

Education - Improvement Planning Document - 2024-25

Establishment Name: Kilmacolm Primary School and Nursery Class

CONTENTS

1. Establishment Vision, Values and Aims
2. 3 Year overview of priorities - based on the National Improvement Framework
3. Action Plan for session 2024-25 including PEF planning

Head of Establishment	Simone McCredie	Date	June 2024
-----------------------	-----------------	------	-----------

Quality Improvement Officer	Adam Stephenson	Date	June 2024
-----------------------------	-----------------	------	-----------

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 2024-2025

Session 2025-2026

Session 2026-2027

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

National Priorities	Session 2024-2025	Session 2025-2026	Session 2026-2027
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> Review the #PlayTheKPSWay Framework to ensure high quality Play Pedagogy experiences continue to be embedded into daily practice (Nursery and P1-7) Review the new KPS Curriculum Planning Framework across the nursery and school to ensure there are consistently high quality learning experiences across the curriculum which include Pupil Voice and Parental Engagement Review approaches to planning, pedagogical approaches, assessment, tracking and data analysis in Literacy and Numeracy Continue to develop an inclusive curriculum with a focus on Building Racial Literacy 	<ul style="list-style-type: none"> 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) Further develop an inclusive curriculum with a focus on Building Racial Literacy Review the school Vision, Values and Aims with the school community (including the local community and partner agencies) 	<ul style="list-style-type: none"> Review the Building Racial Literacy framework to ensure the approach to an inclusive curriculum is embedded Implement the changes to the school Vision, Values and Aims across the school community (including the local community and partner agencies)
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> Continue to raise awareness of legislative frameworks Review planning and tracking procedures and up-skill staff in the use of assessment and data analysis 	<ul style="list-style-type: none"> Review the new processes for assessment and data analysis Continue to upskill staff re assessment and data analysis Review the new Quality Assurance and Tracking approaches 	<ul style="list-style-type: none"> Continue to upskill staff re assessment and data analysis
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> Continue to review GIRFEC/Support for Learning Procedures (annual basis) Continue to ensure Trauma Informed practice and Circle Inclusive Classroom is embedded in the nursery and school 	<ul style="list-style-type: none"> Continue to review GIRFEC/Support for Learning Procedures (annual basis) Review the Trauma Informed practice and Circle Inclusive Classroom strategies to ensure they are embedded in the nursery and school Implement the reviewed planning and tracking procedures to up-skill staff in the use of assessment and data analysis 	<ul style="list-style-type: none"> Continue to review GIRFEC/Support for Learning Procedures (annual basis) Review the planning and tracking procedures to ensure all staff are up-skilled in the use of assessment and data analysis
Improvement in employability skills and sustained positive school leaver destinations for all young people	<ul style="list-style-type: none"> Further develop community partnerships to enhance the learning experiences in STEM, Science, Outdoor Learning, Digital Literacy and the 'Let's Grow & Cook Together' project Introduce the progression skills frameworks, including a nursery 'mini skills' framework 	<ul style="list-style-type: none"> Review the approaches to STEM, Science, Outdoor Learning, Digital Literacy 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 	<ul style="list-style-type: none"> Continue to review the approaches to STEM, Science, Outdoor Learning, Digital Literacy and the 'Let's Grow & Cook Together' project to ensure they are embedded into practice Organise a KPS Skills showcase event, to include partners and parents

<p>Placing the human rights and needs of every child and young person at the centre of education</p>	<ul style="list-style-type: none">• Ensure children's rights are embedded across the nursery and school re new Quality Assurance procedures	<ul style="list-style-type: none">• Re-apply for the UNCR Gold Rights Respecting Schools award	<ul style="list-style-type: none">• Continue to ensure children's rights are embedded across the nursery and school
--	---	--	---

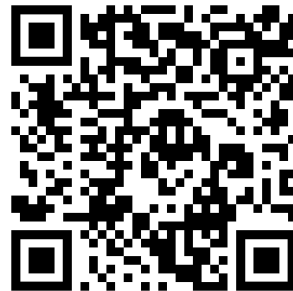
Stakeholder's views

How were stakeholders views collected?

