

Education – Improvement Planning Document

Establishment Name:

King's Oak Primary & Nursery

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Signatures:

Head of Establishment	Kirstin Glancy	Date	January 2021
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Quality Improvement Officer	Alison McLellan	Date	January 2021
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Our Vision, Values and Aims

Our School Vision, Values and Aims

King's Oak Primary School is a place where all children, regardless of race, gender, age or personal circumstances are supported, nurtured and encouraged to learn and develop in an environment that is welcoming and safe. Pupils and staff are treated sensitively and fairly and are encouraged to reach their full potential through an ethos of mutual respect. Pupils are encouraged to be healthy and active through a planned programme of curricular and extra-curricular activities.

Our aims are:

- To provide a safe, happy and motivating learning environment, at the heart of our community
- To promote a sense of wellbeing and respect
- To develop a culture of ambition and achievement
- To encourage children to take responsibility for their learning and behaviour
- Ensure all children can achieve their full potential academically, emotionally and physically.

King's Oak Vision

From Tiny Acorns, Mighty Oaks Grow

King's Oak Values

Respect

Responsible

Honesty

Included

Resilient

Nurturing

3 Year Overview of Establishment Priorities

Overview of rolling three year plan

National Priorities	Session 2019-2020	Session Jan 2021- June 2022	Session 2022-2023
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> Improve teachers' shared understanding of standards and expectations in planning, learning & teaching and assessment. 	<ul style="list-style-type: none"> SEAL – Numeracy Blue Prints (P2-P5) Active Literacy (P5-7) Develop 1+2 Spanish (P5-P7) and embed 1+2 French across establishment Learning through Play Writing 	<ul style="list-style-type: none"> Playful Pedagogy in P2 Reading Embedding 1+2 Spanish in P5-7
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> Maintain or increase the proportion of pupils who are meeting national expectations in Talking & Listening, Reading, Writing and Numeracy, especially within Writing at First & Second Level and in Numeracy at Second Level. 	<ul style="list-style-type: none"> Further development of Family Learning Embed the use of data to inform planned interventions Enhancing literacy programme Attainment Challenge support, pedagogy and resources Language and Communication friendly Classrooms (including dyslexic friendly strategies) 	<ul style="list-style-type: none"> Sustainability of Family Learning (Parents as Leaders) Embed Enhancing Literacy Programme Embed LCF strategies

		<ul style="list-style-type: none"> • Continue to engage with relevant CLPL opportunities on relevant support strategies • Attendance Monitoring 	
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> • Improve outcomes for pupils, especially those with ASC or Communication Support Needs, as a result of GIRFEC Pathway assessment and action planning. 	<ul style="list-style-type: none"> • Continue to develop RRS programme and achieve silver and gold awards. • Re-establish core nurture provision • Use of Boxall and Glasgow's Motivation Profile to track H & WB • Establish a consistent programme of study in H & WB • Continue on embedding nurture principles across the establishment • Transitions 	<ul style="list-style-type: none"> • Eco-Schools Award
Improvement in employability skills and sustained positive school leaver destinations for all young people	<ul style="list-style-type: none"> • Extend our strong focus on vocational and academic employability projects in our P6 and P7 classes. • Increase senior pupils' participation in accreditation opportunities. 	<ul style="list-style-type: none"> • Development of Digital Literacy across all stages • Develop the understanding of upper school pupils and their families on employability skills and financial education (including credit union) • Develop STEM approaches across establishment. 	<ul style="list-style-type: none"> • Digital Schools Award

Pupil Equity Fund –Session 2020-2021

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

The school roll in King's Oak is 278 pupils; with 83.1 % of pupils residing in SIMD 1 and 2 however taking bands 3 and 4 into consideration this increases to 95.2%. Only 13 pupils reside in SIMD bands 5-10. This accounts for 4.5% of the school population. The overall attendance in session 2019-2020 was 91.2% which is lower than the local authority average

Our SIMD profile does not lend itself to focussing on identifying the attainment gap between SIMD 1 and 2 and SIMD 9 and 10. Instead we compare SIMD 1 and 2 with 3-10. We have a whole school focus on raising attainment for all pupils, particularly those not making expected progress.

Across the school:

In session 2019-2020, the data gathered in P1 showed increased attainment in only reading. This increased from 81% to 84.4% showing most children to be on track. Across King's Oak only 1 out of the 7 stages showed reading as their lowest area of attainment. This was P1. Progress in this will be monitored in session 2020-2021.

