have a greater ability to better support those learners engaged with intervention. | June 2022 | 2 sessions of Mind Mosaic staff training for identified teachers and PSA staff (mainstream & CLB) (£3,600.00) | Staff Feedback will highlight better ability to support those learners engaged with Play Therapist and a greater understanding of background to Play therapy and knowledge of background. (Before and After evaluations). |
| 100% of learners identified as requiring breakfast and/or snack, and whose parents have not made a FSM application, will present as better able to be ready to learn as this barrier to learning has been removed. | June 2022 | Breakfast/snack provision (£1,000.00) | * Wellbeing baselines and assessments, Leuven scale and dialogue at pupil reviews and tracking meetings will report enhanced ability to access teaching and learning.
 |
| 90% of identified learners will increase activity levels, fitness levels and access to outdoor learning and sports. 95% of learners will have access to child-led active learning opportunities during morning break and lunchtime. | Jan – June 2022 | Health & Wellbeing Coach (£8,898.00)Playground interventions based on sport and activity (£5,000.00) Playground interventions based on sport and activity. (Mainstream & CLB) | Pupil voice/questionnaires and PSA observations will report identified learners as * SLT playtime walkrounds
* Targeted children’s bleep test will show improvement through the year.
 |
| 80% of learners identified for Art Therapy intervention will develop new communication methods that build internal resilience to support emotional distress in a safe way. | June ‘22 | Art Therapy training (Drawing & Talking therapy) (£4,000)(4 staff) (Mainstream) | * Teacher/PSA observations will report learners better able to engage with teaching and learning, communicate feelings and demonstrate growing resilience and ability to regulate.
 |
| 100% of learners identified as lacking in family support for literacy and numeracy will have access to after school timetable for support.80% of learners engaging with literacy and/or numeracy homework interventions will demonstrate improvement in literacy and numeracy attainment by achieving Curriculum for Excellence level expected for age and stage.  | June ‘22 | Homework Clubs (£2,000) (Mainstream) | * Teacher Professional Judgements (Recovery & Class Teacher moderation) will demonstrate improved attainment and achievement for literacy and numeracy.
* Staging Posts will demonstrate year on year improvements.
* SNSA results will show improvements in literacy and numeracy.
* Ongoing assessments and evaluations will demonstrate ongoing progression and improvement.
 |
| 80% of learners identified as experiencing poor emotional health, stress and/or anxiety will demonstrate improvements in psychological well-being, emotional health and stress. | June ‘22 | Music instruction – guitar lessons (£360.00) (Mainstream & CLB) | * Teacher/PSA observations will report learners better able to engage with teaching and learning, communicate feelings and demonstrate growing resilience and ability to regulate.
 |
| Authority Wi-fi costs | June ‘22 | £5,000.00 |  |
| Clerical hours to support ordering, staffing etc. | Sept ‘22 | £4542.02 | Feedback at cluster meetings from clerical staff will report reduction in pressure to complete PEF tasks alongside school remit. |
| To support professional development of teachers alongside Improving Our Classrooms whole school project a range of educational literacy will be purchased to develop a ‘Staff Library’.(Mainstream & CLB) |  | Professional Reading materials to include copies of: * Paul Dix “When the Adults Change” (one copy per stage)
* William & Leahy *'Embedding Formative Assessment'* (2015)
* Church, Ritchart & Morrison *'Making Thinking Visible'*(2011)
* Graham *'Pillars, Lintels & Foundations'* (2020)
* Tarrant & Holt *'Metacognition in the Primary Classroom'*(2016)

(£2000.00) | * Evaluations of Learning Teaching & Assessment (HGIOS 2.3) will demonstrate improvements in quality of teaching, learning and engagement, planning tracking and monitoring and effective use of assessment.
* PRD meetings will share a range of professional reading to enhance good practice.
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| c/f staff costs |  | £39,444.81 |  |
| To teach and encourage groups of learners to safely investigate the outdoors whilst developing skills for learning, life and work we will work with Forest Schools/Outdoor Learning leaders to provide pupil workshops and staff training. |  | \*Forest Schools/Ranger workshops(£10,000.00)\*N.B. Awaiting more information and costings – provisional planning following update on carried forward funds. | 85% of learners engaged with intervention will demonstrate improved understanding and respect for outdoors (Beginning & End of project questionnaires).90% of participants will demonstrate understanding of children’s rights (UNCRC) in particular Articles 28,29,31 (Before & After assessments, Teacher judgements, RRS assessments)90% of pupil participants will develop life skills (social skills, resilience, independence, curiosity, risk assessment and creative engagement) as evidenced via pre and after assessments. |
| **Total** |  |  **£287,465.22** | **£ 24,159.78** |

\*note – salary costs may change.

