

Education – Improvement Planning Document – 2024-25

Establishment Name: Lady Alice Primary & Nursery Class

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Head of Establishment	Gail Connick	Date	August 2024
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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 2024-2025

Session 2025-2026

Session 2026-2027

Nursery class outcomes and tasks are highlighted in blue.

Overview of rolling three year plan

National Priorities	Session 2024-2025	Session 2025-2026
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> • Adopt and implement the Early Years Tracking Tool for the nursery. • Enabling & enriching environments across the nursery, • Continued focus on improvements to Writing pedagogy • Ensure that the newly formed Senior Leadership Team has a positive impact on our capacity for continuous improvement within our school and nursery community • Introduce Play Pedagogy through STEM, Digital and IDL– P4-7 	Respond to feedback from establishment review
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> • EYECO Professional Judgements will be underpinned by improved knowledge of child development. • Continue to embed support of children’s communication & language and its development. • Attendance – small test of change. • Enhanced tracking and monitoring of interventions. 	
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"> • Promote a welcoming learning environment and curriculum reflecting our focus on diversity and equality. • Introduce the Glasgow Motivation and Wellbeing Profile • RRSA – progress made towards achieving Silver Level • Self-regulation techniques for dysregulated learners. 	
Improvement in employability skills and sustained positive school leaver destinations for all young people	<ul style="list-style-type: none"> • Develop creativity and curiosity through the promotion of leadership roles at all levels by further developing our learner decision making groups. • Widen our range of community partners and businesses to enhance the learner experience. 	
Workload/Tackling bureaucracy	<ul style="list-style-type: none"> • Improve and streamline reporting processes to parents • Make changes to planning processes by moving to electronic recording rather than paper records. 	

Stakeholder's views

How were stakeholders views collected?

Evaluation forms
Feedback forms
Questionnaires
Learning Journals
Settling in
Care & Learning
Information gathering sheets for target setting
Parents notice board

How was PEF spend consulted on?

Parent Survey
Staff discussion

Plan: Session 2024-2025

Priority 1 Improvements in attainment, particularly in literacy and numeracy Choose an item			
NIF Driver School leadership Performance information School Improvement	HGIOS/ELC QIs 1.1 Self-evaluation for self-improvement 3.2 Securing Children's Progress 1.3 Leadership of change	UNCRC Article 28: (Right to education):	
Rationale for change based self-evaluation including data and stakeholder views			
<ul style="list-style-type: none"> Continue to develop the Inverclyde data strategy by adopting and implementing the Early Years Tracking Tool for the nursery class. SLT self-evaluation has identified that deeper nursery staff understanding of skills progression through a focus on creating enabling & enriching environments in the nursery class is required to support use of the Early Years Tracking Tool Data shows that the majority of children across the school are on track for Writing but attainment percentages have dropped in 4 year groups across the school. For this reason there will be a continued focus on improvements to Writing pedagogy. Employment of a PEF PT Writing, 0.6fte will allow a focussed approach to change which supports staff and monitors improvement. Should this role be undertaken by an internal candidate, their class commitment would require to be backfilled by a 0.6fte class teacher. The role of the PT would also support Writing within the nursery class. Circumstances dictate that there will be a new Senior Leadership Team from August: it will therefore be necessary to ensure that the newly formed Senior Leadership Team has a positive impact on our capacity for continuous improvement within our school and nursery community. Our STEM focus fortnight highlighted learner and staff enthusiasm for playful approaches to STEM. To further build on approaches in P1-3 we will introduce play pedagogy through STEM, Digital and IDL in P4-7. 			
Expected outcomes for learners			
Who? By how much? By when? What?			
<ul style="list-style-type: none"> By June 2025, all nursery EYECOs will have completed training and be using the Early Years Tracking Tool to record Literacy, Numeracy and Health & Wellbeing for all pupils. By June 2025, the majority of children in the nursery class will be making expected progress in Literacy, Numeracy and Health & Wellbeing. By May 2025, children's attainment in Writing in P3 will increase from 72% to 76%. By May 2025, children's attainment in Writing in P4 will increase from 69% to 75%. The PRAG will reduce from 19.7% to 10.7%. By May 2025, children's attainment in Writing in P5 will increase from 67% to 73%. By May 2025, children's attainment in Writing in P7 will increase from 76% to 80%. The PRAG will be increased by 7.6% to 2.9%. By October 2024, SLT will self-evaluate and create an action plan based on QI 1.1 Self Evaluation for Self Improvement HGIOS4/HGIOELC and Quality Framework 3.1 Quality assurance and improvement are led well. By May 2025, all pupils in P4-7 will experience play based learning in STEM, ICT and IDL. 			