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 are asked for feedback on school development areas via a Microsoft Forms (May 2024)

The results of the Forms questionnaire is as follows:



How was PEF spend consulted on?

The parents were consulted on the PEF spend at a Parent Partnership Meeting (May 2024). The staff were consulted on the PEF spend at a Staff Meeting in May 2024. The children were consulted at a Junior Leadership Team meeting in June 2024.

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 the children in KPS.

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 2024-2025

Priority 1

Improvements in attainment, particularly in literacy and numeracy

NIF Drivers

Assessment of children's progress
Teacher professionalism
Performance information

HGIOS/ELC QIs

3.2 Raising attainment and achievement
3.2 Securing Children's Progress

UNCRC

Article 28: (Right to education)
Article 3: (Best interests of the child)

Rationale for change based self-evaluation including data and stakeholder views

1.1 PLAY PEDAGOGY

- Quality Assurance and tracking data indicates that the implementation of a 'Play-based approach' is having a positive impact on the wellbeing, attainment levels and skills development of the children in the school. In Primary 1, all the children achieved Early Level (compared to 86-92% in Session 2023/24). There was a increase of 5-8% across all curricular areas in attainment for the P4 children, all children in P4 achieved Listening & Talking (compared to 94.4% in Session 2023/24). To ensure the continuation of this approach, we will continue to embed and develop play pedagogy across the whole school.
- Feedback from staff indicated that they would like to be involved in more play pedagogy CLPL across all levels. Feedback from the Parent Microsoft Forms Questionnaire highlighted the request from parents to be involved in #PlayTheKPSWay initiatives and activities.

1.2 CURRICULUM PLANNING

- Quality Assurance evidence indicates that the children's knowledge and skills of Global Citizenship and Cultural Diversity is developing using the KPS Reading Framework. We will continue to develop our inclusive approach by introducing Building Racial Literacy into our curriculum.
- Feedback from the anti-racism parent, child and staff focus groups was very positive, more groups will be established next session to support the development of Building Racial Literacy into our curriculum

1.3 LITERACY

- The tracking and attainment data is showing sustained levels of attainment in Literacy across all stages. However, the self-evaluation and Quality Assurance data is showing that 20% of children are not confident when demonstrating their spelling skills in writing. Therefore, we will review our current planning, assessment and tracking procedures and pedagogical approaches for Literacy to improve the levels of confidence and attainment for a targeted group of children.

1.4 NUMERACY

- The tracking and attainment data is showing sustained levels of attainment in Numeracy across all stages. However, the self-evaluation and Quality Assurance data is showing that 20% of children are not confident when demonstrating their mental agility skills in maths. Therefore, we will review our current planning, assessment and tracking procedures and pedagogical approaches for Numeracy to improve the levels of confidence and attainment for a targeted group of children

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 Dec 2024
- Almost all pupils will show increased engagement and confidence in play pedagogy learning experiences (indoor and outdoor), by May 2025
- Almost all parents will attend a play pedagogy learning activity/workshop(indoor and outdoor), by May 2025
- Almost all staff will engage with the Inverclyde 'Improving Our Play' network, by May 2025

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
- All children, staff and parents will have an increased awareness of anti-racism by May 2024

1.3 LITERACY

- Almost all children will show increased attainment levels and engagement in high quality learning experiences in Literacy, by Dec 2024
- All staff will report increased knowledge and confidence when planning, assessing and tracking high quality learning experiences (Literacy), by Nov 2024

1.4 NUMERACY

- Almost all children will show increased attainment levels and engagement in high quality learning experiences in Numeracy, by Dec 2024
- All staff will report increased knowledge and confidence when planning, assessing and tracking high quality learning experiences (Numeracy), by Nov 2024

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

- Quality Assurance, tracking and attainment data will show a continued positive impact on the attainment levels of almost all children
- Staff will report increased confidence when planning, assessing and evaluating play experiences

1.2 Curriculum Planning

- Quality Assurance will show high levels of engagement with a Global Citizenship and Cultural Diversity IDL project and almost all children will be able to articulate the planning process of the project
- Quality Assurance, tracking and attainment data will show a continued positive impact on the attainment levels of almost all children

