Education – Improvement Planning Document 2023-24

Gourock Primary

Academy

Establishment Name:

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Signatures:

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| Head of Establishment | Christine Murray | Date | June 2023 |

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| Quality Improvement Officer | Elaine McLoughlin | Date | June 2023 |

Our Vision, Values and Aims

**Vision**

In Gourock Primary, 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. We believe that developing each learner holistically is critical in creating curious individuals who think and relate well to others. We aim to deliver excellence in learning and teaching within the challenges of the 21st century.

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

**Our 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.

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| **Respect** | **Resilience** | **Kindness** | **Honesty** | **Tolerance** |

**Our Aims:**

* To provide a nurturing environment for all pupils to feel safe, healthy, achieving, nurtured, active, respected, responsible, and included.
* To provide a curriculum which is challenging, has breadth, depth, relevance, and coherence and one which is fun and enjoyable.
* To work together with parents and partners to provide high quality learning experiences for all pupils to achieve and attain.

To encourage effective contributors with enterprising attitudes, resilience, and independent skills capable of positively impacting on the communities in which they live.

* To provide a stimulating environment and opportunities for staff and pupils in leadership and teamwork.

Gourock Primary School is committed to delivering on its core business of 'learning' and is thrilled with the achievement gains to date. We are committed to building the necessary knowledge and competencies for pupils to thrive and succeed in learning and life. We have a supportive and active staff, community and partnerships who are open, committed, and willing to do whatever it takes to ensure that each learner is stretched and experiences fulfilment in learning. Attainment Challenge Funding has focussed on raising attainment in literacy and numeracy across the school for those pupils who may be disadvantaged as a result of the poverty related attainment gap.

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 | Raising attainment in Numeracy and Maths through enhanced pedagogy.  Continue to raise awareness of racial literacy through appropriate texts (whilst maintaining with a focus on developing fluency in reading.) | Audit Listening and Talking skills with a view to enhancing learning opportunities.  Embedding playful learning across Numeracy and Maths | Writing as a focus |
| Closing the attainment gap between the most and least disadvantaged children | Improving interventions in Numeracy and Maths.  Proactive Approaches to Improving Attendance  Raising Attainment in Writing | Attendance – why it matters!  Specific Interventions- building on good practice  Continue to raise attainment in writing | Revisit approaches to raising attainment in Literacy and Numeracy for pupils disadvantaged by poverty. |
| Improvement in children and young people's health and wellbeing | Becoming a Trauma Informed School.  Implement the single agency pupil assessment and planning document | Embedding principles of trauma informed practice.  Becoming a Racially Literate School | Becoming a Communication Friendly School  Revisiting Dyslexia Friendly policy and practice |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | Raising the profile of STEM subjects across the school with a particular focus on Science.  Embedding digital skills throughout the curriculum. | Skills in Technology | Engineering as a Future Career |
| Placing the human rights and needs of every child and young person at the centre of education | Improving Pupil Participation  Further developing an Inclusive Curriculum with a focus on Anti- Racist Education | Developing Pupil Participation  Embedding Racial Literacy | Embed Pupil Participation |

*Stakeholder’s views*

**How were stakeholders views collected?**

* Stakeholder views were collected through consultation with parents through a Microsoft Form and through discussions with our Parents in Partnership group.
* School improvement and the quality assurance process capture the views of staff and partners.
* HIGIOUR is used regularly with pupils to support the school’s self-evaluation.
* Pupil focus groups lead improvements in the school and these groups help inform the school’s next steps.

**How was PEF spend consulted on?**

Learner participation was represented through an elected group of Pupil Council.

Consultation with parents through a Microsoft Form.

The Parent Council help support the planning of PEF and Parent Council meetings regularly explore how PEF is impacting. The amount of PEF funding only allows us the additionality of one full time Pupil Support Assistant (PSA) and two part time PSAs. We have reserved a small amount (£500) to support pupils impacted from poverty with a quality Outdoor Learning experience. This was agreed by both pupils and parents after consultation.

