Education – Improvement Planning Document 2024-25

Inverkip Primary

& Nursery Class

Academy

Establishment Name:

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Signatures:

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| Head of Establishment | Mrs Una Nicolson | Date | June 2024 |

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| Quality Improvement Officer | Mrs Alison McLellan | Date | June 2024 |

**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 2024-2025

Session 2025-2026

Session 2026-2027

Our outcomes and tasks are highlighted in:

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

**Overview of rolling three year plan:** Our outcomes and tasks are highlighted: **School Nursery Both School & Nursery**

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| **National Priorities** | **Session 2024-2025** | **Session 2025-2026** | **Session 2026-2027** |
| Improvements in attainment, particularly in literacy and numeracy | * Develop Curriculum rationale * Continue Play pedagogy * Targeted reading/writing support * Interdisciplinary Learning * Reading (P1 & P2) + Library * Dialogic/Reciprocal reading * ELC dashboard | * Numeracy: Number talks/assessments * Audit and Review Expressive Art pathways | * Focus will emerge depending on contextualised assessment of data/need * ‘Let’s Grow & Cook Together’ project introduced alongside community partners |
| 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 + use of digital technology to support * Early level Speech & language interventions | * Continue to review GIRFEC/Support for Learning Procedures (annual basis) * Review HWB pathway planning + RSHP | * Continue to review GIRFEC/Support for Learning Procedures (annual basis) |
| Improvement in children and young people's health and wellbeing | * Continue Restorative approaches * Continue Trauma Informed: bereavement * Further embed Health & Well-being tracking systems * Continue to embed PATHS * Focus on Early preventive Measures(EPM) * Develop Outdoor skills pathway | * Nurture Principle 6: Transitions * Trauma Informed Practices | * Nurture Principle 4: Language is understood as a vital means of communication * Focus on mental health development * Trauma Informed Practices |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | * Continue to develop Young Leaders of learning * Implement STEM planners * Tracking wider achievements * Continue Spotlight skills focus | * World of Work ambassadors * Continued development of all aspects of digital learning * Develop Meta skills framework alongside Outdoor learning | * Continued development of all aspects of digital learning * Review Technology pathways |
| Placing the human rights and needs of every child and young person at the centre of education | * Rights Respecting Schools action plan * The Promise * Racial Literacy/RME planning pathways | * Maintain Rights Respecting Schools Gold Award * Racial Literacy programme continued | * Maintain Rights Respecting Schools Gold Award * Racial Literacy programme |

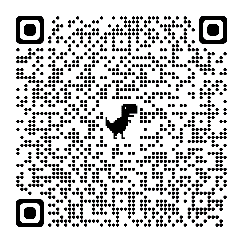
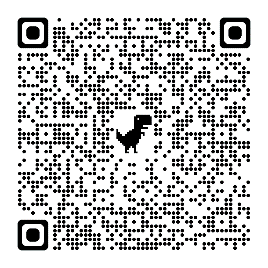
*Stakeholder’s views*

**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.
* Peer review feedback (March 23) see QR below.
* 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.

**Parent** Questionnaire responses (Peer review March 23) **Pupil** Questionnaire responses (Peer review March 23)

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**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 2023 2024 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 YLL group 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 2024-2025

