Education – Improvement Planning Document 2023-24

Craigmarloch

Academy

Establishment Name:

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Signatures:

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| Head of Establishment | George Walker | Date | 4/7/23 |

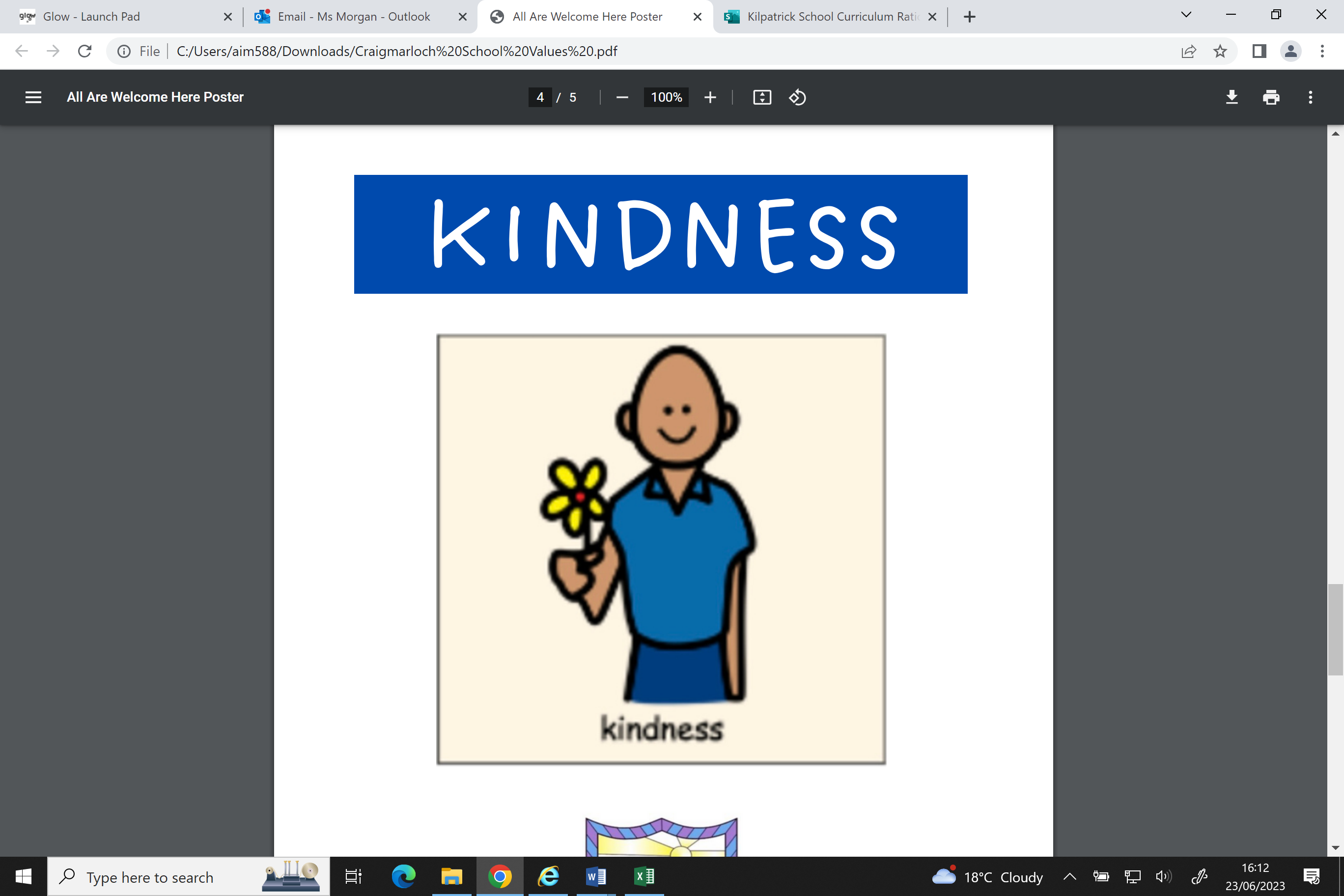
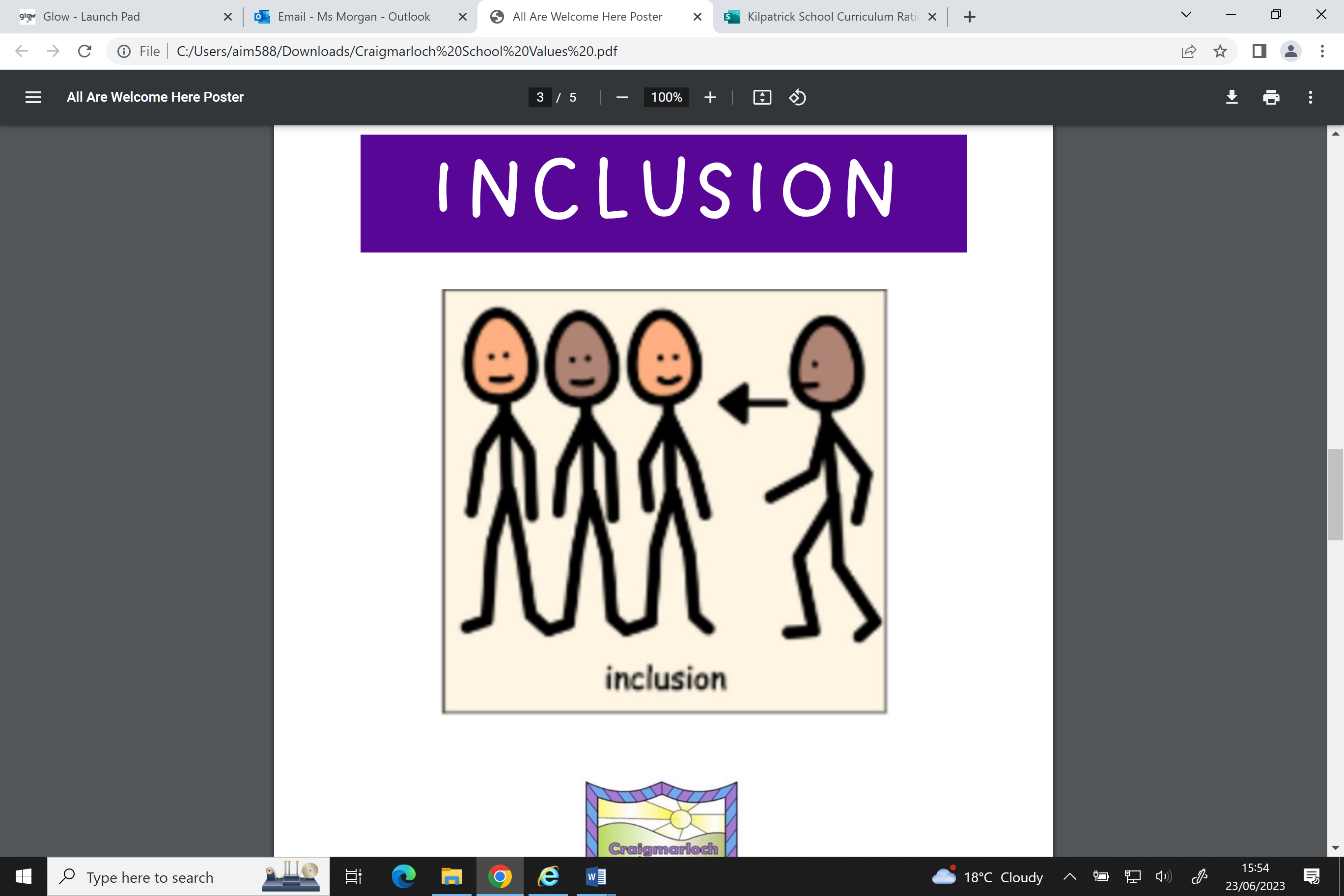
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| Quality Improvement Officer | Varri Steele | Date | 4/7/23 |

