

Education – Improvement Planning Document 2023-24

Establishment Name:

All Saints Primary
School & CLB

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Establishment Vision, Values and Aims



3 Year overview of priorities – based on the National Improvement Framework

Action Plan for session 2023-24 including PEF planning

Signatures:

Head of Establishment	Lesley McCabe	Date	June 2023
Quality Improvement Officer	Alison McLellan	Date	

Our Vision, Values and Aims

Our School Vision

Through the highest quality learning experiences, in the nurturing, inclusive, faith community of **All Saints Primary**, every child has every chance to succeed.

Our School Values

Respect, Honesty, Kindness and Determination

Working within “Curriculum for Excellence”, we strive to provide the highest quality of learning and teaching. We try to ensure that all our children attain and achieve their full potential and acquire a full range of skills and abilities.

We aim for our pupils to become:

Successful Learners

We will aim to provide the highest quality of teaching, providing all with opportunities to develop their talents and achieve their full potential.

Confident Individuals

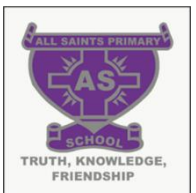
We want our children to be ambitious for themselves and their school, local and parish communities.

Responsible Citizens

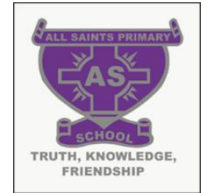
We want our children to have respect for themselves and others. We aim to foster a positive attitude towards our own Scottish culture and to explore the cultures of other countries and faiths.

Effective Contributors

We will aim to provide opportunities for all our children to be enterprising, resilient and independent. We will develop children’s skills and abilities to be able to work on their own initiative and as part of a team.



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 2023-2024

Session 2024-2025

Session 2025-2026

Overview of rolling three year plan



National Priorities	Session 2023-2024	Session 2024-2025	Session 2025-2026
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> Maintain focus on Raising Attainment in reading across the school with a particular focus on comprehension. Focus on Raising attainment in writing across the school Embed a consistent approach to planning, teaching and assessing writing through moderation Develop SEAL strategies to support assessment Further develop Play pedagogy with P1 & P2 	<ul style="list-style-type: none"> Further develop reading with a focus on fluency Continue to further develop writing within the school Embed Play Pedagogy in P1 & P2 Embed SEAL approaches to numeracy throughout the school 	<ul style="list-style-type: none"> Develop new planning for numeracy and maths.
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> Continue to ensure targeted interventions meet the needs of identified learners Continue to review assessment and tracking processes 	<ul style="list-style-type: none"> Continue with targeted interventions in reading and numeracy Develop more fully staff understanding of targeted interventions. 	<ul style="list-style-type: none"> Continue to raise attainment in Literacy and Numeracy for children impacted by poverty through targeted interventions
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> Continue to promote positive relationships within the school community 	<ul style="list-style-type: none"> Continue to promote positive relationships 	<ul style="list-style-type: none"> Develop children's understanding of UNCRC and progress towards Rights Respecting School status

	<ul style="list-style-type: none"> • Develop staff knowledge and understanding of Trauma Informed Practice • Develop a whole school approach to Nurture 	within the school community	
<p>Improvement in employability skills and sustained positive school leaver destinations for all young people</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p>	<ul style="list-style-type: none"> • Develop children's understanding of UNCRC and progress towards Rights Respecting School status • Build Racial Literacy through reading and social subjects and through the Laudato Si School approach. • Develop new policy and practice on teaching Digital Literacy across the school. • Develop Outdoor Learning, within and beyond the school grounds and make effective use of the local environment, planning for high quality learning experiences outdoors. 	<ul style="list-style-type: none"> • Develop children's understanding of UNCRC and progress towards Rights Respecting School status • Building Racial Literacy • Develop as a Mentally Healthy School • Continue to develop Outdoor Learning within and beyond the school grounds. 	<ul style="list-style-type: none"> • Develop children's understanding of UNCRC and progress towards Rights Respecting School status • Embed Racial Literacy • Embed Mentally Healthy school approach • Embed Outdoor Learning within and beyond the school grounds.

Stakeholder's views



How were stakeholders views collected?

Stakeholder views were collected through consultation with parents through a Microsoft Forms.

School improvement and the quality assurance process capture the views of staff and partners.

HIGIOURS is used with pupils to support the school's self-evaluation.

How was Pupil Equity Fund spend consulted on?

