Education – Improvement Planning Document 2023-24

Kilmacolm Primary School

and Nursery Class

Establishment Name:

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Signatures:

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| Head of Establishment | Simone McCredie | Date | June 2023 |

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| Quality Improvement Officer | Adam Stephenson | Date | June 2023 |

Our Vision, Values and Aims

**Vision**

“Love Learning, Learning for Life”

**Values**

* ***K - Kindness***
* ***P - Positivity***
* ***S - Success***

**Aims**

At Kilmacolm Primary School and Nursery Class we aim to provide education and care of the highest quality which:

* fosters creativity and confidence whilst developing every child’s skills, personality and talents
* ensures they can achieve their full potential academically, emotionally and physically
* provides a safe, happy and motivating learning environment, at the heart of our community

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:

* Kilmacolm Primary School - red
* Kilmacolm Nursery Class - purple
* Kilmacolm Primary School and Nursery Class - blue

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 | * Further develop Play Pedagogy (indoors and outdoors) into daily practice (Nursery and P1-7) using the #PlayTheKPSWay Framework * Review the new KPS Curriculum Planning Framework across the nursery and school and implement the changes (focus on Science, STEM and Outdoor Learning) * Develop tracking/planning of LIteracy and Numeracy across Earlry Level * Expand on existing opportunities for leadership of learning and pupil voice throughout the school and nursery | * Review the #PlayTheKPSWay Framework to ensure Play Pedagogy is embedded into daily practice (Nursery and P1-7) * Review the new KPS Curriculum Planning Framework across the nursery and school and implement the changes (focus on Expressive Arts) * Further develop tracking/planning of LIteracy and Numeracy across Early Level * Review the school Vision, Values and Aims with the school community (including the local community and partner agencies) | * Review the #PlayTheKPSWay Framework to ensure Play Pedagogy is embedded into daily practice (Nursery and P1-7) * Review the new KPS Curriculum Planning Framework across the nursery and school and implement the changes (focus on Health & Wellbeing) |
| Closing the attainment gap between the most and least disadvantaged children | * Review GIRFEC/Support for Learning Procedures * Support staff to follow the updated procedures (responsibilities, planning, tracking, parental engagement, pupil voice) | * Continue to review GIRFEC/Support for Learning Procedures (annual basis) | * Continue to review GIRFEC/Support for Learning Procedures (annual basis) |
| Improvement in children and young people's health and wellbeing | * Create a Trauma Informed Practice plan for the nursery and school * Support staff to develop existing skills and expertise in understanding and supporting children who have experienced trauma/displayed attachment * Raise awareness of legislative frameworks around wellbeing, equality and inclusion with all staff * Raise awareness of the Anti-Bullying Policy - Respect Me (revised policy November 2023) | * Ensure Trauma Informed Practice is embedded in the nursery and school - review plan * Continue to raise awareness of legislative frameworks * Introduce the KPS Anti-Bullying Charter | * Review Trauma Informed Practice plan * Review the KPS Anti-Bullying Charter |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | * Continue to promote pupil and parent’s knowledge of Internet Safety * Continue to increase staff knowledge and skills to plan high quality learning experiences in STEM, Science, Outdoor Learning and the ‘Let’s Grow & Cook Together’ project * Continue to increase pupil engagement and confidence in STEM, Science, Outdoor Learning and the ‘Let’s Grow & Cook Together’ project * Develop progression skills frameworks, including a nursery ‘mini skills’ framework | * Create annual plan to promote pupil and parent’s knowledge of Internet Safety * Further develop community partnerships to enhance the learning experiences in STEM, Science, Outdoor Learning and the ‘Let’s Grow & Cook Together’ project * Review the progression skills frameworks, including a nursery ‘mini skills’ framework | * Embed annual plan to promote pupil and parent’s knowledge of Internet Safety * Review the approaches to STEM, Science, Outdoor Learning and the ‘Let’s Grow & Cook Together’ project to ensure they are embedded into practice * Develop a KPS Skills showcase event, to include partners and parents |
| Placing the human rights and needs of every child and young person at the centre of education | * Continue to promote children’s rights across the nursery and school | * Ensure children’s rights are embedded across the nursery and school | * Re-apply for the UNCR Gold Rights Respecting Schools award |

