Education – Improvement Planning Document

Establishment Name: **Gourock Primary**

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Signatures:

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Our Vision, Values and Aims

Vision

To encourage all to be all they can and become confident individuals, responsible citizens, effective contributors and successful learners. We strive to provide the highest quality learning and teaching experiences to ensure that all children care about the world they live in and learn and develop the full range of skills to be citizens of the 21st century.

The School's learning philosophy rests on the key vision principles of Building Learning Capacity, Collaborating and Making Meaning. Developing each learner holistically is critical in creating curious individuals who think and relate well to others.

A Gourock Primary learner perseveres, is engaged, motivated, creative, responsible and effective.

Values

Children, staff and parents have an excellent understanding of the school's values which reflect the principles on which we base all our decisions and use them to influence day-to-day practice.

● Respect   ● Resilience   ● Care   ●Tolerance   ● Honesty

Aims

To support our vision and values we aim to:-

- Provide a curriculum which is challenging, has breadth, depth, relevance, coherence and is fun and enjoyable.
- Ensure opportunities for all to develop knowledge and skills for life in the 21st.century.
- Work together to provide high quality teaching that meets the needs of all pupils and promotes effective learning in a stimulating environment.
- Provide a nurturing environment with emotional, physical, social and educational support for all pupils and an environment within which children feel secure, happy and included.
- Develop partnerships between staff, pupils, parents and other agencies which promote a positive ethos within the school and a positive image within the community.
- Strive to make effective use of the resources at our disposal – staffing, accommodation and financial to "Get it Right for Every Child."
- Develop opportunities for staff and pupils in leadership and teamwork.

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 2021-2022
Session 2022-2023
Session 2023-2024

Overview of rolling three year plan

National Priorities	Session 2021/22	Session 2022/23	Session 2023/24
Improvements in attainment, particularly in literacy and numeracy	• Audit staff professional understanding of Metacognition and Self-Regulated Learning and produce plan to develop/refresh explicit teaching strategies. • Audit current pedagogy/resources/planning related to Writing with a view to increasing attainment. • Continue to develop Reading pedagogy across all levels using Reflective Reading approaches whilst taking cognisance of Dialogic Teaching strategies. • Further develop a reading culture across the school. • Upskill staff in moderation procedures related to high quality assessments. • Increase opportunities for challenge in Learning and Teaching. • Review and evaluate new planning procedures.	• Embed new Writing pedagogy approaches and planning procedures. • Continue to embed Reflective Reading approaches. • Review and evaluate High Quality Assessments. • Revisit Active Numeracy approaches. • Address parental engagement in children's learning. • Continue to use moderation to raise staff awareness of Inverclyde Learning, Teaching and Assessment policy.	• Review and evaluate pedagogy in Numeracy and Maths. • Embed moderation at all levels. • Continue to address parental engagement in children's learning. • Fully implement Reflective Reading approaches.
Closing the attainment gap between the	• Develop opportunities to work with parents to close the attainment gap.	• Continue to address parental engagement in children's learning through support with SEAL, Active Literacy, Numicon and Nurture.	• Continue to develop family engagement/learning opportunities

most and least disadvantaged children	• Audit and plan for the introduction of Play Pedagogy at Early Level. • Develop a programme of Early Intervention strategies to target and support pupils behind expectation of achievement of a level. • Continue to embed the use of SMART targets. • Upskill all new support staff in the use of SEAL resources and further develop the use of SEAL resources across the school for intervention purposes. • Introduce the use of Numicon in the early years to support the development of numeracy skills. • Explore further literacy interventions to raise attainment in reading comprehension. • Further increase resource stock use of decodeable reading books to increase pupil confidence in reading.	• Further develop Play Pedagogy at Early Level and introduce to P2 stage. • Continue to implement the use of Numicon in the early years and develop approaches for intervention in the middle and upper stages. • Review and evaluate current use of interventions and their impact. • Continue to refresh and further upskill staff in the use of appropriate interventions. • Revisit procedures for Inverclyde Dyslexia Pathway.	• Embed Play Pedagogy at Early Level and extend to P3. • Review the use of numeracy resources.
Improvement in children and young people's health and wellbeing	• Update school's P.R.P.B statement to include the new anti-bullying policy/charter which aligns with Children's Rights. • Explore the place of 'Diversity' within the curriculum. • Introduce the 'Five Steps to Wellbeing' initiative to support emotional wellbeing/mental	• Embed principles of new anti-bullying policy. • Further raise the profile of 'Diversity' • Further develop the 'Five Steps to Wellbeing' • Continue to focus on emotional wellbeing and produce an emotional wellbeing policy. • Audit HWB pathways for progression (using benchmarks and other tracking/evidence gathering resources)	• Review of GIRFEC teaching strategies. • Fully embed emotional wellbeing of all as school policy. • Audit Outdoor education provision • Develop an Autism/Communication friendly action plan.