1.3 Literacy

- Termly Quality Assurance and Tracking Meetings will show positive impact of Literacy pedagogical approaches on levels of engagement and attainment on a targeted group of children
- Self-evaluation will show an increase in confidence and skills to plan, assess and track Literacy, using the Early Years Tracker and the school tracking procedures

1.4 Numeracy

- Termly Quality Assurance and Tracking Meetings will show positive impact of Numeracy pedagogical approaches on levels of engagement and attainment on a targeted group of children
- Self-evaluation will show an increase in confidence and skills to plan, assess and track Numeracy, using the Early Years Tracker and the school tracking procedures

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
- Financial support with P7 residential trip (£367.50)

Tasks to achieve priority	Timescale	RAG	Those involved/responsible - including partners	Resources and staff development
<p>1.1 PLAY PEDAGOGY</p> <ul style="list-style-type: none"> Review the #PlayTheKPSWay Framework Staff to attend the Inverclyde 'Improving Our Play' Network, use self-evaluation procedures to measure impact on staff confidence, knowledge and skills Evaluate the impact of play learning experiences using the updated Quality Assurance procedures Measure impact of play experience on the children's attainment using the updated Tracking procedures 	August 2024 - May 2025		<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Inservice Day 1 (Review/Plan for #PlayTheKPSWay) Strategic Team Sessions (3 per term) Pupil Play Strategic Team (responsibility for playground equipment) Professional Learning sessions (1 per term) Inverclyde 'Improving Our Play' Network (one every 6 weeks TBC)
<p>1.2 CURRICULUM PLANNING</p> <ul style="list-style-type: none"> Review the new KPS Curriculum Planning Framework across the nursery and school to ensure there are consistently high quality learning experiences across the curriculum which include Pupil Voice and Parental Engagement Develop a Building Racial Literacy Plan and calendar and create pupil, staff and parent focus groups 	August 2024 - May 2025		<ul style="list-style-type: none"> Simone McCredie (HT), Lisa Conway (Nursery Depute) and Stephanie Kretowicz (Class Teacher) Education Scotland 'Innovation and Curriculum Design' Professional Learning (including Cluster Head Teachers) 	<ul style="list-style-type: none"> Inservice Day 1 (Review of the Curriculum Framework) Inservice Day 3 (review/update) Professional Learning Sessions (1 per term) Simone McCredie (Education Scotland Professional Learning Sessions/Cluster Meetings)
<p>1.3 LITERACY</p> <ul style="list-style-type: none"> Review pedagogical approaches/planning/ assessing and tracking of Literacy Upskill staff to analysis data (to include SNSAs, TPJs) Plan Literacy parent workshops/events (all staff) 	August 2024 - May 2025		<ul style="list-style-type: none"> Simone McCredie (HT) Lisa Conway (Nursery Depute) and Tracey O'Donnell (Nursery Senior) All staff 	<ul style="list-style-type: none"> Professional Learning Sessions (3 per term) Early Level Tracker training (date tbc) Inverclyde Literacy Framework training (October 2024)
<p>1.4 NUMERACY</p> <ul style="list-style-type: none"> Review pedagogical approaches/planning/ assessing and tracking of Literacy Upskill staff to analysis data (to include SNSAs, TPJs) Plan Literacy parent workshops/events (all staff) 	August 2024 - May 2025		<ul style="list-style-type: none"> Simone McCredie (HT) Lisa Conway (Nursery Depute) and Tracey O'Donnell (Nursery Senior) All staff 	<ul style="list-style-type: none"> Professional Learning Sessions (3 per term) Early Level Tracker training (date tbc) SEAL Maths Framework

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)

Rationale for change based self-evaluation including data and stakeholder views

2.1 GIRFEC/SUPPORT FOR LEARNING PROCEDURES

- The self evaluation, Quality Assurance and tracking data show a positive impact on the well-being and attainment for children who are impacted by poverty as a result of the GIRFEC and Support for Learning procedures in place. In Session 2024, 100% of children affected by poverty in P1-7 across all curricular areas (with the exception of P3 Numeracy and all curricular areas for P6).
- Therefore we will further develop these procedures to ensure there is a continued focus on the wellbeing and attainment of the children who live in SIMD 1-2 and for the children who are entitled to free school meals (FME).

