

Education – Improvement Planning Document – 2024-25

Establishment Name: All Saints Primary School

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Head of Establishment	Lesley-Anne McCabe	Date	June 2024
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Quality Improvement Officer	Alison McLellan	Date	
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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

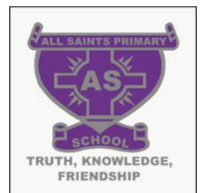
We want our children to be ambitious for themselves and their school, local and parish communities.

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.



1 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 are for a period of one year for session 2023-2024.

Overview of one year plan

National Priorities	Session 2024-2025	Session 2025-2026	Session 2026-2027
<p>1. Improvement in children and young people's health and wellbeing</p>	<ul style="list-style-type: none"> • Develop Social and Emotional learning • Continue to developing trauma informed practice • Track and monitor progress and achievement in health and wellbeing • Embed Children's Rights in learning and teaching 		
<p>2. Improvements in attainment, particularly in literacy and numeracy</p>	<ul style="list-style-type: none"> • Raising attainment in writing across the school • Maintain focus on Raising Attainment in reading across the school with a particular focus on comprehension. • Embed a consistent approach to tracking progress and achievement in reading, writing, numeracy • Fully embed Play pedagogy in P1-3. • Continue to ensure targeted interventions 		

	<p>meet the needs of identified learners</p> <ul style="list-style-type: none"> • Revisit design principles to develop Curriculum Rationale. 		
<p>3. Improvement in employability skills and sustained positive school leaver destinations for all young people</p> <p>4. Placing the human rights and needs of every child and young person at the centre of education</p>	<ul style="list-style-type: none"> • Build Racial Literacy through reading and Social Subjects and through the Laudato Si School approach. • Develop Young Leaders of Learning • Develop meta-skills through the use of the meta-skills progression framework. 		

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.

Microsoft Forms was used to consult parents of PEF spend.

Plan: Session 2023-2024

Priority 1

Improvement in children and young people's health and wellbeing
Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver

Parental engagement
School Improvement
Assessment of children's progress

HGIOS/ELC QIs

3.1 Ensuring wellbeing, equality and inclusion
2.4 Personalised support
2.3 Learning, teaching and assessment

UNCRC

Article 28: (Right to education):
Article 31 (Leisure, play and culture):

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

Following a self-audit on social and emotional learning within the school it was agreed that it was necessary to move from early stages to more developed practice within the school which would enable children to establish and maintain positive relationships and make responsible decisions.

Pupil Voice continues to be developed however feedback from pupils indicates that they would like more opportunities to be involved in decision making within the school.

Attendance data demonstrates an increase in attendance in the past year however we are still below the authority average. We will continue to promote attendance at school to ensure a further increase beyond the authority average.

Data from Strength and Difficulties Questionnaires have indicated a +20% decrease in those children identifying in High Need and a 3% increase in those moving to No Need. Whilst this data is positive, there has been a 2% increase in those presenting as Low Need and there are still a number of children who are presenting with difficulties in engaging fully in their learning and experiencing difficulty in self-regulation.

Parental Questionnaires have indicated that they would like regular opportunities to work alongside their children to experience learning in play, maths and reading. They also requested input on understanding behaviour and relationships.

A Peer Review of the school identified the following areas for improvement:

- To build on the good practice established this year to develop pupil leadership across the school, ensuring children have the opportunity to contribute to school improvement and lead their learning.
- Further develop approaches to outdoor learning, making full use of the fantastic outdoor space surrounding the school.
- Continue to create increased opportunities for children within the CLB to be included within the wider school.

Expected outcomes for learners

Who? By how much? By when? What?

By June 2025:

1. Evidence from Strengths and Difficulties questionnaires will demonstrate:
 - There will be a 5% decrease in those children presenting with High Need
 - There will be a 3% decrease in those children presenting with Low Need
 - There will be a 3% increase in those children presenting from low need to no need
2. There will be an increase in attendance by 1% across the school.
3. Parental engagement in workshops will increase by 5% throughout the school
4. There will be a 10% decrease in Critical Incidents completed this year through Promoting Positive Behaviour

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?

1. Evidence from the pupil questionnaires will demonstrate :
 - improved attitudes, behaviour and relationships with peers
 - reduced emotional distress
 - reduced levels of perceived bullying
 - improved engagement and attendance
2. Questionnaires will demonstrate that there will be an increase in pupils feeling safe in the school Evidence from Authority Support Group will demonstrate a decrease in Critical Incidents being submitted.
3. Evidence from parental questionnaires will indicate an increase in parental engagement and involvement throughout the school
4. Figures from weekly authority attendance data will demonstrate an increase in attendance throughout the school.

