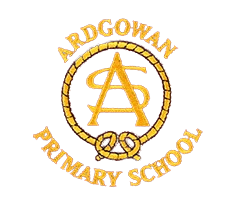
Education – Improvement Planning Document 2024 – 25

Ardgowan Primary School

Academy

Establishment Name:

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1. Establishment Vision, Values and Aims
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Signatures:

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| Head of Establishment | Emma Picken | Date | June 2024 |

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| Quality Improvement Officer | Elaine McLoughlin | Date | June 2024 |

Our Vision, Values and Aims

**Our Vision**

**A**lways be the best that we can be

**R**espect each other and our community

**D**evelop skills for learning, life and work

**G**row in confidence in a happy, nurturing environment

**O**ffer support to others

**W**ork and play together

**A**ll have opportunities to be heard

**N**ever give up!

**Our Values**

Honesty Respect Achievement Friendship

**Our aims**

To create successful learners by providing all pupils with equal opportunities for maximum learning and development

To create confident individuals by encouraging respect for every child’s individuality and dignity

To create responsible citizens by developing and fostering positive attitudes and skills for all pupils which prepare them for life in society

To create effective contributors by encouraging an enterprising attitude, resilience and independent learning skills

To develop an open, welcoming and caring school in which all children feel nurtured, safe, active, healthy, achieving, included, respected and responsible. 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 2024-2025

Session 2025-2026

Session 2026-2027

Overview of rolling three-year plan

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| **National Priorities** | Session 2024-2025 | Session 2025-2026 | Session 2026 - 2027 |
| Improvements in attainment, particularly in literacy and numeracy | * Fact, Story, Action data analysis * Play and enquiry /outdoor learning in P4 -P7 * Reading Pedagogy   (Reading schools focus too)   * Writing (intro to Inverclyde’s framework) (maintenance/moderation) * Numeracy (Maintenance / dyscalculia/moderation) * Pace and challenge – pupils working beyond expectation * Continuation of High-quality learning and teaching pedagogy (creative classroom, metacognition) * Cluster and in house Moderation (writing and numeracy) | * Listening and Talking (Inverclyde’s framework) * Revisit Dialogic teaching * Moderation of Listening and Talking * Continuation of High-quality learning and teaching pedagogy * Introduction of the early years tracker * Play and enquiry /outdoor learning in P4 -P7 continued | * Raising attainment in literacy across the BGE curriculum * Continuation of High-quality learning and teaching pedagogy. * Revisit pedagogy around dyslexia and the dyslexia toolkit. * Play and enquiry /outdoor learning in P4 -P7 * Play and enquiry /outdoor learning in P4 -P7 continued |
| Closing the attainment gap between the most and least disadvantaged children | * Attendance gap continued (PEF) * Home learning club (P4,5 as a focus) * Family learning (Reading / EAL focus) * Family support groups (EAL and parents / carers of Care Experienced pupils). * Family learning to support mental health and wellbeing (Trauma informed practice/food technology) * Continue to analyse data using the dashboard to accurately identify intervention strategies for individual children * High quality support at each stage (PEF) – continue to analyse data to identify intervention strategies for individual children. * Targeted art therapy continued (PEF) * Focus on writing gap as having impact on overall literacy attainment | * Attendance focus to continue (PEF) * Focus on ‘engagement’ linked to attendance and curriculum design. * Continue to analyse data using the dashboard to accurately identify intervention strategies for individual children. * Strategy for continuation of support for SAC exit. * High quality support at each stage (PEF) – continue to analyse data to identify intervention strategies for individual children. * Targeted art therapy continued (PEF) | * Attendance focus to continue * Continue work on ‘engagement’ linked to attendance and curriculum design. * Continue to analyse data using the dashboard to accurately identify intervention strategies for individual children. * High quality support at each stage – continue to analyse data to identify intervention strategies for individual children. * Targeted art therapy continued by trained PSA within the school day. |
| Improvement in children and young people's health and wellbeing | * Attachment and trauma informed school award (bronze into silver) * Play and enquiry /outdoor learning in P4 -P7 * Taking learning out of school (alternative outdoor spaces) Focus at P3 and P7 * Cooking classroom/food technology (P1-4) * Art therapy * ‘Peaced together ‘ * Seasons for growth * Sensory path * Review of health week * Review of tracking wellbeing / interventions * Re introduce Joint Support Team meetings * The Promise training | * Attachment and trauma informed school award (silver) * Play and enquiry /outdoor learning in P4 -P7 (continued) * Taking learning out of school (alternative outdoor spaces) focus on the wider school * Cooking classroom/food technology (P5-7) * Art therapy * ‘Peaced together ‘ * Seasons for growth * Sensory path * Extra-curricular focus before school * Met skills linked to wellbeing and mental health | * Attachment and trauma informed school award (silver into gold) * Bereavement charter * Art therapy * ‘Peaced together ‘ * Seasons for growth * Sensory path * Review of quality PE (indoor and outdoor) |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | * Digital support for numeracy and writing (maintenance) * Refresh of Financial Education (P7)      * Curriculum innovation and design – planning through the 4 – contexts, pupil voice and floor books * Metacognition - Play and enquiry and outdoor learning P4 – P7 (meta skills/the creative classroom) * Review of Science, STEM and Expressive Arts * Improve transitions experience for P7 pupils – focus on Art, IT, social subjects | * Review of Technology Es and Os (pathways and practice) across the cluster * Refresh of Financial education P6 and P5 * Curriculum innovation and design – planning through the 4 – contexts, pupil voice and floor books – with focus on STEM * Improve presentation skills (linked to listening and talking work in Priority 1/ meta skills / life and work) * Debating club linked to Priority 1 (Cluster level) | * Refresh of Finance education at P4 and P3 * Develop master classes in partnerships with outside agencies at second level |
| Placing the human rights and needs of every child and young person at the centre of education | * Cluster Equalities Charter * RRS – Gold * Racial Literacy programme year 3 - all IDL to have an element of BRL * BRL / Global Goals curriculum focus P1 - P7 | * Continue BRL journey * LGBT vision/ through consultation | * Continue BRL journey * LGBT policy and practice |

*Stakeholders’ views*

**How were stakeholders’ views collected?**

**Stakeholders consulted:**

Teachers

PSAs

Parents and Parent Council

Pupils

Office staff

Local chaplains

Janitor

Cleaners

Head cook

All stakeholders’ views were collected via Microsoft forms (questionnaire) and pupil voice meetings.