In 2019-2020, 4 out of 7 stages in King's Oak had writing as their area of requiring the most attention to raise attainment. The average rate of attainment in writing across these four stages is 64%. This is satisfactory progress over time. This is an area identified within the school recovery plan and following SIP as data analysis last session signposted this as a priority.

P7 data shows both attainment progression and dips from session 2019/19 into session 2019/20. Attainment in reading lowered by 8.5% as well as talking and listening lowering by 0.6%. Attainment in numeracy increased slightly by 1.1% to 54.9%. This is satisfactory progress over time.

Planned future focus will be to:

Continue to engage with literacy CMO's to support writing development as an area identified within the recovery plan in King's Oak. Consistency in approaches to the teaching and assessment of writing will continue to be developed across the session.

Implement Inverclyde progression pathways in literacy and numeracy to support planning and assessment.

Primary 7						
Year	SIMD	Number of Pupils	Reading	Writing	Listening & Talking	Numeracy
2019 - Feb 2020	1 - 2	45	57.8%	48.9%	71.1%	53.3%
	3 - 10	6	66.7%	50.0%	83.3%	66.7%
	All	51	58.8%	49.0%	72.5%	54.9%

Primary 4						
Year	SIMD	Number of Pupils	Reading	Writing	Listening & Talking	Numeracy
2019 - Feb 2020	1 - 2	34	73.5%	73.5%	82.4%	64.7%
	3 - 10	9	77.8%	55.6%	66.7%	55.6%
	All	43	74.4%	69.8%	79.1%	62.8%

Primary 1						
Year	SIMD	Number of Pupils	Reading	Writing	Listening & Talking	Numeracy
2019 - Feb 2020	1 - 2	42	85.7%	73.8%	81.0%	76.2%
	3 - 10	3	66.7%	66.7%	66.7%	66.7%
	All	45	84.4%	73.3%	80.0%	75.6%

Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend	How will you evidence improvement?
<p>Continue to employ a full-time Senior Family Learning Worker. This post will:</p> <ul style="list-style-type: none"> - Devise and lead a whole community approach to Family Learning. - Develop materials and activities that help identified parents/carers to support their child’s learning and development. <p>Continue to provide funds to continue to deliver a range of family and community learning opportunities during and beyond the school day and during and beyond term-time including SQA accreditation and accredited volunteer training.</p> <p style="text-align: center;">Family Hub Running Costs</p>	<p>August 2020- June 2021</p>	<p>£49,283</p> <p>£5,000</p> <p>£3,000</p>	<p>Monitor programme of opportunities to increase adult and family learning based in the school.</p> <p>Explore methods of measuring parental engagement in family and community learning to track impact on pupils’ attainment and other areas of wellbeing.</p> <p>Gather attendance data and feedback about impact from parents re. Family Hub activities.</p> <p>Ensure Family Hub activities link to PEF drivers.</p> <p>Gather evidence of accreditation for parents and pupils.</p> <p>Case Studies to analyse short and long term impact.</p> <p>Wellbeing Assessments and Education Action Plans reflect pupil and family views and response to support.</p>

Employ additional admin hours to support the process of gathering evidence, maintaining systems to help identify target groups. Preparation of data (attainment, attendance, engagement, GIRFEC Pathways etc.) to help SMT and teachers plan targeted interventions and evidence impact.	August 2020- June 2021	£13,081 (15 hours p/w)	Whole School Tracking Data Folder Family Hub Communication Materials Whole School Attendance data
Continue to employ Class Teacher to provide flexibility to enable increased moderation opportunities across and beyond the school.	August 2020- June 2021	£9,444 (0.2 FTE)	Pupil Progress and Attainment Meetings. SNSA data at P1 Quality Assurance activities.
Continue to employ ASN Auxiliaries to provide classroom based support to deliver Targeted Interventions for pupils to close the poverty related attainment gap.	August 2020- June 2021	£60,528	Quality Assurance activities. Number of professional learning opportunities for support staff attended.
Continue to enhance Active Schools provision to help support positive play and relaxation experiences across the school day.	August 2020- June 2021	£9,927	Baseline and follow-up assessments of a range of play activities Monitor engagement and new children reached
Establishment Trip Provide H & WB activity for all children in school and nursery, taking into account cost of the school day and families with multiple children	Apr – Jun 2021	£5,000	Gather views of children and families on experience of day
Digital Supports for Learning Sumdog spelling and grammar and Tree of Knowledge	Aug 2020 – June 2021	£1300	Use data available within Sumdog subscription to record engagement and improvement.