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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 information  Assessment of children's progress | **HGIOS/ELC QIs**  3.2 Raising attainment and achievement  3.2 Securing Children's Progress  1.1 Self-evaluation for self-improvement  2.3 Learning, teaching and assessment | **UNCRC**  Article 28: (Right to education):  Article 3 (Best interests of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| * High quality learning and teaching underpins the success of any school. Building on our refreshed vision, values and aims, we will develop a clear Curriculum Rationale bespoke to our school context with a focus on UNCRC rights at the heart of our curriculum. * Attainment remains strong however data indicates the need to revisit pedagogical approaches specifically for reading and writing across most stages and targeted cohorts for numeracy. Predictive data for next session indicates a focus on: * Reading for P2, P3, P4, and P7 * Writing for P2, P4, P6 and P7 * Numeracy for P2 and P5 * Engagement with Inverclyde’s Reading Framework with continue to upskill staff in dialogic approaches and reciprocal reading to ensure a more consistent use of approaches. The introduction of a decodable phonic reader in P1 and P2 will ensure a more systematic understanding and implementation of the pedagogy behind the teaching of reading at the early stage. Continuing to review and refresh key pedagogies is necessary to ensure consistency in learning and teaching across each stage of the school. * Assessment/data is a key feature within the planning cycle, quality assurance processes and staff feedback indicates the need to audit and review the use of numeracy assessment to ensure an appropriate level of pace, challenge and consistency is in place. Data indicates a specific focus is needed at P5. * To further embed numeracy and literacy skills a key focus will be on the planning and assessment within Interdisciplinary Learning (IDL) pathways. This will provide opportunity for children to embed key skills in a meaningful context using a holistic approach to learning. * Feedback from the implementation of play in P1 and P2 is positive. This will now be developed more thoroughly in P2 and in to P3 and a playful approach to learning across other stages in the school. It is important that as a school we continue to refresh the BGE offer in our school and nursery to keep it fresh, relevant and appropriate for our children. * Data indicates a dip in attainment at transition point within CfE levels. The introduction and use of Inverclyde’s ELC ‘Dashboard’ will build capacity in using data within the nursery planning cycle. Staff feedback will note increased confidence in using planning pathways and benchmarks to access attainment within early level ensuring a more robust use of data across early level to ensure a consistent pace and progression within attainment from nursery to P1. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| **Curriculum Rationale**   1. By December 2024, refresh and review our curriculum rationale with a clear focus on human rights and the needs of every child at the centre. Consideration will be given to ensure a balance cross the four contexts of the curriculum is achieved: Opportunities for personal achievements, Interdisciplinary learning, Ethos & life of the nursery and school and Curriculum areas and subjects. Pre/post questionnaires across all stakeholders will indicate an understanding of our Curriculum Rationale. 2. By October 2024, in line with our rights based approach, our P5 children will develop a, ‘KIP Roars’ child-friendly School Improvement Plan alongside SLT. Almost all stakeholders and be able to articulate our improvement priorities.   **Numeracy**   1. By May 2025, tracking & monitoring data (BGE dashboard) will show numeracy targets are met by almost all children with a specific focus on our P5 cohort. Staff will have increased confidence in the use of assessment data to identify and address any potential gaps in learning. Quality Assurance will evidence a consistent approach to Numeracy pedagogical approaches and assessment such as SEAL and Number Talks.   **Literacy**   1. By May 2025, tracking & monitoring data (BGE dashboard) will show literacy targets are met by almost all children. Quality Assurance will evidence a consistent approach to literacy pedagogical approaches with a focus on Dialogic Teaching and Reciprocal reading strategies. Staff confidence will increase through engagement with the Inverclyde Literacy Framework self-evaluation toolkit and high quality research informed CLPL opportunities, with a focus on the highly effective teaching of reading across our nursery and school. A lending library will be established within our nursery class with continued engagement with the Inverkip Hub library and the Book Bug programme. 2. By May 2025, reading materials will be audited across P1 and P2 and phonic decodable readers introduced. Early/First level staff will engage with the Literacy framework to develop capacity and understanding of the ‘Science of reading’. Professional Review and Development dialogues will indicate increased staff confidence in the teaching of phonics and reading at Early/First level. 3. By May 2025, continue to develop a literacy rich environment within our nursery class. Staff will indicate an increased confidence implementing the Inverclyde Literacy planning pathways. ‘Word Aware’ and the use of the Speech and language ‘I can’ toolkit will be fully embedded within our nursery class and extend to P1. Quality Assurance will evidence a consistent approach to literacy pedagogical approaches and early intervention strategies implemented based on robust assessment, tracking and monitoring systems.   **Play Pedagogy**   1. By May 2025, the number of stages using play pedagogy (indoors and outdoors) to increase pupils’ readiness to learn will be extended through the provision of ‘playful’ experiences and loose parts play to P3-7. Quality Assurance will evidence high quality play learning experiences across the whole school and the introduction of ‘Floor book’ planning will be evident in P1 and P2. 2. By June 2025, all nursery staff, will have engaged in rigorous self-evaluation leading to a more effective improvement cycle in our nursery class.   **Interdisciplinary Learning (IDL)**   1. By December 2024, audit and review Interdisciplinary Learning planning processes with a focus on the totality of the curriculum to ensure a balanced approach across the 4 contexts of curriculum design. Quality assurance and planning processes will indicate the development of rich knowledge and the skills as part of our curriculum offer.   **Early Level Planning & Data**   1. By May 2025, introduce the use of Inverclyde’s ELC ‘Dashboard’ to build capacity in using data within the nursery planning cycle. Staff feedback will note increased confidence in using planning pathways and benchmarks to access attainment within early level. | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Involved/responsible** | **Resources and staff development** |
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| **Curriculum Rationale:**   1. Refresh and review our Curriculum Rationale through a contextualise audit using:  * CfE 4 capacities – An Inverkip learner is….. * 4 Context for the curriculum bespoke to Inverkip: * Opportunities for personal achievements * Interdisciplinary learning * Ethos & life of the nursery and school * Curriculum areas and subject  1. Create a sketch note to illustrate our revised Curriculum Rationale and ensure vision and values are embedded within and share Curriculum Rationale with stakeholders 2. Pupils Leaders will create a child friendly SIP to be shared with stakeholders | By December 2024 |  | SLT – school/nursery  All stakeholders  Committee Leadership Groups (RRS) | **In-Service Day**  **Staff collegiate sessions**  Potential resources:   * Alison Driver * Osiris Materials * Education Scotland Improvement Hub |
| **Numeracy:**   1. Ensure planning processes and timetables for all classes embed:  * Number Talks * Mental Arithmetic * Develop a Parent Booklet on Number Talks/Strategies  1. Develop staff confidence in the use of assessment within numeracy planning pathways  * Introduce Holistic assessment planners * Ensure staff interrogate SNA across P1. P4 and P7 * Continue to develop the use of staging posts and SEAL assessment  1. Senior pupils will engage with Inverclyde Numeracy Planning pathways to access and identify next steps 2. Facilitate training for PSA staff on the use of SEAL | By May 2025 |  | Committee Leadership Groups  SLT  Mr Giffney  All staff  P6-7 pupils  SLT/PSA’s | **Staff Collegiate sessions**  **Leadership Committee Groups**  Potential resources:   * Education Scotland Improvement Hub * NRich Maths * Peter Patilla * Number Talks * White Rose Maths * SNA * Staging Posts * SEAL * Numeracy pathways |
| **Literacy:**   1. **Embed Dialogic Teaching and Reciprocal reading strategies across all classes:**  * Y chart in all classes regularly reviewed and updated * Reciprocal reading strategies timetables * DHT to model Dialogic across all classes * Staff to engage with Literacy framework appropriate to level/need  1. **Library/reading Culture:**  * Establish a nursery lending library * Library and ERIC time timetabled  1. **Refreshed Reading material P1 and P2**  * Introduce decodable phonic readers across P1 and P2  1. **Nursery Speech & Language Interventions**  * Continue to develop the use of Word Aware and extend to P1 * ‘I can’ toolkit embedded * Regular audit to ensure a literacy rich environment | May 2025 |  | SLT – school/nursery  All staff  Committee Leadership Groups  P1 & P2 staff  Nursery staff | **Staff Collegiate sessions:**  Potential resources:   * Anne Glennie * Shirley Clarke * Pie Corbett * Alex Quigley * Book Trust * Reading School resources and materials * Accelerated Reading |
| **Play Pedagogy:**   1. **Continue to develop and embed play pedagogy across P1 and 2**  * Continue to review planning processes across early level * Floor book planning introduced * Timetabling/structure of the day reviewed * Develop a ‘play’ zone in spare classroom * Ensure PSA timetabling is biased towards P1 and P2  1. **Introduce ‘Playful’ approaches within P3-7**  * Continue to develop the use of loose parts play * Introduce ‘playful’ open ended opportunities through IDL/STEM planning * Ensure all timetables embed a weekly ‘playful’ approach to embed skills * Children will record ‘playful’ learning in a class floor book  1. **Nursery Quality Assurance**  * Develop a robust self-evaluation calendar to ensure standards are met and evaluated against quality framework guidance: * Health & safety audit/Accident recording * Risk assessments * CLPL recorded self-evaluation leading to a more effective improvement cycle in our nursery class * Personal Learning plans * Nursery DHT to meet every 6 weeks with the Cluster Network group | May 2025 |  | Nursery/Early level staff  Play Associate: Mrs McCreadie  All staff  Nursery DHT  Nursery staff  Cluster DHT’s | **Staff Collegiate sessions**  **Leadership Committee Groups**  **In-Service day**  Potential resources:   * Education Scotland Improvement Hub * Realising The Ambition * Inverclyde Play Padlet * Inverclyde planning pathways * ELC dashboard * Care Inspectorate Hub * Take 30 Inverclyde short clips |
| **Curriculum Planning:**   1. **Interdisciplinary Learning:**  * IDL planning format reviewed and adapted alongside staff (term 1) * IDL planning format embedded in planning processes (term 2-4) | May 2025 |  | All staff | **Staff Collegiate sessions**  **Leadership Committee Groups**  **In-Service day**  Potential resources:   * Education Scotland Improvement Hub |