**How was PEF spend consulted on?**

Questionnaire to teaching staff

Questionnaire to parents

Questionnaire to parent council/discussion at parent council meetings

Questionnaire to PSAs, janitor, head cook

Pupil voice groups via meetings / discussions

**Plan –Session 2024-2025**

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| **Priority 1** Improvements in attainment, particularly in literacy and numeracy | | |
| **NIF Driver**  Assessment of children's progress  School Improvement  Teacher professionalism  **Performance information** | HGIOS QIs  3.2 Raising attainment and achievement  3.2 Securing Children's Progress  1.3 Leadership of change  2.3 Learning, teaching and assessment | **UNCRC**  Article 28: (Right to education):  Article 3 (Best interests of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| **High Quality Learning and Teaching / Highly Effective Practice**  High quality learning and teaching and highly effective practice underpins the success of any school. Continuing to review and refresh key pedagogies is necessary to ensure consistency in learning and teaching across each stage of the school. Next year the staff have agreed to focus on **Metacognition** alongside, the continuous review of high-quality LI/SC, differentiation, effective questioning and effective feedback. Metacognition and the creative classroom empower pupils to become proactive learners, capable of managing and directing their learning processes effectively. This leads to deeper understanding, better problem-solving skills and higher rates of achievement in literacy and numeracy. Metacognition is the overarching term encompassing other common terms such as self-regulating, learning thinking skills and learning to learn. Research suggests that metacognition accounts for 17% of a child’s ability to be successful, whereas intelligence accounts for only 10%.  Research also suggests that the use of metacognition will have a positive impact on:   * Supporting equity across all ethnic groups of children * supporting challenging behaviours in mainstream settings * incremental gains for children with learning challenges * supporting attainment in those of lower socio-economic background   **Reading**    Through our contextualised analysis and data analysis reading has taken a slight dip overall. Our biggest poverty related attainment gap lies within reading. We will use the Inverclyde Literacy Framework as a focus to support practitioners with the planning, teaching and assessment of reading in order to raise attainment for all.  **Writing**  Although our writing attainment continues to be the lowest overall, we have maintained our attainment levels. We have identified that writing is impacting on Literacy overall, therefore we will continue to make writing a key focus on our Maintenance agenda and continue to analyse data to identify and support pupils who are not on track for writing but are on track for the two other elements.  **Numeracy**  We strive to raise attainment in numeracy by continuing the collegiate work we have implemented in session 23-24. Through self – evaluation the SMT, SLT and staff have identified that there is a need for CLPL to build on good practice of learning and teaching and opportunities to upskill staff in the identification of dyscalculia to support pupils. |
| **Focus on Reading Attainment Targets:**  By June 2025, the attainment in reading will increase by the following in each stage by reviewing and implementing a whole school reading approach   * **P1 targets: increase from 86.4% to 90% achieving at Early Level (2 pupils)** * P2 targets: increase from 86.4% at E to 89.8% at achieving F.1 (2 pupils) * P3 targets: increase from 84.0% at F.1 to 86.6% at achieving F.2 (2 pupils) * **P4 targets: increase from 85.5% at F2 to 90.3% at achieving First level (3 pupils)** * P5 targets: increase from 91.2% at First Level to 94.7% achieving S.1 (2 pupils) * P6 targets: increase from 89.2% at S1 to 92.2% achieving S2 (2 pupils) * **P7 targets: increase from 76.9% at S2 to 81.5% achieving Second Level (3 pupils)** | |
| ​**If PEF spend is supporting – how much and what** | |
| N/A | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** | |
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| Familiarise and upskill staff on the use  Of Inverclyde Literacy Framework to  support the teaching and assessment  of reading. | August 24 – June 25 |  | DHT leading  Class Teachers | * Inverclyde Literacy Framework * Whole staff and individual CPL | |
| Upskill the teaching staff on the use of the dashboard. | August in-service day 24 |  | HT  All SMT, SLT, Teaching Staff | * Dashboard | |
| **Launch Reading Schools Award Vision**  **And Action plan:**  Evaluate ‘reading attitudes’ of staff/parents/pupils  **Staff development:**  Lending Libraries for staff, pupils and  parents  Development of library areas within  classes  Reading Ambassador pupil group  Reading for enjoyment across the  School community  Improvements in reading displays  Around the school (Link with BRL).  Purchasing new reading titles and  Materials (eg. Graphic novels) | August 24 - June 25 |  | DHT  PTs  Bernadette McKenzie | * Reading School's plan * Reading School online training and resources | |