Employee Principal Teacher (on costs only)	Aug 2020 – June 2021	£13,972	Health and Wellbeing – staff survey Establishment of House System – Is it effective (Chn’s voice and staff voice) Monitor of Promoting Positive Behaviour System
Outdoor Learning Clothing for Staff	Aug 2020	£900	Engagement in outdoor learning Staff Voice
Outdoor Play Resources	Aug 2020 – Dec 2020	£1500	Children’s Voice Levels of engagement in play activities (observation) Possible Leuven’s Scale if desired Reduction in levels of poor behaviour in playground – Monitor Incidents noted
Playground Improvements (Line Markings)	Dec 2020	£4200	Children’s Voice Levels of engagement in play activities (observation) Possible Leuven’s Scale if desired

Resources to Raise attainment in Literacy and Numeracy (Toe by Toe/ Numeracy)	Aug 2020 – June 2021	£2400	Raised Attainment in children using Toe by Toe Positive Results using Toe by Toe book as monitoring tool
Connectivity Costings to Authority	Jan 2021	£5000	N/A
Possible WiFi	Unknown	£22,000	N/A
Playground Improvements	Aug 2020 – June 2021	£16,500	Children's Voice Levels of engagement in play activities (observation) Possible Leuven's Scale if desired Reduction in levels of poor behaviour in playground – Monitor Incidents noted
Cost of the School day	Aug 2020 – June 2021	£54,000	TO BE ALLOCATED. Digital – class in a box
Total Estimated Spend		£223,035	

Plan –Session Jan 2021- June 2022

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
NIF Driver Performance information Teacher professionalism Assessment of children's progress	HGIOS?4 1.3 Leadership of change 2.4 Personalised support 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	Other Drivers HGIOELC? 1.2 Leadership of learning 2.3 Learning, teaching and assessment RRS Article 28: (Right to education): Article 29 (Goals of education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • The school will continue to track all available data by ensuring a robust tracking system is well used and understood. This data will be interrogated and assessment information used to identify development needs for individual learners which build upon prior levels of attainment and ensure continuous progress for children. • Show will engage in and show increased confidence through school, cluster and authority moderation using national Benchmarks and Inverclyde Pathways to confirm and challenge professional judgements, ensuring appropriate pace and challenge for all children. • Learning visits and professional dialogue will show that high quality literacy and numeracy learning and teaching through SEAL and Active Literacy are being implemented effectively to support children's attainment. • Sustained improvement gains in writing and further improvement in numeracy across all stages, evidenced by data from Teacher professional judgements, SEAL assessments, Bugclub assessments, GL and class based assessments. • Staff will show increased confidence in using Inverclyde's numeracy and literacy pathways to support medium term planning of quality learning, teaching and assessment. • Parents/ Carers engagement in reviewing their child's progress across learning will be more effective through increasing their knowledge in learning and teaching strategies and effective reporting. • Staff will develop and build confidence in using a range of digital resources to enhance pupils' learning experiences. • Pupils will use digital technology to enhance learning through improved accessibility, whilst promoting independence. • Staff will have greater confidence in the delivery of 1+2 languages, the children will show increased confidence, skills and knowledge of French and Spanish. • Pupils will experience a more consistent approach to literacy across second level. • Pupil engagement in play based approaches to learning will be consistently high. • Increased vocabulary in P1 learners as they are supported in play based pedagogy.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development	Evidence of Impact
Numeracy/ SEAL				
Staff across the school and nursery class will engage with the Inverclyde Numeracy Pathways and use them to inform planning and assessment.	Jan 2021 – June 2022	DHT Class Teachers ASN Staff CMO's SFL Teacher Recovery Teacher EYECO's	Professional Learning Session Ensuring new staff are confident and knowledgeable Inverclyde Pathways	Increased attainment for pupils identified as not on track with learning Increased staff confidence in using Inverclyde Pathways
Staff leads on numeracy blueprints provide support for class teachers on strategies to raise attainment using blueprint boards and pedagogy.	Jan 2021 – June 2022	Liz Crerar Adam Wilkinson DHT	Numeracy Blueprint boards Optional staff PL sessions	Increased staff confidence in using Numeracy Blueprints. Increased pupil confidence in using numeracy blueprints
Parent drop in sessions/ online to offer support with numeracy blueprints.	Jan 2021 – June 2022	Liz Crerar DHT	Numeracy Blueprint boards	Increased parent/ carer confidence in using numeracy blueprints
Roll out use of numeracy blueprints to support home learning.	Jan 2021 – June 2022	Liz Crerar Adam Wilkinson	Creation of home learning boards (A3 laminate)	Increased pupil confidence in using numeracy blueprints
CPD to ensure consistency on the use of SEAL across Early and First Level	Jan 2021 – June 2022	DHT Class Teachers ASN Staff CMO's SFL Teacher Recovery Teacher EYECO's	PL on SEAL stages, methodology and consistency	Increased staff confidence in using SEAL across stages Increased attainment for all children including those identified as not on track with learning.
PL session on planning with SEAL pedagogy using a play based approach in nursery	Jan 2021 – June 2022	EYECO's CMO's		Increased staff confidence in using SEAL across nursery Increased attainment for all children