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| **Priority 1** Improvements in attainment, particularly in literacy and numeracy  Placing the human rights and needs of every child and young person at the centre of education | | |
| **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** |
| Over the last few years we have had a strong focus on improving pedagogical approaches in Writing and Reading and have seen gains in attainment in both. However, we have seen a recent incremental drop in attainment in Numeracy this session, particularly in the upper school. For this reason, we will look closely at our pedagogical approaches to teaching Numeracy and Maths. We will also explore the opportunities for embedding a play- based approach in Primary 2 whilst further embedding it in Primary 1. A play-based approach to learning in numeracy and maths in all other classes will be encouraged to further engage and support all learners. |

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| **Expected outcomes for learners - Who? By how much? By when? What?** |
| 1. By June 2024, the number of stages regularly using a play -based approach to increase pupils’ engagement in numeracy and maths to learn will extend across all stages, making regular use of the outdoors in P1 and P2, when possible. 2. To increase the percentage of pupils in an identified group of pupils (21) across the school making expected progress in Numeracy from 10% to 15% in June 2024 |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** | |
| --- | --- | --- | --- | --- | --- |
| Upskilling and training of staff – teaching and support - Visits to other establishments, professional reading. | From August 2023 |  | HT / DHT  Class teachers  PSAs | In house training  Visits to other establishments | |
| Whole school survey of pedagogical approaches for direct teaching, number talks, mental maths, etc | From August 2023 |  | HT / DHT  Class teachers | Play and Stay sessions for parents with number/maths focus  Leaflet for parents  Workshops for parents | |
| Audit of maths/number resources, assessments and their uses, including online/digital resources. | From August 2022 |  | HT / DHT  Class teachers | Staff surveys | |
| Establish/update a refreshed Numeracy/Maths policy for whole school and share with all stakeholders | October 2023 |  | HT / DHT  Class teachers | Moderation with Cluster schools | |
| **Measure of Impact: What we will see and where?** | | | | |
| * Through pre and post staff questionnaires staff confidence will increase for the staff involved in delivering an improved numeracy programme that is progressive and challenging and includes opportunities for playful learning across the school. * Teachers will report an increase in the number of pupils that are ready to engage in learning in numeracy and maths. * Termly tracking meetings with all teachers will indicate progress for all learners. * Teacher planning will clearly show a range of numeracy/maths experiences including opportunities to reinforce learning in a playful manner. * A refreshed Numeracy/Maths policy will allow for a consistent approach to this curricular area across the school. * Observations in classes will indicate more engaged pupils during numeracy /maths lessons. | | | | |

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| **Priority 2 -** 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  2.4 Personalised support  1.5 Management of resources to promote equity | **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** |
| Our ambition is to close the gap between SIMD 1& 2 and SIMD 3-10. We will achieve this by ensuring the pupils in SIMD 1 & 2 have been clearly identified and interventions for this cohort have been highlighted and discussed over a series of meetings between SLT, class teacher and recovery teacher. Parents will be consulted and included in this process. In addition, we aim to evidence improvement in pupil progress through our rigorous monitoring and tracking system.  We will continue to upskill our Pupil Support Assistants to deliver evidence-based interventions that will support the raising of attainment as this has proved effective over the last few years.  In P6 there is a clear gap between SIMD 1-2 and SIMD 3-10 particularly with writing.  At P1, 2 and 5 there is a narrower gap in writing and these pupils will continue to be tracked rigorously as well as identified for interventions.  Our accumulated data across the year therefore shows that raising attainment in writing must continue to be a focus for this cohort next session.  It is important to point out that in P3 and P4, there is an inverted gap in writing.  Our data also shows that there is a gap in numeracy with a small group of pupils in P1, 5 and 6 who are impacted by poverty and we will plan accordingly to ensure effective interventions remain in place.  We recognised that the cost of the school day can be a barrier to some pupils, we will therefore allocate funding that will be distributed taking into account the views of our learners and families through participatory budgeting. Outcomes will be determined by pupils. It is anticipated that these pupils may benefit from financial assistance to attend outdoor learning courses to enhance wellbeing.  **PEF PLAN: All interventions by our Pupil Support Assistants for our pupils disadvantaged by poverty will be fully funded by the government provided Pupil Equity Fund which amounts to £33,075.** |

