Education – Improvement Planning Document 2023-24

Inverkip Primary

& Nursery Class

 Academy

Establishment Name:

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Signatures:

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| Head of Establishment | Mrs Una Nicolson | Date | June 2023 |

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| Quality Improvement Officer | Mrs Alison McLellan | Date | June 2023 |

**Our Vision, Values and Aims**

**Vision:**

In Inverkip Primary & Nursery Class, 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. We are developing our full potential and inspiring others to succeed within a climate of teamwork, respect and trust, where all our children aspire to become successful learners, confident individuals, responsible citizens and effective contributors. We believe that: ‘**Every Child and Person Matters and Every Moment Counts’.**

**Values:**

We have had a community wide review of our school values this year. Our new **ROAR** values are: **Respect, Optimism, Ambition and Resilience**

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| **R** | **O** | **A** | **R** |
| Respect | Optimism | Ambition | Resilience |

We will now look to embed these across our school community alongside our Learner Qualities. A Kip Learner is encouraged to: **Connect, Wonder, Reflect, Question, Think and are Determined in their learning.** An ongoing priority will be to ensure that these values are embedded across the life of our nursery and school community to ensure they reflect the principles on which we base all our decisions and will be used to influence day-to-day practice.

**Our Inverkip Primary & Nursery Class we aim to:**

Provide education and care of the highest quality which:

* Provides a nurturing, happy environment where all pupils feel safe, healthy, achieving, nurtured, active, respected, responsible and included.
* Fosters creativity and confidence whilst developing every child’s skills, personality and talents
* Ensures they can achieve their full potential academically, emotionally and physically cultivating a love of learning
* Provides a safe, happy and motivating learning environment, at the heart of our community
* Our children and families are at the heart of all core decision making to ensure we ‘Get It Right for Every Child’. 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.

**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

Our outcomes and tasks are highlighted in:

* School – blue
* Nursery Class - purple
* School & Nursery Class - green

**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 | * Embed Vision, values and develop our curriculum rationale
* High quality reading strategies/pathways.
* Investigate link between writing and an increased focus on developing a reading culture
* Play Pedagogy Early level: planning and Observations
 | * Embed Curriculum rationale
* Develop Play pedagogy at first/second level
* Feedback – AiFL strategies
* Continued focus on writing attainment and the development of a reading culture
 | * Review of BGE in line with Curriculum Rationale
* Continued focus on writing attainment and reading culture
* Review and Audit Interdisciplinary Learning (IDL)
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| Closing the attainment gap between the most and least disadvantaged children | * Continue to accurately identify intervention strategies for individual children
* Develop Parent ASN support hubs e.g. dyslexia/Autism
* Early level Speech & language interventions
 | * Continue to accurately identify intervention strategies for individual children
* Focus on Bereavement, Change and Loss supports
 | * Continue to accurately identify intervention strategies for individual children
 |
| Improvement in children and young people's health and wellbeing | * Continue to explore Nurture Principle: All behaviour is communication
* Develop Racial Literacy programme
* Continue to develop restorative conversations
* Trauma Informed Practices
* Further develop Health & Well-being tracking systems
* Continue to embed PATHS
* Continue to review nursery outdoor provision
 | * Nurture Principle 6: Transitions
* Trauma Informed Practices
* Racial Literacy programme continued
 | * Nurture Principle 4: Language is understood as a vital means of communication
* Focus on mental health development
* Trauma Informed Practices
* Racial Literacy programme continued
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| Improvement in employability skills and sustained positive school leaver destinations for all young people | * Continue to develop Young Leaders of learning
* Cluster skills progression plan
 | * World of Work ambassadors
* Continued development of all aspects of digital learning
 | * Continued development of all aspects of digital learning
* Revisit STEM priorities and link more effectively to digital learning
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| Placing the human rights and needs of every child and young person at the centre of education  | * Maintain Rights Respecting Schools Gold Award
 | * Maintain Rights Respecting Schools Gold Award
 | * Maintain Rights Respecting Schools Gold Award
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*Stakeholder’s views*

**How were stakeholders views collected?**

Throughout the year we have been proactive in seeking views from across our school and nursery community. Views were gathered through a variety of ways such as:

* Regular Parent Council meetings who work alongside the school & nursery to discuss and plan school improvements.
* Questionnaire (Microsoft Forms) sent home to all parents to gather views on school improvement priorities.
* The Senior Leadership Team (SLT) regularly host pupil focus groups to gather pupil voice.
* Pupil Committee groups meet on a regular basis to feedback on aspects of school improvement using questions from wee HGIOS to shape discussions.
* Fortnightly Learning journals between home and school and weekly nursery Learning Journals.
* Our Young Leaders of Learning (YLL) group and committee group views are sought on a regular basis.
* Participation in Pupil Consultation meetings at Authority level.

**How was PEF spend consulted on?**

We consulted on the spending of our Pupil Equity Funding through consultation with our Parent Council. We reviewed the impact of 2022 2023 funding and then discussed collaboratively how we should allocate funding for the next year.

Through meetings with our Young Leaders of Learning (YLL) we were able to gain feedback and consult with pupils on the spending of 1% (£90) of our Pupil Equity Funding for the coming session. The Pupil parliament then gathered views from across all classes before making a decision that the money should continue to be spend to build on our Outdoor learning and Loose Parts Play resources.

Plan –Session 2023-2024

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| **Establishment 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** Performance informationAssessment of children's progress | **HGIOS/ELC QIs** 3.2 Raising attainment and achievement3.2 Securing Children's Progress 1.1 Self-evaluation for self-improvement2.3 Learning, teaching and assessment | **UNCRC**Article 28: (Right to education):Article 3 (Best interests of the child):  |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| **1.1****Vison, Values & Curriculum Rationale:**Self-evaluation processes allowed us to review our vision, values and aims and as we move forward a key priority will be to embed these across the school and nursery. Systems will be aligned to ensure our values are focussed on impact and the ‘So what?’ that is bespoke to our school context with a clear focus on UNCRC rights at the heart of our curriculum. Moving forward, we now need to review our Curriculum Rationale in line with our new Vision, Values and Aims. **1.2 Play Pedagogy & Outdoor Learning:**Quality assurance indicates that staff have increased capacity and understanding in the implementation of a ‘Play based approach’ in Primary 1 & 2 and to ensure appropriate progression of skills we will now continue to embed and develop play pedagogy with a key focus on the planning processes and our classroom environments. We will also focus on utilising the development of skills across early level through increased collaborative across our nursery class and Primary 1. We have introduced Loose Parts Play in our playground zones at break times and we have seen a positive engagement from all learners and a decrease in low level behaviours. We will continue to build on our provision and develop a progression pathways that encourages regular outdoor learning that is planned for across all stages. **1.3 Reading:** Data indicates that there is a need to continue to improve the attainment and achievement particularly in aspects of Literacy specifically writing and reading. Research reinforces the link between high quality reading and improved writing attainment. We aim to intervene at the level of the individual child, developing processes and structures within our nursery and school that enable us to identify and scaffold appropriately if a child is behind expectation and challenge pupils who are on track to improve that child’s performance. The creation of a library space will impact on the development of a rich reading culture across the school.  |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| 1. By January 2024, embed our new vision, values and aims across the Nursery and school community by aligning systems such as newsletters, assemblies and awards. All stakeholder will be able to articulate our vision and values resulting in a shared ethos.
2. By May 2024, refresh and review our curriculum rationale with a clear focus on human rights and the needs of every child at the centre. An increased high profile on the UNCRC rights will be clearly visible across our school and Nursery and almost all pupils will be able to articulate their rights.
3. By May 2024, achieve the Bronze Reading School award. Pre/post questionnaires with indicate an increase in staff confidence through engagement with the authority Literacy Strategy & CLPL opportunities, with a focus on the highly effective teaching of reading across our Nursery and school.
4. By May 2024, further develop tools for P1, P2 and P2/3 staff to support planning, assessment, implementation and sustainability of play impacting on an increased sharing of practice across school and Nursery staff with cluster colleagues.
5. By May 2024, continue to develop and align planning processes to ensure feedback is high quality and directly impacting on a shared language of learning with almost all pupils being able to articulate their next steps.
6. By March 2024, continue to develop staff capacity across our Nursery and P1 class in the use of high quality observations which will be evident in our planning processes impacting on improved outcomes that are child centred. Staff will work collegiately on early level Experiences and Outcomes and Progression Pathways to moderate their understanding of specific skills