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development	Evidence of Impact
Embed SEAL pedagogy using planning bundles in nursery	Jan 2021 – June 2022	EYECO's CMO's		
PL on CPA approaches across school and nursery	Jan 2021 – June 2022	CMO's Class Teachers ASN Staff DHT Liz Crerar EYECO's	Authority Training Possible School Resources to be purchased	Increased understanding on the CPA approach and how to use this in daily practice.
Further develop SEAL numeracy strategies across P5-P7	Jan 2021 – June 2022	Class Teachers CMO's	SEAL planners and resources	Increased attainment for all children including those identified as not on track with learning. Increased staff confidence in using SEAL and tracking grids to raise attainment in numeracy and maths. (staff evaluations, assessment data, learning conversations, classroom observations, jotter monitoring)
Continued support for children not on track and in using Sumdog.	Jan 2021 – June 2022	SFL Teacher	School ICT devices Sumdog Subscription	Increased attainment for pupils identified as not on track with learning. Increased parent/carer knowledge of how to support their child with maths and numeracy through Sumdog. (Sumdog data, learning conversations, classroom observations, jotter monitoring, parent engagement and views)
Ensure consistency of Number Talks across the school by providing CPD to new staff members	Jan 2021 – June 2022	Teaching Staff DHT AC numeracy CMO's	Opportunities for Peer observation	Increased staff confidence in delivering number talks.
Literacy				
Develop P6 and P7 spelling in line with North Lanarkshire Literacy	Jan 2021 – June 2021	Recovery Teacher PT	NL Literacy Programme	Increased staff confidence in Active Literacy approaches. Increased attainment for pupils identified as not on track with learning.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development	Evidence of Impact
Staff across the school and nursery class will engage with the Inverclyde Literacy Pathways and use them to inform planning and assessment.	Jan 2021 – June 2022	DHT Class Teachers ASN Staff CMO's SFL Teacher Recovery Teacher EYECO's	Inverclyde Literacy Pathways	Increased attainment for pupils identified as not on track with learning. Increased staff confidence in using Inverclyde Pathways.
Create an Action Plan from Staff audit in 2020 on literacy	Jan 2021 – June 2022	PT		Increased attainment for pupils identified as not on track with learning.
Further develop children's access to literacy texts through Bugclub	Jan 2021 – June 2022	PT Class Teachers	Bug club online resource and texts	Increased attainment for pupils identified as not on track with learning. Children's voice
Early and First level staff to engage in writing project with literacy CMO. Second level colleague to attend then cascade knowledge	Jan 2021 – June 2021	Relevant Class Teachers Literacy CMO PT		Increased attainment for pupils identified as not on track with learning. Increased knowledge and confidence for staff teaching writing.
P5 – P7 staff PL session on Writing	Jan 2021 – June 2021	Relevant Class Teachers Literacy CMO PT	PL sessions	Increased attainment for pupils identified as not on track with learning. Increased knowledge and confidence for staff teaching writing.
PL on genre based writing and assessing this	Jan 2021 – June 2022	Class Teachers SLT	PL sessions	Increased knowledge of all staff on teaching and assessing genre based writing
School based moderation of writing – looking at securing a level and progression through a level.	Jan 2021 – June 2022	Class Teachers SLT	PL sessions	Increased understanding and use of the teaching and learning cycle. Observation/ professional dialogue/ quality assurance of writing