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?

- Training records will show that the nursery team have attended training for the Early Years Tracking Tool.
- SLT and Nursery Class meetings minutes will record regular discussions regarding implementation of the Early Years Tracking Tool.
- Children’s Learning Journals will show that staff are recording tracking as informed by their Early Years Tracking Tool training.
- Tracking meeting minutes will record discussions of how the Early Years Tracking Tool link to progression pathways.
- Each nursery area will be resourced to support children’s identified targets in Literacy, Numeracy and Health & Wellbeing; this will evolve as targets are achieved and updated.
- Professional dialogue during learning walks and observations in the nursery class will show that staff understand how to plan for children’s skills development and can evidence support/challenge.
- Observations recorded on Learning Journals contain quality evaluative statements which evidence progression for learners.
- Area monitoring will evidence that area scripts describing expectations are implemented and reflect curriculum design principles.
- Termly tracking meetings will show progress towards attainment targets in Writing at all stages.
- Training records will show that staff have attended training on the Writing Framework.
- Classroom observations and jotter monitoring will evidence that staff are implementing the guidance of the PEF PT Writing.
- SLT and PT PEF Writing meetings minutes will record regular discussions regarding implementation of the Writing Framework.
- Through continuous self-evaluation, progress will be evidenced within the action plans for self-improvement.
- Pupil voice record sheets will reflect play based learning experiences in STEM, ICT and IDL.

If PEF spend is supporting – how much and what?

- Principal Teacher of Writing (0.6fte) – £46,610

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Training for the Early Years Tracking Tool	October 2024		Nursery Team	Inverclyde Early Years Team
Early Years Tracking Tool will be a standing item on nursery meeting agendas.	From August 2024		Nursery Team	Nursery DHT
Regular monitoring of Learning Journals.	On-going		SLT	Learning Journals
Termly tracking and planning meetings to continue	Termly		SLT Keyworkers	Nursery Team
Core resource scripts to be in place for every area of the nursery environment	October 2024		Nursery Team	Nursery areas Scripts

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Personal plans for nursery learners to be incorporated in to individualised planning.	6 weeks from learner start date		Key workers Nursery DH	Personal plans Early Years Tracking Tool Resources Progression Pathways
Observed learning pro-forma will be used to be monitor core resources, enabling environments and interactions.	September 2024		Key workers SLT	Proforma Realising the Ambition Early Childhood Environment Rating Scale Up, Up and Away
Continue to monitor the quality of evaluative statements within observations on learning journals.	On-going		Key workers SLT	Learning Journals
Successfully recruit 0.6fte Principal Teacher of Writing.	October 2024		SLT HR SBO	VAC 1 form
Create action plan with PEF PT Writing.	November 2024		SLT PT PEF Writing	Inverclyde Literacy Framework
Engage with the Inverclyde Writing framework	January 2025		Whole Staff Team	Inverclyde Literacy Framework
Tracking meetings to continue to focus on Writing attainment for targeted individuals.	On-going		SLT PT PEF Writing PSAs Teachers EYECOs	SEEMiS Learning Journals
SLT to undertake self-evaluation and create action plan against QI 1.1 Self Evaluation for Self Improvement HGIOS4/HGIOELC and Quality Framework 3.1 Quality assurance and improvement are led well.	October 2024		SLT	HGIOS4/HGIOELC Quality Framework
Creation of upper school STEAM Room	September 2024		HT DHT	Classroom Classroom furniture
Audit resources for STEAM room and create purchase plan.	September 2024		SLT Teachers PSAs	Budget Resources Audit sheet
Timetables to be created for the STEAM Room.	September 2024		SLT Teachers PSAs	Timetables