*Stakeholder’s views*

Throughout the year we collect the views from across our school and nursery community in a variety of ways:

* School improvement and the quality assurance process capture the views of staff and partners. HIGIOUR is used with pupils to support the school’s self-evaluation. Pupil focus groups lead improvements in the school and these groups help inform the school’s next steps.
* Our Parent Partnership meet regularly to discuss and plan school improvements
* Parents and children are asked for feedback on their learning as part of the Termly Profiles
* Participation in Inverclyde Pupil Consultation meetings
* Stakeholder views were collected through consultation with parents through a Microsoft Forms as part of the authority Peer Review in January 2023

The results of the Forms questionnaire is as follows:

School Parent Survey

Nursery Parent Survey

How was PEF spend consulted on?

The parents were consulted on the PEF spend at a Parent Partnership Meeting (June 2023). The staff were consulted on the PEF spend at a Staff Meeting in May 2023. The children were consulted at a Junior Leadership Team meeting in June 2023.

Learner participation was represented through a representative group of senior pupils, who were also given 1% (£367.50) of the PEF budget to manage. The Parent Council help support the planning of PEF. Parent council meetings regularly explore how PEF is impacting.

**A total of £36750 will be used to fund:**

* Two full-time Pupil Support Assistants (£35182) to support the health and wellbeing and levels of engagement of identified children
* MIndstretchers training (£1200) to upskill staff in Play Pedagogical approaches (indoor/outdoor)
* Financial support with P7 residential trip (£367.50)

Plan –Session 2023-2024

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| **Priority 1** Improvements in attainment, particularly in literacy and numeracy | | |
| **NIF Drivers**  Assessment of children's progress  Teacher professionalism  Performance information | **HGIOS 4**  3.2 Raising attainment and achievement  3.2 Securing Children's Progress | **UNCRC**  Article 28: (Right to education)  Article 3: (Best interests of the child) |