| Revisit and upskill all teachers on *how*  to teach reading, using systematic  synthetic phonics. | From August 24 (build into collegiate and CLPL programme)  Build into PSAs’ training time |  | DHT | * Inverclyde Literacy Framework * Alphabetic Code * SSP approaches to T&L * Jolly Classroom/Phonics International * Decodable Readers | |
| Revisit and upskill teachers on how to  Teach and assess reading  Comprehension. | From August 24 |  | DHT  PTs (Level meetings) | * Inverclyde Literacy Framework | |
| Analyse reading data to identify pupils  Who are not on track, with a focus on  Supporting EAL pupils. | From August 24 |  | DHT  PTs  CTs  SfL teacher/target support teachers  PSAs | * Inverclyde Literacy Framework * CLPL – staff training | |
| Create universal support tool for  reading strategies. | From August 24 |  | DHT  Pupils  SfL teacher/target support teachers | * Inverclyde Literacy Framework * CLPL | |
| **Increase monitoring of reading progress in all stages using a variety of methods:**  Jotter monitoring  Learning walks  Pupils focus groups | From August 24 |  | HT  DHT  SLT | * Quality calendar * Learning visits monitoring and feedback | |
| Timetable support for identified pupils  Who are requiring targeted support  for reading. | From August 24 |  | DHT  PTs  CTs  SfL teacher/target support teachers  PSAs | * Inverclyde Literacy Framework * CLPL | |
| Allocate a budget of £2000 to develop  And resource reading. | From August 24 |  | DHT  PTs  Bernadette McKenzie  Pupils | * Finance consultation meetings | |
| Increase engagement with local and  national celebrations of reading:   * Book bug * Book Week Scotland * Visits to local library * Scottish book trust * Dolly Parton’s Imagination Library * Visits from authors / story tellers | From August 24 |  | DHT  PTs  Bernadette McKenzie  School Partners | * National and Local resources eg. Scottish Book trust website, Inverclyde libraries service | |
| Through the Fact, Story, Action approach to analyse class data, staff will be empowered to plan the learning and teaching of reading accordingly to raise attainment. | August 2024  Oct 24  Feb 25  May 25 |  | PT – PTs  Class Teachers  Pupils | * Glow / Teams * Writing jotters / content * Numeracy content * IDL work | |
| Through the Fact, Story, Action approach to analyse class data, staff will identify pupils who are beyond expectation in reading and will be empowered to plan the learning and teaching of reading accordingly to challenge pupils. | August 2024  Oct 24  Feb 25  May 25 |  | HT  DHT  STAFF | * IOC – Fact story action framework * Dashboard * Seemis tracking | |
| **Highly Effective Practice**  Develop staff knowledge and understanding of Metacognition. | Aug – June 24 |  | Ed Psy (Taryn)  HT  DHT  STAFF | * Metacognition research * Metacognition training (Ed Psy input) | |
| Review Learning Visits/Quality assurance paperwork to reflect bespoke targets/areas of development for staff. | Aug 24 – June 24 |  | HT  DHT  SLT | * Learning walk/observations paperwork | |
| **Numeracy**  Develop staff understanding of Dyscalculia. | January 25 (Term 3) |  | DHT  Jim McPate  Bernadette McKenzie | * Sway * Support through DHT ASN network | |
| Develop systems and process to gather evidence to allow a confirmation of Dyscalculia. | Jan – August 25 |  | DHT  Support for learning Teacher  Staff | * In-house systems and processes | |
| **Cluster working**  West Partnership Moderation work:  Writing and Numeracy Focus  Cluster planning (Sept 24)  Cluster verification (Jan 25) | Sept 24  Jan 25 |  | HT  DHT  Staff  Clydeview Cluster  PT – Liz Jones - QAMSO | * Inverclyde Moderation Plan * West Partnership Moderation Plan * Cluster Plan | |
| **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? | | | | | |
| * All PTs providing a robust support programme at each level to ensure all pupils are receive high quality learning and teaching and aware of highly effective practice to raise attainment. * All PTs will track pupil progress and interventions to ensure pupil progress. * All teaching staff have access to assessment resources which assess and track progress. (With particular focus on both word reading and reading comprehension). * SMT will present an increase in attainment data through termly data and progress reports. * Tracking and monitoring data (BGE dashboard) will show targets are met and an increase in attainment (particularly reading). * Tracking and monitoring data (through Fact Story Action and BGE dashboard) will show an increase in progress and attainment of our EAL pupils. * Minutes of TAC meetings focusing on pupil progress in overall attainment will show improvement. * Data which demonstrates that almost all pupils are making expected progress. * Self-evaluation of learning and teaching will evidence improvement in the consistency of high-quality learning and teaching (including effective use of digital literacy). Evidence will be gathered via analysis of pupil progress, pupils’ views and learning visits, jotter monitoring and fact story action. * Improved partnerships and engagement with targeted parents through family learning opportunities throughout the year. * Cluster Moderation and West Partnership Moderation will improve learning, teaching and assessment of writing and numeracy across the cluster. | | | | | |