	health of all in the school community. • Further develop the use of daily (emotional wellbeing) check in across all classes. • Refresh the 'Bounce Back' programme. • Further develop 'Outdoor Learning' approaches to enhance wellbeing. • Incorporate 'Loose Parts Play' into playtime routines.	• Fully embed 'Outdoor Learning' within the curriculum and produce an 'Outdoor Learning' policy. • Audit the school's capacity to provide a 'Communication Friendly School'.	• Refresh 'Rights Respecting School' ethos.
Improvement in employability skills and sustained positive school leaver destinations for all young people	• Audit, review and develop opportunities for Digital Learning and teaching with a focus on high quality learning experiences. • Continue to work towards the Digital Schools Award with an emphasis on pedagogical approaches. • Further increase whole school engagement in use of Microsoft Teams as a vehicle to communicate across the school and to promote enhanced parental engagement. • Further staff awareness and understanding of societal shift required to tackle climate change. (Cluster project) • Develop staff knowledge of future job opportunities associated with these changes from outside agencies	• Further develop opportunities for Digital Learning and teaching to improve attainment across the curriculum. • STEM focus P4-7 promoting a gender balance of opportunities. • Increase opportunities for all pupils to develop Skills for Life, Learning and Work (Employability Skills). • Evaluate/audit languages 1 + 2 agenda and upskill staff and adapt programme as necessary.	• Continue to develop Digital learning and teaching. • Refresh financial education • Review curriculum to ensure industry focus. • Languages 1 + 2 • Continue to take forward the DYW agenda.

	Develop school website/communication processes.	Continue to monitor effectiveness of communication processes from school to parent body.	

Gourock Primary: Pupil Equity Fund –Session 2021-2022

NIF Priority
Closing the attainment gap between the most and least disadvantaged children

RATIONALE

Our priority is to raise the attainment of every pupil across the school but particularly those who may be disadvantaged as a result of the poverty related attainment gap. We have used SIMD data and FME figures to ensure interventions are targeted.

Our overarching rationale for the proposals listed below is to continue to develop approaches to raise attainment and reduce the poverty related gap through a strategic programme of sustainable staff development leading to enhanced targeted learning opportunities for our identified pupils. This involves continuing to upskill both teaching and support staff (PSAs) to offer enhanced levels of expertise in the areas of numeracy/maths and literacy interventions but also to provide a wellbeing service for those who have been affected emotionally by the Covid 'lockdown' as well as those who require additional nurturing support of a more personal, specific nature.

Appropriate resources have been considered to allow all targeted pupils to access learning in creative, open ended as well as structured approaches.

We are acutely aware of some pupils who require additional support to reinforce learning normally undertaken at home and have planned to support these pupils with a regular Homework Club whilst offering support to parents (in various forms) who will be encouraged to support their child's learning at home.

In order to upskill staff in the provision of appropriate learning opportunities to improve attainment in writing, we plan to deliver staff training to both class teachers and Pupil Support assistants and to provide additional staffing (PSAs) in targeted classes during taught writing times as well as other areas of literacy and numeracy, where gaps are prevalent.

Across the school, attainment figures are showing a positive picture with almost all pupils on track to achieve the expected CfE level at P1 and P7 and most at P4.

- School role 219– 16.89% receive a "Free meal" (FME)
- 22.97% of pupils identified as SIMD 1 and 2
- 7.3% of SIMD 1 & 2 pupils also identified as FME
- Pupils identified as FME (sample size of 48 pupils) who are not on track are - Numeracy: 25%, Reading: 14.5%, Writing 31.25%, Listening & talking: 16.6%. At present the most significant gap is in Writing.
- Pupils identified as both SIMD 1 & 2 and FME (sample size of 15 pupils) who are not on track are – Listening & Talking: 13.3%, Numeracy: 40%, Reading: 26%, Writing: 53.3% and Numeracy: 40%. At present, the most significant gap is in Writing.
- However, when we focus on another measure of comparing SIMD 1& 2 to SIMD 3 -10 (inverted gap) we can see that pupils in SIMD 1 &2 are out performing in: P1 Reading, Writing, Listening and Talking and Numeracy, P4 Reading P1 & 7 Writing, and P7 Reading, Writing, Listening and Talking and Numeracy.
- Achievement of a level data (2020/2021) shows that we had the following identified gaps: Reading at P4 and P7, Writing at P4 and P7, Numeracy at P4 and P7 and Listening and Talking at P4 & P7.

Based on teacher professional judgements in June 2021, the following attainment information has assisted in planning for our interventions and support going forward in to 2021-2022 session:

CfE Level	Number of Pupils	Listening & Talking	Reading	Writing	Numeracy
P1 – Early Level +	25	100%	95.8%	91.7%	100%
P4 - First Level +	36	91.7%	83.3%	75%	80.6%
P7 – Second Level	30	90%	90%	90%	83.3%

Attainment gaps in SIMD 1-2 pupils
- **In Primary 1 there were no identified attainment gaps in relation to SIMD 1-2 pupils across curriculum areas of Listening and Talking, Reading, Writing and Numeracy.**
- **In Primary 4 there is an 11.1% gap (1 pupil) who did not achieve the expected level at Listening and Talking.**
- **In Primary 4 there is an 11.1% gap (1 pupil) who did not achieve the expected level at Reading.**
- **In Primary 4 there is a 33.3% (3 pupils) who did not achieve the expected level at both Writing and Numeracy/Maths.**
- **In Primary 7 there is a 25% gap (2 pupils) who did not achieve the expected level at Listening and Talking, Reading, Writing and Numeracy /Maths.**