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| **Expected outcomes for learners - Who? By how much? By when? What?** |
| **BGE:**  **Literacy**   * To increase the percentage of pupils living in SIMD 1-2 across the school making expected progress in Reading from 80% to 88% in June 2024. * To increase the percentage of pupils in P6 living in SIMD 1-2 making expected progress in Writing from 66.7% to 83% in June 2024. * To increase the percentage of pupils in P3 living in SIMD 1-2 making expected progress in Writing from 71% to 86% in June 2024 * To increase the percentage of pupils in P2 living in SIMD 1-2 making expected progress in Writing from 63.6% to 83.5% in June 2024   **Numeracy**   * To increase the percentage of pupils in an identified group impacted by poverty across the school making expected progress in Numeracy from 75.5% to 82.2% in June 2024. |
| ​**If PEF spend is supporting – how much and what?** |
| PSA x2 (£33,075)  Cost of the School Day (£500) |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Review tracking processes for identifying pupils requiring support | August 2023 – May 2024 |  | Head Teacher  Class teachers | Dedicated staff meeting time to regularly discuss data across the school.  Termly reflection meetings where focus will include attainment data of identified pupils. |
| Identified learners given targeted support- individual phone calls/ meetings with parents of identified pupils to discuss specific targets | August 2023 – May 2024 |  | Class teachers/PSAs  HT/DHT/Learning support teacher  Recovery teacher | Tracking systems reviewed  Planned timetable for support, regularly reviewed |
| Ensure systematic and regular opportunities for high quality learner conversations | August 2023 – May 2024 |  | Class teachers | Senior Leadership Te |
| SMART targets regularly reviewed and shared with parents. | August 2023 – May 2024 |  | Class teachers  Recovery teacher  Parents  HT/DHT | Revise training for SMART targets (SLT) |
| Ensure all identified pupils have a GIRFEC meeting to include a learning update | August 2023 – May 2024 |  | Parents  DHT  HT | Timetable to include one meeting per term for each identified pupil. |

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| **Measure of Impact: What we will see and where?** |
| * Tracking & monitoring data (BGE dashboard) will show targets are met. * Minutes of meetings focusing on pupil progress and attainment will show improvement. * Data that demonstrates that almost all pupils are making the 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 technology) across the identified curricular areas. Evidence will be gathered via analysis of pupil progress, pupils’ views and learning visits. * Engagement levels data demonstrate evidence of improved engagement for the targeted cohort of pupils. * Data will show an increase in wellbeing of identified pupils who have benefitted from a quality Outdoor Learning experience. |

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| **Priority 3** Improvements in children and young people’s health and wellbeing  **Priority 5** Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing | | |
| **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  3.1 Ensuring wellbeing, equality and inclusion  1.2 Leadership of learning | **Other Drivers**  Article 28: (Right to education):  **RRS**  Article 3 (Best interests of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views pupil** |
| * Following a period of recovery, we are still conscious of a group of pupils who are bearing the burden of previous trauma. Our enhanced system of wellbeing assessment bears this out. We will therefore aim to train our staff to recognise the signs of trauma and to learn a set of strategies and approaches to deal most effectively with this issue. This will also cover the Authority priority of all schools in Inverclyde being Trauma Informed. * We have a system within the school that promotes pupil voice and we aim to further develop this aspect of school life and wish to empower our pupils even further by developing pupil participation. This will allow our pupils to develop further as leaders of change within our school community. It also acknowledges and adheres to the UNCRC (United Nations Charter for Children’s Rights) in particular, in relation to what is in the best interests of the child. * To ensure that we are accessing the appropriate service/partner organisation to meet the needs of all of our pupils, we will adopt the updated Authority approved template of the single agency pupil assessment and planning document. * Our learners, parents and teachers are keen to further their knowledge and understanding of racial literacy. This chimes with our Authority priority. We will therefore take time to further explore racial discrimination throughout the year using relevant texts to help our understanding. We will also seek to enrich our knowledge base through class based research at identified stages in the year through the context of Global Citizenship. |