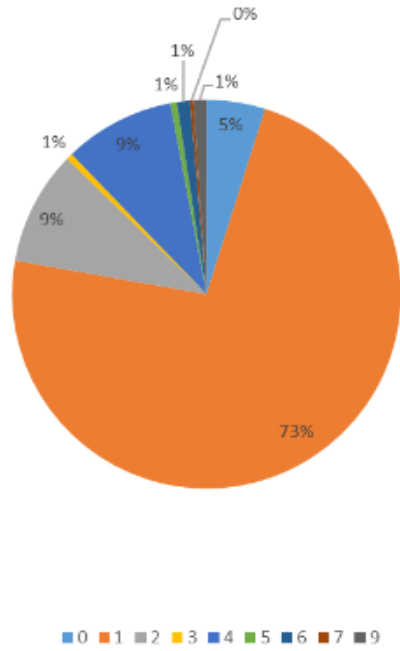
<ul style="list-style-type: none"> • 0.6 Enhanced Nurture Post - £38,711 • Health and Wellbeing Coach £26,558.60

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Teachers will participate in Promoting Positive Behaviour sessions providing knowledge and understanding of the theory behind Promoting Positive Behaviour.	Term 1 - 2024		<ul style="list-style-type: none"> • PPB Trainers 	<ul style="list-style-type: none"> • All teachers
All support staff will attend one day training on Promoting Positive Behaviour	Term 1 – August 2024		<ul style="list-style-type: none"> • PPB Trainers 	<ul style="list-style-type: none"> • All Pupil Support Assistants
Integrate high quality Social and Emotional Learning throughout the whole school <ul style="list-style-type: none"> • Commitment through whole school Ethos • Explicitly teach skills • Integrate and model SEL through everyday teaching 	June 2025		<ul style="list-style-type: none"> • SMT • Class Teachers • PSA • Parents • Barnardos 	<ul style="list-style-type: none"> • Training and support for all school staff including development of skills and knowledge as well as supporting and embedding change.

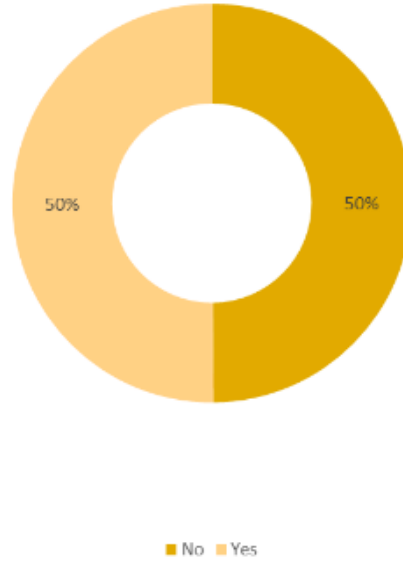
Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none"> Plan SEL Programme 				
Embed trauma informed practice throughout the school	Ongoing – June 2025		<ul style="list-style-type: none"> PT CLB to lead Enhanced Nurture Teacher 	<ul style="list-style-type: none"> PT Carol Boyle – LIAM CLPL
Introduce a consistent approach to classroom and whole school visuals	October 2024		<ul style="list-style-type: none"> PT -CLB 	
Support for children who are presenting with behaviour that challenges to re-engage with learning.	Ongoing – June 2025		Enhanced Nurture Teacher <ul style="list-style-type: none"> Class teachers PSA PT – Carol Boyle 	
Deliver Parental Workshops in <ul style="list-style-type: none"> Reading Writing Promoting Positive Behaviour Understanding Trauma Transitions 	Ongoing – June 2025		<ul style="list-style-type: none"> Pupils Teachers PSA Parents Partners - Barnardos 	

<p>Priority 2 Improvements in attainment, particularly in literacy and numeracy Choose an item</p>		
<p>NIF Driver Teacher professionalism School Improvement Assessment of children's progress</p>	<p>HGIOS/ELC QIs 3.2 Raising attainment and achievement 2.4 Personalised support 2.3 Learning, teaching and assessment</p>	<p>UNCRC Article 29 (Goals of education): Choose an item.</p>
<p>Rationale for change based self-evaluation including data and stakeholder views</p>		
<p>The school population has 81% 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.</p> <p>While the school has made gains in attainment in 2023-2024, we are keen to continue to improve teaching and learning. Reading currently sits at 82% attainment across the school, whilst writing sits at 74% 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 80. % of pupils across the school on track/beyond currently. Teachers have introduced Play Pedagogy in P1 and P2 however planning for further opportunities for effective play should be embedded in practice. Play also needs to be introduced in P3.</p> <p>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. 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</p> <p>A peer review of the school identified the following areas for improvement:</p> <ul style="list-style-type: none"> • Further empower staff to analyse and take ownership of their class data, planning for targeted interventions • Continue to develop high quality learning and teaching with a specific focus on learning intentions, success criteria, differentiation and pace. • Continue to develop staff leadership through planned working groups, with direction, linked to School Improvement Plan. • Continue to develop curriculum design 		