Plan –Session 2024-2025

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| **Priority 2** Improvement in children and young people's health and wellbeing  Placing the human rights and needs of every child and young person at the centre of education | | |
| **NIF Driver**  Performance information  Teacher professionalism  Assessment of children's progress  School Leadership | HGIOS QIs  3.2 Raising attainment and achievement  3.2 Securing Children's Progress  1.3 Leadership of change  3.1 Ensuring wellbeing, equality and inclusion  2.4 Personalised Support | **Other Drivers**  **RRS**  Article 3 (Best interests of the child):  Article 12 (Respect for the views of the child):  Article 28: (Right to education): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| **Trauma informed practice**  The Ethos and the Life of the School permeates through our Curriculum Design. The wellbeing of pupils and families will continue to be a priority of ours.  Through self-evaluation, staff have collectively asked for support and further training to manage dysregulated behaviours. Requests for the SLT to support dysregulated behaviour increased during 23/24. Critical incidents submitted to the forum have also increased. Requests by families for support has also increased. We will revisit the PRPB Policy and revisit the restorative practice model with our whole staff, as well as the nurture principals. We will review our curriculum design to ensure sensitivity to pupils whose life experiences contain chaos and uncertainty.  Through the significant increase of referrals to health services and third sector services, we have become increasingly aware of the need for a whole school focus on children’s mental health and wellbeing. This can also lead to patterns of poor attendance or late coming. Pupil voice (through TACs/family meetings/focus groups/GWT) tells us that children who have mental health issues or barriers to learning would welcome further, universal supports within our school to improve engagement and motivation in their learning. We will continue our journey with the ATSSA and strive to achieve our bronze award in November. We will strive for Silver thereafter. The DHT will continue to work in collaboration with Jennie Nock. We will also continue our pupil support groups, seasons for growth, art therapy and ‘peaced together’. We will also continue to evaluate lunch time offers to consider alternative provision for targeted pupils.  **Play and Enquiry**  The COVID-19 pandemic has had a profound impact on child development across various domains, including cognitive, social, emotional, and physical development.  **Cognitive Development** Developmental Delays Younger children, particularly those in critical developmental stages, missed out on important early learning experiences. Limited interaction with peers and educators affected language development, early literacy, and numeracy skills. **Social Development** 1. **Isolation** Social distancing measures and lockdowns resulted in reduced interaction with peers and extended family members. This isolation impacted children’s social skills, including their ability to form and maintain relationships. 2. **Peer Interaction:** The lack of in-person schooling and extracurricular activities hindered opportunities for collaborative play and learning, essential for developing social competencies.  **Emotional Development** 1. **Mental Health:** Reports of increased rates of depression, anxiety, and behavioural issues have been noted in both adults and children. 2. **Coping Mechanisms:** Limited access to recreational activities and outdoor play reduced opportunities for children to engage in stress-relieving activities, impacting their ability to develop healthy coping mechanisms.  **Physical Development** 1.**Reduced Physical Activity:** School closures and restrictions on outdoor activities led to a decrease in physical activity, contributing to increased sedentary behaviours. This has implications for physical health, including rising rates of obesity. 2. **Healthcare Access**: Regular medical check-ups and vaccinations were disrupted, potentially impacting long-term health and development.  **Family Dynamics** 1. **Parental Stress:** Many parents faced increased stress due to job loss, financial instability, and the demands of balancing work with childcare and remote learning. This stress can affect the quality of parenting and the home environment. 2. **Domestic Environment:** For some children, increased time at home meant greater exposure to domestic conflicts or unsafe environments, adversely affecting their emotional well-being.  **Socioeconomic Disparities** 1. **Widening Inequality:** The pandemic exacerbated existing socioeconomic disparities. Children from low-income families faced greater challenges due to lack of access to resources like high-speed internet, educational materials, and safe play spaces. 2. **Nutrition and Food Security:** Many children rely on school meal programmes for adequate nutrition. School closures disrupted these services, increasing food insecurity among vulnerable populations.  **Long-term Implications** The long-term implications of the pandemic on child development are still being studied, but early evidence suggests that the disruptions may have lasting effects on academic achievement, mental health, and social development. Addressing these impacts will require targeted interventions, such as mental health support, educational catch-up programs, and policies aimed at reducing inequality. As a school we are aware that the current P1 are the covid babies. We will devise an Ardgowan vision for Play and Enquiry for our whole school, based on the West Partnership and Inverclyde Vision, and our very good practice in P1 – 3. |