Plan –Session 2021-2022

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| **Priority 1** Improvements in attainment, particularly in literacy and numeracy |
| **NIF Driver** Teacher professionalismAssessment of children's progressSchool ImprovementPerformance Information | **HGIOS?4**3.2 Raising attainment and achievement2.3 Learning, teaching and assessment1.2 Leadership of learning2.2 Curriculum  | **Other Drivers****RRS**Article 28: (Right to education):Article 12 (Respect for the views of the child): |

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| **Expected outcomes for learners which are measureable or observable** |
| * Through taking part in Improving Our Classrooms and Play Pedagogy whole school training; we aim to create reflective staff capable of very effectively teaching and improving outcomes for learners. Participation on both programmes supports Class Teachers to appreciate that classroom self-evaluation is a vital tool in improving children’s achievement and attainment. We aim for all class teachers to be involved in completion of an Improvement Project as part of Improving Our Classrooms pilot.
* Improvement pupil attainment and achievement in Literacy and Numeracy secured via shared understanding and knowledge of baseline assessments and robust tracking of Literacy & Numeracy interventions organised, managed and informed by Depute Head Teachers.
* Wide range of approaches and strategies delivered through daily recovery groups/individual learners as informed via robust tracking and monitoring of assessments.
* Shared understanding of Play pedagogy which supports challenge, inclusion, pace and consistency across learning – including moderation at cluster level.
* Learners’ mental agility improved through use of wider range of mental maths strategies and pedagogy – Number talks & numeracy blueprints.
* Improved pupil engagement and ownership of learning through regular, consistent pupil voice activities
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| **Tasks to achieve priority** | **Timescale**  | **Those involved – including partners** | **Resources and staff development** |
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| Improving Our Classrooms whole school pilot | Sept. 2021 – June 2022 | All Teaching Staff | 30 hours WTA20 hours CLPLIn-Service Time |
| Develop, and deepen knowledge and practice of Play Pedagogy by raising awareness of principles and benefits to ensure a wide range of teaching approaches which provide children with opportunities to be active and challenged in their learning.  | Aug. 2021 - June 2022 | All staffCoaching & Modelling OfficersAttainment AdvisorSLT | SAC trainingAuthority led training |
| Ensure recovery teaching is data informed, timely and monitored regularly and robustly. | Aug. 2021 - June 2022 | SLTRecovery TeachersClass TeachersAttainment AdvisorRecovery Associate | Baseline AssessmentsRecovery TimetableTracking Information |
| Further develop teachers’ skill and confidence in using Number Talks and Numeracy blueprint boards to develop pupil’s mental agility in maths and numeracy. | Aug. 2021 - June 2022 | All StaffCMO – NumeracySLT | SAC trainingOnline supportProfessional reading and research |
| Develop use and understanding of Progression Pathway for Maths and Numeracy to ensure pace and challenge. | Aug. 2021 - June 2022 | SMTMaths & Numeracy co-ordinatorCMO – Numeracy | Inverclyde Progression Pathway for Maths and Numeracy |
| Continue to develop, and track & monitor, Active Literacy approaches across school. | Aug. 2021 - June 2022 | All staffCMO – LiteracySMTCluster | North Lanarkshire Active Literacy Programme and resourcesSupport from Attainment Challenge Team - Literacy Coaching and Modelling OfficerCarole Boyle, School Literacy co-ordinator & Jennifer McGachy, ADHT & Literacy Lead |
| Continue to develop Reflective Reading approach across school. | Aug. 2021 - June 2022 | SLTCluster teaching staffCMO - Literacy | Reflective Reading (Anne Glennie) Reflective Reading teacher bookReading resources   |
| Gather baseline assessments to inform target groups of learners to provide literacy and/or numeracy interventions to support raise in attainment and achievement of level within Reading and Numeracy for targeted pupils. |  Aug. 2021 - June 2022 | SLTAttainment AdvisorTeaching staffSupport staffCMO – Literacy & Numeracy | AOL dataTPJ and predictionsRegular teacher/SMT/Attainment Advisor supportive meetingsTracking & monitoring of data |