Learner participation was represented through our pupil council, who were also given 1% (£1600) of the PEF budget to manage.

Staff were consulted on PEF spend priorities

PEF was discussed with Parent Council Members on best-value for raising attainment and closing the poverty related attainment Gap

Plan –Session 2023-2024

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
Assessment of children's progress

HGIOS/ELC QIs

2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement
1.1 Self-evaluation for self-improvement

UNCRC

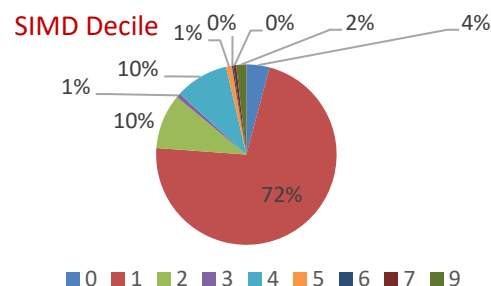
Article 3 (Best interests of the child):
Article 28: (Right to education):

Rationale for change based self- evaluation including data and stakeholder views

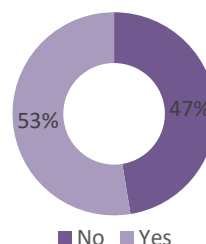
The school population has 82% of pupils living in SIMD 1-2, with a further (5%) of pupils living in 3-10 who receive free school meals. With this many pupil impacted by poverty the school has a focus on raising attainment for all rather than comparing 1-2 with 3-10.

While the school has made gains in attainment in 2022-2023, we are keen to continue to improve teaching and learning. Reading currently sits at 73% attainment across the school, whilst writing sits at 67% attainment across the school, therefore we will continue to develop our approach to raising attainment in reading and writing. We will also focus on improving our attainment in numeracy with 72% of pupils across the school on track/beyond currently. Teachers have attended play pedagogy training however better planning for effective play opportunities needs to be developed.

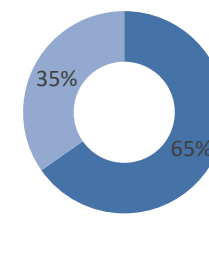
Whilst staff in P1 & P2 have engaged in Play Pedagogy CLP, feedback has suggested that we have to further develop confidence in planning and delivering high quality play experiences. Parental feedback indicates that they also want to find out more about play based learning.



FSM



ASN



Evaluation of interventions this year has demonstrated the positive impact these have had on raising attainment. Feedback from staff has indicated that co-planning has helped support pace, challenge and support for learners and in order to maintain this we will continue to provide these targeted interventions this year

Expected outcomes for learners - Who?	By how much?	By when?	What?
<ul style="list-style-type: none"> • By June 2024 reading attainment will increase from 73% to 78% across the school. • By June 2024 writing attainment will increase from 67% to 72% across the school. • By June 2024 numeracy attainment will increase from 72% to 75% across the school. • By June 2024 there will be an increase in in engagement in learning in P1 and P2 through delivery high quality play experiences both indoors and outdoors. (Baselines to be established) • By May 2024 most learners receiving targeted support will have made progress with their learning and be achieving national standards • By May 2024 all assessments will be tracked consistently throughout the school, with staff will be making effective use of the dashboard for accessing a wide range of data. • By May 2024 those children in SIMD 1&2 on track/beyond will increase to 70% • By May 2024 those children in SIMD 3-10 on track/beyond will increase to 85% 			
If PEF spend is supporting – how much and what?			
<p>2 PEF teachers £64,570 per teacher</p> <p>PEF PSA 13 hours – £8,940 to support targeted interventions</p> <p>.</p>			

Tasks to achieve priority	Timescale	R A G	Those involved/responsible – including partners	Resources and staff development
Establish both a Literacy & Numeracy working group with a focus on improving practice to raise attainment and renewing planning.	October 2023		Teachers/PSA/pupils/PT/CMO	Audit of current practice & resources Literacy action plan
Develop knowledge and understanding of the use of Inverclyde's Literacy Framework to support learning and teaching with a focus on raising attainment in reading	June 2023		Attainment Challenge Staff Literacy Strategy Group	Training for all staff from Attainment Challenge & Literacy Framework Group
Continue to use NSA, tools for reading assessment tracker, phonic assessment to ensure effective tracking and monitoring of attainment	Ongoing 2023 -2024		Class Teachers/PSA/HT/AC Staff Inverclyde Play Strategy Cluster EY staff	Dashboard Training SSNA training P1,4& 7 staff
Provide workshop for parents on SEAL approaches to numeracy and NL approaches to improving literacy and Play Pedagogy	December 2023		Class Teachers/CMO/PT	Provide workshop for parents on SEAL approaches to numeracy and NL approaches to improving literacy
Further develop play pedagogy in P1 and P2	June 2024		Class Teachers/SLT/CMO	Play Pedagogy Training for P2 staff Access to Play Pedagogy Teams West Partnership Teams
Parents will attended workshops to gained a better understanding of Play Pedagogy				

