

Education – Improvement Planning Document 2023-24

Establishment Name: Moorfoot Primary School, Nursery Class and Garvel Deaf Centre

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Signatures:

Head of Establishment	Elyse Buchanan	Date	June 2023
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Quality Improvement Officer	Elaine McLoughlin	Date	June 2023
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Our Vision, Values and Aims

Our Vision:

We are a five star school. We strive for all learners to achieve success and be equipped with the skills and knowledge to make the best life choices. Learners will be enabled to lead happy, healthy and fulfilling lives where they can effectively contribute to society, showing respect and tolerance towards others.



Our values:

Our school values are integral to our school ethos and culture. They are known and referred to by our pupils. We have five school values. We promote our school as a “**five star school**”.

- Try your best
- Be kind
- Be fair
- Look after your school
- Be safe





Our aims:

- To develop an open, welcoming and caring school in which all children feel safe, healthy, active, nurtured, achieving, respected, responsible and included.
- To create an environment which reflects our school values
- To build strong collaborative partnerships with parents, carers, families and the local community.
- To provide a broad, balanced and creative curriculum which meets the unique needs of Moorfoot Primary School pupils.
- To provide high quality learning experiences in every classroom
- To provide staff with high quality staff development and professional learning to enhance practice
- To meet the needs of all and ensure equity for all learners
- To promote the life-long learning of all staff, pupils and stakeholders, by sharing and developing a learning culture throughout the school community.
- To promote diversity and empower individuals to flourish and thrive regardless of, sex, age, disability, gender, race or religion.
- To include all members of the school community in the process of school improvement and self-evaluation.



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

Moorfoot Nursery Class and Garvel Deaf Centre specific outcomes and tasks are highlighted. This session, however, all Garvel Deaf Centre priorities are in keeping with those of Moorfoot Primary School.

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	<p>Continued focus to develop and build upon previous strategies to ensure high quality learning, teaching and assessment across the school and Garvel Deaf Centre. Particular focus: challenge and differentiation. Develop evidence based writing programme across the school. Explore strategies to improve children's vocabulary across the nursery. Build upon nursery staff understanding of Literacy progression pathways and benchmarks at Early Level.</p>	<p>Further develop and build upon previous strategies to ensure high quality learning, teaching and assessment for all learners in school and Garvel Deaf Centre. Embed evidence based writing programme across all levels. Embed dialogic approaches. Continued focus to develop and build upon previous strategies to improve vocabulary across the nursery. Build staff understanding of the Numeracy progression pathways and benchmarks at Early Level.</p>	<p>Revisit reciprocal reading approaches. Embed writing programme and review dialogic approaches. Review phonological awareness strategies at Early Level.</p>
Closing the attainment gap between the most and least disadvantaged children	<p>Increase allocation of Core PSA staff to allow learners impacted by poverty to undertake increased opportunities in literacy skills specifically relating to writing. Review tracking to ensure interventions are tailored to children's needs – across the school, Garvel and nursery. Broaden and deepen staff knowledge of observations to allow us to better assess children's learning.</p>	<p>Link to PEF plan. Using feedback, improve tracking to ensure interventions are tailored to children's needs – across the school, Garvel and nursery. Continue to develop staff knowledge of a range of interventions. Engage with the new Early Years data dashboard in order to improve outcomes across the nursery. Further develop observations and planning.</p>	<p>Develop staff knowledge of support strategies in the classroom. Review use of interventions and the success of specific programmes. All staff to confidently use the Early Years data dashboard in order to improve outcomes across the nursery.</p>

<p>Improvement in children and young people's health and wellbeing</p>	<p>Ensure staff have good knowledge and understanding of "Trauma Informed Practice" across school, Garvel and nursery.</p> <p>Extend use of LIAM ("Let's Introduce Anxiety Management") across the school and Garvel with increased levels of parental involvement.</p> <p>Revisit/ review/refresh our "school values".</p> <p>Complete an audit of resources to ensure all children are represented across the school, Garvel and nursery.</p> <p>Identify a lead practitioner to further develop PATHS in the nursery.</p> <p>Create areas within the nursery where children can access safe, cosy spaces indoors and outdoors where children can rest or sleep, as needed.</p> <p>Assess the environment against ECERS-R scale, using the feedback to create a rich, continuous provision that enables a holistic approach for all individual children's learning.</p>	<p>Evaluate where we are on the trauma-informed journey and identify further training needs. Create an action plan in order to embed approach.</p> <p>Embed use of LIAM programme/learners' use of their own "anxiety toolbox" and link to "Five Steps to Wellbeing".</p> <p>Review use and success of PATHS in Nursery Class.</p> <p>Regularly review the environment using ECERS-R in order to ensure a high quality provision.</p>	<p>Review "Trauma Informed Practice" within the school and involve families in order to further embed this approach across the community.</p> <p>Review impact of LIAM programme.</p> <p>Revisit the nurture principles across the school and nursery.</p> <p>Create areas within the nursery where children can access safe, cosy spaces indoors and outdoors where children can rest or sleep, as needed.</p>
<p>Improvement in employability skills and sustained positive school leaver destinations for all young people</p>	<p>Further embed play pedagogy at Primary 1 and Primary 2 stages.</p> <p>Continue to develop planning for IDL across school and Garvel, with focus on empowering pupils to lead learning with input from other stakeholders to guide the planning of the learning.</p> <p>Meta skills progression framework to be used by staff during planning stages.</p> <p>Further develop YLL Project.</p> <p>Gather feedback from learners (across school, Garvel and nursery) about the jobs they are interested in, in order to plan future World of Work events.</p>	<p>Review play pedagogy at P1 and P2 and review plan for developing this at P3.</p> <p>Review IDL planning and delivery to ensure opportunities for learners to lead learning is maximised – across school and Garvel.</p> <p>Re-establish Young Stem Leaders across school and Garvel.</p> <p>Review use of meta-skills across the curriculum. Further develop these within the nursery.</p> <p>Sequential thinking to be promoted through the use of stories across the nursery.</p>	<p>Audit of meta-skills and use of framework.</p> <p>Develop links with businesses in order to develop employability skills, linked with STEM Nation Award.</p> <p>Embed woodwork skills across the nursery through the use of a development plan linked to skills.</p>