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| **Rationale for change based self- evaluation including data and stakeholder views** | |  |
| **1.1 PLAY PEDAGOGY**   * Positive feedback from HMIe and the Authority Peer Review team, indicated that Play Pedagogy is having a positive impact on child engagement and positive learning environments across the whole school. Quality Assurance data indicates that staff have increased capacity and understanding in the implementation of a ‘Play-based approach’. Feedback from Tracking meetings indicates that the approach is having a positive impact not only on the attainment and skills development of the Primary 1 and 2 children but across the whole school. To ensure the continuation of this approach, we will continue to embed and develop play pedagogy across the whole school, with a focus on further developing planning and developing positive outdoor play learning environments.   **1.2 CURRICULUM PLANNING**   * Within the Port Glasgow High School cluster, we continue to recognise the need to create a consistent skills based approach across the Broad General Education to prepare children and young people for the developing landscape of the world of work. * Quality Assurance evidence indicates that the children’s knowledge and skills of Global Citizenship and Cultural Diversity is developing using the KPS Reading Framework. Following advice from HMIe, there will now be a focus on developing the Interdisciplinary Learning aspect of each book.   **1.3 LITERACY & NUMERACY (Early Level)**   * As a result of self evaluation, Quality Assurance, tracking meetings and the positive feedback from HMIe and the Authority Peer Review team, we will continue to develop a skills based approach for Early Level, with the aim of enhancing the planning of Literacy and Numeracy.   **1.4 LEADERSHIP OF LEARNING / PUPIL VOICE**   * As a result of positive feedback from HMIe and the Authority Peer Review team, we will continue to develop leadership of learning and pupil voice across the school. |  |  |
| **Expected outcomes for learners - Who? By how much? By when? What?** | | |
| **1.1 PLAY PEDAGOGY**   * **All staff will report increased knowledge and confidence when planning high quality play pedagogy learning experiences (indoor and outdoor), using the #PlayTheKPSWay Framework, by May 2024** * **Almost all children will show increased engagement with play pedagogy learning experiences (indoor and outdoor), by May 2024**   **1.2 CURRICULUM PLANNING**   * **All children will have participated in a Global Citizenship and Cultural Diversity IDL project linked to the KPS Reading Framework, by May 2024** * **Almost all children will have an increased awareness and be able to discuss their involvement in the planning of a Global Citizenship and Cultural Diversity IDL project linked to the KPS Reading Framework, by May 2024**   **1.3 LITERACY & NUMERACY (Early Level)**   * **Almost all children will show increased engagement in high quality learning experiences in the nursery, by May 2024** * **All staff will report increased knowledge and confidence when planning high quality play pedagogy learning experiences (Literacy and Numeracy), by May 2024**   **1.4 LEADERSHIP OF LEARNING / PUPIL VOICE**   * **Almost all children will have had an opportunity to take part in a session/group that promotes ‘pupil voice’, by May 2024** | | |
| ​**If PEF spend is supporting – how much and what?** | | |
| **A total of £36750 will be used to fund:**   * Two full-time Pupil Support Assistants (£35182) to support the health and wellbeing and levels of engagement of identified children * MIndstretchers training (£1200) to upskill staff in Play Pedagogical approaches (indoor/outdoor) * Financial support with P7 residential trip (£367.50) | | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| **1.1 PLAY PEDAGOGY**   * Further develop Play Pedagogy (indoors and outdoors) into daily practice (Nursery and P1-7) using the #PlayTheKPSWay Framework * Develop P1-3 outdoor play areas | Term 1  August - October  Term 3  January - April |  | * Simone McCredie (HT) and Lisa Conway (Nursery Depute), Tracey O’Donnell Senior) * Staff Play Strategic Team (Early/1st/2nd Levels) * Pupil Play Strategic Team * Inverclyde Play Associates/Network | * Inservice Day 1 (Review/Plan for #PlayTheKPSWay) * Strategic Team Sessions (3 per term) * Mindstretchers Training (all staff) * Pupil Play Strategic Team (responsibility for playground equipment) * Professional Learning sessions (1 per term) |