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| **Expected outcomes for learners - Who? By how much? By when? What?** |
| * By November 2024, we will gain our ATSSA Bronze award. * From August 2024. All staff will use enhanced registers to show how learning/expectations are differentiated to consider the needs of pupils who have experienced adversity. * From August 24, staff will consider use of space within/outside classrooms to provide boundaried ‘safe space’ to manage overload/dysregulation * From August 24, all staff will plan mental health lessons using the Tree Of Knowledge resource. * By September 24, pupils including the most vulnerable are supported in communicating emotions, feelings and worries. * By September 2024, children are supported by a trusted adult during play time and lunchtime * By September 2024, alternative lunch time offering will be in place for targeted pupils. * From August 24, the Health and Wellbeing PSA interventions will make a positive difference to playground experiences and increased engagement in learning and the curriculum will be evident. This will be measured by the number of referrals made to SMT. * By November 2024, support strategies will be in place in every classroom to support executive function and to reduce over stimulation. eg. Calm boxes/ safe spaces Work alone spaces will be used positively rather than punitively. * By June 25, teaching and learning will be multi-sensory in all year groups and play and enquiry learning will be planned for and evident in classrooms. * By June 25, access to younger children is facilitated to allow interactions with developmentally similar children * By June 25, adults know the developmental, social and emotional age of pupils in their care and recognised and respect that the child is behaving appropriately for their developmental age. * By June 25, staff will have increased knowledge and understanding of nurture principles and trauma sensitive approaches, children will experience appropriate interventions in response to wellbeing needs which will be measured through pupil voice conversations. * By November 24, all staff will use standardised visual support for signage, labels and communication eg. Visual timetables, lanyards and individual support. * By September 24, a parent/carers support groups will be established for foster and adoptive parents. |
| ​**If PEF spend is supporting – what (cost)** |
| * Part time Health and Wellbeing PSA (£10,000) |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| **Revisit Trauma Informed Practice**  Upskilling and training of all staff to ensure shared understanding of the impact of trauma and adversity.  Focussed CLPL training sessions for PSAs.  Visits to other establishments (Newark and Lomond View) for shadowing purposes, professional reading and support from Ed Psy Services.  Self-evaluation of progress towards ATSSA bronze criteria | August 2024 – June 25 |  | DHT  HT  All PTs  Teachers  PSAs  Office staff / Catering staff/ Janitorial staff  Parents  Ed Pys – Karen and Daniella | Inverclyde Trauma informed Practice strategy  Share the ATSSA Criteria for Bronze award  Circle Framework  Environment checklist – inclusive  Whole staff CLPL |
| Increase parental understanding of Trauma informed Practice and its benefits through:   * Ardgowan’s Trauma informed School vision and rationale * Parent workshops * Parent support groups (4 x evenings termly) | August 24 – June 25 |  | HT  DHT  All staff  Parents | Parent support groups  Newsletters /sway information  Workshops for parents  Evaluations (forms) |
| Pupil Focus Groups will lead, develop and evaluate the vision of our Trauma informed Practice in line with UNCRC and HGIOS.  Pupil Groups:   * Dyslexia * Neurodiversity * ADHD |  |  | DHT  HT  All PTs  Teachers  PSAs  Office staff  Parents | Inverclyde Play Strategy  Raising the ambition  HGIOS – pupil version  UNCRC rights |
| Continue to develop and align tracking and monitoring systems with a specific focus on wellbeing at a universal level  Create pathways for ASN using pupil voice   * Dyslexia * Neordiversity * ADHD | From August 24 |  | HT/DHT  SLT  Staff  PSAs  Pupils | GIRFEC |
| Continue to develop restorative approaches and develop capacity and understanding of the 6 Nurture principles. | From August 24 |  | HT/DHT  SLT  Staff  PSAs  Pupils | PRPB  Restorative practice  Paul Dix work  Nurture principals |
| Introduce and develop ‘The Sensory Path’  Allocate £500 towards this programme. | From August 24 |  | Cat Anderson (CT)  DHT | The Sensory Path Resource |
| Continue to develop a shared understanding of wellbeing linked to children’s rights | From August 24 |  | HT/DHT  SLT  Staff PSAs  Pupils | Rights Respecting Schools |
| Continue to raise awareness amongst staff of legislative frameworks related to wellbeing, equality and inclusion | From August 24 |  | HT/DHT  SLT  Jane Morris/Lana Robertson (equalities policy) | GIRFEC |
| Self – evaluation of QI 2.1 Safeguarding | From August 24  Reviewed by authority Sprint term |  | HT / DHT | HGIOS  Education Scotland resource  Inverclyde Safeguarding Policy |
| Re-introduce Joint Support Team meetings to support targeted pupils. | Sept 24 – June 25 |  | DHT/ HT and Ed Psy | Ed Psy framework |
| Pilot Systemic Practice with Ed Psy team.  Choose 2 or 3 families who will support this pilot during TAC meetings. | Sept 24 – June 25 |  |  |  |
| Introduce SCERTs model in classrooms (supporting children with autism). | Sept 24 – June 25 |  | DHT/ HT and Ed Psy | Staff development working alongside Ed Psy. |
| Share new Safeguarding procedures and policy with all staff | August 24 in-service day |  | HT  SLT  Staff | Safeguarding Policy |
| RRS Gold Award | From August 24 |  | PT – Liz Jones  Staff  Pupils | Floor books – Pupil voice  RRS plan  Family Meetings – parent/pupil voice |
| Develop use of consistent visual communication tools across school. | From August 24 |  | DHT  Staff  Pupils | ICOS  Boardmaker |
| Develop play and enquiry across school with focus on:   * Outdoor Learning * STEM * Gardening * Playground * Fitness * Digital & food technology | From August 24 |  | HT/DHT  PTs  Staff  Pupils | Learning through Landscapes |
| Develop programme of alternative lunchtime offering for targeted pupils. | From August 24 |  | HT/DHT  PTs  Staff  Pupils | Resources for playground / indoor zones |
| The Promise training (working with virtual head to deliver) | Feb inservice day 25 |  | HT / DHT  Staff | The promise on line training  Virtual Head Teacher  Social work |

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| Measure of Impact: What we will see and where?   * By June 2025, pupils receiving any of the following interventions; Art therapy (draw and talk), Peaced Together project, Seasons for Growth, will show an increase their engagement in learning and will make progress shown in their personalised Boxall and GMT questionnaire. * By November 2024, Achieve Bronze Attachment and Trauma Sensitive Schools Award by being able to evidence all criteria during the verification process. This will be seen through enhanced staff knowledge and understanding of the impact of trauma and disrupted attachment and evidenced in enhanced learning environments in the school. * All stakeholders will use the same language of children’s rights in relation to wellbeing, equality and inclusion in all interactions. * Pupils will demonstrate high quality communication skills when sharing their views. * Increased confidence of staff when dealing with challenging behaviour linked to trauma, bereavement, change and / or loss. * A consistent approach will take place across establishments by implementing the single agency pupil assessment and planning document. * More effective systems and processes in place that are in line with the updated Safeguarding policy linked to QI 2.1 * Achievement of RRS Gold Award. |

Plan –Session 2024-2025

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| **Priority 3 -** Closing the attainment gap between the most and least disadvantaged children and young people | | |
| **NIF Driver**  Assessment of children's progress  School leadership  Performance information  Teacher Professionalism | HGIOS QIs  3.2 Raising attainment and achievement  3.2 Securing Children's Progress  2.4 Personalised support  1.5 Management of resources to promote equity | **UNCRC**  Article 28: (Right to education):  Article 29 (Goals of education): |