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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 assessment data to inform targeted interventions and appropriate pace and challenge within literacy and numeracy pathways. * Data meetings will show that teacher judgement and evidence supports improvement in progress and attainment at all stages. * Number talks and mental agility will be evident across planning/timetabling and an increased confidence across almost all children will be observed during Quality Assurance processes. * Dialogic and Reciprocal reading strategies will be evident across all classes and children will be able to articulate a shared language that underpins high quality listening and talking expectations. Staff will indicate increased confidence in the ‘Science of reading’ and phonic decodable readers will be embedded in P1 and P2 classes. Speech and Language intervention strategies will be visible in our nursery class through ‘Word aware’ and the ‘I can Toolkit’. Children and parents will be able to articulate and share the ‘word of the week’ impacting on the ongoing vocabulary development in our nursery children. * 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. ‘Playful’ approaches will be visible across all classes with the use of loose parts play/outdoor learning will be embedded in planning processes. ‘Playful’ experiences in a class floor book which will evidence skills/abilities and record their learning journey. * Through pre and post stakeholder questionnaires, parents, children and staff will be confident in articulating our Curriculum Rationale. * A robust Quality Calendar will be in place to support high quality learning provision in our nursery class.   **BGE: Literacy**   * To increase the percentage of pupils in **P1**  making expected progress from 92% to 94.1% in Listening & talking * To increase the percentage of pupils in **P1**  making expected progress from 92% to 94.1% in Reading * To increase the percentage of pupils in **P1**  making expected progress from 84% to 88.2% in Reading * To increase the percentage of pupils in **P4** making expected progress from 87.8% to 90.9% in Reading * To increase the percentage of pupils in **P4**  making expected progress from 81.8% to 87.8% in Writing * To increase the percentage of pupils in  **P7** making expected progress from 88.2% to 91.1% in Writing   **BGE: Numeracy**  To increase the percentage of pupils in **P5** making expected progress from 86.2% to 89.6% 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 progress  School Improvement  Performance information | **HGIOS/ELC QIs**  3.1 Ensuring wellbeing, equality and inclusion  3.2 Securing Children's Progress  1.5 Management of resources to promote equity  2.4 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** |
| * Feedback from parents indicated a need for support and capacity building around aspects of additional support needs with a number of our families impacted by close family bereavements. 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 with a specific focus on families impacted by poverty. Free Meal Entitlement (FME) alongside a strong understanding and relationship with our families will be used to identify families and pupils impacted by poverty specifically those impacted by ‘unseen’ poverty that is not reflected in our FME/SIMD data. The ‘Seasons for growth’ programme will be used to support children impacted from bereavement, lose or change. Pre/post questionnaires and attainment data will indicate a positive impact from any support received. * A 40.4% ASN profile can be noted across our classes. To ensure an inclusive ethos, all classroom environments will reflect the needs of all children and any potential barriers to learning addressed. Barriers to learning will be addressed through the strategic use of digital technology leading to improved out comes for targeted pupils with cohorts identified as being impacted by poverty prioritised. 