CfE Level	Subject	No of pupils in SIMD Bands 1 & 2 achieving expected Level	Percentage of pupils in SIMD Bands 1 & 2 achieving expected Level	No of pupils residing in SIMD Bands 3-10 achieving expected Level	Percentage of pupils residing in SIMD Bands 3-10 achieving expected Level	Attainment Gap
P1 - Early+	Listening and Talking	25	100%	25	100.0%	0%
	Reading	25	100%	25	100.0%	0%
	Writing	25	100%	25	100.0%	0%
	Numeracy	25	100%	25	100.0%	0%
P4 - Level1+	Listening and Talking	8	88.9%	28	92.6%	-3.7%
	Reading	8	88.9%	28	81.5%	7.4%
	Writing	6	66.7%	30	77.8%	-11.1%
	Numeracy	9	66.7%	4	85.2%	-18.5%
P7 - Level 2+	Listening and Talking	6	75%	21	95.5%	-20.5%
	Reading	6	75%	21	95.5%	-20.5%
	Writing	6	75%	21	95.5%	-20.5%
	Numeracy	6	75%	20	86.4%	-11.4%

Current data indicates a positive impact from the use of PEF to employ additional support staff as early intervention and this will continue. We will utilise the expertise of current highly competent staff to support the further development of SEAL and Active literacy to embed practice/strategies/early interventions as pupils' transition from P1 &2 to P3 & 4. SEAL training and resources will also be used to target pupils across the whole school as an intervention. Targeted support will be used to increase achievement in first/second level writing and an increased focus on Reading Comprehension.

Outcomes and Measures

PEF allocation 2021-2022: £31,855 + £26.333 underspend from 2020/21 = total: £62,966

Staffing costs for April – August 2021 - £4820

Project/Priority/OUTCOMES	Timescale	Details of Spend	How we will evidence improvement
Raise attainment by 5% in a targeted group of pupils across CfE First and Second Level Numeracy by June 2022	August 2021 - June 2022	**2 x PSA (topping up current hours)** – providing targeted support for identified pupils – 20 hours for 56 weeks = £14,271 1 FTE PSA providing targeted support for identified pupils = £16,645 2 x 0.2 teacher allocation to provide cover to allow staff training in use of SEAL resources =29 days at £275 = £7975 per teacher Total cost of 2 teachers = £15,950 NUMICON resources £1000 approx' Numeracy Blueprint boards/resources £360	• Staff surveys/discussions will evidence Increased and sustained staff expertise (both teaching and PSA staff) in providing bespoke interventions to identified pupils. • Use of baseline assessment and weekly (formative) assessments thereafter will illustrate incremental improvement in number confidence. • Teacher observation will see evidence of increased competency of pupils with number confidence related to numeracy benchmarks. • SEAL assessments will confirm progress across numeracy Es and Os. • Staging Posts will evidence progress of achieved targets.
Raise attainment in reading comprehension by 10% of a targeted group of Second Level CfE pupils	August 2021 -	Decodeable Reading books £250 Comprehension materials - £527 (First News) and £370 (Prim Ed')= £897 Use of PSAs as above for daily one to one reading sessions. Lunchtime homework clubs to be offered by teaching staff - cost included in 0.2 teacher allocation listed above.	• Quest reading test to baseline and track progress- will evidence improved fluency • Literacy Toolbox Weekly progress tests will evidence increased levels of comprehension. • Teacher prepared comprehension assessments related to decodeable reading books will evidence increased fluency, improved understanding of text and ability to decode at an improved rate.

		Dedicated laptops £3128	• Discussions with /questioning of pupils will ascertain increased knowledge of applied comprehension strategies. • Discussions with/questioning of pupils will evidence increased levels of reading enjoyment. • Progress of targeted children in meeting expected CFE levels through teacher professional judgements and formal assessment such as reading scheme end of block assessments.
Raise attainment in writing by 10% of a targeted group of pupils across P3, 4, 5 and 7.	August 2021 - June 2022	Staff development across first and second CfE levels – in house training (no cost) North Lanarkshire Teaching Resources £1650	• 'Big Write' baseline assessment in August to ascertain starting points. • Six weekly assessments of identified genres incorporating the use of Inverclyde writing criteria in tandem with specific pupil targets to evidence breadth of learning across genres. • Jotter evidence will show improved sentence structure and use of increasingly more sophisticated vocabulary and use of punctuation. (monthly) • Surveys of staff will evidence increased staff confidence to provide appropriate learning experiences in relation to the teaching of writing across first and second CfE levels. • Observation of staff by SMT will evidence that staff training has ensured consistency of approach of agreed principles to the teaching of writing.

Improve wellbeing of a target group of pupils to a positive from their baseline	August 2021 – June 2022	Lego Therapy Course for PSA £270	• Wellbeing assessments should identify increased positive emotional wellbeing. • CT observations indicate lower levels of anxiety. • Use of 5 Point scale will evidence improvements in ability to self-regulate. • Daily emotional check ins with pupils will evidence fewer episodes of upset. • One to one discussions during weekly therapy sessions with PSA will evidence improved wellbeing; use of 'run chart' to document responses.
		TOTAL Projected SPEND £59,242 – note: this does not include any additional costs due to PSA staff pay awards still to be awarded.	