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| **Rationale for change based self- evaluation including data and stakeholder views pupil** |
| Attainment ACEL data for 2023/24 shows that we are above national average and Inverclyde average in all areas, apart from Listening and Talking. Our attainment is in line with our Family Group (C). Our numeracy ACEL data has increased since 22/23.  **T**he demographic of our school has changed in the last year with an increase of new families joining our school with limited or no English. This has had an impact on our overall attainment this year. We have made significant gains with targeted pupils; however, the attainment data shows us that we have dipped slightly in Listening and Talking and Reading and maintained it in Writing and Numeracy.  While our data is very good with most children achieving in literacy and numeracy, there is still a poverty related attainment gap. Through a whole school focus on reading, high quality learning and teaching and highly effective pedagogy and practice, we aim to evidence improvement in pupil progress through rigorous monitoring and tracking system.  Our ambition is to close the gap between SIMD 1 and 2 and SIMD 3-10. We will achieve this by ensuring the 22% of our pupils in SIMD 1 and 2 have been identified and interventions for this cohort have been highlighted and discussed over a series of whole staff collegiate meetings, attainment meeting and data analysis sessions using the Fact, Story, Action approach.  **Attendance**  Although our attendance is positive and improved over 23/24 to 93.5%, we continue to have a poverty-related attendance gap at all stages that is impacting on learners’ outcomes, particularly in the P7 cohort. For this reason, we will continue to review our approaches to attendance. We will continue to put systems in place to support identified families/pupils (with a focus on SIMD 1 and 2 pupils/pupils with ASN) who are regular late comers and poor attenders. Our attendance policy will be re-visited at cluster level, and we will work together to target family attendance issues.  **Leadership**  Ardgowan has a similar structure to a secondary school, due to the increasing role of our primary (460). The PEF teacher allowed our three PTs to reduce their class contact time and become department leaders of levels: Early, First and Second. Our three PTs were responsible for the data analysis/interrogation, identification of learners requiring interventions which were shared and discussed regularly with class teachers and PSAs, organising and delivering support and intervention within their department levels (with a particular focus on numeracy and play pedagogy). They modelled and monitored the interventions and progression that identified learners made and shared these evaluations and outcomes on a termly basis at our SLT data progression meetings. Self-evaluation and data have shown a clear and positive impact of this model on pupil outcomes, and this shall continue next year. |

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| **Expected outcomes for learners - Who? By how much? By when? What?** |
| **Attendance**  By June 2025, the attendance of all pupils living in SIMD 1 and 2 will be above 93%, an increase of 1% from 2023/24.  By September 2024, identified pupils in SIMD 1 and 2 from all year groups will have a targeted intervention plan to improve school attendance and late coming which may include working in partnership with Clydeview.  **Attainment**  By June 2025, we aim to reduce our poverty related attainment gap in each area of the BGE by 1.5%.  **2023/24 Data**  Overall BGE gap 6.6% Listening and Talking  Overall BGE gap 13.2% Reading  Overall BGE gap 10.7% Writing  Overall BGE gap 12.7% Overall Literacy  Overall BGE gap 10.9 % Numeracy  **2024/2025 Target Data**  Overall BGE gap 5.1% Listening and Talking  Overall BGE gap 11.7% Reading  Overall BGE gap 9.2% Writing  Overall BGE gap 11.2% Overall literacy  Overall BGE gap 9.3% Numeracy |
| ​**If PEF spend is supporting – how much and what** |
| * 1 FTE Teacher (£68,000) – back fill recovery / back fill PTs * Attendance Co-ordinators (admin staff /PSA staff £2000) facilitating a walking bus / pick up /taxi bills * Part time Health and Wellbeing PSA (£10,000) * Additional PSA hours £4000 |

| **Tasks to achieve priority** | | **Timescale** | **Those involved/responsible – including partners** | **Resources and staff development** | |
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| Leadership re-structure 3 PTs and bespoke remits | | From August 24 | SMT/SLT | Collaboration meetings  Remits  Dashboard / data  Sprint grids | |
| Dashboard training for all to upskill staff ability to analyse data and to identify pupils in SIMD 1 and 2 who are not making expected progress in literacy and numeracy. | | From August 24 | SMT/SLT  All staff | Dashboard | |
| Fact, Story, Action data analysis completed by class teachers which will be a basis of attainment meetings Oct, Feb and May. | | From August 24 | SMT/SLT  Staff | Dashboard  SEEMIS | |
| Termly SLT data meetings to review pupil progress and interventions across stages. | | From August 24 | SMT / SLT | Dashboard  Fact, story, action | |
| Revisit Quality Calendar including Reading assessments. | | From August 23 | SMT/SLT | Flow chart  Recording process | |
| Ensure identified learners in SIMD 1 and 2 who are **not on track** receive targeted support for literacy and numeracy. | | From August 24 | SLT  Support teachers  PSAs | Data  High quality learning and teaching interventions to support literacy and numeracy. | |
| Review a referral system to identify pupils who may require additional interventions or targeted support. | | From August 24 | DHT | Referral system | |
| Creative timetabling to allow class teachers and PSAs to meet on a weekly basis to discuss support and interventions for targeted pupils. | | From August 24 | DHT  PTs | Timetables | |
| **Cluster working**  Amend attendance policy, vision and attendance letters in line with the cluster vision. | From August 24 | | HT | Policy  Letters (Cluster)  Newsletter |
| Review of attendance tracking systems. | From August 2024 | | HT  Admin | Admin  Policy for Ardgowan  Inverclyde Attendance Policy Matters |
| Continue to Identify pupils living in SIMD 1 and 2 with attendance barriers. | From August 2024 | | HT  Admin | Data  Dashboard |
| Continue to provide a:   * walking bus * pick up for families and arrangements for drop off * taxis for targeted families to reduce late coming * Soft start with Art therapist | From August 2024 | | HT  Admin | Walking bus  Attendance co-ordinators |
| Continue to promote attendance at lunchtime clubs and after school clubs for targeted learners living in SIMD 1 and SIMD 2. | From August 2024 | | SLT  Class teachers | Lunchtime clubs  Afterschool clubs  Laptops / Ipads to support learning |
| Parental support groups to be reviewed and to meet termly. | From August 2024 | | DHT  HT | Parents  Identified groups / ASN data |
| Continues to provide uniform for children living in SIMD 1 and 2. | From August 2024 | | HT  PSAs | Uniform Bank |
| Track the pupils who are attending breakfast club living in SIMD 1 and 2. | From August 2024 | | HT  PSA | Breakfast club staff / registers |