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. Nursery staff will engage with the new ELC dashboard to ensure that a robust use of data is used to inform the planning cycle and support transition to P1. |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| **Targeted Support/Family Support Hub**   1. By June 2025, utilise Pupil Equity Funding to employ a class teacher one day a week (O.2FTE for 3 terms) to continue to create a bespoke programme of support for parents with children who have additional support needs or barriers to learning. A key focus will be on bereavement, loss and change in response to contextualised information indicating a need for a focus on bereavement support. Feedback from parents will be used to create a 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. Dyslexia friendly signage and strategies will be developed across our nursery and school.   **Digital Literacy**   1. By June 2025, continue to develop the use of digital technology to support targeted interventions for identified cohorts of children behind expectation impacting on increased attainment within reading and numeracy with a specific focus on:  * Reading (Accelerated reading programme) for all P3-7 children * Nessy (dyslexia programme) for an identified cohort of children * Numeracy (Sumdog) for all P1-7 children |
| ​**If PEF spend is supporting – how much and what?** |
| | **Intervention (Outcomes) PEF funding for 2024-2025: Overall total funding: £10,110** | **Timescale** | **Details of spend** | | --- | --- | --- | | 1. By June 2025, utilise Pupil Equity Funding to employ a class teacher one day a week (O.2FTE for 3 terms) to continue to create a bespoke programme of support for parents with children who have additional support needs or barriers to learning. Feedback from parents will then be used to create a 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. Dyslexia friendly signage and strategies will be developed across our nursery and school. 2. Additional staffing will also facilitate ‘Seasons for Growth’ programme targeted to pupils recently impacted by bereavement, lose and change. | October 2024-  March 2025 | **£6943** (30days)  Class Teacher (O.2FTE) | | 1. By June 2025, continue to develop the use of digital technology to support targeted interventions for identified cohorts of children behind expectation impacting on increased attainment within reading and numeracy with a specific focus on:  * Reading (Accelerated reading programme) for all P3-7 children * Nessy (dyslexia programme) for an identified cohort of children * Numeracy (Sumdog) for all P1-7 children | August 2024-  March 2025 | **£1230**  accelerated reading –  **£500** Sumdog  **£300** Nessy | | 1. 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 2024 –  June 2025 | **£90 (1% of PEF allocation)** | | Additional CT days will be facilitated in term 3 at a rate of £231.43 to maximise PEF allocation (£1047 flexibility) | **TOTAL**  **SPEND** | **£9063** | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible including partners** | **Resources and staff development** |
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| 1. **Family Support Hub:**  * Targeted support for pupils to reduce any barrier to learning with a specific focus on our ASN cohort of children * Facilitation of ‘Season for growth’ to support bereavement, loss and change for an identified group of children * Develop Dyslexia Friendly signage across the school and nursery * Audit classroom and nursery environment using the ‘Circle’ toolkit | Oct 2024- May 2025 ongoing |  | SLT/Nursery DHT  PEF funded teacher  Parents | **Staff Collegiate sessions:**  Potential resources:   * Seasons for growth material/resources * Dyslexia Scotland * Nessy materials * Board Maker |
| 1. **Digital Strategy to address barriers to learning**  * Develop a robust individual support plan to address barriers to learning for identified children using digital technology to support * Staff CLPL sessions on the use of digital technology for targeted interventions * Nessy programme targeted to pupils behind expectation in reading | Aug 2024- May 2025 ongoing |  | SLT  Mr McGregor | **Staff Collegiate sessions:**  Potential resources:   * Literacy toolbox (free home license) * Accelerated reading * Nessy * Immersive reader * C-Pen |
| 1. **Cost of the school Day**  * Continue to develop/fund our Kip Community Fruit Larder * Promote our uniform bank, Halloween costumes and school supplies * Support given dependent on need across our school and nursery community | Aug 2024- May 2025 ongoing |  | SLT/Nursery DHT  All staff |  |

