

Education – Improvement Planning Document 2023-24

Establishment Name:

Lady Alice Primary & Nursery Class

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Signatures:

Head of Establishment	Gail Connick	Date	September 2023
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Quality Improvement Officer		Date	
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Our Vision, Values and Aims

Our Vision:

Through high quality education, we aspire to encourage and support everyone in our school community to reach their potential in all areas of their lives.

Our Values:

- Kindness
- Ambition
- Partnership Working
- Respect
- Inclusive

Our Aims:

With Literacy, Numeracy and Health & Wellbeing at the core of all learning; the aims of Lady Alice Primary and Nursery Class are to:

- Ensure equity for all
- Nurture the growth of lifelong learning skills
- Provide relevant, engaging learning experiences which help learners understand themselves and others at nursery and school, in our community and beyond
- Create digitally literate learners
- Build partnerships which enhance our learning opportunities
- Celebrate and value learner achievements
- Foster creativity in all learners

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

Nursery Class outcomes and tasks are highlighted in

Overview of rolling three year plan

National Priorities	Session 2023-2024	Session 2024-2025	Session 2025-2026
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> • Play Pedagogy – P3 • High quality learning & teaching with a focus on Talking & Listening to improve Reading & Writing • High Quality learning observations within the nursery class. • Reading Schools: Silver Level 	<ul style="list-style-type: none"> • Play Pedagogy – Opportunities for Pupil led learning in P4 & 5 • High quality learning & teaching with a focus on Numeracy • Reading Schools: Gold Level • Literacy Strategy • Enabling Environments – Nursery Class • Review of Nursery Tracking 	<ul style="list-style-type: none"> • Play Pedagogy – Opportunities for Pupil led learning in P6 & 7 • Literacy Strategy
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> • Curriculum refresh to reflect completed Curriculum Rationale including a focus on anti-racism education. • Review attendance and late coming • Parental engagement to support learning. 	<ul style="list-style-type: none"> • Embedding of new curriculum approaches • Review attendance and late coming • Anti-racist education 	<ul style="list-style-type: none"> • Review attendance and late coming • Anti-racist education
Improvement in children and young people's health and wellbeing Placing the human rights and needs of every child and young person at the centre of education	<ul style="list-style-type: none"> • UNCRC – RRSA award: Bronze level • Pupil Voice/Pupil Participation • Trauma Informed Practice & Restorative practices • Single Agency Planning 	<ul style="list-style-type: none"> • UNCRC – RRSA award: Silver level • Playground Buddies to model restorative conversations during break/lunchtimes • Trauma Informed Practice & Restorative practices • The Promise Award 	<ul style="list-style-type: none"> • UNCRC – RRSA award: Silver level cont. • Trauma Informed Practice & Restorative practices •
Improvement in employability skills and sustained positive	<ul style="list-style-type: none"> • DYW – language of Skills development to be applied consistently across school and nursery 	<ul style="list-style-type: none"> • DYW - Focus Week • Young Leaders of Learning 	<ul style="list-style-type: none"> • Young Leaders of Learning

<p>school leaver destinations for all young people</p>	<ul style="list-style-type: none">• Embedding the digital strategy at all levels• Class floorbooks to capture fortnightly reflections on 4 capacities, 4 contexts of learning, skills and HGIOURS themes		
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Stakeholder's views

How were stakeholders views collected?

- Parent surveys
- Parent engagement event feedback
- School & Nursery report feedback
- Informal conversations
- HGIOURS
- HGIOS 4/HGIOELC
- Nursery Floorbooks

How was PEF spend consulted on?

- Parent surveys
 - Pupil surveys
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Plan –Session 2023-2024