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| **Evidence of Impact**  |
| Gather evidence through learning conversations and professional dialogue, classroom observations and school learning walks:* Collegiate meetings will support shared understanding and practice as per Improving Our Classrooms pilot and subsequent enquiry.
* Classroom visits will demonstrate a more consistent approach to teaching and learning, raising attainment and achievement and CPD.
* Classroom visits will highlight variety of pedagogy to support children to be more active and challenged in their learning.
* Pupils are able to use and discuss a range of Number Talk/Mental Maths strategies to support, and explain, their learning.
* Pupils are able to use and discuss a range of Active Literacy and Reflective Reading approaches and strategies to support their learning.
* Tracking and monitoring will demonstrate rise in attainment and achievement of a level within Reading and Numeracy organisers for targeted pupils.
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| **Priority 2** Closing the attainment gap between the most and least disadvantaged children |
| **NIF Driver**Assessment of children's progressPerformance informationParental engagement | **HGIOS?4**3.2 Raising attainment and achievement2.3 Learning, teaching and assessment2.4 Personalised support1.2 Leadership of learning | **Other Drivers****RRS**Article 28: (Right to education):Article 12 (Respect for the views of the child): |

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| **Expected outcomes for learners which are measureable or observable** |
| * Personalised support is targeted, timely and rigorously tracked and monitored to inform next steps for learners’.
* Family learning supports parents to know, understand and support children’s learning.
* Supporting families to have a raised awareness of, and participation in, community experiences and opportunities supports closing the gap between most and least disadvantaged children.
* Data will be used to inform barriers to learning and inform next steps to support raised attainment and achievement.
* Improved feedback by teachers results in learners having a better understanding of their progress and next steps in learning.
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| **Tasks to achieve priority** | **Timescale**  | **Those involved – including partners** | **Resources and staff development** |
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| Create strategic overview of interventions and deliver support staff training and timetable for targeted delivery. | Aug. 2021 – June 2022 | Attainment AdvisorDHT(s)Support Staff | All staffSLTIn-Service training and information sharingPeer supportStaff Check-ins |
| Track and monitor impact of interventions delivered by Recovery Teachers and/or Learning Assistants alongside robust calendar of tracking and monitoring. | Aug. 2021 – June 2022 |  SLTRecovery TeachersClass TeachersAttainment AdvisorRecovery Associate |  Baseline AssessmentsRecovery TimetableTracking Information |
| Improve use of data to identify pupils to raise attainment using targeted approach. | Aug. 2021 – June 2022 | Attainment DataSLTRecovery TeachersPupil Support Assistants | ITRecovery Associate |
| Introduce Homework Clubs/Family learning to improve attainment among identified learners who do not have access to support at home. | Oct. 2021 – May 2022 | SLTTeaching StaffPEF CLD Worker |  |

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| **Evidence of Impact**  |
| * Interventions across school will be learner specific, planned, timely and robustly monitored to inform next steps.
* Interventions are robust and rigorously monitored and lead to direct raise in attainment and achievement for learners and address gaps in learning.
* Improved attainment among identified learners.
* SEEMIS attainment (AOL) across school will demonstrate increase
* Feedback from parents demonstrates improved confidence and understanding in supporting children’s learning.
* During classroom observations by SLT and Peer support, pupils can explain how well they are learning and what they need to improve.
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| **Priority 3** Improvement in children and young people's health and wellbeing |
| **NIF Driver**School ImprovementSchool ImprovementParental engagement | **HGIOS?4**2.2 Curriculum2.5 Family learning2.7 Partnerships3.1 Ensuring wellbeing, equality and inclusion  | **Other Drivers****RRS**Article 28: (Right to education):Article 14 (Freedom of thought, conscience and religion): **Developing in Faith**Celebrating and worshipping Honouring Jesus Christ as the Way, the Truth and the Life  |