| **1.2 CURRICULUM PLANNING**   * Review the new KPS Curriculum Planning Framework across the nursery, school and cluster - implement the changes (focus on Science, STEM and Outdoor Learning) * Develop Global Citizenship and Cultural Diversity IDLs using the KPS Reading Framework * Continue to develop a consistent approach to marking, feedback and assessment * Develop Floorbooks as part of curriculum planning (for Play Pedagogy and IDL topics) | Term 2  October - December  Term 4  April - June |  | * Simone McCredie (HT) and Lisa Conway (Nursery Depute) * Education Scotland ‘Innovation and Curriculum Design’ Professional Learning (including Cluster Head Teachers) | * Inservice Day 1 (Review of the Curriculum Framework, develop Floorbooks as part of Curriculum planning) * Inservice Day 3 (review/update) * Professional Learning Sessions (1 per term) * Simone McCredie (Education Scotland Professional Learning Sessions/Cluster Meetings) |
| **1.3 LITERACY & NUMERACY (Early Level)**   * Develop tracking/planning of LIteracy and Numeracy across Earlry Level * Upskill staff in using SEAL Maths, Word Aware * Look at ‘questioning’ and ‘interactions’ for each space in the nursery and P1 classroom (develop ‘The Best Day’) to include skills progression | Term 1  August - October  Term 3  April - June |  | * Lisa Conway (Nursery Depute) and Tracey O’Donnell (Nursery Senior) * All nursery staff & Audrey O’Donnell * Numeracy / literacy CMOs * SLT | * Track progress, starting point, track every term * Quality assurance focus * Professional Learning Sessions (3 per term) |
| **1.4 LEADERSHIP OF LEARNING / PUPIL VOICE**   * Expand on existing opportunities for leadership of learning and pupil voice throughout the school and nursery (using floor books, leadership roles, Junior Leadership Team, Mini Junior Leadership Team) * Introduce the Young Leaders of Learning Programme | Term 1  August - October  Term 4  May (review) |  | * Simone McCredie (HT) * Linda Isaksen (class teacher) and Tracey O’Donnell (Nursery Senior) * Alison McLellan * Una Nicholson * Young Leaders of Learning Programme | * Young Leaders of Learning Programme * Inservice Day 1 * Inservice Day 4 * Professional Learning Sessions (3 per term) |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| **1.1 Play Pedagogy**   * Pre and post questionnaires will show a positive change in staff confidence * PRD meetings will evidence positive staff feedback re engagement in staff training and professional reading * Termly Quality Assurance and Tracking Meetings will show positive impact of play pedagogy and level of engagement * Engagement and feedback from the Mindstretchers training   **1.2 Curriculum Planning**   * Staff feedback at the May 2022 Inservice Day and again in May 2023 will show a positive change in planning for all curriculum areas * Increased awareness and positive feedback of the KPS Reading Framework programme for pupils, parents and staff (pupil, parents and staff questionnaires)   **1.3 Literacy & Numeracy (Early Level)**   * PRD meetings will evidence positive nursery staff feedback re engagement in staff training and professional reading * Termly Quality Assurance and Tracking Meetings will show positive impact of Literacy and Numeracy pedagogical approaches on levels of engagement and attainment   **1.4 Leadership of Learning / Pupil Voice**   * Positive feedback from the pupils re engagement of opportunities to develop pupil voice eg leaderships groups, Junior Leadership Team, mini Junior Leadership Team, weekly 24/7 sessions * Feedback from children/staff * Observation of the floor books during QA Week |