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| **Measure of Impact: What we will see and where?** |
| * Feedback from parents will dictate 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. Children impacted by bereavement, lose or change will be offered individual support and children can engage with the ‘Seasons for Growth’ programme. Ongoing evaluations throughout the programme will measure impact and the voice of the child will be at the centre of all planning. * All targeted pupils impacted by poverty 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 Accelerated reading STAR assessments 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 |

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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 Improvement  Teacher professionalism  School leadership | **HGIOS/ELC QIs**  3.1 Ensuring wellbeing, equality and inclusion  2.1 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** |
| * We continue to be aware of the need for a rigorous focus on our children’s health and wellbeing. Restorative Practice will be an ongoing priority as we continue to note an increased need to focus on peer relationships, resilience and coping strategies across all classes. Pupil feedback has indicated that restorative approaches are having a positive impact and tracking processes now need to become more robust. 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. We will raise awareness of the Anti-Bullying Policy - Respect Me (revised policy November 2023). Children will be able to articulate key messages from our ‘Anti-bullying’ charter as part of our ongoing commitment on being a Gold RRS. * 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. 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. Parents and Children will be part of this process and their voices at the heart of all decision making. * Engaging with ‘The Promise’ and creating our own ‘Pinkie promise’ charter will be crucial as we note a change in our demographic across the school with an increase in the number of Care Experienced Young People (CEYP). * 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 will continue to review curricular areas on a rolling programme. This session we will focus on developing our global citizenship and cultural diversity linked to our ongoing focus on racial literacy. This will involve the audit and review of our religious and Moral (RME) education pathway planners. The session we have been developing a reading framework based on our racial literacy focus. Staff have undertaken small test of change and feedback remains positive. We will now launch our new racial literacy framework this session to ensure that all pupils can ‘see’ themselves within our curriculum and resources. * 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?** |
| **Restorative Approaches**   1. By May 2025, continue to increase knowledge and understanding of the nurture principles and restorative approaches, children will experience appropriate interventions in response to wellbeing needs. Ongoing approaches to restorative will make a positive impact to playground experiences and incidents requiring restorative conferences will be reduced. Increased engagement in activities will be evident. 2. By May 2025, Raise awareness of the Anti-Bullying Policy - Respect Me (revised policy November 2023). Children will be able to articulate key messages from our ‘Anti-bullying’ charter which will be visible across our nursery and school community.   **GIRFEC Planning and targeted support**   1. By May 2025, 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. 2. By October 2024, planning dialogue and processes will indicate increased staff confidence in all nursery class to ensure that Early Protective Measures (EPM) are embedded.   **Trauma Informed Practice: The Promise**   1. By June 2025, planning processes will have a specific focus on Care Experienced Young People (CEYP). All staff will engage with ‘The Promise’ and the associated e-learning module. Feedback will indicate an increased capacity to ensure that pupils and parents understand ‘care experience’ as part of their communities and as another type of family. Teachers and school staff will be able to articulate an awareness of the issues facing care experienced pupils so they can best engage and encourage**.** Targeted interventions will ensure that we are ambitious for care experienced children recognising that they may experience difficulties associated with their life story.   **Global Citizenship & Cultural Diversity:**   1. By June 2025, Quality assurances processes will evidence an increased focus on the teaching of racial literacy through the development of a reading framework and planning contexts for Interdisciplinary Learning. We will continue to share, across all stakeholders, our ‘Equal skins’ magazine impacting on an inclusive ethos where all pupils can ‘see’ themselves in our curriculum offer. Children and staff across the school will continue to develop the knowledge, skills and awareness needed to talk thoughtfully about race and racism. 2. By June 2025, undertake an audit and review of our Religious and Moral Education (RME) curriculum pathway. Planning processes, staff and children feedback will indicate an increased understanding of different cultures, beliefs, values, issues, practices and traditions through the context of Christianity and other World Religions. |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible including partners** | **Resources and staff development** |
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| 1. **Restorative Approaches**  * Share Restorative training SWAY with all stakeholders * Develop a Parent Information booklet on Restorative Practices * Share a restorative conversation prompt card with all stakeholders * Prioritise and upskill all staff in the use of ‘restorative conversation’ tracking folders for P3-7 and the facilitation of conversations * Develop signage in the playground with ‘restorative’ prompts for pupils to use during breaks * Relaunching the authority Anti-bullying policy and increase staff awareness and understanding of the policy content * Continue to build staff capacity and understanding of trauma informed practice | Jan 2025 ongoing |  | SLT  All staff  Pupils  Stakeholders | **In-service day**  **Staff Collegiate sessions**  Potential resources:   * Restorative prompt cards * Nurture Peer Observation template * Inverclyde Anti-Bullying Policy * NHS Trauma Informed eLearning modules |
| 1. **GIRFEC Planning/Trauma Informed Approaches**  * Continue to develop planning process to ensure that single agency planning is robust and * Develop Child Protection CLPL and information booklet for visiting/new staff * Engage with Inverclyde’s Child protection audit tool and create action plan linked to need * Develop a shared understanding through assemblies and class work of CEYP. * Develop tracking systems for specific cohorts including CEYP. * Staff awareness raising of The Promise and Pinkie promise across the cluster * Pinkie Promise Action plan created | Ongoing Aug 2024 – May 2025 |  | SLT  Authority review of H&S procedures | **Staff Collegiate sessions**  Potential resources:   * Child Protection and H & S authority audit tools * The Promise evaluation toolkit |
| 1. **Global Citizenship & Cultural Diversity:**  * All classes and nursery to engage in a ‘Black History’ month focus * Continue to develop a termly ‘Equal Skins’ magazine * Review of Religious and Moral Education (RME) planning pathways * All classes to engage with the Global reading Framework | Ongoing Aug 2024 – May 2025 |  | SLT  All staff  Committee Leadership groups | **In-service day**  **Staff Collegiate sessions**  Potential resources:   * Education Scotland Hub - Building racial literacy * Reading Framework |
| 1. **Emotional Literacy (Nursery)**  * Continue to embed the PATHs programme in our nursery planning processes * Develop emotional check-in systems across nursery and school * Develop staff confidence to ensure Early Protective Measures (EPM) are embedded | Ongoing Aug 2024 – May 2025 |  | Nursery DHT  Nursery staff | **Staff Collegiate sessions**  Potential resources:   * PATHS planning pathways |
| 1. **Outdoor Provision (Nursery)**  * Continue to develop the outdoor provision and free flow within the nursery setting * Embed ‘woodworking’ skills in planning processes | Ongoing Aug 2024 – May 2025 |  | Nursery DHT  Nursery staff | **Staff Collegiate sessions**  Potential resources:   * Education Scotland Hub * Realising the Ambition * Inverclyde Play Padlet |

