

# Education – Improvement Planning Document 2024-2025

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Establishment Name:

All Saints Primary Communication &  
Language Base

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Signatures:

Head of Establishment	Lesley McCabe (HT) Kellyann Donnachie (PT)	Date:	June 2024
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Quality Improvement Officer	Alison McLellan	Date	
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# Our Vision, Values and Aims

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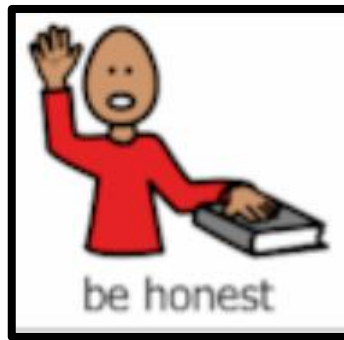
**Our Vision** Through the highest quality learning experiences, in the nurturing, inclusive community of **All Saints Primary**, every child has every chance to succeed.

## **Our Values: Respect, Honesty, Kindness and Determination**

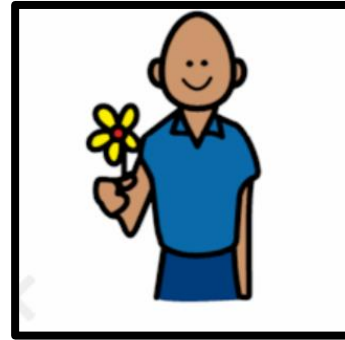
Working within “Curriculum for Excellence”, we strive to provide the highest quality of learning and teaching. We try to ensure that all our children attain and achieve their full potential and acquire a full range of skills and abilities.



**Respect**



**Honesty**



**Kindness**



**Determination**

## **Our Aims:**

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 and local 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.

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# 1Year Overview of Establishment Priorities

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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 are for one year. Each priority has been coded accordingly:

National Priorities	Session 2024-2025	Session 2025-2026	Session 2026-2027
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> <li>• More rigorous assessment tools and consistent planning to ensure quality learning &amp; teaching and improve outcomes.</li> <li>• Ensure a consistent, progressive approach to teaching of reading from pre-early to 2<sup>nd</sup>-level.</li> <li>• Develop SEAL approaches to numeracy throughout the CLB.</li> <li>• Develop Play Pedagogy in Room 1 &amp; 2.</li> </ul>		
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> <li>• Improve parental involvement within the CLB to support health and wellbeing of pupils.</li> <li>• Continue to promote positive relationships within the CLB.</li> <li>• Embed the use of Communication Friendly School visual supports &amp; achieve Bronze Award.</li> <li>• Explore Alternative, Augmentative Communication methods.</li> </ul>		

*Stakeholder's views*

**How were stakeholders' views collected?**

Stakeholder views were collected in the following ways:

- Regular discussions with consultation with pupils and GMWP data.
- Parent/Carer Microsoft Forms questionnaire
- CLB staff audit of current practice on May in-service day
- CLB Staff Microsoft Forms questionnaire
- Regular consultation with partners at JSTs

**How was PEF spend consulted on?**

N/A

# Plan –Session 2024-2025

<b>Priority 1</b>		
Improvement in children and young people's health and wellbeing		
<b>NIF Driver</b>	<b>HGIOS/ELC QIs</b>	<b>UNCRC</b>
Assessment of children's progress Teacher professionalism Performance information	3.1 Ensuring wellbeing, equality and inclusion	Article 28: (Right to education): Article 3 (Best interests of the child):
<b>Rationale for change based self- evaluation including data and stakeholder views</b>		
<p>Feedback from our peer review last academic year highlighted the need for the CLB to explore Alternative Augmented Communication Resources to offer a more inclusive approach to ensure that all pupils were given the opportunity to be heard, to have their individual needs met and fully accessed their curriculum. This was also highlighted when we identified a number of pupils within the CLB who display limited verbal communication and language delays for a variety of reasons. Staff also felt that there was an increased need in supporting language development of all pupils within the CLB during a recent audit.</p> <p>On carrying out an audit of the use of Communication Friendly Schools Visuals across the CLB and mainstream settings, it was highlighted that although there had been previous training and a number of staff were using visuals effectively, there was an inconsistency of approach and a lack of whole-school environmental visuals. As a mainstream setting with a CLB attached it is important that we ensure a consistent approach across the school in order to support pupils and be an example of good practice within the authority.</p> <p>The results of our staff Forms questionnaire highlighted the need for a more holistic approach to assessment for pupils within the CLB and looking at the developing the skills for learning. Following the recording of various critical and internal incidents involving distressed and dysregulated behaviours it became apparent that there was a need to explore what motivates pupils and supports development, allowing pupils to meet their potential. As such, The Leuven Scale for Motivation &amp; Wellbeing has been identified as a useful tool to identify and monitor the wellbeing and engagement of pupils, particularly through the use of play.</p>		