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| **Priority 2** Closing the attainment gap between the most and least disadvantaged children and young people | | |
| **NIF Drivers**  Assessment of children's progress  Teacher professionalism  Performance information | **HGIOS 4**  3.2 Raising attainment and achievement  3.2 Securing Children's Progress | **UNCRC**  Article 28: (Right to education)  Article 3: (Best interests of the child) |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| **2.1 GIRFEC/SUPPORT FOR LEARNING PROCEDURES**   * As a result of self evaluation, Quality Assurance, tracking meetings, attainment results and the positive feedback from the Authority Peer Review team, we will continue to: * Develop the GIRFEC and Support for Learning procedures to include targeted support for children who are impacted by poverty who live in SIMS 1-2 and for the children who receive free school meals (FSM) * Sustan high attainment levels across the school are showing there is only a gap between SIMD 1-2 and SIMD 3-10 learners in Primary 3 and Primary 6 * Maintain attainment levels for children impacted by poverty in P2-7 * Reduce the gap between the children who are ‘on track’ and the children who are ‘beyond expectation’ * Sustain high attendance levels and reduce the gap between the children directly affected by poverty |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| **2.1 GIRFEC/SUPPORT FOR LEARNING PROCEDURES**   * **All staff will report increased knowledge of the new GIRFEC/Support for Learning procedures, by April 2024** * **All staff (Recovery Team) will report increased knowledge and expertise to support identified children, by April 2024** * **Almost all parents of identified children will have increased participation in child/parent support sessions, by April 2024** * **A group of P2-7 targeted learners impacted by poverty and at risk of falling behind their peers will maintain their ‘on track’ levels of attainment by June 2024** * **A group of P2-7 targeted learners impacted by poverty will achieve ‘on track’ status levels of attainment by June 2024** * **A group of P2-7 targeted learners impacted by poverty will achieve ‘beyond expectation’ levels of attainment by June 2024** * **A group of P2-7 targeted learners impacted by poverty will show an increased pace of learning and progress beyond a year for year by June 2024** |
| ​**If PEF spend is supporting – how much and what?** |
| **A total of £36750 will be used to fund:**   * Two full-time Pupil Support Assistants (£35182) to support the health and wellbeing and levels of engagement of identified children * MIndstretchers training (£1200) to upskill staff in Play Pedagogical approaches (indoor/outdoor) * Financial support with P7 residential trip (£367.50) |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| **2.1 GIRFEC/SUPPORT FOR LEARNING PROCEDURES**   * Review GIRFEC/Support for Learning Procedures * Support staff to follow the updated procedures (responsibilities, planning, tracking, parental engagement, pupil voice) * Update staff GIRFEC folders | August 2023-May 2024 |  | * Lynn McPherson (Depute Head Teacher) * Lisa Conway (Nursery Depute) | * Inservice Day 1 (to introduce to staff) * Inservice Day 3 (review) * Inservice Day 4 (review) |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| **2.1 SUPPORT FOR LEARNING PROCEDURES**   * Updated GIRFEC/Support for Learning procedures in place * All staff confident when discussing their responsibilities re the new GIRFEC/Support for Learning Procedures * Tracking meetings and Quality Assurance will show positive impact on the attainment levels of the identified children * All staff (Recovery Team) will be able to confidently discuss their improved knowledge of additional support needs and the most effective strategies to implement * Almost all parents of the identified children will have participated in a parent/child support session |