Plan –Session 2021-2022

Priority 1	Improvements in attainment, particularly in literacy and numeracy

NIF Driver Assessment of children's progress Teacher professionalism Performance information	**HGIOS4** 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum	**Other Drivers** **HGIOELC** 1.2 Leadership of learning 2.2 Curriculum **RRS** Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable

- Raised attainment in reading comprehension through improved pedagogical awareness of staff.
- Raised attainment in writing across all stages.
- Improved learning experiences that offer challenge across the school to all pupils.
- Improved pupil understanding and ability to engage with their own learning thanks to increased teacher professional understanding and skills to develop pupils' metacognition and self-regulation
- Provision of high quality assessments for all learners.
- Staff will continue to show increased confidence through school, cluster and authority based moderation cycle in using national benchmarks, data and evidence to confirm and challenge professional judgements to ensure appropriate pace and challenge for all children.
- Children's attainment fully supported; this will be evidenced with a robust quality calendar which will reflect that high quality literacy and numeracy learning and teaching strategies are being implemented effectively.
- Continued improvements in attainment across the school evidenced by data from SNSA, standardised and class based assessments.
- Parents/carers engagement in reviewing their child's progress across learning will be more effective through efficient sharing of SMART targets reporting.
- Increased confidence of staff using data in Literacy & Numeracy to inform planning for pupils.
- Specific needs of individual learners will be expertly identified by the school through the robust tracking and interrogation of all available data.
- Assessment information and resulting targets will build upon prior levels of attainment and will ensure continuous progress for children.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Audit staff professional understanding of Metacognition and Self-Regulated Learning and produce plan to develop/refresh explicit teaching strategies. ➢ Use EEF "Metacognition and Self-Regulated Learning" Audit Tool to ascertain baseline and develop a plan. ➢ Teachers to acquire the professional understanding and skills to develop their pupils' metacognitive knowledge. Gauge against plan and add detail/amend as necessary. ➢ Teaching staff to explicitly teach pupils metacognitive strategies, including how to plan,	• Aug 2021– June 2022	• All Staff • SMT	EEF Audit Tool ➢ https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/7-SchoolAuditTool.pdf (EEF resources) ➢ https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
monitor, and evaluate their learning (Recommendation 2) ➢ Teaching staff to model own thinking to help pupils develop their metacognitive and cognitive skills (Recommendation 3) ➢ Teaching Staff to ensure an appropriate level of challenge for learners to develop pupils' self-regulation and metacognition (Recommendation 4) ➢ Teaching staff to use high quality classroom dialogue to develop metacognitive skills. (Recommendation 5) ➢ Teaching staff to explicitly teach pupils how to organise and effectively manage their learning independently (Recommendation 6) ➢ Use Audit Tool as above to measure progress and establish any next steps/development needs/support/training needs of staff			learning/#recommendation-1 ➢ Metacognition, self-regulated learning and self-study skills ➢ EPS - Webinar/video in-service on use of Click View
1.2 Audit Writing resources across the school. ➢ Consult with cluster colleagues re' suitable resources/aspects of planning. ➢ Engage in professional enquiry re' writing pedagogy ➢ Revisit writing policy. ➢ Collaboration of school based staff and Literacy Coaching and Modelling officer. ➢ Collegiate activities related to moderation of writing planners taking cognisance of writing experiences/outcomes and	• Oct 2021 – June 2022	• SMT – Mrs Murray and Mrs McKellar • All staff • Literacy Coaching and Modelling officer.	• Inverclyde Literacy pathways • Various resources related to writing including North Lanarkshire programme. • West Partnership resources.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
benchmarks as stated in Inverclyde Literacy pathway. ➢ Professional development & dialogue re: Progression, Pace and challenge in writing. ➢ Audit use of assessment criteria to inform and plan next steps in learning. ➢ Staff moderation of writing planning, learning, teaching and assessment. ➢ Produce updated school writing policy.			
1.3 Continue to develop Reading pedagogy across all levels using Reflective Reading approaches whilst taking cognisance of Dialogic Teaching strategies. ➢ Staff training in the use of Reflective Reading approaches. ➢ Staff adopt pedagogical approaches using the 'short read' strategies. ➢ SMT to support staff and model techniques where required. ➢ Staff interrogation of reading outcomes/experiences in Literacy pathway document. ➢ Regular monitoring of progress of comprehension attainment through agreed procedures. ➢ Moderation of planning of reading experiences across P3-7 stages. ➢ Revisit school reading policy and update accordingly. ➢ Monitor and review progress on ongoing basis.	• Sep 2020 – June 2020	• SMT: Mrs Murray and Mrs McKellar • All staff	• Reflective Reading manual. • Moderation hub materials • Inverclyde Literacy pathways