<b>Expected outcomes for learners - Who? By how much? By when? What?</b>
<ul style="list-style-type: none"> <li>• By June 2025 there will be an increase in Learner engagement in Rooms 1 &amp; 2 through the delivery of high-quality play experiences indoors and outdoors (Baselines to be established).</li> <li>• By March 2025, all CLB and mainstream pupils will be familiar with whole school and classroom visuals.</li> <li>• By March 2025 all identified CLB pupils will have access to bespoke visual supports.</li> <li>• A consistent approach to visuals will see in an increase in pupil engagement in adult-led activities (Baseline to be established)</li> <li>• Identified pupils will show increased wellbeing &amp; motivation by June 2025 (Baseline to be established)</li> <li>• By June 2025 targeted pupils will have further developed language and communication skills (Baseline to be established).</li> </ul>
<b>If PEF spend is supporting – what (cost)</b>
N/A

<b>Tasks to achieve priority</b>	<b>Timescale</b>	<b>RAG</b>	<b>Those involved/responsible – including partners</b>	<b>Resources and staff development</b>
All CLB & Mainstream staff participate in Communication Friendly Schools CLPL.	October '24		ICOS	CLPL Sessions
Identification of Appropriate Visual Supports for all pupils, classes, groups and environments within the CLB & across the school.	November '24		PT	Whole School Communication Friendly Schools, Visuals, liaison with Communication Friendly Schools Working Group, sharing examples of good practice.
Refresh Whole School Environmental Visuals.	November '24		PT, Communication Friendly Working Group, Class Teachers, PSAs	Environmental Visuals Staff to carry out visits to other establishments both within and out

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>Embed consistent approach to visuals across the CLB in order to meet criteria for Bronze Level Award.</p> <p>Awareness raising Session for Parents</p> <p>Arrange accreditation.</p>	<p>January '25</p> <p>January '25</p> <p>April '25</p>		<p>PT, Communication Friendly Working Group, Class Teachers, PSAs</p> <p>PT, Communication Friendly Working Group, Class Teachers, PSAs</p> <p>PT, ICOS</p> <p>PT, ICOS, All Staff</p>	<p>with the authority to identify and bring back good practice.</p> <p>CLPL Sessions/Consultation with Communication Friendly Schools Working Group, Bronze Level Resources (Checklist, Criteria), Parental information leaflets/resources.</p>
<p>All CLB staff to use Leuven Scale to track and monitor Engagement &amp; Motivation (Play Pedagogy)</p> <p>Parents to attend 'Stay &amp; Play' sessions in all CLB classes</p>	<p>October '24</p> <p>November '24</p> <p>February '25</p>		<p>PT, All Staff</p> <p>All Staff</p> <p>All Staff</p>	<p>PT to deliver CLPL sessions in Leuven scale, all staff aware of recording format and tracking procedures.</p>
<p>Explore use of AAC resources in other establishments and identify appropriate resources that would benefit pupils within the CLB.</p> <p>Identify target pupils and appropriate AAC intervention.</p>	<p>October – November 24</p> <p>December 24</p>		<p>PT</p> <p>PT &amp; Class Teachers</p> <p>S&amp;LT</p>	<p>PT to visit other ASN establishments to explore AAC resources and their effective use. Liaise with S&amp;LT, other education colleagues.</p>



Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>Introduce AAC resources/Intervention for target group.</p> <p>Monitor AAC Intervention/evaluate use of resources and measure impact.</p>	<p>January 25</p> <p>May-June 25</p>		<p>All Staff</p> <p>PT &amp; CTs</p>	<p>Work with S&amp;LT to identify target pupils and assess communication &amp; language skills of identified group (Teach Talk Assessment?)</p> <p>All staff to be trained in use &amp; benefits of new AAC resource/intervention. New recording format to be introduced by PT and shared with all staff.</p> <p>All teaching staff trained in assessment and interpreting data.</p>

**Measure of Impact: What we will see and where?**

- All pupils will be familiar with and use whole school and individual visuals as required.
- All staff will participate in CLPL and show an increase in confidence in the use of Communication Friendly Schools Visuals.
- There will be a consistent approach within the CLB and mainstream school to use of visual supports for identified and all learners.
- The school will achieve bronze status Communication Friendly Schools status.
- The Leuven Scale for Engagement & Motivation will be used consistently within the CLB as an indicator of pupil wellbeing alongside the GMWP as appropriate.
- All staff in the CLB will be confident in the use of Leuven Scales and GMWP, including the interpretation of data.
- All pupils will show increased wellbeing & motivation by June 2025.
- Staff will attend CLPL sessions relating to identified forms of AAC.
- All staff will have increased knowledge & understanding of the use of AAC and will begin implementing strategies where appropriate.

- Identified pupils will have more independence in accessing the curriculum and in expressing needs, wants emotions etc. as a result of new AAC interventions.
- AAC will have a positive impact on the wellbeing of identified pupils.

<b>Priority 2</b>		
Improvements in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people		
<b>NIF Driver</b> Assessment of children's progress School Improvement Performance information	<u>HGIOS/ELC QIs</u> 3.2 Raising attainment and achievement 3.2 Securing Children's Progress	<b>UNCRC</b> Article 28: (Right to education): Article 3 (Best interests of the child):

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

Through termly tracking and monitoring meetings between CTs & SLT, and Forms consultation, it has been highlighted that current assessment tools and data could be more effective in highlighting pupils' progress and allowing for the effective planning of high quality learning and teaching, particularly for those pupils who are working on Early Level in Curriculum for Excellence or Milestones, or where there are gaps in their development and they are not yet ready to learn in conventional ways/settings. A need for a more holistic approach to assessment has been identified to take into account the individualised needs of our children within the CLB while ensuring that all pupils are able to access an appropriate curriculum and reach their full potential.

While we continue to see progress in the literacy and numeracy of pupils within the CLB there continues to be number of pupils who are currently 'behind expectation'. For some of our pupils this is in large part due to their developmental stage. As a result, we require a more robust system of tracking and monitoring progress which will in turn inform our planning of appropriate learning experiences for all of our pupils.

Only 1 CT within the CLB has attended the authority CLPL in Play Pedagogy and it has been identified that our approach to implementing Play Pedagogy will require further development and adaptation to develop the approach within the CLB. The nature of the social and communication barriers faced by some of our pupils mean that those early play skills have to be modelled and taught explicitly within an environment that takes into account the sensory needs and sensitivities of the children. As such further work is required to adapt play pedagogy within the CLB.

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

- By October 2024 all new pupils will be assessed and correct pathway identified.
- By June 2025 all pupils within the CLB will have shown progress in Reading and Numeracy through individualised plans and targets. (Baseline to be established)
- By June 2025 there will be an increase in Learner engagement in Rooms 1 & 2 through the delivery of high-quality play experiences indoors and outdoors (Baselines to be established)
- By May 2025 83% of pupils in Room 2 will have achieved Early Level or beyond, 71% of pupils in Room 3 will have achieved First Level or beyond and all pupils in Room 4 will achieve First Level or beyond, in Numeracy.
- All identified pupils within the CLB will engage in appropriate literacy interventions and will show progress in assessment. (Baselines to be established).
- By June 2025 83% of pupils in Room 2 will have achieved Early Level in both reading and writing.
- By June 2025 all pupils in Room 3 will achieve their next stage of progression in Reading and Writing.
- By June 2025 all pupils in Room 4 will have achieved First Level or beyond in Reading and 83% will have achieved First Level in Writing