Priority 1 Improvements in attainment, particularly in literacy and numeracy			
NIF Driver Performance information Assessment of children's progress	<u>HGIOS/ELC QIs</u> 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement 3.2 Securing Children's Progress	UNCRC Article 28: (Right to education): Choose an item.	
Rationale for change based self- evaluation including data and stakeholder views			
<ul style="list-style-type: none"> • Staff and pupil feedback from the implementation of play pedagogy in P1 & 2 has been very positive. We continue to see low numbers of children at this stage who require intensive support from the Nurture Teacher. Most children in P1 & 2 are on track with learning in all areas. To continue to build on this we will take play pedagogy into Primary 3 while embedding it in Primary 2 with a focus on improving Writing. • Listening & Talking attainment is strong across the school, however, this is not reflected in the attainment of Reading & Writing. Research shows that Reading & Writing attainment 'floats on a sea of talk'. For this reason we will focus on improving the quality of Listening & Talking to support Reading & Writing. • Although improving, attainment in the Writing organiser is still the lowest of all the Literacy organisers. We will maintain a focus on improving in this area by providing team teaching opportunities with our recovery allocation teacher which we will top up with PEF funding. • Self evaluation has identified the need to improve the quality of learner observations in the nursery class; this will be prioritised within the nursery class. 			
Expected outcomes for learners - Who? By how much? By when? What?			
<ul style="list-style-type: none"> • By the end of May 2024, children's attainment in Writing in P2 will increase from 80% to 88% • By the end of May 2024, children's attainment in Numeracy in P2 will increase from 88% to 92% • By the end of May 2024, children's attainment in Writing in P5 will increase from 83% to 86% • By the end of May 2024, children's attainment in Writing in P6 will increase from 68% to 76% • By the end of May 2024, children's attainment in Listening & Talking in P7 will increase from 75% to 81% and the poverty related attainment gap will reduce from 40% to 24%. 			

- By November 2023, evaluative language will articulate learner progress within children’s learning observations in the nursery class and will focus on the significant learning which has taken place.

If PEF spend is supporting – how much and what?

- Top up of recovery teaching post by 0.6fte making this a 1.0fte post - £37, 393.33
- 0.6 fte school based EYECO to support the development of play from P1-3 - £20,112.15

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Play pedagogy to be observable within P3	By June 2024		<ul style="list-style-type: none"> • P3 Teachers 	<ul style="list-style-type: none"> • Play resources
Re-fresh planning to reflect play pedagogy at P1-3. Revisit planning for all stages through a ‘tackling bureaucracy’ lens.	By June 2024		<ul style="list-style-type: none"> • P1-3 teachers 	<ul style="list-style-type: none"> • Staff collegiate time
Audit of opportunities for teaching Listening & Talking.	August 2023 & May 2024		<ul style="list-style-type: none"> • SLT • Class Teachers • PSAs • EYECOs 	<ul style="list-style-type: none"> • Questionnaire • Staff collegiate time
Establish a Listening & Talking working party.	September 2023		<ul style="list-style-type: none"> • SLT • Class Teachers • EYECOs 	<ul style="list-style-type: none"> • Staff collegiate time
Re-fresh of dialogic teaching approaches.	By December 2023		<ul style="list-style-type: none"> • SLT • Class Teachers • EYECOs 	<ul style="list-style-type: none"> • Staff collegiate time

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Establish a consistency of approach to introducing new vocabulary at each level.	October 2023		<ul style="list-style-type: none"> Listening & Talking Working Party All staff Pupils Parents 	<ul style="list-style-type: none"> Staff collegiate time Parent info to support new approaches
Features of Good Discussion displays in all classrooms.	October 2023		<ul style="list-style-type: none"> Listening & Talking Working Party All staff Pupils Parents 	<ul style="list-style-type: none"> Posters/leaflets to be shared with parents at home
Action plan to be created and implemented for 'I can' Listening & Talking resource which will be introduced in the Nursery Class	September 2023		<ul style="list-style-type: none"> Led by Nursery Depute EYECOs 	<ul style="list-style-type: none"> Training 'I can' talking resource
Create action plan for Reading Schools: Silver accreditation providing additional opportunities to broaden learners' experiences.	September 2023		<ul style="list-style-type: none"> Reading Leadership Team Whole school community 	<ul style="list-style-type: none"> Reading Schools website and resources Staff collegiate time
Nursery staff will be upskilled in writing high quality observations.	November 2023		<ul style="list-style-type: none"> Led by Nursery Depute EYECOs 	<ul style="list-style-type: none"> Education Scotland learning materials-Effective observation leading to effective assessment Effective observation leading to effective assessment Resources National Improvement Hub (education.gov.scot) 3 staff meeting session

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
				<ul style="list-style-type: none"> Learning Journals
Each member of the Nursery team will visit another nursery establishment in the course of the session and feedback observed good practice to the rest of the staff.	April 2024		Nursery Depute EYECOs	Other nursery establishments

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?