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| ​**If PEF spend is supporting – how much and what?**  |
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| **Intervention (Outcomes) PEF funding for 2023-2024: Overall total £9000** | **Timescale**  | **Details of spend** |
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| * By June 2023, Increase reading attainment with at least 6 months above chronological age spelling assessment improvement noted for an identified cohort of pupils. This will be achieved through the use of:
* Literacy Toolkit (or Nessy) – targeted reading support
 | August 2023- June 2024 | 1. **£500 Literacy Toolkit (or Nessy)**
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| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible including partners** | **Resources and staff development** |
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| **1.1 Vison, Values & Curriculum Rationale:**1. Refresh Curriculum Rationale to reflect our Vision, Values and Aims and develop a Sketch Note of our refreshed Rationale
2. Adapt assembly planner, monthly award certificates, newsletters and signage to embed values and create a ROAR character to represent each value
3. Develop an understanding of our new ‘Learner Dispositions’
4. Promote and share ROAR values and dispositions with stakeholders
5. Review Gold RRS action plan and increased focus on UNCRC rights in planning processes
 | By June 2024 |  | SLT – school/nurseryAll stakeholdersCommittee Groups (RRS)  | **In-Service Day****Staff collegiate sessions**Collegiate activities with staff and stakeholders using Alison Driver/Osiris Materials |
| **1.2 Play Pedagogy & Outdoor Learning:**1. Develop staff knowledge and understanding of current early level policy and guidance in relation to play pedagogy and extend to P3.
2. Extend opportunities to parents to increase their understanding of play pedagogy and loose parts play through play and stay sessions
3. Review P1 + P2 Planning to include Play Pedagogy
4. Audit P1 + P2 classroom environments to increase the provision of play
5. Primary and Nursery staff to visit each other’s establishments to share practice and expertise.
6. Develop ‘Observation’ profiles to record learning journey across P1 + P2 and align to planning systems
7. Develop outdoor learning skills progression planner
8. Staff to plan and facilitate ‘Outdoor Learning’ a minimum of 2/3 times weekly through Interdisciplinary Learning activities.
9. Eco Committee to develop links with our local Hub gardening group (Blooming Inverkip) and all classes to have a gardening element built in to IDL planning.
 | By May 2024 |  | SLT – school/nurseryEarly level, P2-3 staffCluster Early level staffMrs Provan – Outdoor learning | **Staff Collegiate sessions:*** Realising the Ambition - [**Realising the ambition: Being Me**](https://education.gov.scot/improvement/learning-resources/realising-the-ambition/)
* CMO Play Padlet resources
* Education Scotland - [**Early Level Play Pedagogy Toolkit**](https://education.gov.scot/improvement/learning-resources/early-level-play-pedagogy-toolkit/)
* Education Scotland -[**Outdoor Learning /Learning for Sustainability Wakelet**](https://wke.lt/w/s/beXl3C)
* Outdoor Learning: <https://blogs.glowscotland.org.uk/ea/learningoutdoorssupportteam/cpd/>
* Skills Progression: <https://www.skillsdevelopmentscotland.co.uk/media/48745/meta-skills-progression-framework-final.pdf>
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| **1.3 Reading:** 1. Review the environment for reading across the school both in classes and in library area. Develop library area to ensure it is a welcoming and stimulating area which promotes literacy.
2. Develop staff capacity and understanding in the teaching of high quality reading strategies and interventions
3. Continue to develop the use of ‘Dialogic’ Teaching strategies to impact on Listening, Talking and vocabulary skills progression in relation to writing: Y charts/VCOP charts visible and used in all classes and amended regularly
4. Develop Digital Literacy strategies to support reading and writing – Literacy toolkit/immersive reader/reading pen
5. Create an action plan to achieve the Bronze Reading School award
6. Develop the use diagnostic assessment e.g. SNSA, Star assessments, literacy toolkit and writing criteria to establish specific areas of focus within reading and writing
7. Link children’s use of learning pathways to their targets and next steps. Ensure consistent across P4-7
8. Continue to review writing assessment procedures and the interrogation of data to inform Next Steps in learning. Develop a clear focus on the use of feedback through:
* Creation of ‘marking’ guideline/ policy
* Peer writing groups established P4-7 for feedback
* Moderation activities
1. Develop early reading skills through the continued development of the word aware programme
2. Review the quality and quantity of books available to children in nursery and re-establish lending library for parents
 | May 2024 |  | SLT – school/nurseryAll nursery and teaching staffLiteracy CMO Inverclyde Library servicesDigital Literacy – Mr McGregor | **Staff Collegiate sessions:*** Active Literacy reading resources Anne Glennie and other professional reading
* Library resources/materials
* Book Trust/Reading School resources and materials