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| **Priority 3** Improvement in children and young people's health and wellbeing | | |
| **NIF Driver**  Assessment of children's progress | **HGIOS 4**  3.2 Raising attainment and achievement  2.3 Learning, teaching and assessment  2.4 Personalised support  2.6 Transitions | **UNCR**  Article 28: (Right to education)  **HGIOELC**  1.2 Leadership of learning  1.4 Leadership and management of practitioners |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| **3.1 TRAUMA INFORMED PRACTICE**   * As a result of self evaluation, Quality Assurance, tracking meetings and the positive feedback from the Authority Peer Review team, we will continue to develop Trauma Informed Practice across the whole school.   **3.2 LEGISLATIVE FRAMEWORKS**   * As a result of changes to legislation we will continue to develop staff knowledge with all new aspects of legislative frameworks.   **3.3 ANTI-BULLYING**   * In line with the reviewed Inverclyde Anti-Bullying Policy, we will develop our knowledge of anti-bullying strategies across the school community. |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| **3.1 TRAUMA INFORMED PRACTICE**   * **All targeted children, will have an increase in levels of engagement and wellbeing, as a result of the Trauma Informed strategies, by April 2024** * **Almost all staff will report continued development of knowledge and expertise using a range of support strategies, by April 2024**   **3.2 GIRFEC & LEGISLATIVE FRAMEWORKS**   * **All staff will report increased knowledge of legislative frameworks and the new GIRFEC planning procedures, by April 2024**   **3.4 ANTI-BULLYING**   * **Almost all staff and children will report increased knowledge of the Inverclyde Anti-Bullying Policy, by April 2024** |
| ​**If PEF spend is supporting – how much and what?** |
| **A total of £36750 will be used to fund:**   * Two full-time Pupil Support Assistants (£35182) to support the health and wellbeing and levels of engagement of identified children * MIndstretchers training (£1200) to upskill staff in Play Pedagogical approaches (indoor/outdoor) * Financial support with P7 residential trip (£367.50) |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| **3.1 TRAUMA INFORMED PRACTICE**   * Create a Trauma Informed Practice plan for the nursery and school * Support staff to develop existing skills and expertise in understanding and supporting children who have experienced trauma/displayed attachment | August 2023-April 2024 |  | * Lynn McPherson (Depute Head Teacher) * John Niven (Educational Psychologist) | * Inservice Day 1 * Professional Learning Session (1 per term) |
| **3.2 GIRFEC & LEGISLATIVE FRAMEWORKS**   * Raise awareness of legislative frameworks around wellbeing, equality and inclusion with all staff * Support staff with the new GIRFEC planning procedures (eg Single Agency pupil assessment and planning document) * ATTENDACNE | August 2023-April 2024 |  | * Lynn McPherson (Depute Head Teacher) * Lisa Conway (Nursery Depute) * John Niven (Educational Psychologist) | * Professional Learning Session (1 per term) |
| **3.3 ANTI-BULLYING**   * Raise awareness of the Anti-Bullying Policy - Respect Me (revised policy November 2023) * Create a KPS Anti-Bullying Charter | November 2023- April 2024 |  | * Lynn McPherson (Depute Head Teacher) * John Niven (Educational Psychologist) * All school staff * Junior Leadership Team | * Respect Me Policy (revised November 2023) * School Stakeholders * Professional Learning Sessions (1 per term) * School Assemblies (2 per term) |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| **3.1 TRAUMA INFORMED PRACTICE**   * All staff able to confidently identify and support children and discuss their knowledge and expertise using a range of support strategies re Trauma Informed Practice   **3.2 GIRFEC & LEGISLATIVE FRAMEWORKS**   * All staff confident when using and discussing GIRFEC planning and legislative frameworks around wellbeing, equality and inclusion   **3.4 ANTI-BULLYING**   * All staff and children confident when discussing the KPS Anti-Bullying Charter/Policy |