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development	Evidence of Impact
PL on Phonological awareness in nursery	Jan 2021 – June 2022	HT EYECO's SEYECO		Increased staff knowledge of phonological awareness and assessment of this. Increased attainment in phonological awareness.
Develop mark making and Early Writing opportunities within the nursery playroom	Jan 2021 – June 2022	HT EYECO's SEYECO		Increased staff knowledge of Early Mark Making and its importance.
PL on mark making in Early Years	Jan 2021 – June 2022	HT EYECO's SEYECO		Increased staff knowledge of Early Mark Making and its importance.
Develop playroom library and reading for enjoyment opportunities	Jan 2021 – June 2022	HT EYECO's SEYECO		Increased use of playroom library (through observation)
Delivery of Bookbug programme to children and families for all	Jan 2021 – June 2022	HT EYECO's SEYECO		Participation figures in Bookbug programme
Creation of home links using Bookbug programme to support Early Literacy	Jan 2021 – June 2022	HT EYECO's SEYECO		
Embed word aware and programme in nursery class	Jan 2021 – June 2022	HT EYECO's SEYECO		Increased staff confidence in using the Word aware programme to raise attainment in literacy.
Learning through Play				
Authority CPL	Aug 2021 – June 2022	P1 Class Teachers P1 ASN staff HT	May Geddes PL sessions	
PL session – play pedagogy and benefits of play	Aug 2021 – June 2022	P1 Class Teachers P1 ASN staff	PL session	Increased staff knowledge and confidence in adopting a play based approach to learning

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development	Evidence of Impact
		HT AC staff to consult		
Staff focus group established to look at resourcing, planning and model of playful pedagogy for King's Oak	Aug 2021 – June 2022	P1 Class Teachers P1 ASN staff HT Nurture Teacher	School Resources Newly purchased resources	Observation of learning environment readiness within play based curriculum.
Staff visits to nursery to observe EY staff and the use of observation of play/ language to support play	Aug 2021 – June 2022	P1 Class Teachers P1 ASN staff HT	Opportunities to look outwards to visit other nurseries	Increased staff knowledge and confidence on the use of observation of play to inform learning.
1+2 Languages				
Create a 1 +2 languages policy for King's Oak	Aug 2021 – June 2022	Languages Champion (AMcS) DHT	School Resources	
Discussion with cluster modern language champions and IA to ensure consistency across cluster in planned learning.	Aug 2021 – June 2022	Languages Champion (AMcS) DHT	Cluster Staff	Increased consistency across cluster
PL session on Introducing Spanish and how this develops across second level	Aug 2021 – June 2022	Languages Champion (AMcS) DHT	School Resources Professional Learning Sessions	Increased staff knowledge of L3
Creation of school based planners for Spanish to ensure consistency across establishment for L3.	Aug 2021 – June 2022	Languages Champion (AMcS) DHT		Progressive planners in place Increased staff confidence

Priority 2 Closing the attainment gap between the most and least disadvantaged children

<p>NIF Driver Teacher professionalism School Improvement Performance information</p>	<p>HGIOS?4 1.2 Leadership of learning 1.3 Leadership of change 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement</p>	<p>Other Drivers HGIOELC? 3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing Children's progress RRS Article 28: (Right to education): Article 29 (Goals of education):</p>
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Expected outcomes for learners which are measurable or observable

- Improve equity for learners through provision of targeted interventions
- Use of IT to reduce/ remove barriers to learning
- Increased social and emotional support via the Blossom room for targeted children with an emphasis on communication and language development.
- Improvements in attainment for targeted pupils (SIMD 1+2 and FME) evidenced by data.
- Increased attendance for identified children, leading to increased attainment of this targeted group.
- Increased identification and implementation of targeted interventions will meet the needs of identified cohorts of children and families.
- Further promotion and engagement in family learning will minimise the impact of poverty on learning and attainment.
- Identified barriers are identified, addressed and decreased/ removed.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development	Evidence of Impact
Explore digital solutions to engage families when face to face learning not achievable	Jan 2021 – June 2022	Senior Family Learning Worker HT Digital Champion	Surveys Social media platforms	Increased knowledge of digital position.
Continue to liaise with CLD and their programme on offer to families	Jan 2021 – June 2022	Senior Family Learning Worker HT		