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.4 Further develop a reading culture across the school. ➢ Set up a Reading Culture Working Party ➢ Working Party to consult with colleagues across the authority and visit other establishments that have a proven well developed reading culture. ➢ Staff to liaise with library staff to further develop knowledge related to developing a reading culture. ➢ Engagement of parents to assist in the promotion of the development of a reading culture. ➢ Working Party to explore the accreditation programme named 'Reading Schools' and ascertain if this would be a useful tool to further a reading culture and to adopt if relevant. ➢ Working party to explore options to develop the library area through fundraising or application of grants.	• Aug 2021– June 2022	• SMT – Mrs Murray and Mrs McKellar • All staff	• Osiris Visible learning materials • Moderation hub materials Inverclyde 'Learning, teaching and Assessment' policy
1.5 Upskill staff in moderation procedures related to high quality assessments. ➢ Staff to receive full training on high quality assessments. ➢ Staff to have opportunities to view WAGOLLs and moderate/discuss. ➢ Staff to trial HQAs in Literacy based assessments and collaborate on outcomes. ➢ Collegiate discussion to allow for decision of planned procedure for HQA.	• Oct 2021 - ongoing	• SMT – Mrs Murray and Mrs McKellar • All staff • Pupils	• Moderation Hub materials. • High Quality Assessment training from CMOS for Literacy • Parent/Pupil feedback tools • QAMSO numeracy materials

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.6 Increase opportunities for challenge in Learning and Teaching. ➢ Through a range of moderation activities, emphasis will be placed on the importance of challenge when planning of learning, teaching and assessment. ➢ Professional discussions at planning meetings will have a focus on the use of challenge. ➢ Further opportunities for staff to engage/refresh principles of Inverclyde Learning, Teaching and Assessment policy.	• Aug 2021 – June 2022	• SMT- Mrs Murray and Mrs McKellar • All staff	• Share practice across cluster schools: Staff informal visits • Stage moderation activities • Inverclyde Learning, Teaching and Assessment policy •
1.7 Review and evaluate new planning procedures. ➢ Staff discussion re' new planning resources folder. ➢ Staff collaboration to produce new medium term planning format. ➢ Embed Learning and teaching policy into planning cycle. ➢ Create a guidelines/template for a GPS 5 star/excellent lesson.	• August 2021 – October 2021	• SMT – Mrs Murray and Mrs McKellar • All staff	• Staff CPD session • New planning folders • Examples of medium term planning formats.
1.8 Fully embed Active Literacy at early level ➢ Staff to upskill knowledge and pedagogy by visiting other establishments/share practice ➢ Investigate additional resources to support Active literacy e.g. early play activities ➢ Transition: liaise with nursery re: implementation of Active Literacy, tracking/monitoring	• Aug 2021 – June 2022	• Early level Staff: • Ms Meechan • Ms McCready • Mrs Oliver • Attainment challenge Team/CMO Literacy (Vicki Bonnar)	• Active Literacy training • Share practice across cluster schools: Staff informal visits • Stage moderation activities

<mark>**Evidence of Impact**</mark>

- Learners have greater capacity to engage with their learning as well as ability to understand how they learn.
- Increased attainment in reading comprehension across the school.
- Increase writing attainment with identified cohorts of pupils, particularly P5.
- Minutes of school and cluster activities showing record of moderation.
- Minutes of staff meetings showing strategic focus on pupil attainment and progress.
- Self-evaluation evidence from the yearly Quality calendar.
- Well planned learning experiences for all pupils that offer challenge and support (differentiation).
- Well-developed reading culture across the school resulting in more learners engaging in reading for pleasure.
- High Quality assessments used to inform planning.
- Record of data meeting identifying both progress through and attainment of a level.
- Increased alignment of BGE teacher professional judgements against standardised assessments.
- Attainment data indicates improvement across all year groups particularly in literacy and numeracy.
- Feedback at GIRFEC/Termly Reflection Meetings indicates all children are making at least a year's progress in their learning.
- Observations show all children are actively engaged in their learning.
- Examples of pupils' learning/Pupil discussions about learning.
- Learning and Teaching observations indicate very good practice across the school.
- Parent/carers feel equipped to support their children's learning.
- Termly SMT meeting focussing on pupil attainment and progress.
- Improved, streamlined planning processes.

Priority 2	Closing the attainment gap between the most and least disadvantaged children	
NIF Driver Assessment of children's progress Teacher professionalism Performance information	**HGIOS?4** 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 1.5 Management of resources to promote equity	**Other Drivers** **HGIOELC?** 1.2 Leadership of learning 2.4 Personalised support **RRS** Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
• Improvements in attainment for targeted pupils (SIMD 1 +2 and FME) evidenced by data • Increased identification and implementation of targeted interventions will meet the needs of focused cohorts of children and their families

- Further promotion and engagement in family learning and family participation will minimise the impact of poverty on learning and achievement to improve life chances and increase aspirations for children as individuals and as a family
- The needs of identified pupils will be met appropriately
- More pupils will be able to talk confidently about their learning, strengths and development needs
- All pupils across the school feel supported in their learning and their emotional wellbeing
- The school environment is calm and conducive to a culture which reinforces the importance of learning and respecting others' right to learn

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development

2.1 Parent partnerships developed: family learning opportunities created. Develop opportunities to work with parents to close the attainment gap.
➢ Parents to be surveyed re' priority areas with which they require support.
   ➢ Parental workshops to support reading at home, use of SEAL and Numicon.
   ➢ Learning Blog to be set up on school website to support reading at home, use of SEAL and Numicon, etc.
	Oct 2021 – June 2022	• SMT – Mrs Murray & Mrs McKellar
		• Barnardo's
		• Parent in Partnership group
		• Parent Body
		• All Staff
		• Digital Champion
			• Connect: supporting partnerships in education
			• Engaging parents and families - A toolkit for practitioners
			• Parentzone Scotland
			• National Improvement Framework and Improvement Plan
			• Engaging with families
			• National Parent Forum of Scotland
			• Seal training
			• Numicon resources