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| **Expected outcomes for learners - Who? By how much? By when? What?** | | | |
| * By June 2024, wellbeing assessments will evidence improved wellbeing of children affected by trauma from a baseline to a more positive result. * By June 2024, pupil lead group will investigate and implement improvement in the wellbeing of the majority of pupils. (Baseline to be added) * From August 2023, any pupil requiring additional support to undertake the single agency assessment and an appropriate plan to be produced to help meet the needs of the pupil. * By June 2024, all classes will have enriched their learning about racial literacy and the role that they (the pupils) can play in promoting tolerance within our society. * By June 2024 most pupils will be more able to articulate the role that they can play in developing racial literacy within their circle of influence. (Pupil surveys will confirm this). | | | |
| **Tasks to achieve priority** |  | **Those involved/responsible – including partners** | **Resources and staff development** | |
| Whole staff training on Trauma Informed Practice both during In Service day in August and regularly on In Service days in October and February. | August 2023 – May 2024 | **All staff: PSAs, teachers, office staff and janitor** | STILT training materials.  NES training materials  Educational Psychologist advice | |
| Identified pupils to take part in Wellbeing Assessment | August 2023  May 2024 | DHT | Glasgow Wellbeing toolkit | |
| Identified group of Young Leaders of Learning will take part in initial training for the programme | September 2023 | YLL group  Lead teacher- Mrs Julie Docherty | Training to be given by Authority staff: Una Nicolson and Alison McLellan | |
| Young Leaders of Learning will follow the designated programme as per Authority guidance led by an identified staff member | August 2023 – May 2024 | Class teacher lead | Education Scotland /Inverclyde Authority Guidance pack  Training to be given by Authority staff: Una Nicolson and Alison McLellan | |
| All classes to use skills/methods of research to discover information about identified people of colour and their role in previous and current society through text and other medium. | October 2023-June 2024 | HT  CTs | Acquired texts in library  Online resources/search engines  Staff from Local Museum | | |

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| **Measure of Impact: What we will see and where?** |
| * Surveys and observations will demonstrate improved staff understanding of trauma and how they can best respond to it. * Observations will demonstrate appropriate approaches for children affected by trauma. * Feedback from conversations/surveys will show improvement of wellbeing and engagement of pupils affected by trauma rising to a more positive from their baseline. * Processes in place are positively evaluated by those who use and experience them. * Pupil feedback of identified pupil leaders will report positively upon their leadership experience throughout the year in terms of the difference they were able to make to a chosen initiative that will impact the wellbeing of the majority of our pupils. * The majority of pupils will report an improvement in wellbeing thanks to the project taken on by the YLL (Young Leaders of Learning) * ALL STAFF will have been trained in Trauma Informed practice and will be more confident in applying the principles of this approach compared to a baseline taken in August 2023. * Most pupils will be more able to articulate the role that they can play in developing racial literacy within their circle of influence. (Pupil surveys will confirm this). |

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| **Priority 4 –** Improvement in employability skills and sustained positive school leaver destinations for all young people  I | | | |
| **NIF Driver**  Assessment of children's progress  Teacher professionalism  Performance information  Parental Engagement | | HGIOS QIs  3.2 Raising attainment and achievement  2.7 Partnerships  3.3 Increasing creativity and employability | **UNCRC**  Article 28: (Right to education): |
| **Rationale for change based self- evaluation including data and stakeholder views pupil** | | |
| The National Digital Strategy (Education Scotland) aims to ensure all learners and educators are able to benefit from digital technology in education. It is structured around four essential and interrelated objectives:   * Develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching. * Improve access to digital technology for all learners. * Ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery. * Empower leaders of change to drive innovation and investment in digital technology for teaching and learning.   Our local Authority has its own digital strategy which dovetails with the national one.  We have made great progress in this area over the past year and evidence shows that all pupils have enjoyed enhanced learning opportunities in digital skills lessons. Staff report that the new digital planner allows for progression of skills and opportunities to build on skills and the effective use digital tools. We have almost achieved the Digital Schools Award but now require to embed the use of the learned digital skills across the curriculum. Our plans therefore reflect this aim.  Feedback from a recent parent survey and following discussions with our Parents in Partnership (PIP) group, evidence the desire to raise the profile of STEM subjects across the school, in particular, in the area of Science. | | |