Our Vision, Values and Aims

**Our Vision**

In Craigmarloch School, we aim to Get it Right for Every Child through our Vision, Values and Aims. Craigmarloch School provides a nurturing, welcoming, safe and secure learning environment for our pupils through mutual respect. Our Vision, Values and Aims have shaped our Curriculum Rationale. Research, national and international guidance and developments including taking learning outdoors and a range of evidence informed pedagogy, are informing the design and implementation of our curriculum at Craigmarloch School which meets the needs of all learners.

**Our Values**



**Our Aims:**To nurture the potential of every child and young person at Craigmarloch School to the fullest by delivering an appropriate curriculum which is focused on developing skills for life, learning and work and which meets the sensory needs of our children and young people.To recognise and realise the rights of our children and young people as agreed in the United Nations Convention on the Rights of the Child (UNCRC)

* Delivering consistently high quality specialist learning and teaching.
* Developing a total communication environment at Craigmarloch School.
* Promoting the health and wellbeing of our children and young people.
* To build positive relationships across our school community.

To develop strong and effective partnerships with our parents and carers with our wider community ensuring that the children and young people of Craigmarloch School are included and feel connected.

3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

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

Session 2023-2024

Session 2024-2025

Session 2025-2026

Overview of rolling three year plan

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| **National Priorities** | Session 2023-2024 | Session 2024-2025 | Session 2025-2026 |
| Improvements in attainment, particularly in literacy and numeracy | Creation of learning teaching and assessment cycle policy. More rigorous assessment tools and consistent planning to improve outcomes. | Evidence of learning, teaching and assessment policy leading to improved quality of assessment and outcomes for learners. Parents better informed of learner progress. | Learning teaching and policy leading to sustained improvements in literacy and numeracy. |
| Closing the attainment gap between the most and least disadvantaged children | Improved understanding of the poverty related attainment gap within Craigmarloch school for whole school community. | Improvements in planning, target setting and impact for pupils impacted by poverty. | Evidence of improvement in outcomes for pupils impacted by poverty due to processes being embedded. |
| Improvement in children and young people's health and wellbeing | Improve parental involvement in school to support whole school strategy for health and wellbeing | Build on work done to involve parents via CLD worker. Develop existing family involvement to family engagement. | Family learning embedded across the school. |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | Continue to build on previous work of DYW coordinator. Increase DYW awareness primary to secondary. | Increase employer engagement. Develop skills framework. | Embed skills framework across school. |
| Placing the human rights and needs of every child and young person at the centre of education | Begin the journey to becoming a trauma informed school.  Develop anti racist education policy  Revisit Rights Respecting Schools award. | Continue trauma informed journey.  Implement anti racist education policy  Achieve Bronze RRSA | Trauma informed approaches embedded.  Embed anti racist education policy.  Achieve Silver RRSA |

*Stakeholder’s views*

How were stakeholders’ views collected?

Stakeholder views were collected prior to the peer review of our school in March 2023. This has provided us with valuable feedback for deciding on our priorities for the forthcoming academic year. Feedback from parent nights and from pupil council groups have also been used to inform the process.

* Parent questionnaires prior to the peer review
* Staff questionnaires prior to the peer review
* Community partner questionnaire prior to the peer review
* Pupil questionnaire prior to the peer review
* Parent focus group during review process
* Staff focus group (teachers) during review process
* Staff focus group (PSA staff) during review process
* Pupil council meeting minutes

How was PEF spend consulted on?

* All school staff were consulted on the proposed PEF spend for the forthcoming year.
* Following consultation and advice from attainment adviser two potential plans were shared with all school staff.
* Plan A (appendix 1)
* Plan B (appendix 2)
* All staff were asked to vote for a preferred option.
* 77% of staff voted for Plan A
* Pupils’ views on spend are sought via the pupil council groups.
* 3.25 % of the PEF allocation will be given to pupils to spend (£5,500).

Plan –Session 2023-2024

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| **Priority 1** Improvements in attainment, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children and young people | | |
| **NIF Driver**  Assessment of children's progress  School Improvement  Performance information | HGIOS/ELC QIs  3.2 Raising attainment and achievement  3.2 Securing Children's Progress | **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** |
| An outcome from the recent Peer Review highlighted that we require a clearer learning, teaching and assessment cycle policy. This will enable all staff to have a shared understanding of the assessment tools used across the school. Assessment tools require to be collaboratively self-evaluated. Improved use of data collection and analysis will lead to better planning for all pupils across the school. In turn this will lead to better managed transitions for pupils.  Review feedback has highlighted the need for Craigmarloch to become a racially literate school to support the diversity and health and wellbeing of our pupils.  We also recognise that we require and improved understanding for all staff of the poverty related attainment gap in Craigmarloch.  We need to develop a tracking and monitoring system for children and young people impacted by poverty and the supports that their families require. We will develop a bespoke ASN dashboard for data working with the attainment officer. A Principal Teacher of Equity will be appointed to co-ordinate the development of our understanding of the poverty related attainment gap and identify targeted interventions that will result from this. We are also keen to bridge equity gaps and widen opportunities where financial instability can be a concern. |