	<p>Explore the use of woodwork materials in nursery.</p> <p>Provide challenge using construction materials to support children with logical thinking.</p>	<p>Develop use of woodwork across the nursery and identify lead practitioner.</p>	
<p>Placing the human rights and needs of every child and young person at the centre of education</p>	<p>Focus on Article 42: Children should be aware of the UNCRC articles and their rights.</p> <p>School seeking “Sustaining Gold RRS” re-accreditation.</p> <p>IDL to incorporate a Global Goals theme – across school and Garvel.</p> <p>Complete an audit of resources to ensure all children are represented across the school, Garvel and nursery.</p>	<p>Begin to link anti-racist education to the curriculum in school and Garvel.</p> <p>Work alongside families (school, Garvel and nursery) in order to improve understanding of race equality.</p> <p>Review charters in place and update as necessary – school, Garvel and nursery.</p>	<p>Assess current planning and resources to ensure that race equality remains a priority and is addressed across the school, Garvel and nursery.</p> <p>Review rights across the school against criteria set by UNCRC RRS.</p>

Stakeholder's views

How were stakeholders views collected?

At Moorfoot, our dedicated efforts revolve around fostering constructive connections founded on trust, dialogue, and compassion. Our utmost priority lies in serving our children, families, and the local community to the best of our abilities. We highly appreciate and welcome all feedback and suggestions as we embark on a continuous path of advancement and expansion. Throughout the year, we actively sought the perspectives of stakeholders through:

- Meetings with class groups
- Feedback sought from parents throughout the session via Microsoft Forms.
- Informal meetings/dialogue with parents, staff and other stakeholders
- Staff meetings and collegiate dates with the staff team
- Parent Council meetings
- Fundraising Group meetings
- Emails/Twitter
- Learning Journals (nursery)

How PEF was spend consulted on?

- SLT meetings took place regarding PEF spend
- Advice sought from staff as to how best the funding could support learners impacted by poverty.
- Choices for spend shared with staff team who then made decision for spend.
- PEF plans shared with Parent Council

Plan –Session 2023-2024

Priority 1 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		
NIF Driver School leadership Teacher professionalism	HGIOS/ELC QIs 3.1 Ensuring wellbeing, equality and inclusion 3.3 Increasing creativity and employability	UNCRC Article 3 (Best interests of the child): Article 6 (Survival and development):
Rationale for change based self- evaluation including data and stakeholder views		
<p>Following the positive impact of strategies and approaches employed with targeted group of learners undertaking LIAM Project, we would like to extend the project to a greater number of year groups to address concerns around numbers of pupils experiencing “anxiety”. This continues to impact on learners’ wellbeing, learning, participation in school/outside school activities and reduced interactions and social engagement with peers.</p> <p>The Children’s Service Plan contains an expectation that all settings accessed by children will be trauma-informed and responsive. Promoting nurturing and trauma-informed methods can significantly enhance academic achievement, as well as social and emotional skills and self-assurance. Central to the principles of nurture and trauma-informed approaches is a strong emphasis on well-being and relationships, alongside a commitment to fostering the progress and advancement of children and young individuals. These individuals often originate from disadvantaged backgrounds and necessitate targeted assistance to bridge the gap in equity.</p> <p>In recent times, there has been a notable rise in the number of families from diverse cultural backgrounds and with varied experiences attending school and nursery.</p> <p>Evidence from tracking and monitoring suggests a link between children’s attendance and their attainment.</p> <p>Positive data from Service Impact Report 2021/2022 PATHS social and emotional learning Programme for Schools (UK & NI Version)</p>		
Expected outcomes for learners - Who? By how much? By when? What?		
<p>By May 2024, identified groups of P4, 5, 6 and Garvel learners undertaking the classroom based LIAM project will indicate improved scores (1/2 to 3/4) from their August 2023 baseline in the Leuven Scale of wellbeing.</p> <p>By May 2024, identified children in the Nursery Class following the PATHS programme will show increased success in the use of pro-social skills, emotion understanding, social problem-solving and self-control from pre/post survey against the “Social Competence” Rating Scale.</p> <p>By May 2024, the majority of staff will show increased understanding in the trauma informed practice from pre/post Microsoft Forms surveys.</p> <p>By May 2024, targeted children will show increased attendance in comparison to figures from previous year.</p>		

By December 2023, feedback from ASG and ASNF will state that single agency paperwork is aligned with local authority guidance.