**Staff Collegiate sessions:*** Shirley Clarke/Pie Corbett Materials
* Closing the writing Gap – Alex Quigley
* Accelerated Reading
* Literacy Toolkit
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| **Measure of Impact: What we will see and where?** |
| * Engagement with self-evaluation procedures will indicate improved teaching and learning, and attainment and achievement, through the use of data informed targeted interventions
* Data meetings will show that teacher judgement and evidence supports improvement in progress and attainment at all stages.
* Early level data will show that there has been a significant impact of literacy and numeracy skills and children are consolidating these skills using concrete materials and play based resources/learning.
* Observations of groups of children will show them independently leading their own learning, identifying next steps by selecting appropriate resources and transferring their learning into play based activities.
* Through pre and post stakeholder questionnaires, parents, children and staff will be confident in articulating our nursery and school Vision, Values and Curriculum Rationale.
* Most parents in the nursery and school will regularly access and comment on online profiles and school learning journals

**BGE: Literacy** * To increase the percentage of pupils in **P3** making expected progress from 77.1% to 85.7% in Writing
* To increase the percentage of pupils in **P4** making expected progress from 93.1% to 100% in Listening & Talking
* To increase the percentage of pupils in **P5** making expected progress from 83.3% to 86.6% in Writing
* To increase the percentage of pupils in **P6** making expected progress from 79.4% to 94.1% in Writing

**BGE: Numeracy** To increase the percentage of pupils in **P7** making expected progress from 90.6% to 93.7% in in Numeracy  |

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| **Establishment Priority 2**: **Closing the attainment gap between the most and least disadvantaged children and young people****Placing the human rights and needs of every child and young person at the centre of education** |
| **NIF Driver** Assessment of children's progressSchool ImprovementPerformance information | **HGIOS/ELC QIs** 3.1 Ensuring wellbeing, equality and inclusion3.2 Securing Children's Progress 1.5 Management of resources to promote equity2.4 Personalised support | **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** |
| **2.1 Family Support Hubs:** Feedback from parents indicated a need for support and capacity building around aspects of additional support needs. PEF funding will be used to employ an additional class teacher for 0.2 (one day) for 3 terms to establish Family Hub networks which will offer support bespoke to the needs across our parent community. **2.2 Early level Speech & Language interventions:**Individual variability in language development is evident across our Nursery class. Creating a communication rich setting will positively impact all children and individuals will benefit from early identification and targeted support to ensure they are able to develop to their full potential. **2.3 Rigorous management of Data & Targeted Interventions**Pupils within SIMD 1 + 2 have no identified gap in attainment for session 2023 2024. These pupils do not have a Free Meal Entitlement (FME). We have no pupils identified in SIMD 3-5 We will therefore focus on our FME pupils ‘impacted by poverty’ and our SIMD 6 cohort of pupils who are ‘behind expectation’. Targeted interventions for this cohort will be bespoke to individual need. We will continue to target interventions to our SIMD 1 + 2 and FME pupils ‘impacted by poverty’ to ensure appropriate pace of learning is in place for all pupils within these identified groups. * Within our FME cohort 33.3% are also identified as SIMD 6. Within this FME cohort, 22.2% are behind expectation in an aspect(s) of their learning.
* Within our SIMD 6 cohort, 30.7% are behind expectation in an aspect(s) of their learning.