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| **Expected outcomes for learners - Who? By how much? By when? What?** |
| 1. By June 2024, all pupils will have benefitted from quality individualised plans and targets supported by more robust data. 2. By December 2023, pupil literacy and numeracy targets will have been set supported by higher quality data. 3. By December 2023, all pupils who are directly impacted by poverty will be known to all staff and consideration will be given to this when target setting and planning for interventions. 4. By June 2024 – 100% of learners within Craigmarloch who are impacted by poverty will benefit from additional supports due to improved staff member understanding of the poverty related attainment gap within our school.   5. By June 2024 – All learners within Craigmarloch who are impacted by poverty will be able to see improvement in their attainment due to the bespoke tracker developed by PT of Equity.  6.By October 2023 – Professional learning required for this specific area will have been assessed and planned for via a skills gap analysis to inform professional learning calendar.  7. Continue to develop tracking and monitoring of children’s progress in the Broad General Education including progress over time including a review of the impact of BSquared tool. All staff will report confidence in using B Squared for tracking and planning. Evaluate staff skills in B Squared via gap analysis. |
| ​**If PEF spend is supporting – what (cost)** |
| Principal Teacher Equity (£72,000) |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Review of existing approaches to the learning, teaching and assessment cycle.  Skills analysis of B Squared data. | From August 2023 – October 23 |  | School improvement group, DHT, HT. Education officer. | ASN West Partnership groups. |
| Creation of new learning, teaching and assessment policy document. Review of approach to JST model with clearer calendar of JST meetings to support learning and teaching. | From October 2023- December 2023 |  | School improvement group, DHT,  HT, Education officer, Educational Psychology, Link Ed Psych | Staff awareness raising session on role of JST and procedures. Staff working group – learning, teaching assessment policy. |
| Implement new learning teaching and assessment policy document. Parent engagement supported by PT and CLD worker. | From December 23 to April 24 |  | All teaching staff. School improvement group. DHT, HT. Parents. | Class teams (teaching and PSA staff) awareness raising via team meetings. Parent awareness raising session. |
| Evaluation of new learning, teaching and assessment policy. Amendments to be made for full implementation in August 2024. | August 24 |  | All teaching staff, School improvement group, DHT,HT Education officer. | Class teams (teaching and PSA staff) awareness raising via teams. |
| Review existing tracking processes for identifying pupils requiring support | August 2023 – October 2024 |  | PT Equity, | Attainment challenge data officer to support tracker development. |
| Identify learners impacted by poverty | August 2023 – October 2023 |  | PT Equity |  |
| Develop bespoke tracker for identifying pupils impacted by poverty | August 2023 – December 2023 |  | PT Equity, SLT, HT | PT Equity, Attainment challenge data officer. |
| Single agency planning format to be used for all annual review meetings for all pupils. | August 2023 – June 2024 |  | All staff | Awareness session for all staff re planning format. |
| Improve school awareness of racial literacy and diversity is recognised and celebrated. | August 2023 – June 2023 |  | Staff lead for BRL | Assemblies, S2 resources from authority. |