Tasks to achieve priority	Timescale	R A G	Those involved/responsible – including partners	Resources and staff development
Review planning/assessment/tracking and monitoring procedures throughout the school to ensure appropriate pace and progress of children's learning.	October 2023		SLT All staff	
Continue with targeted interventions for learners as well as opportunities for recovery staff to co-plan, co-deliver and co-evaluate lessons with class teachers to raise attainment and close the gap.	Ongoing until May 2023		SLT All staff	
All staff trained on analysing data using dashboard	December 2023		HT All Staff	
Develop Knowledge, Understanding & confidence in the delivery & tracking of appropriate Literacy Interventions within the CLB (Room 2&3)	October 2023		PT, All CTs & PSAs Literacy CMO	Training for all staff in Five-Minute Box by Oct 23. Staff training on Targeted Reading Interventions by Oct 23.
Develop Knowledge, Understanding & confidence in the delivery and assessment of SEAL.	June 2024		PT, All CTs & PSAs Attainment Challenge Staff/Numeracy CMO	Whole School Staff Training SEAL Resources for Stage 1-3 initially.

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?

- Through engagement in CLPL staff knowledge and understanding of use Literacy Framework, this will be evidenced through PRD meetings
- Attendance records for CLPL will show staff participation.
- Quality Assurance will evidence a more consistent collaborative approach to planning across a stage.
- Quality Assurance will evidence a more consistent collaborative approach to teaching literacy and numeracy.
- Minutes from focus groups in Literacy & Numeracy will show activities and plans for improving practice to raise attainment.
- Data from tracking will demonstrate improvements in attainment for numeracy and literacy.
- Forward plans will evidence a more play-based approach to literacy, numeracy and social subjects.
- Class Progress and Tracking meetings will demonstrate more accurate Teacher Professional Judgements
- Parental feedback from workshops will demonstrate a greater understanding of how parents can help support learning at home.
- Termly Quality Assurance and self- evaluation processes will evidence a consistent approach to the teaching of numeracy throughout the school.
- Termly Quality Assurance and self- evaluation processes will evidence a consistent approach to the teaching of reading skills throughout the school.
- Minutes of staff and cluster meetings will show moderation activities.
- Engagement with the Moderation Tool will support self- evaluation of moderation. Tracking meetings will evidence increased confidence in Teacher Professional Judgements
- Leuven Scales show an increase in engagement through play experiences.
- All children requiring targeted support will be supported with evidence-based interventions to raise attainment.
- Data will show an increase in attainment.
- Staff will demonstrate greater confidence when discussing children requiring support and the impact that interventions have had on raising attainment at class progress meetings.

- Teachers will confidently use dashboard data to evidence attainment and discuss groups of learners within their class this will be evidenced in Teacher Questionnaires
- Identified pupils will show increased confidence in their reading and phonological awareness.
- Assessments in reading and phonics will show an increase in attainment.
- Skills will be transferred from CLPL activities into the classroom.
- Pupils will begin to use the strategies & language associated with SEAL.
- SEAL assessments will show an increase in attainment.

Priority 2 Improvement in children and young people's health and wellbeing
Choose an item.

NIF Driver

School Improvement
School leadership

HGIOS/ELC QIs

2.3 Learning, teaching and assessment
3.1 Ensuring wellbeing, equality and inclusion
1.1 Self-evaluation for self-improvement

UNCRC

Article 28: (Right to education):
Article 29 (Goals of education):

Rationale for change based self- evaluation including data and stakeholder views

Feedback from self-evaluation using How Nurturing is Our School indicated that while the school is a very nurturing environment that there are further opportunities to support positive relationship within the school.

We are keen to ensure pupil voice is at the heart of our decision making and we will take forward any changes with them.

Attendance data demonstrates an increase in attendance in the past year however we are still below the authority average. We will continue to follow the pilot project to increase attendance.