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development	Evidence of Impact
		CLD staff		
Engage with Dynamic Youth Award with P7 in partnership with Barnardos.	Jan 2021 – June 2022	Senior Family Learning Worker Barnardos Worker	Dynamic Youth Resources	Completion of programme by target group.
Children not on track with learning in reading working with ASN on an 'Enhancing Literacy' support programme. Learning at home information for parents.	Jan 2021 – June 2022	PT SFL Teacher ASN staff	Resources for Enhancing Literacy Programme	Increased attainment for pupils identified as not on track with learning. (Enhancing literacy data, learning conversations, classroom observations, jotter monitoring, parent engagement and views)
CPL for ASN staff trained to use, record and Enhancing Literacy Programme	Jan 2021 – June 2022	SFL Teacher AN Staff DHT	Enhancing Literacy Programme and resources	Increased staff confidence in using Enhancing Literacy Programme to raise attainment in reading which will lead to increased attainment for all pupils including those identified as not on track with reading.
Continued support for children not on track and in using Sumdog.	Jan 2021 – June 2022	SFL Teacher	School ICT devices Sumdog Subscription	Increased attainment for pupils identified as not on track with learning. Increased parent/carer knowledge of how to support their child with maths and numeracy through Sumdog. (Sumdog data, learning conversations, classroom observations, jotter monitoring, parent engagement and views)
Embed Toe by Toe resource with children who have identified literacy needs	Jan 2021 – June 2022	ASN staff	Toe by Toe Books	Increased attainment for pupils identified as not on track with learning.
PL for clerical staff to track interventions and using data		HT AC PEF Clerical Staff		Increased staff confidence in using the using data

Priority 3 Improvement in children and young people's health and wellbeing		
NIF Driver Teacher professionalism Assessment of children's progress School Improvement	HGIOS?4 2.1 Safeguarding and child protection 2.4 Personalised support 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion	Other Drivers HGIOELC? 2.1 Safeguarding and child protection 2.4 Personalised support 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion RRS Article 28: (Right to education): Article 3 (Best interests of the child): Article 2 (Non-discrimination): Article 29 (Goals of education):

Expected outcomes for learners which are measurable or observable

- Transitions between stages and establishments (EY to Primary and Primary to Secondary) will meet the needs of learners. Robust transfers of information and professional dialogue will ensure this process.
- Through increased staff knowledge and training of nurture principles and approaches, children will experience appropriate interventions in response to wellbeing needs with a specific focus on nurture principles.
- Children will receive appropriate single or multi agency support for universal and targeted wellbeing needs.
- Health and wellbeing session with Active schools, coupled with the school PPB policy will make a positive difference to playground experiences and incidents requiring restorative approaches to be utilised.
- The PATHs programme will support improvements in relationships, pupil resilience and conflict resolution across all aspects of the school.
- Pupils will feel valued through their involvement in the school and nursery decision making processes (RRS, Pupil Council, House Captains and Vice Captains)
- Increased knowledge of children's rights through the Rights Respecting Schools Project (All stakeholders)

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development	Evidence of Impact
PL on PATHs programme for all school and nursery staff	Aug 2021 – June 2022	Craig Thomson All Staff	PATHs Programme	Increased attainment across the school in health and wellbeing (Q A visits, learning conversations with staff and children)