- Termly attainment meetings will show progress towards attainment targets.
- Pre/post audit of opportunities for teaching Listening & Talking will show increase in frequency and quality of direct teaching of Talking & Listening
- Links to Priority 3 – Children will be able to describe and understand the process of Restorative Conversations
- Links to Priority 3 – Children will participate actively and respectfully in Restorative Circles
- Classroom observations will show that children confidently use agreed features of Good Discussion in their learning.
- Successful application for Silver Reading Schools award will show further engagement with Reading for Pleasure across the school.
- Listening & Talking working party will create ‘New Vocabulary’ guidance to share with staff, learners and parents.
- Nursery Learning Journals will contain personalised learning observations for each child. They will be written in evaluative language and focus on significant learning. Observations will be non-biased, non-judgemental, factual and context free. Stories within Learning Journals will be related to group experiences with individualised content.
- P1-3 Teachers will report that planning has been adapted to reflect play pedagogy expectations of intended and responsive planning.

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

<p>NIF Driver</p> <p>School Improvement Parental engagement</p>	<p><u>HGIOS/ELC QIs</u></p> <p>2.2 Curriculum 3.1 Ensuring wellbeing, equality and inclusion</p> <p>Choose an item.</p>	<p>UNCRC</p> <p>Article 2 (Non-discrimination): Article 14 (Freedom of thought, conscience and religion):</p>
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Rationale for change based self- evaluation including data and stakeholder views

Our Curriculum Rationale states that we will provide relevant, engaging learning experiences which help learners understand themselves and others at nursery and school, in our community and beyond. Additionally, Education Services Improvement Plan asks schools to develop an inclusive curriculum with a focus on anti-racist education. For this reason, we will evaluate and adapt our approaches to inter-disciplinary learning to ensure it is inclusive and provides opportunities for learning about global citizenship and sustainability.

Attendance for last session was 92.2%. This was an increase on session 2021-2022, however, it still falls short of our highest attendance figure (2018-2019) of 93.9%. The gap between SIMD 1&2 and SIMD 3-10 has remained at 2.9%. For these reasons we will maintain our focus on attendance this session.

Feedback from term 4 of last session showed that parents and children both valued the opportunity for children to select and share learning that they were proud of with their parents at Learning Cafes. Next session we will build on this to create more opportunities for parents to become involved in their child's learning.

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

- By April 2024, all children will begin to understand the harmful consequences of racism and know how to actively challenge it should it occur at school.
- By June 2024, attendance figures will have increased from 92.2% to 93%.
- By June 2024, each class will increase opportunities for parental engagement events through termly Learning Cafes.

If PEF spend is supporting – how much and what?

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Working party to audit and create action plan to improve current approaches to IDL (including approaches to teaching other World Religions, Global Goals and Learning for Sustainability) across the school.	December 2023		<ul style="list-style-type: none"> • IDL Working Party • Teachers • EYECOs 	<ul style="list-style-type: none"> • Staff collegiate time • Best practice materials Education Scotland and GTC
Identify and undertake novel studies for each class which have an anti-racist theme.	By June 2024		<ul style="list-style-type: none"> • IDL Working Party • Teachers • EYECOs 	<ul style="list-style-type: none"> • Novels to be purchased as necessary
Whole school learning IDL theme to be identified for planning block 4.	Jan – Feb 2024		<ul style="list-style-type: none"> • IDL Working Party • All school staff 	<ul style="list-style-type: none"> • Staff collegiate time •
Meetings with parents of children with low attendance/ late coming issues with a focus on improving attendance to take place early term 1. Targets to be set at meetings for month ahead.	By October 2023		<ul style="list-style-type: none"> • SLT • Parents of targeted learners 	<ul style="list-style-type: none"> • Attendance data
Individual monthly attendance/late coming figures to be sent home to all learners.	From August 2023		<ul style="list-style-type: none"> • SLT • Clerical Team • Parents 	<ul style="list-style-type: none"> • Attendance Data from SEEMiS
Monthly newsletters to include attendance messages and data for whole school.	From August 2023		<ul style="list-style-type: none"> • SLT • Parents 	<ul style="list-style-type: none"> • Monthly newsletter items • Attendance Policy • Attendance Figures
Termly Learning Cafes where children select their best learning to share with their parent.	From August 2023		<ul style="list-style-type: none"> • Teachers • EYECOs • PSAs 	<ul style="list-style-type: none"> • Café Provision •

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
			<ul style="list-style-type: none"> • Learners • Parents 	

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?

- Curriculum refresh to reflect completed Curriculum Rationale including a focus on anti-racism education.
- Actions identified by the IDL working party audit will have been undertaken.
- Attendance figures will have increased from 92.2% to 93%
- Individual attendance and late coming targets for specific learners will show progress has been made.