2.2 Audit and plan for the introduction of Play Pedagogy at Early Level. ➢ Use of self evaluation process to determine where we are with play pedagogy, resources and appropriate use of environment. ➢ Training of teaching and support staff ➢ Collaboration with cluster colleagues.	• Aug 2021 – June 2022	• Primary 1 staff – Mrs Nelis and Mrs Oliver	• Authority led training. • Play Pedagogy strategy
2.3 Continue to embed the use of SMART targets for all learners with particular focus on SIMD 1 and 2 pupils.	• Aug 2021 – June 2022	• DHT – Mrs McKellar • Mr McPate (SfI teacher)	• CPD Session • Moderation session

➢ Moderation of current targets ➢ Revisit new target setting policy. ➢ Termly GIRFEC meetings to ensure appropriate target setting and positive outcomes.		• All teachers • HT – Mrs Murray	
2.4 Rigorous management of data to inform improvement through self-evaluation and tracking process to focus on various cohorts of pupils for pace and challenge. ➢ Termly Data/tracking meetings to discuss ongoing progression of all pupils and, in particular, SIMD 1 and 2 pupils.	• Aug 21 – June 2022	HT – Mrs Murray • DHT – Mrs McKellar • All staff	• HGIOS 4/ challenge questions • SNSA • Attendance management • Standardised assessments • Teacher evidence • Focus groups • Attainment Challenge data officer.
2.5 Continue to develop and supplement a programme of Early Intervention strategies to target and support pupils behind expectation of achievement of a level. ➢ Audit current interventions and appraise/evaluate effectiveness. ➢ Research other available options ➢ Consult with cluster colleagues ➢ Train support staff ➢ Timetable in consultation with teaching/recovery and LS staff.	• Aug 2021– June 2022	• Additional PEF Classroom assistant • AC Coaching and Modelling Officer for Literacy. • AC Coaching and Modelling Officer for Numeracy. • Newly appointed support staff • Teaching staff	• AC Coaching and Modelling Officer for Numeracy • Training videos from Authority resource bank (AC)
2.6 Upskill all **new** support staff in the use of SEAL resources and further develop the use of SEAL resources across the school for intervention purposes.	• Aug 2021 – June 2022	• HT – Mrs Murray • DHT – Mrs McKellar • AC Coaching and Modelling Officer for Literacy. • AC Coaching and Modelling Officer for Numeracy. • Newly appointed support staff	• Attainment challenge courses/support

		• Teaching staff • Mr McPate (Sfl teacher)	
2.7 Targeted support staff will use planned professional learning to support the delivery of literacy and numeracy across the school	• Aug 2021 – June 2022	• 2 X Additional PEF Classroom assistants	• Attainment challenge courses/support
2.8 Introduce the use of Numicon in the early years to support the development of numeracy skills. ➢ Purchase new Numicon resources to supplement existing supply. ➢ Familiarise staff with resources and train accordingly.	Aug 2021 – June 2022	• P1 and P2 teachers	• Numicon Training • Numicon resources
2.9 Further increase resource stock use of decodeable reading books to increase pupil confidence in reading. ➢ Supplement current stock in consultation with identified pupils who can choose most appropriate subject matter. ➢ Further support staff training to get best value from the resources.	Aug 2021 – June 2022	Support staff Jim McPate (SfL teacher) Class teachers Recovery teacher CMO Literacy	Decodeable reading books Training/CPD sessions

Evidence of Impact
• Increased number of families attending family learning opportunities. • Play pedagogy facilitates learning in P1.

- Increased staff confidence in using data/assessment to inform next steps in learning
- Improvement in pupils being able to articulate next steps in learning.
- Identified progress through Pre and post assessment result from Quest, SNSA and other school based data.
- Increased support staff confidence in ability to facilitate learning through adoption of intervention techniques related to SEAL, Numicon and reading.
- Increased consistency in standards /quality assurance during teacher/pupil learning visits
- Through moderation activities and consistent assessments, teachers' judgements will be more robust and evidence will project this
- Improvement in attainment of targeted pupils.
- Increased pupil confidence in reading.
- Improvement in attainment of targeted pupils in both literacy and numeracy
- Positive learning conversations between all stakeholders will support the use of target setting in literacy, numeracy and health and wellbeing. This will be monitored through pupil focus groups.
- Targeted support learning logs will ensure pupil voice is gathered and used to inform next steps for learners using SMARTER targets.
- Increased attainment of targeted children will be carefully tracked and monitored by class teachers and SMT.