2.2 ASSESSMENT AND DATA ANALYSIS

- The self evaluation, Quality Assurance and tracking data show a positive impact on the well-being and attainment for children who are impacted by poverty as a result of the assessment and data analysis procedures in place (as above). Therefore, we will continue to:
- Sustain high attainment levels across the school, there is only a gap between SIMD 1-2 and SIMD 3-10 learners in Primary 4 (Numeracy) and Primary 7 (all curricular areas)
- Maintain attainment levels for children impacted by poverty in P2-7 and for those in 'protected groups'
- 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 Oct 2024
- Almost all children impacted by poverty will show increased levels of wellbeing and attainment, by May 2025

2.2 ASSESSMENT AND DATA ANALYSIS

- By May 2025, the gap between SIMD 1-2 and SIMD 1-3 learners in P4, will decrease by 2% (in Numeracy)
- By May 2025, the gap between SIMD 1-2 and SIMD 1-3 learners in P7, will decrease by 5% (in all curricular areas)
- By May 2025, the attainment levels in Numeracy of a group of protected P2-7 learners (previously LAC), will increase by 10%
- By May 2025, the attainment levels in Writing of a group of protected P2-7 learners (previously LAC), will increase by 10%
- By May 2025, the attainment levels in Reading, Writing and Numeracy of a group of protected P2-7 learners (ASN), will increase by 6%
- By May 2025, the attendance levels of a group of P2-7 targeted learners, will increase by 20%
- By May 2025, the attainment levels in Numeracy of a group of P7 targeted learners impacted by poverty, will increase by a years progress

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
- Self evaluation, Quality Assurance and tracking data will show increased confidence of staff when discussing their responsibilities re the new GIRFEC/Support for Learning Procedures
- Self evaluation, Quality Assurance and tracking data will show increased confidence of staff when using the data information to identify and support children's needs
- Quality Assurance and tracking data show positive impact on the attainment levels of the targeted children

2.2 ASSESSMENT AND DATA ANALYSIS

- Self evaluation, Quality Assurance and tracking data will show increased confidence of staff when using the data information to plan, assess and track their children's attainment levels
- Quality Assurance, tracking and attainment data show positive impact on the attainment levels of the targeted children

If PEF spend is supporting - how much and what?

- Two full-time Pupil Support Assistants (£35,182) to support the health and wellbeing and levels of engagement of identified children

Tasks to achieve priority	Timescale	RAG	Those involved/responsible - including partners	Resources and staff development
<p>2.1 GIRFEC/SUPPORT FOR LEARNING PROCEDURES</p> <ul style="list-style-type: none"> Review and update GIRFEC/Support for Learning Procedures (annual basis) Support staff to follow the updated procedures (responsibilities, planning, tracking, parental engagement, pupil voice) Update staff GIRFEC folders and tracking information 	August-Oct 2024		<ul style="list-style-type: none"> Lynn McPherson (Depute Head Teacher) Lisa Conway (Nursery Depute) All staff 	<ul style="list-style-type: none"> Inservice Day 1 (to introduce to staff) Inservice Day 3 (review) Inservice Day 4 (review)
<p>2.1 ASSESSMENT & DATA ANALYSIS</p> <ul style="list-style-type: none"> Review processes for assessment, tracking and data analysis Upskill staff re assessment and data analysis 	August 2024-May 2025		<ul style="list-style-type: none"> Simone McCredie (HT) Lynn McPherson (Depute Head Teacher) Lisa Conway (Nursery Depute) All staff 	<ul style="list-style-type: none"> Inservice Day 1 (to introduce to staff) Inservice Day 3 (review) Inservice Day 4 (review) Professional Learning sessions (1 per term) Early Years Tracking training Learning Journals

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

Rationale for change based self-evaluation including data and stakeholder views

3.1 TRAUMA INFORMED PRACTICE & CIRCLE INCLUSIVE CLASSROOM

- The self evaluation, Quality Assurance and tracking data show a positive impact on the well-being for children who are impacted by trauma as a result of the Trauma Informed and Circle Inclusive Classroom procedures in place. As a result of self evaluation, Quality Assurance and tracking meetings, we will continue to ensure Trauma Informed Practice, the Circle Inclusive Classroom strategies and Circle 'Up, Up and Away' are embedded 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.