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Pupil Voice record sheets to be created to allow children to reflect on play based learning experiences in STEM, ICT and IDL	September 2024		SLT	Record sheet

Priority 2

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

Choose an item

NIF Driver

Teacher professionalism
Parental engagement
Performance information

HGIOS/ELC QIs

3.2 Securing Children's Progress
2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement

UNCRC

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

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

- EYECOs currently lack confidence in their professional judgements. To develop consistency and confidence there will be a focus on improved knowledge of child development and skills progression.
- Nursery staff have implemented the 'I can' tool and Word Aware training and have seen pockets of success through this approach. Staff will continue to use the 'I can' tool, Word Aware and June 2024 training on 'Up, Up and Away' to support children's communication & language development in our environment incorporating digital technologies as appropriate.
- Attendance last session has increased from 92.2% to 92.42%. This has not met the target set. Across the session, newsletters contained information about attendance e.g. class by class attendance, info regarding parental holidays and meetings were held to address attendance /late coming issues. Next session there will be a change in our attendance communication to parents which will be monitored through a small test of change; which will help inform parents that we monitor attendance across the child's whole school experience. It will also show patterns/trends in learner illness which can be more accurately investigated and supports put in place.
- Our newly appointed DHT will have the role of monitoring children who are not making expected progress in learning. Changes in staffing and staff absence have highlighted the need for enhanced tracking and monitoring of interventions to ensure that each member of staff understands their roles and responsibilities in meeting learner needs.

Expected outcomes for learners

Who? By how much? By when? What?

- By June 2025, the majority of children in the nursery class will be making expected progress in Literacy, Numeracy and Health & Wellbeing.
- Within 6 weeks of starting nursery/returning to nursery targeted interventions will be in place for identified children to support their communication and language development needs.
- By June 2025, attendance figures will have increased from 92.42% to 93.2%.
- By October 2024, all children in P1-7 not making expected progress will have individualised 6 week plans which detail interventions and staff roles and responsibilities in meeting learner needs.

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 tracking meetings will show that the majority of children in the nursery class are making expected progress towards attainment targets in Literacy, Numeracy and Health & Wellbeing.

- Communication plans will be in place for all identified children within the nursery class.
- The small test of change for attendance will show improvements for identified learners with attendance between 85% and 90%.
- Individualised 6 week plans which detail interventions and staff roles and responsibilities in meeting learner needs will be in place across P1-7.

If PEF spend is supporting – how much and what?

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Continue to hold termly tracking meetings.	Termly		SLT Keyworkers	Early Years Tracking Tool Progression Pathways Learning Journals SEEMiS
Professional observations to be gathered to assist in creation of Communication Plans for identified children.	By 6 weeks of starting nursery/returning to nursery and thereafter adapt as required.		Assigned Keyworker EYSA DH Parents	All About Me Professional Judgements More About Me I can progress check (identified children) Up, Up and Away Tools
Plan and implement small test of change for attendance for targeted learners	September 2024		SLT Clerical Team Parents	SEEMiS Attendance Data Phone calls Letters Meetings
Set, plan and review targets within 6 weekly plans for children who are not making expected progress.	October 2024		SLT Class Teachers PSAs	Attainment data Teacher Professional Judgements 6 week plans

Priority 3

Placing the human rights and needs of every child and young person at the centre of education
Improvement in children and young people's health and wellbeing

<p>NIF Driver Assessment of children's progress Teacher professionalism School Improvement</p>	<p>HGIOS/ELC QIs 3.1 Ensuring wellbeing, equality and inclusion 2.4 Personalised support Choose an item.</p>	<p>UNCRC Article 3 (Best interests of the child): Article 42 (Knowledge of rights):</p>
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Rationale for change based self-evaluation including data and stakeholder views