Attainment data for ACEL and classes in-between also indicates that the most appropriate focus should be on writing and numeracy. Within our cohort of pupils with an ASN profile, 50% are behind expectation in an aspect(s) of their learning.  |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| 1. By June 2024, utilise Pupil Equity funding to employ a class teacher one day a week (O.2FTE) to create a bespoke programme of support for parents with pupils who have additional support needs or barriers to learning. Feedback from parents will indicate the focus and we will then create bespoke parent ASN support groups relevant to our context e.g. Dyslexia, Autism, Trauma etc. This will positively impact on our universal provision and enhance understanding of additional support needs across our nursery and school.
2. By December 2023, continue to embed Speech and Language interventions in our Nursery through by embedding the Word Aware project and introducing the ‘I can’ toolkit to develop a shared language and assessment programme. Assessment data will indicate a positive impact for almost all children against their identified targets for potential speech and language interventions.
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| ​**If PEF spend is supporting – how much and what?**  |
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| **Intervention (Outcomes) PEF funding for 2022-2023: Overall total £9800** | **Timescale**  | **Details of spend** |
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| The PEF allocation will be used to fund a 0.2 FTE teacher to develop parent partnerships on the use of targeted intervention to raise attainment. The teacher will lead the Parental Engagement Strategy. The focus will be to support a group of parents/children through a range of curriculum parent/child workshops. The targeted cohort groups will be:* 1.8% residing in SIMD 1-2
* 5.98% pupils are identified with Free Meal Entitlement (FME).
* 21.7% of pupils identified with an additional support need.

Aim: By June 2023, decrease the number of targeted pupils impacted by poverty who are behind expectation in their learning through our Stretch Aims of 3.9% improvement in Literacy and 0.6% improvement in Numeracy through:* There will be a review of interventions/support every 4-6 weeks.
 | August 2023- March 2024 | **£8500** Class Teacher (O.2FTE)  |
| Increase support to targeted families to reduce the ‘Cost of the school day’ taking into account the views of our stakeholders through participatory budgeting to decide the how to spend the funding. Feedback indicated that: * £90 to increase opportunities in outdoor learning.
 | August 2023 – June 2024 | **£90 (1% of PEF allocation)**  |

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| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible including partners** | **Resources and staff development** |
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| **2.1 Family Support Hubs:** 1. Questionnaires to parents for needs analysis of support groups to create a monthly café for parents where different aspects of ASN are explored
2. Create a bank of material to support parents with literacy/numeracy resources to scaffold their child’s learning
3. CPD training for new staff and nursery depute in SEAL strategies to support those children in SIMD 1+2
4. Cost of the school day – continue to identify what costs are involved in all parts of the school and nursery day. Continue to develop the use of our clothing bank
 | June 2024 |  | SLT/Nursery DHTPEF funded teacherParents | PEF funded Class teacher (0.2)National Oak Academy materialsAutism toolkitDyslexia Scotland Nessy materials |
| **2.2 Early level Speech & Language interventions:**1. Continue to embed the Word Aware project
2. Develop nursery staff capacity in the use of the ‘I can’ Toolkit
3. Review nursery environment and adapt to ensure a literacy rich environment
 | Dec 2023 |  | SLTNursery Staff | Word Aware materials‘I can’ Toolkit |
| **2.3 Rigorous management of Data & Targeted Interventions**1. Regular data meetings to ensure attainment - SIMD/attendance data is shared with all staff nursery and school
2. Review and refresh procedures for the management of attendance using the Inverclyde Attendance Matters policy
3. Staff to become familiar with and use the attainment ‘Dashboard’ to track outcomes
4. Continue to review self-evaluation processes within the nursery and produce a clear framework with staff with reference to HGIOELC, Care standards
 | Aug 2023 ongoing |  | SLT/Nursery DHTAll staff | WTA time allocationInverclyde Attendance Matters policyHGIOELCCare standards |