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| **Measure of Impact: What we will see and where?** |
| * Almost all teachers will report increased confidence in using data to support judgements and planning / target setting. A baseline will be established via staff questionnaires.   By December 23 most parents will have a better understanding of the assessment procedures used to report on progress and set pupil targets. Existing feedback from review questionnaires will be used to establish baseline with additional questionnaires if required.   * A clearly understood LTA policy will be in place resulting in tracking meetings display a more coherent evidence base of rigorous assessments being used to assess pupils. * Whole school tracking and monitoring will have improved with all stakeholders better informed of progress across school e.g., 2023/24 suite of questionnaires in comparison to review questionnaires. * Attainment and achievement of key groups of learners will be better evidenced as a result of more robust assessment e.g., CEYP, Pupils learning via sensory experiences, non-verbal communicators. * Bespoke Tracking & monitoring system for pupils impacted by poverty will be established by Christmas break. * By December 23 all staff will be aware of the pupils who are impacted by poverty and their associated gaps will have been evidenced by tracking meetings. * By February 2024 teaching staff will be able to interpret data shared via the bespoke tracking system. * By April 2024 teaching staff will be able to evidence where they have amended pedagogy to support the pupils identified by the tracking system. * Some pupils who require joint support will be presented at regular joint services support team meetings via an improved calendar. * Improve understanding of pupil attainment / achievement profile to ensure all subject areas within secondary are challenging pupils appropriately * Increase number of pupils attaining via cross campus partnership by 10% * Almost all pupils will be using single agency planning document by June 2024 * By June 2024 all pupils in S2 will be have had experience of racial literacy |

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| **Priority 2** Improvement in children and young people's health and wellbeing  - | | |
| **NIF Driver**  Assessment of children's progress  Teacher professionalism  Performance information | HGIOS/ELC QIs  3.2 Raising attainment and achievement  3.2 Securing Children's Progress | **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** |
| Pupil and staff feedback from the implementation of play pedagogy and outdoor learning in Primary has been positive. Across Early years Onesery and Lower Primary play pedagogy is almost embedded fully. We now aim to develop the play pedagogy offer in upper primary and early secondary. In upper primary and for targeted individuals outdoor learning has been implemented positively by dedicated staff. Pupils reflect well on the impact of outdoor learning on their wellbeing, and we have seen a positive impact on pupils transferring their learning to social times. Outdoor learning in the Secondary department remains a popular subject choice in senior phase. Across the school there is very little evidence of critical incidents or dysregulated behaviours during outdoor learning sessions which suggest the outdoor experience is positive for most learners. We aim to expand outdoor learning to all classes in primary being led by whole class teams with clearer outcomes linked to skills. |
| Based on feedback from parent focus groups during the recent review we established there is a need to be more consistent across the whole school with parental communication to restore our sense of school community and parental engagement. We will provide regular family learning opportunities across the school. A regular parent communication hub with focussed input from partner agencies will enable parents impacted by poverty to learn more about the services which are available to support families and young people. The parent communication hub will also enable parents who are impacted by poverty to form support networks from within the school community. |

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| **Expected outcomes for learners - Who? By how much? By when? What?** |
| 1. Agreement re vision for outdoor learning across 3 -1 8 / school by developing an outdoor learning policy by April 2024. 2. By June 2024, all Primary pupils will experience at least one outdoor learning session per week delivered by their class team. Pupils will be able to identify the impact of outdoor learning on their health and wellbeing. Class teams will be able to evidence where outdoor learning has contributed to individual pupil targets. There will be an increase in confidence of all Primary staff teams to plan quality outdoor learning sessions linked to pupil targets. 3. By June 2024 Secondary 1 -3 will have experienced a focussed outdoor learning project alongside an increase in experiences in learning outdoors. 4. By June 2024 Play Pedagogy will be implemented in upper primary. Primary 4 – 7 classes will have been introduced to play pedagogy. P 4-7 class teams will have increased confidence in planning play pedagogy experiences. 5. By June 2024 Identified parents currently disengaged with the school community and impacted by poverty will participate in school activities that they have designed. (Baseline and targets to be agreed). 6. By December 2023 Parents will have contributed to the development of the refreshed vision for the school. |
| ​**If PEF spend is supporting – what (cost)** |
| Resourcing to support the extension of play (£3000)  CLD Worker (22,000) FTE to be confirmed following costing and budget update |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Best practice sharing of play pedagogy/Outdoor learning from experienced staff.  Build on additional play pedagogy/Outdoor learning awareness raising for all staff.  Focussed play pedagogy / Outdoor learning training events for PSA staff.  Increase opportunity for PSA staff to contribute to play pedagogy and outdoor learning working groups. | By June 2024 |  | Inverclyde Play Strategy  HT/DHT/PT/Class Teachers/PSA staff. | Inverclyde Play Strategy  Finlaystone subscription |
| Recognise play pedagogy and outdoor learning more effectively via celebration of wider achievement. | From August 2023 |  | DHT/PT  Class teacher |  |
| Introduce stay and play / teach the parent events. | From August 2023 |  | Inverclyde Play Strategy / School outdoor learning strategy | Inverclyde Play Strategy |
| Review tracking processes for identifying pupils requiring support | August 2023 – April 2025 |  | PT Equity | Attainment Challenge Data Officer to support tracker development |
| Identified learners given targeted support | August 2023 – May 2024 |  | PT Equity , Enhanced nurture teacher, CLD worker. |  |
| Ensure systematic and regular opportunities for high quality learner conversations. | August 2023 – May 2024 |  | PT Equity  SLT | PT Equity |
| Focus on opportunities for parental involvement. Establish programmes and tracking of programmes. | August 2023 – February 2024 |  | PT Equity, CLD worker. | CLD to deliver |
| Home visits to establish participation. | October 2023 – February 2024 |  | CLD worker, PT Equity | CLD worker |