- There is a diverse population within our Lady Alice community. We will therefore promote a welcoming learning environment and curriculum which reflects our focus on diversity and equality.
- We currently use the Wellbeing Web to track learner wellbeing. Research has shown the Glasgow Motivation and Wellbeing Profile can do this more efficiently. For this reason we will introduce the Glasgow Motivation and Wellbeing Profile from P1-7. [Nursery staff will reflect on how this tool can be adapted for use.](#)
- We have successfully achieved Bronze RRSA. To further deepen children's knowledge of Rights we will continue to work towards achieving Silver Level RRSA.
- Staff report that a number of learners find it difficult to self-regulate when dysregulated; this can lead to disruptive experiences for other learners. There has been an attainment challenge funded nurture teacher in place within the school for the past seven years but this role will not continue. To support children to continue to develop self-regulation techniques we intend to employ a Health and Wellbeing Officer who would have the remit of co-ordinating this within the school for learners as well as upskilling staff.

Expected outcomes for learners

Who? By how much? By when? What?

- By November 2024, all children within our Lady Alice community will see reference to their culture reflected in classrooms, corridor displays and newsletters.
- By June 2025, all pupils will have engaged in topics that promote the exploration of equalities, inclusion, sustainability and social justice.
- By June 2025, most children will have an increased understanding of children's rights.
- By June 2025, the wellbeing of all P1-7 children will be underpinned by data from using the Glasgow Motivation and Wellbeing Profile.
- By June 2025, a targeted group of children who find it difficult to self-regulate will experience learning opportunities which focus on self-regulation strategies.
- By June 2025, the majority of children within a targeted group (SIMD 1-2) who find it difficult to self-regulate will make progress from baseline assessments and targets set across the session.

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?

- The languages used by families in the Lady Alice Community will be evident in specific corridor and classroom displays as well as in welcome messages within newsletters.
- Planning meetings will discuss the teaching of topics that promote the exploration of equalities, inclusion, sustainability and social justice.
- The RRSA group will have made progress from red to amber against the Silver RRSA action plan priorities.
- The wellbeing of all P1-7 children will be measured using the Glasgow Motivation and Wellbeing Profile.
- The majority of targeted individuals will be able to discuss their feelings/emotions and identify strategies that they find helpful to self or co-regulate.

If PEF spend is supporting – how much and what?

- HWB Officer – 30 hours per week £28,932.11

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Audit the languages used by families in the Lady Alice Community following annual data check.	September 2024		SLT Clerical Team Parents	SEEMiS Annual Data Check forms
Create corridor display which reflect the current diversity of our Lady Alice community.	September 2024		SLT PSAs EYSAs	Display Boards
Newsletter welcome messages to reflect the diversity of our Lady Alice community.	On-going		SLT	Newsletter
Each class to undertake at least one IDL topic which has a focus on equalities, inclusion, sustainability and social justice.	June 2024.		Class Teachers	UNCRC Global Goals Social Subjects Planner HWB Planner
RRSA group to implement and monitor the silver RRSA award action plan.	June 2024		RRSA leads RRSA decision making group	Silver RRSA Action Plan
SLT to undertake training on Glasgow Motivation and Wellbeing Profile.	October 2024		SLT HWB coach	Glasgow Motivation and Wellbeing Profile Education Scotland training materials
Staff to undertake training on Glasgow Motivation and Wellbeing Profile.	October Inset 2024		SLT Teaching staff HWB coach PSAs	Glasgow Motivation and Wellbeing Profile Education Scotland training materials
Implement Glasgow Motivation and Wellbeing Profile with P1-7 learners.	November 2024 May 2025		SLT Teaching staff PSAs Learners HWB coach	Glasgow Motivation and Wellbeing Profile