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Review of existing approaches to the learning, teaching and assessment cycle.	From August 2024 – October 24		School improvement group, DHT, HT. Education officer.	ASN PT Network
Establish new assessment and tracking procedures and processes (BSquared)	From September 2024- December 2024		PT, All CLB CTs & Support Staff	PT visits to other establishments, consultation with DHT @ Craigmarloch. All Staff to participate in CLPL in effective use of BSquared.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
All pupils will have individualised programme and targets.	From December 2024		All teaching staff.	<p>PT to co-ordinate.</p> <p>Class teams (teaching and PSA staff) awareness raising &amp; sharing via team meetings.</p> <p>Parent awareness raising session.</p>
Review existing tracking for literacy interventions.	August 24		DHT, PT, CTs	<p>PT to liaise with DHT re mainstream tracking for literacy interventions.</p> <p>PT to work with CTs to ensure effective tracking of literacy interventions and identify dates throughout the year.</p>
Appropriate Reading/Phonics/Phonological Awareness interventions to be implemented for identified pupils.	October 2024 – December 2024		DHT, PT & CTs	PT & CTs to liaise with DHT re appropriate literacy interventions for identified pupils.
Develop Knowledge & Understanding of Seal Approaches.	August 2024 – September 2024		PT, CTs & PSAs	<p>SEAL resources for Phase 1-5</p> <p>Barry Dyer to deliver initial training for All CTs &amp; PSAs</p>
SEAL Approaches and assessments used consistently throughout the CLB.	June 2025		All Staff	<p>Ongoing CLPL for staff if required.</p> <p>SEAL resources and Flipcharts being used effectively and consistently.</p>

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Work with ICOS to establish Play Pedagogy Action Plan for CLB and implement.	August 2024 – June 2025		All staff ICOS Jennifer Kane	PT & ICOS initial meeting to establish aims of Action Plan.  Action plan shared with all staff and adapted if necessary.  All staff involved in Play CLPL sessions.  Ongoing monitoring by All Staff & ICOS.
Parents to attend Workshops to gain a better understanding of literacy interventions, SEAL Approaches and Play Pedagogy.	October 2024 – December 2024		All Staff ICOS Jennifer Kane & Kellie-Ann Fleming	CTs to lead SEAL workshops in own classes, PT to support.  Parent workshops in Rooms1 & 2 classes on Play Pedagogy within the CLB.  PT& CTs to deliver parent workshop on current literacy interventions and supports.

**Measure of Impact: What we will see and where?**

- Through engagement in CLPL staff will be confident in the use of BSquared assessment tool and associated target setting.
- A more holistic approach to assessment will allow staff to monitor progress more appropriately, identify next steps and ensure that pupils are accessing appropriate, engaging learning experiences.
- All pupils will have an individual profile which will be reflected in teacher planning.
- Teachers will be more confident in discussing progress and making more accurate TPJs.
- All teaching & support staff will access bespoke play training, taking into account the specific needs of pupils within the CLB and will demonstrate what they have learned in their practice.
- Pupils in Rooms 1 & 2 will benefit from an appropriate play-based learning approach.
- Most P 1-3 parents will be familiar with the play-based learning approach and P1 parents will be confident in the use of identified strategies to support their child's play.
- Tracking data will show an increase in literacy & numeracy attainment.
- Staff will use a variety of tools to assess, track individual play skills.
- Data will show progress in play skills, engagement and motivation through the implementation of play.
- All staff will be confident in the use of SEAL resources and approaches to numeracy, ensuring consistency across the CLB.
- All identified pupils will be supported by evidence-based literacy interventions.
- All Staff will be confident in delivering and monitoring evidence-based literacy interventions

Classification : Official