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Priority 3	Improvement in children and young people's health and wellbeing

NIF Driver	HGIOS?4	Other Drivers
Teacher professionalism	1.2 Leadership of learning	**HGIOELC?**
Performance information	3.1 Ensuring wellbeing, equality and inclusion	1.2 Leadership of learning
	2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion
	2.4 Personalised support	**RRS**
		Article 3 (Best interests of the child):

Expected outcomes for learners which are measurable or observable

- Staff will have an increased knowledge of nurturing approaches and know how to support or access support for pupils
- Improved opportunities to exposure to a wider variety of physical activity
- Improved behaviour following Inverclyde PRPB Policy and focus on 'All behaviour is communication'
- Increase ability to self-regulate behaviour and choices
- Reduction in the number of restorative discussions
- Children will feel safe and included in school with a sense of physical , mental and emotional wellbeing
- Pupils will relate effectively to others and make the right choices
- Pupils face everyday challenges with resilience and the ability to 'Bounce back'
- Pupils know how to make themselves feel better if they are feeling upset, feeling anxious, feeling angry or trying to stay calm.
- Pupils adhere to the school values and show respect for other learners and staff within the school.
- Parents/carers have an increased awareness of the 6 Nurture principles

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
3.1 Update school's P.R.P.B statement to include the new anti-bullying policy. ➢ Re-establish school stance on bullying ➢ Set up working party to include all stakeholders. ➢ Using Assemblies, Working party and class resources revisit definition of bullying and possible responses. ➢ Produce updated/refreshed anti bullying policy in line with new Authority policy. ➢ Share with whole school community ➢ Train all staff and clarify roles/procedures. ➢ Produce anti bullying charter/poster aligned with children's rights and made visible around the school community.	• Aug 2021 - October 2021	• HT – Mrs Murray • All staff • Educational Psychologist – Jayne Johnson • Laurence Reilly	• Inverclyde updated PRPB policy 2019 • New Authority Anti Bullying Policy (once published) • Respect Me website and materials

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development

3.2 Explore the place of 'Diversity' within the curriculum.
  ➢ Explore suitable resources that best deliver outcomes related to Diversity.
  ➢ Identify a 'Diversity' week
	• Oct 2021 – June 2022	• SMT – Mrs Murray & Mrs McKellar
		• All staff
			• Getting it right for every child (GIRFEC): policy update (2017)
			• Children's rights legislation in Scotland: quick reference guide
			• Researched resources - tbc

3.3 Introduce the 'Five Steps to Wellbeing' initiative to support emotional wellbeing/mental health of all in the school community.
  ➢ Raise awareness of the 5 Steps to Wellbeing through school social media, website, twitter, etc
  ➢ Whole school assemblies with common thread running through related to the 5 steps.
  ➢ Introduce 'Wellbeing Wednesday' with focus on the 5 Steps and encourage participation from across the school community.
	• Aug 2021 – June 2022	• SMT – Mrs Murray & Mrs McKellar	• Authority Health and Wellbeing Blog
			• Parents

3.4 Further develop the use of daily (emotional wellbeing) check ins across all classes.
  ➢ Each class to identify best vehicle to do daily emotional 'check ins'.
  ➢ Staff to share good practice
  ➢ Wellbeing assessments carried out termly with focus on those pupils who are presenting with good emotional wellbeing.
  ➢ Utilise 'Lego Therapy' coach and counsellor for 'Seasons for Growth' as/when required. (timetables regularly updated and responsive to need).
	• Aug 2021-June 2020	• All teachers	• Staff CPD collaborative session

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
3.5 Refresh the 'Bounce Back' programme. ➢ Raise profile of 'Bounce Back' programme with weekly focus on resilience at Assembly ➢ Weekly 'Bounce Back' lessons to be timetabled. ➢ Training for new staff and sharing of practice at staff meetings.	• Aug 2021 -June 2022	• SMT – Mrs Murray & Mrs McKellar • All Staff	• Bounce Back resource - Whole school programme by Helen McGrath and Toni Noble • Staff CPD session
3.6 Further develop 'Outdoor Learning' approaches to enhance wellbeing. ➢ Monthly good quality learning experiences to be planned collegiately and moderated at staff meetings. ➢ SMT to explore best value for money (From £700 donation) to purchase painted playground games to allow for learning outdoors ➢ Further explore suitable training resources.	• Jan 2020 – June 2020	• SMT – Mrs Murray & Mrs McKellar • All teachers • Active Schools Coordinator – Craig Mullan	• Education Scotland Outdoor Learning Resources and webinars. • West Partnership resources.
3.7 Incorporate 'Loose Parts Play' into playtime routines, ➢ Once building work is complete (Jan 2022 approx') engage PIP to organise collation of suitable 'Loose Parts'. ➢ Staff training for both support staff and teachers. ➢ Timetable to be produced to allow all classes access to 'Loose Parts Play' at playtime.	• Jan 2022 – June 2022	• SMT – Mrs McKellar • Support staff	• Loose Parts Play Toolkit • CMO training video
3.8 Audit 'communication friendly' signage across school	• May 2022	• SMT – Mrs Murray & Mrs McKellar	• Board maker

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
➢ Agree collegiately on appropriate signage that would support ASD pupils to begin with. ➢ All staff to introduce or further develop class visible timetable.		• ICOS team (Jan Spence)	• ICOS Audit materials/questionnaire