Classification : Official

Successful recruitment of HWB coach	October 2024		SLT SBO HR	VAC1
Skills group set up to support individuals/small groups in articulating the language of emotion, anger management / self-regulation techniques.	November 2024		SLT Teaching staff PSAs Learners HWB coach	Beyond the Boxall Boxall GWMP Restorative Practice
Track and monitor skills group progress.	On-going		SLT HWB coach Teaching staff PSAs	Beyond the Boxall Boxall GWMP Restorative Practice
HWB Coach to upskill Teachers/PSAs in supporting individual learners to articulate the language of emotion, anger management / self-regulation techniques.	On-going		SLT Teaching staff PSAs Learners HWB coach	In-service Day Curriculum Development Professional dialogue Restorative Practice

Priority 4		
Improvement in skills and sustained, positive school-leaver destinations for all young people		
NIF Driver Teacher professionalism School Improvement Choose an item.	HGIOS/ELC QIs 3.3 Increasing creativity and employability 2.3 Learning, teaching and assessment Choose an item.	UNCRC Article 29 (Goals of education): Article 12 (Respect for the views of the child):

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

- Creativity and curiosity is required to increase effectiveness of decision making groups within the nursery; these were negatively impacted by staff absence this session. We will develop creativity and curiosity through improved learning experiences which will in turn improve the effectiveness of decision making groups.
- Work with community partners has been ad-hoc rather than strategically planned. School learning journals show that there is inconsistency of opportunity to work in connection with the wider community. We will create a strategic plan to widen our range of community partners and businesses to enhance the learner experience.
- To strengthen the skills development work undertaken with in the cluster last session, it has been agreed that the pupil leaders from all schools in the cluster will meet in October 2024. This group will have responsibility for developing aspects of Racial Literacy and The Promise over next session, providing further opportunities for skills development in meaningful and relevant contexts.

Expected outcomes for learners

Who?	By how much?	By when?	What?
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- By June 2025, most children in the nursery class will have their pupil voice recorded and acted upon through decision making groups.
- By June 2025, all learners in the nursery class will experience planned opportunities to develop creativity and curiosity.
- By June 2025, most children will be able to describe how they have worked with community partners at school and nursery.
- By June 2025, identified pupils from all schools in the cluster will have met and developed aspects of The Promise and Racial Literacy to provide opportunities for skills development in meaningful and relevant contexts. Almost all children in Lady Alice will have participated in the opportunities created.

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?

- Floorbooks will be used by each nursery decision making group to capture learner voice.
- Nursery decision making groups will actions the plans made by the group.
- All areas within the nursery should be designed to promote creativity and curiosity

- Learning logs, learning journals and floorbooks will reflect learning linked to work with community partners.
- The impact of The Promise/Racial Literacy group will be measured using pre and post questionnaires, scheduled for October 2024 and June 2025.

If PEF spend is supporting – how much and what?

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Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Create floorbook for each decision making group in the nursery class.	September 2024		Keyworkers	Floorbooks PATHS resources UNCRC Sustainability Goals Eco resources Word Aware Wellbeing indicators
Create an overview of decision making group plans for the session.	September 2024		SLT EYECOs EYESAs Learners Parents/Partners	Floorbooks PATHS resources UNCRC Sustainability Goals Eco resources Word Aware Wellbeing indicators
Monitor decision making group floorbooks and plans	On-going		SLT Keyworkers	Floorbooks Monitoring sheet
Introduce and implement a resource which helps practitioners to plan for creativity in learning and for the development of creativity skills.	September 2024		SLT EYECOs EYESAs	Planning for and evaluating creativity Resources National Improvement Hub (education.gov.scot) What are Creativity Skills (education.gov.scot)
Supported by SLT each class including the nursery will identify at least one community	November 2024		SLT Teachers EYECOs Community partners	Community partners Progression Pathways

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
partner/business to engage with who will support learning in their class.			Learners	
Learning logs, learning journals and floorbooks to incorporate reflections of how children are connection with the wider community to enhance learning at school and nursery.	On-going		All staff Learners	Learning logs, learning journals and floorbooks