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| **Measure of Impact: What we will see and where?** |
| * Confidence of staff (Teachers and PSA) in the delivery of play pedagogy in upper primary will improve by 50%. Skills gap analysis will be used. Baseline to be established via questionnaires to all staff. * Comparator exercise with staff in Onesery where play is embedded to be used to inform baselining. * Confidence of staff (Teachers and PSA) in the delivery of outdoor learning across primary will be measured at the start, during and at the end of the school year. Baseline to be established via questionnaires to all staff. * School data will evidence a reduction of critical incidents and dysregulated behaviours across primary. * All teachers will report at termly planning meetings where play and outdoor learning is contributing to pupils achieving individual targets. School CLPL calendar will include play pedagogy and outdoor learning which will be linked to the new LTA policy. Evidence will be gathered from sampling of teachers planning for classes and individuals. * Most parents will be aware of play pedagogy and outdoor learning via stay and play sessions and evidence of achievement. * Introduce the principles of play pedagogy into upper primary and lower secondary next session. * Continue to promote the use of Learning Journals in the Onesery * Extend play passports to all of Primary. * By December, CLD worker will have met with targeted parents. * By December priority areas will have been identified by CLD worker and parents. * Programme co created with parents will be in place by December. * Home school communication calendar will be established by September 2023. * By Christmas break parental participation will show improvement. * Engagement levels of targeted groups will have increased. |

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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  Teacher professionalism  Performance information | HGIOS QIs  3.2 Raising attainment and achievement  3.2 Securing Children's Progress  Choose an item.  Choose an item. | **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 pupil** |
| In response to our data highlighting reduced engagement and attendance of some learners impacted by poverty we will improve in this area by providing targeted interventions and bespoke curriculum offers. Use of enhanced nurture principals and increased access to therapeutic interventions will enable the targeted group to increase attendance, engagement and trust with school. We will see an increase in the acceptance of co-regulation or self-regulation for a targeted group of learners (Individual baselines and targets will be set). We will use the services of our visiting play therapist to support pupils who are dysregulated and are unable to enjoy positive peer relationships. |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| By June 2024 Targeted group of pupils will have made progress with their individualised targets for engagement, regulation and attendance. For example - Pupil A will have recorded 50% less critical incidents and will have extended their ability to work in class group setting from 20 minutes to 1 hour per day. |
| ​**If PEF spend is supporting – how much and what?** |
| Teacher of enhanced nurture (60,000) 1 FTE  0.2 Visiting Play therapist (£10,000) |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Individual targets for pupils set in line with Nurture principals. | August 2023 – October 2023 |  | Teacher of Enhanced nurture. | Enhanced nurture training as required. |
| Identified learners given targeted support | August 2023 – May 2024 |  | Enhanced nurture teacher. | Emotion works resources |
| Engagement of pupils tracked regularly | August 2023 – May 2024 |  | PT Equity, Enhanced nurture teacher, class teams. | Staff awareness of individual plans and targets. |
| Identification of therapeutic and targeted interventions for individual pupils. | August 2023 – September 2023 |  | Enhanced nurture teacher, NHS partners. | Access to rebound, hydro, play therapy. |
| Begin journey towards becoming a trauma informed school. Professional learning calendar planned to upskill all staff approaches being used. | August – December 2023. |  | Enhanced nurture, PT with trauma on remit. | Trauma informed training, Enhanced nurture training. |
| Improve opportunities for children and young people to have greater voice in school matters, including sharing their views on learning and teaching. | August – June 24 |  | SLT , PT’s Prim / Sec |  |