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| **Measure of Impact: What we will see and where?** |
| * DHTs and PTs providing a robust support programme at each level to ensure all SIMD 1 and 2 pupils **not on track** for literacy and numeracy receive high quality support. * Tracking and monitoring data (BGE dashboard) will show an increase attainment and the gap will be decrease. * Minutes of TAC meetings focusing on pupil progress and over all attainment and attainment gap will show improvement. * Data which demonstrates that almost all pupils are making expected progress in literacy and numeracy. * Self-evaluation of learning and teaching will evidence improvement in the consistency of high-quality learning and teaching (including effective use of digital literacy). Evidence will be gathered via analysis of pupil progress, pupils’ views and learning visits, jotter monitoring and pupil focus groups. * Engagement levels data in literacy and numeracy lessons demonstrates evidence of improved engagement for targeted cohort of pupils. * Reduction in late coming and absence for targeted learners. * Identified pupils and parents report to DHT/HT that they feel more included/supported through pupil voice. * Improved partnerships and engagement with targeted parents. * Fact, story action data analysis will be used by all staff and shared with PSAs. |

Plan –Session 2024-2025

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| **Priority 4** Improvement in skills and sustained, positive school-leaver destinations for all young people | | |
| **NIF Driver**  Assessment of children's progress  Teacher professionalism | HGIOS QIs  3.1 Ensuring wellbeing, equality and inclusion  3.3 Increasing creativity and employability  2.6 Transitions  Choose an item. | **Other Drivers**  Article 12 (Respect for the views of the child):  Article 13 (Freedom of expression): |

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| **Rationale for change based self- evaluation including data and stakeholder views pupil** |
| Curriculum design and curriculum innovation should be bespoke to engage, motivate and develop our pupils to prepare them for the future. In line with the Education Reform, we will re – evaluate our curriculum offer and revisit the curriculum through the lenses of the four contexts of learning to develop the meta skills required for the world of work. Pupil profiling will be adapted to reflect achievements in the four contexts and personal developments within the 4 capacities. We will work in levels, led by PTs, to re – write IDLs to ensure a BRL focus is in each topic, as well as implementing a BRL programme from P1 – P7 which will cover citizenship themes and Global Goals. We will continue to develop outdoor learning at all stages with a vision to take outdoor learning into our local spaces in our community. We will focus on expressive arts and build capacity within our staff by striving for our Music Gold Award in partnership with our Music specialists.  Our curriculum requires to meet the needs of learners to equip them with the skills for learning, life and work in the future in an ever-changing world. High quality IDL provides opportunities for learners to exercise creativity and application of skills in a meaningful way, whilst developing valuable “meta skills”.    Staff reported that our World of Work Month is advantageous and informative, however the SLT identify it needs to link to meta-skills. There is also a need for the staff to revisit Finance Education to increase pupils’ life skills.  Our expressive arts curriculum requires a refresh. Music will be a focus for this year, as we will work in collaboration with our music specialists to achieve the We Make Music Award. |