Staff have observed a minority of pupils still need support with regulation to engage more fully with learning. A coach, PSA & teachers will support pupils with their wellbeing using evidence based approaches.

We are keen to improve skills, knowledge and understanding of being a communication friendly school supporting learners with communication and language barriers.

Expected outcomes for learners - Who? By how much? By when? What?

- By June 2024 identified children will be able to use strategies to help them self-regulate and support their wellbeing. (Baseline and Targets to be set)
- By December 2024, through the implementation of our Anti-Bullying charter, information gathered from the Glasgow Motivational Wellbeing Tool, will demonstrate an increase in the number of children who feel safe in school by 5%
- By June 2024 a targeted group of learners will report an increased sense of belonging through the use of whole school autism friendly strategies. (Individual Baseline and Targets to be set)
- By June 2024 attendance will increase from 89.7 to 91%

If PEF spend is supporting – how much and what?

- PEF Health & Wellbeing Coach -28,000
- Breakfast Club Coach - £3,083
- 2 PEF teachers £64,570 per teacher
- PEF PSA 13 hours – £8,940 to support targeted interventions

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
The applying Nurture Framework will be used alongside HGIOS as a tool to support self-evaluation	Ongoing 2023-2024		PT lead/SLT All Staff Parents	HNiOS HGIOS 4
All Senior leaders will participate in Scottish Trauma Informed Leaders Training	Term 1 2023- 2024		NHS Education for Scotland E.P Team SLT	NHS Education for Scotland
Continue to work on developing relationships with children who are	Ongoing 2023 -2024		PT - LH Health & Wellbeing Coach	Circle Framework

Tasks to achieve priority	Timescale	R A G	Those involved/responsible – including partners	Resources and staff development
resistant to learning and helping them emotionally.			Nurture Teacher All Staff	
Staff will be given guidance on different methods and tools to support the assessment of wellbeing.	Term 1 2023- 2024		PT - LH Health & Wellbeing Coach Nurture Teacher All Staff	Leuven Scale Boxhall Profile
Outcomes of completed assessments will be linked to interventions which will support children in their learning.	Term 1 2023- 2024		PT - LH Health & Wellbeing Coach Nurture Teacher All Staff	
Create anti bullying charter	Term 1		Anti-Bullying Working Party including staff, parents and pupils	
Staff will engage in training to raise awareness of importance or remaining calm and open during interactions with children communication and language barriers	Term 1 2023- 2024		PT - LH Health & Wellbeing Coach Nurture Teacher All Staff	Circle Framework
Implement single agency planning	June 2024		DHT/PT CLB	Local Authority Training
Create Whole School Communication Friendly Working Group.	September2023		Working Group Members PT ICOS	Training for all staff in Communication Friendly Schools.

Tasks to achieve priority	Timescale	R A G	Those involved/responsible – including partners	Resources and staff development
Audit of Current use of Visuals (Classroom, around CLB & Wider School).	October 2023		Working Group Members PT ICOS PSAs & CTs Pupils	Bronze Criteria & Peer Visits to other classrooms.
Introduce consistent approach to classroom visuals (Environmental, Resources, Timetables, Lanyards). Training into practice.	October 2023		Working Group Members PT ICOS Pupils PSAs & CTs	Awareness raising for pupils. Peer reviews/visits to other classrooms.
Introduce consistent approach to Whole School visuals (Environmental, Resources) Training into practice.	November 2023		Working Group Members PT ICOS Pupils PSAs & CTs	Awareness raising for pupils. Bronze Criteria
Accreditation for Bronze Level Communication Friendly Schools Award.	March 2023		Working Group Members PT ICOS Pupils PSAs & CTs	

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?

- Children will have an increased sense of security and self-worth due to the nurturing approach within the school. This will be measured through the Glasgow Motivational Wellbeing Tool
- The positive relationship policy within our school will recognise the diversity of the children and encourage a climate that helps them to feel valued and respected.
- The school’s nurturing approach to discipline will have a positive impact on children’s wellbeing.
- A wide variety of assessment approaches to health and wellbeing will be used including observations, gathering of views, observational tools such as the Boxall Profile. This will enable us to measure impact of interventions.
- Staff will model appropriate communication when interacting with children.
- Children will understand how communication can be used to express feelings and emotions.
- There will be clear routines and structures within the classroom to help children feel safe.
- All Saints Primary and CLB will be a trauma informed and responsive environment.
- By June 2024 all staff will understand and apply skills to support co-regulation.
- Increased use & reference to classroom, CLB & Whole School Visual Supports.
- Pupils will access curriculum, resources and environment with increasing independence.
- Staff & Pupils will be familiar with visuals.
- Visuals will be used consistently across the schools.
- Criteria for Bronze Level Whole School Communication Friendly Schools will be met.