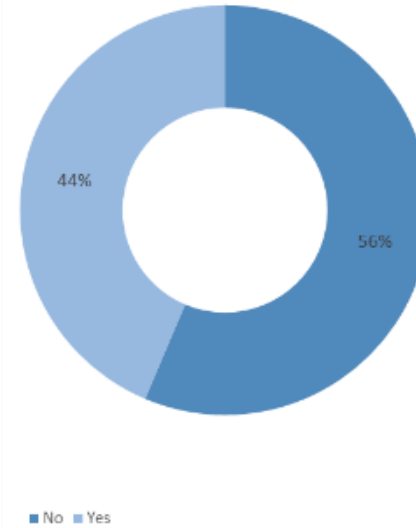
SIMD Decile



FSM



ASN



All Saints Primary School Profile 2023-2024

Expected outcomes for learners

Who? By how much? By when? What?

- By May 2025 children across the school on track/beyond for reading will increase to 83%
- By May 2025 children across the school on track and beyond for writing will increase to 80%
- By May 2025 children across the school on track and beyond for numeracy and maths will increase to 83%
- By May 2025 all assessments will be tracked consistently throughout the school, with staff making effective use of the dashboard for accessing a wide range of data.

- By May 2025 80% of learners receiving targeted support will have made at least 6 months progress with their learning.

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?

- Ongoing tracking meetings will evidence improvements in reading and writing and increased accuracy of Teacher Professional Judgements.
- May 2024 assessment data used as benchmark to compare and track attainment throughout the session.
- Observation will evidence training is embedded.
- Moderation activities will demonstrate pupil progress.
- Examples of children’s work will demonstrate improvement.
- Track interventions and support for impact using PIRA, North Lanarkshire Assessments, Phonological Awareness Assessments and YARC (where appropriate) to demonstrate raising attainment.
- Feedback from High Quality CLPL in reading and writing will demonstrate an increase in knowledge and understanding of the impact of effective planning, teaching, learning and assessment which will support raising attainment for all.
- Quality Assurance will evidence a more consistent collaborative approach to teaching literacy and numeracy
- Termly Quality Assurance and self- evaluation processes will evidence a consistent, collaborative approach to the teaching of reading and writing skills throughout the school.
- Forward plans in P1 & 2 will evidence a play-based approach to literacy, numeracy and social subjects.
- Minutes and evaluations of staff and cluster meetings will demonstrate impact of moderation activities.
- Leuven Scales show an increase in engagement through play experiences.

If PEF spend is supporting – how much and what?

- 1.0 PEF teacher £58,082.51
- 0.8 PEF teacher £49,226.66

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>Ensure tracking & monitoring of progress and achievement is consistent throughout the school by using appropriate tracking tools</p>	Term 1		<ul style="list-style-type: none"> • SMT • Class Teachers 	<ul style="list-style-type: none"> • New Tracking tools in place for reading, writing, talking & listening and health & Wellbeing, tracking wider achievements and interventions • CLPL on effective tracking & monitoring of all above including ensuring effective use of SEAL and Staging Post Assessment trackers
<p>Ensure consistent structured approach to teaching writing throughout the school through:</p> <ul style="list-style-type: none"> • Establish agreed number of formal writing activities across the school. • Review of writing calendar and time spent on each genre. • Review of writing assessments and agreed approach established. • Coaching and modelling to support the teaching of writing. • Foundations of writing strategies embedded across Early Level. • Celebration of writing across the school. • Policy created for the teaching of writing 	Ongoing – June 2025		<ul style="list-style-type: none"> • DHT Vicky Bonnar • All Teachers • All PSA • Attainment Challenge Pedagogy Lead 	<ul style="list-style-type: none"> • Audit of current practice in writing • High quality CLPL for teaching staff • PSA training sessions. • Regular meetings with Support for learning staff to ensure high quality approaches and interventions being used. • Support at Early Level on Foundation of Writing