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| **Expected outcomes for learners which are measureable or observable** |
| * Needs of pupils’ within CLB are planned for through joint observations between school and IEPS using ASD environmental audit framework.
* Pupils’ needs are shared and planned for during regular Joint Support Team meetings involving professionals.
* Pupils can discuss their shared knowledge and understanding of visuals across All Saints Primary, describing how this system supports those with communication and language barriers to learning within mainstream and CLB.
* By consistently using an emotional, social and wellbeing skills development programme and providing regular emotional check-ins across all classes; pupils’ will be provided with opportunities to discuss their knowledge and understanding of GIRFEC, social, emotional and mental wellbeing.
* Improved understanding among pupils and staff of the message of Pope Francis (Laudato Si).
* Pupils and families identified as requiring extra support will attend Homework Clubs to better understand and practise class teaching and learning.
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| **Tasks to achieve priority** | **Timescale**  | **Those involved – including partners** | **Resources and staff development** |
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| Work in partnership with IEPS and Education Scotland to create ASD aware cycle of self-evaluation. | Aug. 2021 – June 2022 | IEPSEducation ScotlandSLTCLB StaffJoint Services | Meeting scheduleStaff coverCIRCLE Resource |
|  Introduce extended Nurture provision to include P4 – P7. |  Aug. 2021 – June 2022 |  SLTNurture CMONurture teachers |  Whole school Wellbeing websWhole School Boxall profiling |
| Refresh and revise use of Visuals and Playback ICE, Knowing Me, Knowing You resource across school.Research Resilience tools with Education Scotland support. |  Aug. 2021 – June 2022 | Visuals – ICOSPlayback trainerTeaching staffEducation Scotland | VisualsPlayback resourcesStaff trainingMental health training – via Place2BeACEs awareness |
| Provide opportunities for daily Emotional Check-Ins and whole school GIRFEC wellbeing indicators discussions. |  Aug. 2021 – June 2022 | StaffPupilsBarnadosCLDParents | Emotion Fans/ChecklistsGIRFEC assembly timetableParent info sessions |
| Provide range of sensory resources to meet needs of learners with sensory needs – Magic Carpet, Rebound Therapy. | Aug. 2021 – June 2022 | StaffPupilsParentsICOSASN Forum | Staff TrainingTrampolinesSensory Equipment |
| Provide range of approaches and interventions to meet needs of learners with social, emotional and/or mental needs – eg Art Therapy, Counselling with Action for Children, Play Therapy with Mind Mosaic etc. | Aug. 2021 – June 2022 | Action for ChildrenMind MosaicIEPSICOSCMO Nurture/Barriers to Learning | Staff training |

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| **Evidence of Impact**  |
| * Learners’ needs will be planned for, reviewed and evidenced by a group of professionals who will support staff and families to support learners to reach their full potential.
* Inclusion across whole school will be supported by visual ques in all classrooms and common areas.
* Learners’ will have regular opportunities to take learning outdoors, make use of sensory equipment and/or counselling approaches which aim to address ACES and/or barriers to learning.
* Learners will lead, and take part in, active, independent and challenging play opportunities and experiences which will foster creativity, enterprise and independence, evidenced through pupil feedback, learning logs and photographs.
* A range of evidence will be gathered by teachers and SLT to inform and support pupils’ understanding of four capacities for learning, encourage positive attitudes and improve personal profiling whilst supporting social and emotional wellbeing.
* Pupils’ will be better able to self-regulate, monitor and evaluate their own social, emotional and mental wellbeing and understand who and where can provide them with support when required.
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| **Priority 4** Improvement in employability skills and sustained positive school leaver destinations for all young people |
| **NIF Driver**Teacher professionalismSchool Improvement | **HGIOS?4**3.3 Increasing creativity and employability1.2 Leadership of learning2.7 Partnerships2.6 Transitions  | **Other Drivers****RRS**Article 29 (Goals of education):Article 6 (Survival and development):  |

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| **Expected outcomes for learners which are measureable or observable** |
| * Increased knowledge and understanding of career skill sets.
* Improved ambitions and aspirations for future employment.
* Improved knowledge of employment within local context.
* Enhanced transition experience.
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| **Tasks to achieve priority** | **Timescale**  | **Those involved – including partners** | **Resources and staff development** |
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| Explore Skills Progression Pathways to include Employment Skills to develop learners’ understanding of skills needed in workplace and how they can develop these skill sets from school onwards. | Aug. 2021 – June 2022 | SLTEducation Scotland | Skills Progression PathwayInverclyde’s Employability Skills resourcesBuilding the Curriculum 3: A framework for Learning and Teaching (7 Principles of Curriculum Design)Building the Curriculum 4: Skills for learning, Skills for Life and skills for Work |
| Develop opportunities to work with range of local partners, with increased focus on contribution to developing employability skills. | Aug. 2021 – June 2022 | SMTLocal PartnersDYW – Robert Lamb | Building Curriculum 4: Skills for learning, Skills for Life, Skills for WorkSkills Development ScotlandInverclyde’s Employability Skills resources |
| Increase opportunities for staff to share good practice in using Digital Technology across curriculum. | Aug. 2021 – June 2022 | CMO Digital TechnologyDigital Champions | Digital devices |
| Explore opportunities for school to work with partners to enhance social awareness of pupils/parents. |  Aug. 2021 – June 2022 | PupilsCLDCommunity PartnersInverclyde FoodbankParents | Collegiate calendarIn-Service |
| Explore whole school and class stag opportunities to introduce Language 3 (French). | Aug. 2021 – June 2022 | PTTeachers2+1 Working Group | Collegiate calendarResources |