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| **Measure of Impact: What we will see and where?** |
| * Feedback from parents will indicate the focus and we will then create bespoke parent ASN support groups relevant to our context e.g. Dyslexia, Autism, Trauma etc. This will positively impact on our universal provision and enhance understanding of additional support needs across our nursery and school.
* All targeted pupils make progress in attainment appropriate to their individual needs with processes in place to evaluate targeted interventions by those who use and experience them.
* Current attendance figures compared with figures from previous year will have improved. Aim to increase attendance of most children to 90%+
* Data from literacy toolbox will show improved attainment for targeted children.
* Active engagement data will show an increase in SIMD 1+2 children’s attendance at lunchtime and after school clubs.
* Tracking & monitoring data (BGE dashboard) will show targets are met
* Attainment of targeted children will be carefully tracked and monitored by class teachers and SMT.
* Families at risk of missing out will have been identified and supported to access both financial and cultural benefits
* Consistent use of Word Aware across our nursery setting with The ‘I can’ toolkit identifying children for targeted support.
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| **Establishment Priority 3**: **Improvement in children and young people's health and wellbeing****Placing the human rights and needs of every child and young person at the centre of education** |
| **NIF Driver** School ImprovementTeacher professionalismSchool leadership | **HGIOS/ELC QIs** 3.1 Ensuring wellbeing, equality and inclusion2.1 Safeguarding and child protection 2.2 Curriculum | **UNCRC**Article 28: (Right to education):Article 31 (Leisure, play and culture): Article 29 (Goals of education): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| **3.1 Nurture Principle 5: All Behaviour is Communication**Data indicates a continued increase in low level playground behaviours with an increase in the use of restorative conversations needed. Feedback from stakeholders reinforces the need to build understanding in the use of restorative practices and an increased understanding required for pupils with additional support needs. **3.2 HWB tracking**The Glasgow Motivation and Wellbeing Profile (GMWP) tracking tool allowed us to collect data for pupil views. This data now needs to be used to target interventions and tracked more robustly to ensure impact and that all needs are being met at a universal and enhanced universal level. Feedback from parents and pupils indicates an increased concern around Mental Well-Being. We have noted an increased amount of referrals to partner agencies such as Action For Children, CAHMS, and Barnardos. There is a need for the nursery and school to align systems and processes to ensure that HWB is tracked and monitored in a more robust way with pupil voice embedded in the process. **3.3 Trauma Informed Practices**Feedback from parents and our pastoral tracking system indicates the need for increased support and understanding of Trauma Informed practices as many of our families have been impacted and feedback indicates the feeling of judgement when a child is feeling dysregulated. We will begin a journey to ensure our staff are aware of Adverse Childhood Experiences (ACEs) and how adversity can impact on education. **3.4 Racial Literacy**Authority improvement priorities indicates the need for our school and nursery to challenge unconscious bias and be proactive in our provision of anti-racist education with a key focus on developing a Racial Literacy programme across our nursery and school. As a school community we have had some incidences of racism, which appear to stem from lack of knowledge about racist language and appropriate terms. We are beginning a journey of Building Racial Literacy (BRL) in our school community, to ensure everyone feels represented, heard and all are aware of appropriate language to use. **3.5 Emotional Literacy (Nursery)**Feedback from stakeholders on the implementation of the PATHS programme is positive and we will continue to facilitate the development of self-control, emotional awareness and interpersonal problem-solving skills. **3.6 Outdoor Provision (School & Nursery)**Data indicates an increase in the free flow of outdoor provision across all children in the nursery. Ongoing development of our outdoor area will ensure that children are offered high quality outdoor play experiences. Feedback from parents states a need for continued development of our playground area and outdoor learning. |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| 1. By May 2024, nursery and school, pre/post questionnaires will indicate an increased use and understanding of restorative approaches with continued awareness raising of Nurture Principle 5 ‘All behaviour is Communication’. There will be evidence of information sessions, issuing of a restorative conversation guide and relaunching the authority Anti-bullying policy. Staff nurture observations will be prioritised in our Quality Assurance calendar.