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development	Evidence of Impact
		CMO's	PL Session	
Rollout PATHs programme across establishment	Aug 2021 – June 2022	Craig Thomson All Staff	PATHs Programme	Increased attainment across the school in health and wellbeing (Q A visits, learning conversations with staff and children)
Agreed review periods on implementation of PATHs programme	Aug 2021 – June 2022	Craig Thomson All Staff	PATHs Programme PL Sessions	
Learning conversations with children to quality assure development of skills within PATHs curriculum.	Aug 2021 – June 2022	Craig Thomson SLT		Increased attainment across the school in health and wellbeing (Q A visits, learning conversations with staff and children)
Continue and increase whole staff use of restorative approaches with pupils	Aug 2021 – June 2022	Craig Thomson All Staff	Restorative Posters and Prompts	Increased attainment across the school in health and wellbeing (Q A visits, learning conversations with staff and children)
Assembly programme focussing on nurture principles, restorative approaches, PPB policy, school values	Jan 2021 – June 2022	SLT		Increased attainment across the school in health and wellbeing (Q A visits, learning conversations with staff and children)
Nurture Teacher will gather recent data from a variety of sources to create a nurture action plan for Jan 2021 – June 2022	Aug 2021 – June 2022	Julie Grieve SLT Nurture Assistant		
PL session on Boxall Profiles and using the online Boxall to gather data	Aug 2021	Julie Grieve SLT	PL Session	All staff will have increased awareness and confidence in the use of Boxall Profiling.
Family Support Worker – continue to target all families to promote parental engagement	Aug 2021 – June 2022	Caroline McCahill HT	Survey Data	Family engagement will have a positive impact on attainment. (Parental questionnaires, discussions, learning conversations)
Continued consultation with families on relevant and meaningful family learning strategies and initiatives.	Aug 2021 – June 2022	Caroline McCahill		Family engagement will have a positive impact on attainment. (Parental questionnaires, discussions, learning conversations)
Parent workshops or online session on nurture provision and principles,	Apr 2021 – June 2022	SLT		All staff will have increased awareness and confidence in applying the nurture principles to everyday practice.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development	Evidence of Impact
restorative approaches, PPB in King's Oak, assisting children with Additional Support needs (Dyslexia), Enhancing Literacy programme				Parents/Carers and children will have increased knowledge and awareness of the school's approaches to nurture. Increased attainment across the school in health and wellbeing (Q A visits, learning conversations with staff and children)
RRS – online accreditation meeting to attain 'silver' status.	Jan 2021 – June 2021	Caroline McCahill Elaine Stevenson RRS Committee and Reps	RRS website and resources	Silver accreditation achieved
Regular meetings of RRS committee.	Jan 2021 – June 2022	Caroline McCahill Elaine Stevenson RRS Committee and Reps	Minutes of meetings RRS website and resources	
Creation of RRS 'Gold' Award Action Plan	Apr 2021 – June 2021	Caroline McCahill Elaine Stevenson RRS Committee and Reps		
Gather children's views on participation/ involvement/ engagement in school and nursery.	Aug 2021 – June 2022	SLT	Survey and Data	

Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people		
NIF Driver School leadership Parental engagement Performance information	HGIOS?4 2.2 Curriculum 2.7 Partnerships 3.3 Increasing creativity and employability	Other Drivers HGIOELC? 2.7 Partnerships 3.3 Developing creativity and skills for life RRS Article 28: (Right to education): Article 29 (Goals of education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Increased understanding and insight into industry and the skills required to become part of a future workforce. • Improve the understanding of upper school pupils and their parents and carers of employability skills and STEM. • Children will confidently engage in and make informed choices about the use of digital literacy and technologies to enhance and personalise learning.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development	Evidence of Impact
PL to raise staff knowledge of Developing the Young Workforce across staff	Aug 2021 – June 2022	Craig Thomson All staff (school and nursery)	PL Session	All staff will have increased awareness and confidence in DYW.
PL session to introduce ‘My world of Work’ platform	Aug 2021 – June 2022	SLT	WoW Website PL Session	Increased staff confidence in using the My World of Work website and its links to DYW.
Establish young digital leaders/ tech team across P4-P7	Aug 2021- Oct 2021	Craig Thomson Relevant classes Digital Champion		Increased pupil voice and pupil representation across establishment.
PL session to introduce Digital Schools Award and audit toolkit of baseline	Aug 2021	SLT William Brown, CMO Digital Champion	PL Session	Increased staff confidence in the Digital schools programme and KO’s baseline position

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development	Evidence of Impact
Creation of digital literacy action plan	Aug 2021 – Oct 2021	SMT Digital Champion		
PL session on Microsoft Teams	Jan 2021 – May 2021	Digital Champion	PL Session	Increased staff confidence and knowledge.
PL session on creation of videos suited to 'pre-recorded content'	Jan 2021 – June 2021	Digital Champion	PL Session	Increased staff confidence and knowledge.
Creation/ introduction of technologies pathways across establishment.	Aug 2021 – June 2022	SMT Digital Champion		
Gather views on training needs of pupils with regards to digital literacy	Apr 2021 – Oct 2021	SMT Digital Champion		Use of data gathered to create learning opportunities for children (targeted)
Creation of digital learning policy and child friendly acceptable use policy	Aug 2021 – June 2022	SMT Digital Champion		
Gather views from parents on digital learning they would like to access	Apr 2021 – June 2022	SMT Digital Champion Caroline McCahill		Use of data gathered to create family learning opportunities.
Revised gathering of staff views on PL needs following lockdown 2	Jan 2021 – June 2021	All staff	Survey and data gathered	Use of data gathered to create PL plan for required staff.