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| **Measure of Impact: What we will see and where?** |
| * By Christmas pupils will be able to report that they are managing their emotions better. * Individualised tracker will evidence improved engagement of specific group. * Baseline to measure engagement will have been established by September 23 * Critical incidents for targeted group will have reduced by Christmas. * Bespoke tracker will identify evidence that pupils have overtaken their individual targets. * By June 2024 all staff will have had the opportunity to participate in relevant professional learning. Records will indicate attendance at these events. * By Christmas 23 staff, pupil and parent evaluations will show an improvement in the ability of targeted pupil group to regulate. * Continue effort to reduce critical incidents across the school. * Reduce critical incidents for specific group of pupils via targeted interventions. * Embed the refreshed Health and Wellbeing programme. * Improve pupil ownership of health and wellbeing targets. |

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| **Priority 4** Improvement in children and young people's health and wellbeing  - | | |
| **NIF Driver**  School leadership  School Improvement  Performance information | HGIOS/ELC QIs  3.1 Ensuring wellbeing, equality and inclusion  1.3 Leadership of change | **UNCRC**  Article 29 (Goals of education):  Article 12 (Respect for the views of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| Following on from last year where refreshed values were established for the school we now need to review our vision and aims for the school. The peer review during 22/23 confirmed this as a necessary next step following feedback from stakeholders and staff members. The refreshed vision should consider how the school shares successes in attainment and achievement via communication procedures which are relevant to all stakeholders. |

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| **Expected outcomes for learners - Who? By how much? By when? What?** |
| All pupils will have been part of the consultative process to review the vision and aims for the school by October 2023.  Each pupil will have been able to contribute to the process in a method appropriate to their individual needs.  Agreed refreshed vision for the school will have been established which pupils have ownership of. |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Review of school vision and aims | From August 2023 – October 23 |  | All school pupils, all school staff, parents. | Vision assembly, differentiated materials to support all pupils. |
| Review communication procedures for pupils, parents and staff. | From October 2023- December 2023 |  | Pupil council, all staff, parents and partner agencies. | SWAY, Twitter, Evisense and associated training. See Saw app. |

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| **Priority 5** Improvement in skills and sustained, positive school-leaver destinations for all young people  - | | |
| **NIF Driver**  School leadership  School Improvement  Parental engagement | HGIOS/ELC QIs  3.1 Ensuring wellbeing, equality and inclusion  2.6 Transitions | **UNCRC**  Article 29 (Goals of education):  Article 12 (Respect for the views of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| Feedback from previous years highlights that parents have found the transition from S6 to a positive destination a particularly stressful time. Due to this we will work with all stakeholders to improve the process and share clear dates and goals with parents to ensure that the transition process is getting it right for all children and families moving on. |

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| **Expected outcomes for learners - Who? By how much? By when? What?** |
| All pupils will have had a transition 1 meeting by the end of first term.  All pupils requiring SW support will have an identified worker by Dec 23  All pupils will have an identified positive destination by March 24 |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Schedule all S6 transition 1 meetings | By October 23 |  | Senior phase DHT | Stakeholder and parents required at meetings |
| Liaise with Heather Simpson Autism pilot to review/pilot transition plan for authority. | By November 23 |  | HT, DHT Senior Phase, Autism Pilot, Ed PSych | Review of transition policy |
| Creation of Craigmarloch transition policy | By January 24 |  | DHT Senior Phase | Authority transition policy |
| Work with EO Senior Phase to review SDS and MCMC offer | By December 23 |  | EO Senior phase, HT, DHT, DYW coordinator | Authority transition policy |
| Continue to attend ASN working group for senior phase work stream | August 23 till June 24 |  | DHT Senior Phase | ASN Workstream meetings |