Priority 3 Improvement in children and young people’s health and wellbeing

NIF Driver

School leadership
Teacher professionalism

HGIOS/ELC QIs

3.1 Ensuring wellbeing, equality and inclusion
1.2 Leadership of learning
Choose an item.

UNCRC

Article 12 (Respect for the views of the child):
Article 42 (Knowledge of rights):

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

Staff recognise that there is a need to be better equipped to meet the needs of learners who have experienced adverse childhood experiences as a result of trauma. Feedback from pupils has communicated that they do not always recognise the support from staff as being ‘help’ with concerns and that they are unsure of our processes for addressing issues. For these reasons we will focus on developing a consistency of approach to supporting learners with self-regulation, de-escalation and restorative approaches which will be understood by learners. Top up of our Nurture Teacher post by 0.4fte will support the implementation of this.

The pupil led decision making group for Rights have identified that they would like to seek Rights Respecting Schools accreditation at Bronze Level.

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

By June 2024, almost all learners can describe the restorative approaches process undertaken to address their concerns in an age and stage appropriate manner.

By June 2024 targeted groups of learners impacted by poverty will be able to more effectively accept co-regulation from staff.

By June 2024, the school and nursery will have achieved Bronze Level accreditation led by the Rights Group.

If PEF spend is supporting – how much and what?

Top up of Nurture Teacher post by 0.4 to make this a 1.0fte post - £26,344.92

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Baseline questionnaire to be issued for children and staff.	August 2023		<ul style="list-style-type: none"> • SLT 	<ul style="list-style-type: none"> • Questionnaire
Create a working group to lead on TIP & restorative approaches. Group to meet monthly.	August 2023		<ul style="list-style-type: none"> • DHT • NURSERY DHT • HT • 1 EYECO • 2 Teachers • 1 PSA • Nurture Teacher 	<ul style="list-style-type: none"> • Staff collegiate time
What are restorative approaches? What might this look like in schools & nursery settings? Break into mixed level groupings to discuss potential barriers & possible approaches in Lady Alice.	September 2023		<ul style="list-style-type: none"> • Educational Psychologist • All school Staff 	1 x 1hr staff meeting 1 x 1hr PSAs Feedback from staff at end of input

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Trauma in children and young people.	October 2023 – In-service Day		<ul style="list-style-type: none"> All school staff 	NES Level 2 Trauma in children and Young People Feedback from staff at end of input
Staff to be trained to implement restorative circle time.	September 2023		<ul style="list-style-type: none"> Educational Psychologist All school staff 	1 x 30mins staff meeting 1 x 30 mins PSAs Feedback from staff at end of input
Devise the process for Restorative Conversations.	November 2023		<ul style="list-style-type: none"> Educational Psychologist TIP & RA Working Party 	1 x staff meeting 1 x 1hr PSAs
Restorative & TIP working group to publish guidance and visuals for staff to implement restorative conversations with children.	December 2023		<ul style="list-style-type: none"> Educational Psychologist TIP & RA Working Party 	Feedback from staff at end of input
Implement the whole school guidance on Restorative Approaches	Dec 2024 – May 204		<ul style="list-style-type: none"> All school staff Learners 	Feedback from staff at end of input
Sharing of the whole school guidance on Restorative Approaches with parents.	January 2024		<ul style="list-style-type: none"> TIP & RA Working Party Parents 	Whole school guidance on TIP & RA
2 nd Questionnaire	June 2024		<ul style="list-style-type: none"> TIP & RA Working Party 	Questionnaire
P6 learners to be trained in implementing restorative approaches.	May- June 2024		<ul style="list-style-type: none"> Nurture Teacher P6 Teacher P6 Learners 	Whole school guidance on TIP & RA

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?

- Pre/Post questionnaire to ascertain learner understanding of our current restorative approaches followed by second questionnaire in June. Questionnaires will be age/stage appropriate.
- Pre/Post Staff Questionnaires will reflect growing understanding of TIP and RA.
- Whole school guidance on TIP & RA will be added to school handbook.
- Monitoring of identified pupils will show that there are less escalations of co-regulation to SLT.