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| **Evidence of Impact**  |
| * Feedback from pupils shows increased knowledge and understanding of the employability skills required in various careers and workplaces.
* Feedback from pupils and parents will demonstrate greater understanding of social awareness and their ability to support/volunteer in community.
* Learners will demonstrate increased awareness of types of skills sets suited to certain jobs/careers and how they can progress knowledge and understanding of such skills.
* Improved learning experiences through effective use of Digital Technology across curriculum.
* Improved learning experiences through effective introduction of French across learning.
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**Mapping HGIOS4 quality indicators to the key drivers in the NIF**

Quality indicators 1.3, 2.3 and 3.2 will be part of the reporting arrangements for the NIF from 2016/17 onwards, through self-evaluation and school inspection.

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| **NIF key driver for Improvement** | **Evidence this will provide** | **Supporting Quality Indicators (HGIOS4)** | **Sources of Evidence** |
| **School Leadership** | Quality and impact of leadership at all levels within the school | 1.3 Leadership of change 1.2 Leadership of learning | Individual/group/department/working group discussions; Minutes of meetings: team/stage/department; SIMD data for school.Direct observations by peer/PT/FH/SLT; PRD/CPD procedures; staff participation in working groups; record of staff involvement in leadership opportunities; minutes of collegiate meetings; staff CPD program; planned dialogue with pupils. |
| **Teacher professionalism** | Impact of collegiate working and teacher professional learning on children’s progress and achievement. Effectiveness of moderation of teacher professional judgement of Curriculum for Excellence levels. | 2.3 Learning teaching and assessment | Direct observations by peer/PT/FH/SLT; shadowing a class/individual pupil; formal/informal classroom visits; learning walks; minutes of moderation DMs; sampling of pupil work in class/home learning; staff planning and recording. |
| **Parental Engagement and Partnership working** | Impact of parents and parent councils in helping the school to improve. Ways in which parents are partners in their child’s education. Progress towards developing a family learning programme across communities. | 2.5 Family learning2.7 Partnerships | Engagement/Discussion with parents at parents’ evenings; questionnaires/surveys to parents; minutes of parent council/pupil council; programmes of family involvement in home learning;Details of learning visitors/partners/speakers in departments; partners such as CLD/WCS working with pupils in/out-with school??? |
| **Assessment of children’s progress** | Percentage of children achieving Curriculum for Excellence levels in reading, writing, listening and talking and numeracy at P1, P4, P7 and S3. Children’s overall achievements in national qualifications and trends in improving attainment over time. | 2.3 Learning teaching and assessment 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning | As above.Minutes of department meetings/SchLT/SLT/working group meetings; Minutes of moderation meetings; analysis of exam results on Insight; frequent monitoring and tracking data; SIMD data; pupil progress from prior levels of attainment; As above. |

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| **School improvement** | Success in raising attainment and achievement for all children. Extend to which the school ensures equity for all children. Overall quality of learning, teaching and assessment. Overall progress with key priorities at school, local and national level. | 2.3 Learning teaching and  assessment 3.2 Raising attainment and  achievement 1.1 Self-evaluation for self-improvement 2.2 Curriculum 3.3 Increasing creativity and employability2.4 Personalised support 2.6 Transitions | As above.Minutes from departmental tracking meetings; Minutes of moderation meetings between departmental staff and cluster staff; planning of assessments; use of evidence of progress over time especially at transitions; celebrating pupil achievements; tracking of literacy and numeracy levels.As above.Minutes of staff discussions on local & national guidance and policy; DM minutes; effective use of support materials to develop curriculum; examples of IDL; planned dialogue with pupils; personalisation and choice in BGE option choices.Records of partnerships with CLD/STEM/agencies who deliver learning in school; enterprise groups in school; BYOD policy and how it is utilised; positive leaver destination data; PLPs.Use of ASN information in planning of learning; planning/recording of learning and teaching; pupil profiles; CPD/PRD; Minutes of discussions around differentiation and assessment; inclusion data.Enhanced transitions; Pastoral information, attainment and achievement data shared in the cluster; Minutes of moderation meetings within cluster; Pupil P7 induction programme; Minutes of DMs discussion learner Pathways/moderation of achieving a level/progression from BGE to senior phase; Options choice process in BGE and in senior phase; Pupil profiling; feedback from parents’ evenings, induction evenings and P7 induction days. |

**Mapping HGIOS4 quality indicators to the key drivers in the NIF (continued)**

Quality indicators 1.3, 2.3 and 3.2 will be part of the reporting arrangements for the NIF from 2016/17 onwards, through self-evaluation and school inspection.