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>Maintain focus on Raising Attainment in reading across the school with a particular focus on comprehension.</p> <p>Continue to develop the All Saints Way as new practice is teaching reading is embedded.</p> <p>Regular meetings with SFL staff to ensure high quality approaches and interventions being used to raise attainment in reading</p>	Ongoing – June 2025		<ul style="list-style-type: none"> • Vicky Bonnar DHT • All teachers • All PSA • Pedagogy Lead • PT – Carol Boyle 	<ul style="list-style-type: none"> • New teaching staff training on the Science of Reading: Learning to Read/Reading to Learn. • All Teaching staff training on Reciprocal Teaching/Reflective Reading/Word Aware Level 2/Reading for Enjoyment. • PSA staff training on the Science of Reading/Reading to Learn/Reciprocal Teaching/Word Aware • Review of resources and approaches used for teaching of reading i.e. Rapid Readers/Barrington Stoke
<p>Moderation of learning, teaching and assessment including:</p> <ul style="list-style-type: none"> • Termly moderation of writing progression and feedback. 			<ul style="list-style-type: none"> • All teachers • Cluster Staff • SMT to lead 	<ul style="list-style-type: none"> • CLPL including Professional Reading of Power Up Your Pedagogy by Bruce Robertson • Planning for cluster events
Embed play pedagogy in P1 and P2	December 2024		<ul style="list-style-type: none"> • P1 and P2 Teachers and PSAs • Play Working Party Members • Mrs Bonnar DHT to lead 	<ul style="list-style-type: none"> • Improving our Play Pedagogy network • CLPL Play Pedagogy for P1&2 staff • Play working Party established • Action Plan

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 children have indicated that there is increased opportunity for their voice to be heard, they reported that they would still like to contribute to further change within their learning and across the school. There is a need for children to develop opportunities to lead change and improvements within the school and beyond, contributing to society and helping them to develop skills for learning, life and work.</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> <p>A peer review of the school identified the following areas for improvement:</p> <ul style="list-style-type: none"> • Outdoor spaces should be utilised for positive learning experiences within the CLB and school to help mitigate challenges, increases resilience and improve wellbeing. • Tracking of wider achievement and seeking further opportunities for children’s leadership roles across the school. • Continue to develop staff leadership through planned working groups, with direction, linked to School Improvement Plan • Build on the good practice established this year to develop pupil leadership across the school, ensuring children have the opportunity to contribute to school improvement and lead their learning. • Continue to create increased opportunities for children within the CLB to be included within the wider school. 		

Expected outcomes for learners - Who?	By how much?	By when?	What?
<ul style="list-style-type: none"> • By May 2025 Young Leaders of Learning will be able to articulate what is working well, areas for improvement and effective practice within our school. • By June 2025 pPupils will report on measurable change that has happened as a result of their actions. • By June 2025 most pupils will develop age appropriate digital skills and the school will have engaged with the digital school award programme. • By June 2025 meta-skills will be explicitly visible and pupils will be able to recognise, understand and explore their metaskills development • By June 2025, 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. 			
If PEF spend is supporting – how much and what?			
N/A			
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?			
<ul style="list-style-type: none"> • 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) • 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 and pupil voice groups are feeling empowered. • Staff feedback will indicate increased confidence in dealing with racist incidents. • Reading resources will provide a greater opportunity for children to develop knowledge and understanding of global citizenship. • Children will demonstrate a greater understanding of anti-racism and racial diversity evidenced in learning and assemblies. • Almost all pupils will be able safely navigate the digital world. 			

- Feedback from pupil focus group will demonstrate that through loose parts play and outdoor learning opportunities children will have developed knowledge and understanding of meta-skills.

Tasks to achieve priority	Timescale	R A G	Those involved/responsible – including partners	Resources and staff development
<p>Create leadership opportunities for pupils to contribute to ethos and life of the school through significant roles including:</p> <ul style="list-style-type: none"> • Nursery Ambassadors (P6) • Eco Warriors (P4) • Buddies (P7) • Rights Respecting Group • BLL Group (P&7) • Mini Vinnies (Intergenerational Agents) (P5) • Young Leaders of Learning programme. (P5-P7) • Pupil Council (P1-P7) • Continue to develop senior pupils as Primary Leaders through the 	<p>Established September and Ongoing 2024-2025</p>		<ul style="list-style-type: none"> • Class Teachers • PT – Carol Boyle • Mrs Devenney – YLL co-ordinator • PSA • Active Schools 	<p>Loose Parts Education Scotland Website and resources</p>

Tasks to achieve priority	Timescale	R A G	Those involved/responsible – including partners	Resources and staff development
Active Schools Play Leaders programme Sports Leaders				
Use the Laudato Si Framework and Global goals to develop awareness of Children’s Rights, Global Citizenship, Cultural Diversity and build Racial Literacy	June 2025		PT Carol Boyle to lead All staff Pupils Parents Racial Literacy Working Party	Laudato Si Resources SCES Website Global Goals Rights Respecting School Evaluation Toolkit
Develop outdoor learning throughout the school with a focus on loose parts and the understanding of meta skills.	June 2025		Young Leaders of Learning Health& Wellbeing Coach	Engage with Young Leaders of Learning programme. Loose Parts Documentation and Toolkits Engagement in the meta-skills framework.