Priority 4 Improvement in skills and sustained, positive school-leaver destinations for all young people

NIF Driver

Teacher professionalism
School Improvement

HGIOS/ELC QIs

3.3 Increasing creativity and employability
Choose an item.
Choose an item.

UNCRC

Article 12 (Respect for the views of the child):
Article 28: (Right to education):

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

Within Inverclyde Academy cluster, we recognise the need to create a consistent skills-based approach to Developing the Young Workforce, across cluster schools, to prepare children and young people for rapidly developing landscape of the world of work.

Decision making groups within the school and nursery were re-established last session. To further build on this there will be a focus on learner voice and participation.

To further develop the school and nursery class digital strategy there will be an enhanced focus in creating a consistency of approach across all levels in the school and nursery.

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

- By June 2024, almost all senior pupils across the cluster schools will demonstrate an increased capacity to engage in meaningful discussion about their skills development to assist them in their career journeys.
- By June 2024, all children in the nursery and school will be able to describe the skills they have used in their leadership roles.

If PEF spend is supporting – how much and what?

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Engage with the “I Can” statements from the Career Education Standard (2015) document to create a standard skills based language across the cluster.	October 2022		<ul style="list-style-type: none"> Cluster HTs 	<ul style="list-style-type: none"> Dedicated time
Establish a cluster pupil leadership group with a focus on engaging in skills for life, learning and work.	Aug 2023 – June 2024		<ul style="list-style-type: none"> DYW lead from Inverclyde Academy Pupils from cluster primary schools 	<ul style="list-style-type: none">
Lady Alice skills for learning to be displayed in each classroom and be referred to in the course of each lesson.	From August 2023		<ul style="list-style-type: none"> Class Teachers PSAs Learners 	<ul style="list-style-type: none"> Adapted Inverclyde Superskills posters with visuals. Staff meeting to reflect on how skills language will be incorporated into lessons.
Learner voice will be collected fortnightly through class floor-books. These will reflect on skills, 4 capacities, 4 contexts for learning and HGIOURS themes.	From August 2023		<ul style="list-style-type: none"> SLT Teachers PSAs Learners 	<ul style="list-style-type: none"> Class Floorbooks with reflection prompts.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Curriculum afternoon for nursery parents led by pre-school children. Children will describe their learning experiences and routines to the parents.	October 2023		<ul style="list-style-type: none"> • PaTHS partners • Childsmile • SALT • EYECOs • Nursery Depute • Parents 	<ul style="list-style-type: none"> • Parents to be invited to attend Curriculum afternoon and visit a variety of learner stalls.
Curriculum afternoon for new intake of parent led by ante-pre-schoolers, Children will describe their learning experiences and routines to the parents.	June 2024		<ul style="list-style-type: none"> • EYECOs • Nursery Depute • PaTHS partners • Childsmile • SALT • EYECO • Parents 	<ul style="list-style-type: none"> • Parents to be invited to attend Curriculum afternoon and visit a variety of learner stalls.
Nursery leadership groups to meet once per planning block and plan for at least one event per block	From September 2023		<ul style="list-style-type: none"> • EYECO • Nursery Depute 	<ul style="list-style-type: none"> • Planning blocks
School leadership groups to meet once per planning block and plan for at least 3 events across the session	From September 2023		<ul style="list-style-type: none"> • Decision Making groups • Pupils • Class Teachers • PSAs 	<ul style="list-style-type: none"> • Assembly times to be allocated to allow decision making groups to meet.
Nursery staff to audit their approach to incorporating digital technologies into each planning block	From September 2023		<ul style="list-style-type: none"> • Digital leader • Nursery Depute • EYECOs 	<ul style="list-style-type: none"> •

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
RCC teacher to have a focus on ICT and digital technologies.	From September 2023		<ul style="list-style-type: none"> RCC Teacher 	<ul style="list-style-type: none"> Digital Strategy
Digital leader and Digital Leaders of Learning to visit nursery class once per block to showcase digital skills focus.	From September 2023		<ul style="list-style-type: none"> Digital leader Digital Leaders of Learning 	

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?

- For senior pupils (P5-P7), pre and post pupil surveys will report increased ability to discuss skills development in relation to career journeys.
- Planning will highlight the digital focus for each planning block. Floorbooks and learning journals will record learner engagement with digital technology.
- Meetings records will show that learner voice is central to the decision-making groups.
- Children will articulate the skills they are developing with their learning.
- Questionnaires will show that children can identify opportunities where they have had ‘learner voice’ within their school experience.
- Class floorbooks will capture children’s experience of the 4 capacities, 4 contexts of learning, HGIOURS themes.