Priority 3 & 4 Improvement in skills and sustained, positive school-leaver destinations for all young people Placing the Human Rights and needs of every child at the centre of education -		
NIF Driver School Improvement School leadership	<u>HGIOS/ELC QIs</u> 3.1 Ensuring wellbeing, equality and inclusion 1.1 Self-evaluation for self-improvement 3.3 Increasing creativity and employability	UNCRC Article 3 (Best interests of the child): Article 28: (Right to education):
Rationale for change based self- evaluation including data and stakeholder views		
<p>Whilst our Pupil Council and Eco Group worked successfully this year, the structure and organisation of other pupil voice groups did not have the same success. Staff reported that time constraints as well as leadership and organisation of the groups led to this. We therefore need to re-structure the organisation of the pupil voice groups to maximise children’s voice and create further opportunities for children to lead learning and influence change in school.</p> <p>Digital literacy skills to support skills for learning life and work continue to be a focus to raise attainment. The school will work towards consistency in learning and teaching of digital literacy skills across the school.</p>		
Expected outcomes for learners - Who? By how much? By when? What?		
<ul style="list-style-type: none"> • By June 2024 most pupils will develop age appropriate digital skills • By May 2024 Young Leaders of Learning will be able to articulate what is working well, areas for improvement and effective practice within our school. • By June 2024 Pupil Voice Groups will influence school improvements 		
If PEF spend is supporting – how much and what?		
PEF Health & Wellbeing Coach Breakfast Club Coach 2 PEF teachers £64,570 per teacher PEF PSA 13 hours – £8,940 to support targeted interventions		

Tasks to achieve priority	Timescale	R A G	Those involved/responsible – including partners	Resources and staff development
Develop new policy and practice on teaching Digital Literacy across the school.	December 2023		Digital Literacy Working Party Pupils/Parents/Partners Young Leaders of Learning	
Use the Laudato Si Framework and Global goals to develop awareness of Global Citizenship, Cultural Diversity and build Racial Literacy	June 2024		All staff Pupils Parents Racial Literacy Working Party	Laudato Si Resources SCES Website Global Goals
Develop more fully and provide further opportunities for pupil voice groups to gain knowledge and demonstrate leadership through assemblies, workshops and events. Develop pupils as leaders of learning through the Young Leaders of Learning programme. Continue to develop senior pupils as Primary Leaders through the Active Schools Play Leaders programme.	June 2024		SLT All staff Pupils Young Leaders of Learning Lead Active Schools	Engage with Young Leaders of Learning programme. Education Scotland Website and resources
Develop outdoor learning throughout the school with a focus on loose parts.	June 2024		Young Leaders of Learning Health & Wellbeing Coach	Engage with Young Leaders of Learning programme. Loose Parts Documentation and Toolkits

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, almost all children will be able to demonstrate an increased awareness of Global Citizenship and Cultural Diversity through their knowledge and understanding of Children’s Rights and their commitment to the UNCRC.
- Increased awareness of planning for Global Citizenship and Cultural Diversity demonstrated through planning meetings, quality assurance processes, self -evaluation processes and pre and post questionnaires (pupils, parents, and staff)
- A new Digital Literacy Framework will be in place and will be used to support the planning and progression of digital literacy skills throughout the school.
- By June 2024, all staff will demonstrate a clear understanding of how digital technology can be used to improve learning and there will be a consistent approach to the teaching of digital literacy skills across the school, raising attainment and supporting skills for learning life and work. This will be evident from learning and achievement visits.
- Quality assurance processes will evidence that all pupils have an opportunity to lead learning through pupil voice/ pupil leadership groups demonstrating greater awareness of society and developing key leadership skills.
- Successful engagement with Young Leaders of Learning programme minutes of meetings will show they are engaging and influencing school improvement.

- Survey will show young leaders of learning are feeling empowered.
- Staff feedback will indicate increased confidence in dealing with racist incidents.
- Children will demonstrate a greater understanding of anti-racism and racial diversity evidenced in learning and assemblies.