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| **Priority 4** Improvement in employability skills and sustained positive school leaver destinations for all young people | | |
| **NIF Drivers**  Assessment of children's progress  Teacher professionalism  Performance information | **HGIOS 4**  3.2 Raising attainment and achievement  2.3 Learning, teaching and assessment  3.2 Securing Children's Progress | **UNCR**  Article 28: (Right to education)  Article 3: (Best interests of the child  **HGIOELC**  1.2 Leadership of learning  1.4 Leadership and management of practitioners |

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| **Rationale for change based self- evaluation including data and stakeholder views** | |  |
| **4.1 STEM & SCIENCE**   * As a result of the positive feedback from the children, staff and the STEM and Science Strategic Teams, we will continue to develop Science across the whole school. * Feedback from the Parent Microsoft Forms highlighted the need to continue to offer more parental support and advice regarding internet safety and social media.   **4.2 OUTDOOR LEARNING**   * As a result of the feedback from the HMIe Thematic Inspection and the Authority Peer Review Team we will continue to develop our approaches to Outdoor Learning to include the creation of a nursery Mini Outdoor Explorers Award and with a renewed focus on the ‘Let’s Grow & Cook Together’ project.   **4.3 SKILLS DEVELOPMENT**   * As a result of the feedback from the HMIe Thematic Inspection and the Authority Peer Review Team we will continue to develop our approaches to developing our skills curriculum framework, linking skills to the children’s achievements and developing the nursery ‘Mini Skills’. |  |  |
| **Expected outcomes for learners - Who? By how much? By when? What?** | | |
| **4.1 STEM & SCIENCE**   * **All P1-7 staff will report an increase in confidence and knowledge to plan high quality Science and STEM learning experiences, by May 2024** * **Almost all P1-7 children and staff will report an increase in confidence and engagement in Science and STEM learning experiences, by May 2024** * **Almost all P1-7 children and parents will report an increase in knowledge of Internet Safety, by May 2024** * **The school will have achieved the Digital Schools Wellbeing Award, by May 2024**   **4.2 OUTDOOR LEARNING**   * **All nursery staff will report an increase in confidence and knowledge to plan high quality Outdoor Learning experiences, by May 2024** * **Almost all nursery children and staff will report an increase in children’s confidence and engagement in Outdoor Learning experiences, by May 2024** * **All nursery and school children will have had an experience linked to the ‘Let’s Grow & Cook Together’ project, by May 2024** * **All staff and children will be familiar with the mini Outdoor Explorers Award, by May 2024**   **4.3 SKILLS DEVELOPMENT**   * **All nursery staff will report an increase in confidence and knowledge to plan high quality Outdoor Learning experiences, by May 2024** * **All nursery staff and children will be familiar with the mini nursery skills framework, by May 2024** | | |
| ​**If PEF spend is supporting – how much and what?** | | |
| **A total of £36750 will be used to fund:**   * Two full-time Pupil Support Assistants (£35182) to support the health and wellbeing and levels of engagement of identified children * MIndstretchers training (£1200) to upskill staff in Play Pedagogical approaches (indoor/outdoor) * Financial support with P7 residential trip (£367.50) | | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| **4.1 STEM & SCIENCE**   * Support staff with the planning of STEM & Science learning experiences * Measure pupil engagement and confidence in STEM and Science learning experiences (start/end of school session) * Promote pupil and parent’s knowledge of Internet Safety * Apply for the Digital Schools Wellbeing Award | August 2023-May 2024 |  | * Lynn McPherson (Depute Head Teacher) * STEM & Science Strategic Team * STEM & Science Pupil Strategic Team | * STEM & Science Strategic Team Sessions (3 sessions per term) * Professional Learning Session (feedback/review) - 1 per term |
| **4.2 OUTDOOR LEARNING**   * Support staff with the planning of Outdoor Learning experiences, link to other areas of the curriculum * Measure pupil engagement and confidence in Outdoor Learning experiences (start/end of school session) * Develop the ‘Let’s Grow & Cook Together’ project * Develop a nursery Mini Outdoor Explorers Award | Term 1  August - October  Term 3  April - June |  | * Lynn McPherson (Depute Head Teacher) * Lisa Conway (Depute), Tracey O’Donnell (Nursery Senior) and all staff * Outdoor Learning Staff Strategic Team (nursery and school staff) * Outdoor Learning Pupil Strategic Team (P5-7) | * Outdoor Learning Strategic Team Sessions (3 sessions per term) * Mindstretchers Training (for all staff) * Staff Professional Learning sessions (feedback/update) 1 per term |
| **4.3 SKILLS DEVELOPMENT**   * Unpick the skills and link to curricular areas * Children to write a ‘skills progression’ across the levels * Link skills to the children’s achievements (Gold Achievements) * Develop a nursery ‘Mini Skills’ framework * Develop a skills tracking system across the whole curriculum (skills based), mapping children’s progress | Term 2  October - December  Term 3  April - June  Term 4  April - June |  | * Simone McCredie (Head Teacher) * Lisa Conway (Nursery Depute) * All nursery and school staff * Skills Development Pupil Strategic Team (P5-7) | * Professional Learning Sessions (2 per term) * Skills Development Scotland * Skills showcase, parent workshop * Inservice Day 2 - Mega Skills Development training (all staff) |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| **What will we see and where?**  **4.1 STEM & SCIENCE**   * Increased staff confidence in planning and delivering high quality STEM and Science learning experiences across the P1-7 classes * Self-evaluation and Quality Assurance of learning and teaching will evidence improvement in the consistency of high quality learning and teaching in Science and STEM * Quality Assurance will evidence of high levels of engagement in STEM and Science learning experiences * Almost all pupils able to confidently discuss their STEM and Science learning experiences * Almost all pupils able to confidently discuss their knowledge and skills re internet safety * Almost all parents will report an increase in their knowledge re internet safety * The school will be awarded the Digital Schools Wellbeing Award for the work completed on internet safety   **4.2 OUTDOOR LEARNING**   * Increased staff confidence in planning and delivering high quality Outdoor Learning and ‘Let’s Grow & Cook Together’ experiences * Self-evaluation and Quality Assurance of learning and teaching will evidence improvement in the consistency of high quality Outdoor Learning and ‘Let’s Grow & Cook Together’ learning experiences * All nursery children and staff will be familiar with the the mini Outdoor Explorers Award in the nursery   **4.3 SKILLS DEVELOPMENT**   * All staff will be familiar with the updated skills progression framework * All children will be familiar with the ‘skills progression’ across all levels, including their Gold Achievements * All nursery children and staff will be familiar with the ‘Mini Skills’ framework |