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| **Expected outcomes for learners - Who? By how much? By when? What?** | | | | |
| By June 25, feedback from a sample group of learners will articulate how they have been given increased opportunities to direct how learning is taken forward in IDL, in comparison to a baseline set in September 2024.  By June 25 all learners will be involved in pupil directed learning through the four contexts of learning.  By June 25 all classes will profile learning through the four contexts of learning, using a class floor book.  By October 24 most learners will be able to talk about the different types of meta skills they are developing and tracking through their skills jotters.  By June 25 most learners will experience clear progression of meta-skills, evidenced through big books and skills jotters.  By June 25, teaching staff feedback from most staff will indicate greater understanding of what constitutes high quality IDL, including a BRL element compared to a baseline set in September 2024.  By June 25 most learners will participate in high quality music experiences in line with the We Make Music Framework, observed by PT through learning walks, as part of our We Make Music Journey to Bronze.  By October 25 most learners will experience high quality outdoor learning either in school or out with school grounds, through play and enquiry.  By June 2025, most of staff feedback will indicate increased knowledge and confidence in being racially literate from baseline set in October 2024.  By June 2025, classes at second level will have experienced high quality financial education lessons, built into our development work of STEM and DYW.  By June 2025, P1 – P4 will have experienced high quality food technology lessons linked to the Es and Os , building on their skills for life. | | | | |
| ​**If PEF spend is supporting – how much and what** | | | | |
| N/A | | | | |
| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** | |
| **Revisit IDLs**  Staff will work in stages to revisit IDLs to build in aspects of BRL, global goals and RRS links. | August 2024  October in-service day for P7 staff |  | **SLT**  **Teachers**  **J Morris**  **Lana Robertson (Cluster work within P7)** | * All IDLs * The 4 contexts of learning * CfE Es and Os * RRS | |
| **BRL Curriculum**  Introduce a progressive BRL programme based on picture books and novels. | From August 2024 |  | **PT – Liz Jones**  **Bernadette McKenzie** | BRL programme  Books  Equalities Policy  BRL vision for Inverclyde | |
| Improve BRL displays around the school with a focus on pupil voice. | From August 2024 |  | **Bernadette McKenzie** | BRL books/resources  EAL material | |
| Continue to build on Racial Literacy CLPL within the school. | From August 2024  October inservice day focus pm |  | **J Morris and L Robertson** | Padlet  Equalities material  EAL material | |
| Develop a parent group to support the drive of BRL within our community. | From August 2024 |  | **Jane / Lana / Bernadette** | Parents | |
| **Music**  Work in partnership with all music specialists and the wider school community to achieve the Bronze We Make Music School (WMM) Award. | From August 2024 |  | **Liz Jones – PT second level**  **Teachers**  **Music specialist** | Music programme  Instruments/Voice/Fischy Music  CFE – Exp Arts | |
| **Outdoor Learning**  Staff development opportunities through in house CLPL will innovate, motivate and encourage the benefits of outdoor learning. | From August 24 |  | **DHT**  **All teaching staff**  **SLT** | CLPL  Ed Scotland  Research  Resources | |
| Develop a vision for outdoor learning linked to play and enquiry for the whole school.  Focus on outdoor spaces within our playground. | From August 24 |  | **DHT**  **SLT**  **Liz/Jane** | Outdoor learning policy (Ed Scotland)  Play and Enquiry vision  CfE outcomes | |
| **Food technology**  Revisit food technology Es and Os and plan for high quality food technology lessons. | From August 24 |  | **C Boyd – PT**  **Teachers** | Food technology es and os | |
| PT to develop a cooking classroom area/programme for P1 – P4. | From August 24 |  | **C Boyd – PT** | Food technology equipment | |
| **Financial Education**  PT second level to develop financial education, ensuring high quality learning experiences are equipping pupils with skills for life. | From August 24 |  | **Liz Jones – PT second level** | Finacial Education  Es and Os  DYWF  Meta skills | |
| **Meta skills and wider achievements**  Develop the use of Metaskills jotters as a way to profile learning and wider achievements. | October 24 – June 25 |  |  |  | |

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| **Measure of Impact: What we will see and where?** |
| * Reduction in absence for targeted learners * Reduction in stress and anxiety level of our vulnerable pupils * Reduction in stress and anxiety levels of our vulnerable parents/carers * Processes in place are positively evaluated by those who use and experience them * Identified pupils and parents report to DHT/HT that they feel more included/supported * Improved partnerships and engagement with our diverse community, celebrating all cultures. * Pupils’ voices are heard and as part of the UNCRC agenda, pupils are fully aware of their rights * Observations and planning will show evidence of teaching staff using the meta skills progression framework as part of their medium-term planning. * Most pupils will show an increase in their ability to understand, recognise and articulate their skills development. * IDL planning will indicate that pupils have led learning through the 4 contexts of learning. * Most learners will show increased engagement and greater motivation and will be able to talk about the ways they have been empowered to lead learning. * Through professional dialogue and medium-term planning, teachers will report an increase in confidence in planning and implementing outdoor learning. Planning will show high quality play experiences and individual learner targets for improvement/next steps. * Teachers will report an increase in the number of pupils ready to engage in learning. * Evidence in pre and post questionnaires, will show most staff members are now confident in delivering racial diversity and culturally responsive curriculum. This will be reflected in the children’s learning and medium-term planning. * High quality music lessons in classrooms planned, delivered and assessed by teachers. * High quality food technology lessons in classrooms planned, delivered and assessed by teachers. |

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| Choose an item.  **Priority 5** Choose an item.  **Placing the human rights and needs of every child and young person at the centre of education.** | | |
| **NIF Driver**  School Improvement  School leadership  Teacher professionalism | HGIOS QIs  3.2 Raising attainment and achievement  3.2 Securing Children's Progress  3.1 Ensuring wellbeing, equality and inclusion  2.2 Curriculum | **UNCRC**  Article 28: (Right to education):  Article 3 (Best interests of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| The demographic of the school community of St Mary’s and Ardgowan is forever evolving and becoming more diverse. While our school communities are inclusive, we have identified a need for further development of the curriculum to incorporate diversity across our faiths and cultures. St Mary’s and Ardgowan are not in the same cluster however both HTs have identified the need to continue to work in partnership within our local community to improve outcomes for all. We strive to everyone to feel represented, heard and all are aware of the appropriate language to use.  The highest percentage of St Mary’s and Ardgowan’s intake come from our main feeder ELC, Glenpark. We have identified the need for SMT of both schools to the partnership model for the pre transition process and registration. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| **Transitions**  Through our planned collaborative pre-transition events, parents will see an improved partnership within our school communities and will feel more support with the transition and registration process. Catchment area pupils will experience a more consistent approach, pre-registration leading to an improved transition programme. Partnerships and relationships between families and schools will increase during the pre-school year. | |
| ​**If PEF spend is supporting – how much and what?** | |
| N/A | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| **Partnership Transitions**  Head Teacher meet and greet for pre-school parents  Registration process | Nov 6pm Glenpark |  | **Ardgowan SMT**  **St Mary’s SMT**  **Glenpark SMT** | HT and HT of St Marys presentation  Glenpark ELC staff |
| HT drop in – Questions / appointments | Feb 2025  Glenpark |  | **Ardgowan SMT**  **St Mary’s SMT**  **Glenpark SMT** |  |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| **Partnership Transitions**   * A parent questionnaire will indicate the value of the partnership working to deliver a consistent pre-transition programme. |