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 and Circle Inclusive strategies, by April 2025
- All staff will report a rise in confidence of knowledge and expertise using a range of support strategies, by Dec 2024

3.2 GIRFEC & LEGISLATIVE FRAMEWORKS

- All staff will report increased knowledge of legislative frameworks and the new GIRFEC planning procedures, by April 2024

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 & CIRCLE INCLUSIVE CLASSROOM

- Self evaluation, Quality Assurance and tracking data will show increased confidence of staff when using Trauma Informed Practice and the Circle Inclusive Classroom strategies in the classroom and across the school

3.2 LEGISLATIVE FRAMEWORKS

- Self-evaluation data will show increased staff confidence and knowledge with all new aspects of legislative frameworks.

If PEF spend is supporting - how much and what?

- Two full-time Pupil Support Assistants (£35,182) to support the health and wellbeing and levels of engagement of identified children
- Financial support with P7 residential trip (£367.50)

<p>3.1 TRAUMA INFORMED PRACTICE & CIRCLE INCLUSIVE CLASSROOM</p> <ul style="list-style-type: none"> • Review Trauma Informed Practice, Circle Inclusive Classroom and Circle ‘Up, Up and Away’ 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 • Update the Quality Assurance procedures to include Trauma Informed Practice and Circle Inclusive Classroom 	<p>August 2024-April 2025</p>	<ul style="list-style-type: none"> • Simone McCredie (HT) • Lynn McPherson (Depute Head Teacher) • Lisa Conway (Nursery Depute) • John Niven (Educational Psychologist) 	<ul style="list-style-type: none"> • Inservice Day 2 • Professional Learning Session (1 per term)
<p>3.2 GIRFEC & LEGISLATIVE FRAMEWORKS</p> <ul style="list-style-type: none"> • Continue to raise awareness of legislative frameworks 	<p>August 2024-April 2025</p>	<ul style="list-style-type: none"> • Lynn McPherson (Depute Head Teacher) • Lisa Conway (Nursery Depute) • John Niven (Educational Psychologist) 	<ul style="list-style-type: none"> • Inservice Day 2 • Professional Learning Session (1 per term)

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

Rationale for change based self- evaluation including data and stakeholder views

4.1 STEM

- As a result of observations of high quality learning experiences and positive feedback from the children, staff and parents and community partners we will continue to develop and track STEM across the whole school
- Feedback from the Parent Microsoft Forms Questionnaire highlighted the request from parents to be involved in more STEM initiatives and activities (including #KPSLovesOutdoorLearning, #KPSLovesSTEM, #KPSLovesICT, #KPSLovesCooking)

4.2 SKILLS DEVELOPMENT

- As a result of the development work of the Meta Skills Strategic Team and Pupil Focus groups, the new KPS Mini Skills, KPS Super Skills and KPS Meta Skills will be launched in August 2024

Expected outcomes for learners - Who? By how much? By when? What?

4.1 STEM

- All P1-7 children will show increased knowledge, skills and attainment levels in STEM by May 2025
- All P1-7 children will continue to experience high quality learning experiences in STEM by May 2025
- Almost all nursery and P1-7 parents will attend curricular workshops linked to STEM by June 2025

4.2 SKILLS DEVELOPMENT

- All staff and children will be familiar with the updated skills progression framework by December 2024
- Almost all nursery and P1-7 children will be able to describe their skills development using the updated skills progression framework by June 2025

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

- Self-evaluation and Quality Assurance will evidence continued high quality learning and teaching in STEM across the nursery and school
- Tracking data will show almost all pupils attaining appropriate levels in STEM using the Curriculum for Excellence benchmarks
- Feedback from parents will show high levels of attendance at a range of STEM workshops/activities (all classes)

4.2 SKILLS DEVELOPMENT

- Self-evaluation and Quality Assurance will evidence how familiar the children and staff are with the updated skills progression framework
- Self-evaluation and Quality Assurance will evidence how confident the children are when using the updated skills progression framework to link their learning and achievements to skills development