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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. All classes will engage with our Global Citizen reading framework and planning processes will indicate IDL curriculum links specifically in reference to our reviewed RME planning pathways. Feedback will remain positive for our ‘Equal Skins’ termly magazine. * Evidence will show that parents are engaging more in the life of the school and nursery and contributing to the Inverkip 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 Improvement  School leadership | **HGIOS/ELC QIs**  3.3 Increasing creativity and employability  1.1 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** |
| * Feedback from our YLL programme has impacted positively in increasing meaningful engagement of pupils in our improvement planning and self-evaluation processes. Next session children will liaise with schools beyond our partner school to develop an outdoor learning progression pathway. * Pupil participation and leadership across our context is becoming more visible, this will continue as pupils develop a child friendly improvement plan for next session. This will be shared with all stakeholders. 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. * Within Inverclyde Academy cluster, we continue to recognise the responsibility for ensuring a consistent approach in developing aspects of Racial Literacy and The Promise, providing further opportunities for skills development in meaningful and relevant contexts. Cluster primaries all have a nursery class and a Cluster Depute network will be establish to share good practice and consistency across our nursery establishments. * Staff are becoming more confident in identifying and promoting ‘Spotlight skills’ to identify skills for learning, life and work. Planning for the skills agenda now need to be more systematic through the use of the MetaSkills framework. * Systems are embedded to share widely successes and achievements. Tracking systems now need to be more robustly developed to ensure targeted interventions are in place for identified cohorts of children. * Engagement with the launch of Inverclyde’s STEM planning pathways will ensure a more robust implementation and consistency in the promotion and planning of STEM activities across all stages. * Information technology infrastructures are allowing for a more robust use of digital literacy to support targeted interventions and the delivery of the curriculum. We now need to build agency, staff confidence and capacity in the use of digital technology to enhance learners experiences and maximise learning opportunities. |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| **Outdoor Learning Skills Pathway**   1. By June 2025, continue to develop outdoor learning and the use of Loose Parts play across nursery and school. Our Young Leaders of Learning will develop an ‘Outdoor Learning’ skills progression pathway and launch this across nursery and all classes in term 3/4. The YLL group will engage with other school and nursery establishments with a similar environment/context to gain expertise and knowledge on planning pathways for outdoor skills. Pre/post questionnaires will indicate an increase in the confidence of all nursery and school staff to plan high quality outdoor learning experiences.   **Cluster Pupil Leadership group**   1. By May 2025, a Cluster leadership group will be established. This group will have responsibility for developing aspects of Racial Literacy and The Promise over next session, providing further opportunities for skills development in meaningful and relevant contexts. The impact of this group will be measured using pre and post questionnaires, scheduled for October 2024 and June 2025.   **MetaSkills development (Spotlight Skills)**   1. By May 2025, continue to develop a shared language of skills across nursery and school. Pupils will be able to articulate ‘spotlight’ skills and this will be evidenced through planning processes and learning journals. Post/pre questionnaires will indicate an increased knowledge and capacity of ‘MetaSkills’ impacting on skills more embedded in planning processes.   **Tracking systems developed: Wider Achievement and Successes**   1. By May 2025, Quality assurance processes will continue to be developed to track ‘successes and achievements’. Data will be used to target children who do not attend any after school activity/clubs. Partnership with Active Schools and the development of P6 and P7 lunchtime leadership clubs will indicate an increased participation for specific cohort groups.   **STEM planning pathways**   1. By May 2025, Pre/post questionnaires will indicate an increased confidence in the use and implementation of Inverclyde’s new STEM planners (to be launched June 2024). The new planning pathways will be embedded early next session and quality assurance will evidence an increased engagement in STEM activities across school and nursery.   **Digital Technology**   1. By June 2025, quality assurance and planning will continue to ensure that digital technology is used appropriately in all classes with evidence of good use of ‘flipped learning’. Digital methods will also be used to support children who are behind expectation for aspects of learning with attainment data and pupil feedback indicating a positive impact. |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible including partners** | **Resources and staff development** |
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| 1. **Outdoor Learning Skills Pathway**  * Continued engagement with the YLL programme. Group to develop an action plan alongside partner school * The YLL group will engage with KPS to develop an ‘Outdoor skills’ progression planner | Ongoing Aug 2024 – May 2025 |  | SLT  YLL group | **Staff Collegiate sessions**  Potential resources:   * Education Scotland YLL programme * Wee HGIOS 4 * KPS Outdoor skills planner |
| 1. **Cluster Priority**  * Develop a Cluster Nursery depute network * Develop a Cluster pupil network * Cluster Action plan will indicate a shared focus on: The Promise/Racial literacy | Ongoing Aug 2024 – May 2025 |  | SLT/ All Staff/All Pupils  Cluster Colleagues | Potential resources:   * The Promise self-evaluation toolkit |
| 1. **MetaSkills Development**  * Continue ‘spotlight skills focus * Continue to develop learning journals to include skills * IDL planning will have skills embedded * Continue to promote and engage with ‘World of Work’ * Launch and build capacity to implement Inverclyde’s STEM planners * Continue to use digital literacy to enhance learning activities – revisit the use of ‘flipped’ learning approaches | Ongoing Aug 2024 – May 2025 |  | SLT  All staff  DHT – Mrs Bradley  Mr McGregor | **Staff Collegiate sessions**  Potential resources:   * MetaSkills framework * Cluster skills ‘Sway’ * Inverclyde STEM planners |
| 1. **Tracking systems developed: Wider Achievement and Successes**  * Continue to develop tracking systems for wider achievement/successes: * Newsletter * Talent show * Awards assembly * Develop a ‘ROAR’ values song * Introduce a ‘ROAR’ celebration table in the canteen during lunch to celebrate successes and further promote values | Ongoing Aug 2024 – May 2025 |  | SLT  DHT – Mrs Bradley | Potential resources:   * ROAR values |
| 1. **STEM planning pathways**  * Launch and build capacity to implement Inverclyde’s STEM planners | Ongoing Aug 2024 – May 2025 |  | SLT  All staff | **Staff Collegiate sessions**  Potential resources:   * Inverclyde STEM planning pathways |
| 1. **Digital Technology**  * Continue to develop the use of digital technology to support learning * IT suite will be removed and laptops timetabled across all classes * Further promote the use of Digital literacy in planning processes to enhance learning e.g. flipped learning * Launch Inverkip Learns ‘Padlet’ across stakeholders | Ongoing Aug 2024 – May 2025 |  | SLT  All staff  Mr McGregor | **Staff Collegiate sessions**  Potential resources:   * Inverclyde STEM planning pathways * Inverkip Learns Padlet |

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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. YLL senior pupils will engage at cluster level to develop an action plan linked to our Racial Literacy and the Promise journey. Quality assurance processes will evidence an increased consistent skills language across the cluster. * Planning documentation will indicate skills development across the curriculum and children will be confident in identifying and articulating ‘spotlight skills’. * Our ROAR values will be promoted and celebrated across stakeholders through a variety of communication systems. Class tracking will identify wider achievements and SLT quality assurance will triangulated to ensure interventions are in place to increase engagement for targeted cohorts. * Inverclyde STEM planners will be embedded in planning to ensure children have experience of high quality STEM activities. Tracking systems will ensure appropriate pace and progression and pupils will be able to articulate an increased confidence and capacity within STEM outcomes. * The use of Digital Technology to support learning will be planned for and evident in almost all classes. Capacity in the use of technology to support targeted interventions will be evident and data will indicate increased attainment for targeted cohorts. |