Evidence of Impact

- All children will have an enhanced understanding of what bullying is.
- Fewer bullying incidents reported.
- Raised awareness of diversity issues and the right for people to have their own interests and opinions. (Rights Respecting School Agenda)
- Increased understanding and capacity for all in the school community to take a proactive approach to health and wellbeing.
- Opportunities for pupils to share their emotional wellbeing will allow staff to take a proactive approach to supporting pupils wellbeing needs.
- Through staff increased knowledge and understanding of nurture principles and approaches, children will experience appropriate interventions in response to wellbeing needs with a specific focus on Nurture Principle 5: 'All behaviour is communication'.
- Using the principles of GIRFEC and the legislative framework surrounding it children will receive bespoke single or multi-agency support for all their universal and targeted wellbeing needs.
- Improvements in health and wellbeing across the school stages.
- Increased achievement and progress of specific cohorts of pupils e.g. gender/age/ASN needs
- Improvement in attainment of targeted pupils in both literacy and numeracy.
- Learning conversations between all stakeholders will support the use of target setting in literacy, numeracy and health and wellbeing. This will be monitored through pupil focus groups.
- Restorative conversation conferences recorded and actions reviewed and monitored: Data collected based on number of incidents and required conflict resolution required in playground.
- Pupils displaying focused approach to learning/fewer outward signs of anxiety.

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Priority 4	Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Driver	HGIOS 4	Other Drivers
Teacher professionalism Assessment of children's progress Parental engagement	3.2 Raising attainment and achievement 2.7 Partnerships 3.3 Increasing creativity and employability	**HGIOELC** 2.7 Partnerships 3.3 Developing creativity and skills for life **RRS** Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable

- All children will develop personal, interpersonal and enterprise skills
- All pupils will benefit from the enterprising approach to learning and will develop through this skills in contributing, collaborating and problem solving.
- Children will be able to transfer these skills across the curriculum /wider achievement
- Through observation, children will demonstrate a variety of leadership skills through participation and responsibility for tasks at class and whole school level.
- Increasing number of pupils lead pupil clubs within the school.
- Increased understanding and insight into industry and the skills required to become part of a future workforce.
- Increased pupil voice will be developed over a range of school experiences from involvement in own learning to consultation on aspects of school life.
- Children will confidently engage and make informed choices about the use of digital literacy and technologies to enhance and personalise learning.
- All pupils have an increased understanding of the part they can play in society, have developed aspirations and understand the skills required for employability

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
4.1 Audit, review and develop opportunities for Digital Learning and teaching with a focus on high quality learning experiences. ➢ Share good practice within cluster schools (Moorfoot PS recent DSA award) ➢ Build staff capacity and pedagogy	• Aug 2021– June 2022 • Ongoing	• DHT – Mrs McKellar • Digital Champion	• National Digital Strategy • Training for Digital Schools Award • Enhancing learning and teaching through the use of digital technology Scottish Government (Sept 2016) • The National Improvement Framework

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
➢ Embed Digital learning and teaching in short term planning ➢ Introduce new progressive planner for Digital Literacy across all stages.			• Safe, Secure and Prosperous: a Cyber Resilience Strategy for Scotland • Liaise with staff from cluster school to share pedagogy/advice.
4.2 Further increase whole school engagement in use of Microsoft Teams as a vehicle to communicate across the school and to promote enhanced parental engagement. ➢ Continue to use Teams as a vehicle for homework (paper copies available for those who struggle with access). ➢ Pupils encouraged to share achievements through the Teams app. ➢ All teaching staff to provide at least two recorded learning videos from various sources, (Clickview, West Partnership, etc.) for homework on a weekly basis.	• Aug 2021 – June 2022	• SMT – Mrs Murray & Mrs McKellar	• Microsoft Teams training • Staff CPD session • Digital Champion
4.3 STEM focus P4-7: ➢ Further staff awareness and understanding of societal shift required to tackle climate change. (Cluster project) ➢ Develop staff knowledge of future job opportunities associated with these changes from outside agencies ➢ STEM ambassadors/industry links developed	• Aug 2021 – June 2022	• HT – Mrs Nicolson • Ms Todd	• STEM (Sciences Technologies, Engineering and Mathematics) Education and Training Strategy for Scotland • STEM self-evaluation and improvement framework • STEM Strategy for Education and Training: First Annual Report (2019) • Education Scotland's STEM Central website • RAiSE - Raising Aspirations in Science Education
4.4 Develop school website/communication processes ➢ Digital learning leaders developed to ensure twitter is used in all classes	• Aug – Oct 2021 • Ongoing update	• HT – Mrs Murray • DHT – Mrs McKellar •	• GLOW • Digital committee developed and monitored by SMT

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
➢ Staff to complete class termly newsletter to update	• termly		• Class newsletter template

Evidence of Impact
• Reduction in incidents of pupils being affected by misuse of social media • Gain accreditation – Digital Schools Award • Gain recognition for the enterprising activities taking place within the school • Number of pupils undertaking roles and leading pupil clubs • Increased focus on skills agenda through monitoring of learning and teaching/observations of pupils/ staff & pupil feedback/professional dialogue • Increased use of digital technologies across school and curriculum • Increase in the number of industry links with school • Increased quality and impact of leadership at all levels within the school • Regular sharing practice across classes and stages • Pupils can identify and articulate employability skills being developed through their learning experiences • Increased effective communication from school to parents and parents to school.