2. By May 2024, extend our Restorative Conversation’ tracking system across P4-5 pupils and empower our P6-7 pupils to lead restorative conversations across the school. Tracking will indicate that actions have been addressed and almost all pupils will be articulate in using a shared language of restorative practice.
3. By May 2024, continue to develop the use of our HWB tracking system and ensure that post questionnaires are embedded in the school quality calendar impacting on a more robust system to ensure needs are being met and monitored appropriately. 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
4. By May 2024, pre/post feedback will indicate increased staff capacity and understanding of trauma informed practice through the provision of CLPL alongside our Educational Phycologist and through the use of NHS Scottish Trauma Informed Leaders Training (STILT) resources.
5. By March 2024, audit our approaches to an inclusive curriculum with a focus on anti-racist education with a key focus on developing a Racial Literacy programme across our nursery and school.
6. By March 2024, continue to improve our nursery outdoor provision and the development of skills such as woodworking. All children access our outdoor area on a daily basis through our free flow approach. Tracking and observation of free flow play should note an increase in children choosing outdoor play and for longer periods of time.
7. By March 2024, facilitate the development of self-control, emotional awareness and interpersonal problem-solving skills by continuing to embed the Paths programme within our nursery class. Children will be able to articulate the Paths child of the week and an increase in the use of emotional literacy vocabulary will be noted for almost all children. The human rights and needs of every child will be evident at the centre of school and nursery planning and impact positively on their day to day experience in the school and nursery.
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| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible including partners** | **Resources and staff development** |
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| **3.1 Nurture Principle 5: All Behaviour is Communication**1. Parental information sessions on Restorative Practices and a conversation prompt card issued to stakeholders
2. Prioritise and upskill all staff in the use of ‘restorative conversation’ tracking folders for P4-7 and the facilitation of conversations
3. Develop signage in the playground with ‘restorative’ prompts for pupils to use during breaks
4. Relaunching the authority Anti-bullying policy and increase staff awareness and understanding of the policy content
5. Staff peer nurture observations will be prioritised in our Quality Assurance calendar. Focus on Principle 5 – All behaviour is communication
 | Sept 2023 ongoing  |  | SLT All staffPupilsStakeholders  | In-service dayStaff Collegiate sessionsRestorative prompt cardsNurture Peer Observation template |
| * 1. **HWB tracking**
1. Ensure that post questionnaires are embedded in the school quality calendar
2. Termly Well-being meetings to review data and identified plans put in place to address feedback.
3. Assembly planner will reflect the SHANNARI indicators which will be displayed in class alongside UNCRC class charters
4. Continue to align ASN planning processes and review single agency action plans
 | Sep 2023 ongoing |  | SLT – Mrs BradleyAll staff | Glasgow Motivation and Wellbeing Profile (GMWP |
| **3.3 Trauma Informed Practices**1. Build staff capacity and understanding of trauma informed practice through the provision of CLPL alongside our Educational Phycologist and through the use of NHS Scottish Trauma Informed Leaders Training (STILT) resources.
2. Continue to develop our HWB zone and timetable staff to support pupils to develop strategies to self-regulate emotions
 | Oct 2023 ongoing |  | SLTScott Chalmers (Ed Psychologist) | In-service dayStaff Collegiate sessionsScottish Trauma Informed Leaders Training (STILT) resources. |
| **3.4 Racial Literacy**1. Baseline assessment of staff understanding of anti-racist education and unconscious bias
2. Provide staff training on current racial terminology to increase confidence
3. Provide training on Helms/ Cross developmental models and White Fragility
4. All classes to introduce one topic/ class text covering either anti-racism/ racial diversity
5. Source, buy and distribute texts by diverse authors (featuring characters of colour) to increase representation of diversity in class and nursery libraries
 | Aug 2023 ongoing |  | SLTScott Chalmers (Ed Psychologist)BRL Lead (Newark PS) to advise K. D’Souza | In-service dayStaff Collegiate sessions**Race Equality waklet:** <https://wakelet.com/wake/EKpqdexEpY3JoNdrlJp36>[**Anti-racist toolkit for teachers**](https://scotdec.org.uk/resources/anti-racist-toolkit-for-teachers/) - Scotdec |
| **3.5 Emotional Literacy (Nursery)**1. Continue to embed the PATHs programme in our nursery planning processes
2. Develop emotional check-in systems across nursery and school
 |  |  | Nursery DHTNursery staff | PATHS planning pathways |
| **3.6 Outdoor Provision (Nursery)**1. Continue to develop the outdoor provision and free flow within the nursery setting
2. Embed ‘woodworking’ skills in planning processes
 |  |  | Nursery DHTNursery staff |  |