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| **Expected outcomes for learners - Who? By how much?     By when?     What?** |
| By June 2024, all lessons for digital learning will be planned from new progressive planner ensuring a progression of digital skills for most learners and learners will be able to apply the skills in their learning. (Observations/assessments will confirm this)  By June 2024 use of digital tools will enhance learners’ experiences of the curriculum in from most to all classrooms. (Confirmed by pupil feedback and observations)  By June 2023, pupil discussions will evidence that all pupils will have an increased understanding of jobs in the STEM sector through visits from (STEM) workers about their experiences. |
| ​**If PEF spend is supporting – how much and what** |
| N/A |

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| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| Audit of teacher confidence in relation to Science outcomes | August 2023 |  | Head teacher  All teaching staff | Staff development time |
| Re establish Science planner across all stages | September 2023 |  | Head teacher  All teaching staff  Gill Neeson – Science Development Officer | Staff development time |
| Monitoring of Learning and Teaching will have a Science focus | August 2023 – June 2024 |  | All staff | Senior Leadership team  All teaching staff  Annual Improvement Calendar |
| Collaborate with local STEM partners to learn more about Science outcomes/jobs in the sector | August 2023 – June 2024 |  | All teaching staff | Diodes  West College Scotland  Clydeview Academy  Parents in Partnership |
| Digital skills to continue to be a focus of professional discussion during planning meetings. | August 2023 – June 2024 |  | All teaching staff | Annual Improvement Calendar |
| Raise the profile of STEM subjects and careers culminating in a focus week inviting parents in to the school to share knowledge and experience of jobs in this sector. | October 2023 |  | All teaching staff  Depute Head Teacher  Parent body | Parental newsletter/surveys  Parents in Partnership  Local businesses related to the STEM sector |
| Staff further develop their use of digital skills to provide more online learning experiences for all pupils including use of appropriate digital assessments that provide instant results and personalised feedback and data to inform subsequent learning and teaching. | August 2023 – June 2024 |  | All teaching staff | Glow  Teams |
| Continue the current Digital Leaders’ group made up of pupils, staff and other stakeholders.  This group will meet regularly and will take forward the Digital Schools’ Award agenda. | September 2023 ongoing |  | Digital Leaders’ group  Lead teacher - tbc | Pupil Leadership time |

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| **Measure of Impact: What we will see and where?** |
| * A new progressive planner will be effectively embedded across all stages of the school allowing delivery of enhanced learning opportunities. * By June 2024, all learners will continue to have dedicated access to a laptop for a minimum of two sessions per week allowing for increased participation with digital skills. This will raise attainment and confidence in the pupils from a baseline to a more positive state. Assessment of skills will evidence progress. * Pupils will benefit from more engaging lessons (delivered by upskilled teachers) related to digital skills across the curriculum. * Pupils report raised awareness of possible careers in the STEM sector. * Minutes of data meetings focusing on pupil progress and attainment will show improvement  in digital literacy skills across the curriculum. * Pupils surveyed will evidence increased confidence and understanding of digital literacy outcomes. * Data will demonstrate that almost all pupils are progressing as expected in Science outcomes. * Self-evaluation of learning and teaching will evidence improvement in the consistency of high-quality learning and teaching in the area of digital skills. * Minutes of staff/stage meetings will show moderation activities in relation to digital skills planning, teaching and assessment.   School will attain the Digital Schools’ Award.   * Through pupil discussions/surveys all pupils will have benefitted from enhanced learning experiences in relation to Science outcomes. |