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| **Measure of Impact: What we will see and where?** |
| * Enhanced staff knowledge and understanding of the impact of trauma and disrupted attachment and evidenced in enhanced learning environments in the school
* All aspects of the life of the school and nursery will exude a depth of understand of racial literacy and the use of this will underpin the ethos of the school.
* Numbers of children accessing the outdoors to enhance learning will have increased. Through pupil focus groups children will articulate the benefit to them of outdoor learning.
* Increased learner participation will be evident over a range of school experiences from involvement in own learning to consultation on aspects of school and nursery life.
* Pupils will demonstrate high quality communication skills when sharing their views.
* All stakeholders will use the same language of children’s rights in relation to wellbeing, equality and inclusion in all interactions.
* Evidence will show that parents are engaging more in the life of the school and nursery and contributing to the Whinhill improvement cycle.
* Staff Nurture Observation profiles will indicate agreed actions and goals for individual staff members
* Restorative conversation folders will demonstrate pupils taking ownership of agreed action
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| **Establishment Priority 4**: **Improvement in skills and sustained, positive school-leaver destinations for all young people** **Placing the human rights and needs of every child and young person at the centre of education** |
| **NIF Driver** School ImprovementSchool leadership | **HGIOS/ELC QIs** 3.3 Increasing creativity and employability1.1 Self-evaluation for self-improvement 2.7 Partnerships | **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** |
| **4.1 Young Leaders of Learning(YLL)**Feedback from our YLL programme has impacted positively in increasing meaningful engagement of pupils in our improvement planning and self-evaluation processes. We will continue to embed this process and share practice across the Authority. Pupil committee groups meet on a regular basis but the impact on school improvements from each group has been minimal. We will streamline groups using wee HGIOS to increase pupil participation/voice triangulated directly to improvement priorities. **4.2 Cluster Developing the Young Workforce (DYW) priority**Within Inverclyde Academy cluster, we continue to recognise the need to create a consistent skills based approach to Developing the Young Workforce, across cluster schools, to prepare children and young people for rapidly developing landscape of the world of work. |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| 1. By May 2024, continue to embed pupil participation and the YLL programme within planning processes to identify school improvements and priorities. The YLL group will share their action plan with our Parent Council.
2. By May 2024, audit our tracking systems for the Broad general Education (BGE) to ensure that the curriculum Experiences and Outcomes (Es & Os) are being tracked to ensure appropriate skills progression. Pupils will be able to articulate the skills they are learning and this will further be evidenced in our learning Journals.
3. By June 2024, almost all senior pupils across the cluster schools will demonstrate an increased capacity to engage in meaningful discussion about their skills development to assist them in their career journeys.
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| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible including partners** | **Resources and staff development** |
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| **4.1 Young Leaders of Learning(YLL)**1. Continued engagement with the YLL programme. Group to develop an action plan alongside partner school
2. Create timeline of events for YLL implementation and add to quality calendar and liaise with our Parent Council on improvement priorities and actions
 | June 2024 |  | Mrs BradleyMrs ProvanIdentified P4-6 learners | Education Scotland YLL programmeHGIOS 4 |
| **4.2 Cluster Developing the Young Workforce (DYW) priority**1. Engage with the “I Can” statements from the Career Education Standard (2015) document to create a standard skills based language across the cluster
2. Establish a cluster pupil leadership group with a focus on engaging in skills for life, learning and work
3. Continue to develop our ‘World of Work’ events and embed across the year rather than just a focus week
 | June 2024 |  | SLT/ All Staff/All PupilsCluster ColleaguesMrs Bradley | **Staff Collegiate Session**Career Education StandardCluster DYW plan |

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| **Measure of Impact: What we will see and where?** |
| * Increased pupil participation in aspects of school improvement impacting on pupil voice being embedded in self-evaluation processes
* For senior pupils (P5-P7), pre and post pupil surveys will report increased ability to discuss skills development in relation to career journeys.
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