By June 2024, all children will see themselves reflected within the environment, compared to the initial audit in September 2023.

By December 2023, nursery staff assessment of the environment will show improvement when measured against the ECERS-R baseline measured in September 2023.

If PEF spend is supporting – how much and what?

N/A

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>Revisit/embed LIAM strategies with P7 year group.</p> <p>Use of “anxiety toolkit” by pupils when feeling anxious or under stress.</p> <p>Share strategies used with all stakeholders.</p> <p>Introduce LIAM Project to P4-6 learners.</p> <p>.</p>	<p>Aug 2023</p> <p>Aug to Oct 23</p> <p>Aug 23 to June 24</p> <p>Sept/Oct 2023</p> <p>Oct to Dec 23</p> <p>Jan to Feb 24</p> <p>Feb to March 24</p>		<p>HT/Acting PT with support from Jayne Johnson (Ed. Psychologist)</p> <p>PSA staff</p> <p>Parent Council/ Parents in P4,5,6,7</p>	<p>Acting PT Kirsty McCafferty undertaking LIAM training with CAMHS in September 2023.</p>
<p>Staff to complete audit of resources to assess whether these reflect the diverse nature of the community and offer children an opportunity to see into someone else’s experience of life.</p>	<p>November 2023</p>		<p>Staff– School, Garvel and Nursery SMT</p>	<p>Equality and Equity Toolkit – Education Scotland</p> <p>Early Years Inclusive Environments Good Practice Audit</p>

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Continue to closely monitor attendance of learners (Local Authority priority) Families struggling with attendance identified and supported by SMT.	Monthly from Aug 2023 to June 2024 By October 2023		HT/Acting DHT/Office Staff/Teaching Staff/PSA Staff, Garvel PT	Local authority “Attendance at School” policy. Meetings Unexplained Absence Tree
Professional dialogue to assess staff’s understanding of trauma-informed practice. Feedback will also identify staff’s development needs.	August 2023		Staff – School, Garvel and Nursery	
Ensure all staff (school, Garvel and nursery) have clear knowledge and understanding of Trauma Informed Practice (Local Authority priority)	Year 1 by October 2024		Acting DHT and Garvel PT to lead all staff, including Nursery staff.	Pathway for Trauma Informed Practice in Inverclyde Education Services. STILT Leaders’ Training to be undertaken Basic Staff Training: NES Level 1 (Trauma Informed) “Sowing Seeds” animation Basic Staff Training: NES Level 2 (Trauma Skilled) e modules: Understanding the Impact of Trauma” and “Trauma in Children and Young Children”. Evaluate the impact. 4 training sessions throughout the year for all staff to attend. Session 1 – Impact and signs of Trauma Session 2 – Responding to Trauma Session 3 – Self-regulation Session 4 – Trauma and Bereavement Implement changes to practice as a result of training. Evaluate the impact.
Nursery will continue to embed PATHS approaches within the Nursery Class and support Primary 1 classes to ensure continued application.	Aug 23 to June 24		EYECO Jen Clarke to lead	PATHS resources

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Pre and post survey against the “Social Competence” rating scale will allow staff to assess impact of PATHS.	Aug 23 to June 24		EYECO Jen Clarke to lead	PATHS resources Social Competence rating scale
Use of ECERS-R to assess nursery environment.	Baseline – September 2023 Revisit December 2023		Nursery staff	Early Childhood Environment Rating Scale
Environment to be adapted, based on information from audit.	By February 2024		Nursery staff	
Assessment of children’s wellbeing (pre and post environmental changes)	Aug/Sept 2023 June 2024		Nursery staff Children	Leuven’s Scale
Staff to work with families to develop a better understanding of the various cultures within the school, Garvel and nursery.	By November 2023		Staff Families	Equality and Equity Toolkit – Education Scotland
Assessment of children’s understanding of their rights through Gold RRS re-accreditation. Further embed rights across the school, Garvel and nursery through IDL work on Global Goals.	Date of reaccreditation visit 30/10/23 Aug 23 – June 24		Acting PT to lead	https://www.unicef.org.uk/rights-respecting-schools/accreditation-new/sustaining-gold/
DHT & HT will attend training on new ASN policy and paperwork.	August – December 2024		DHT HT Single Agency Working Party	ASL POLICY http://icon/hr/asl-policy/

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>DHT and HT will review paperwork “WAGOLLS” to support them to complete single agency planning documents.</p> <p>DHT will seek feedback from ASG and ASNMF to allow us to measure improvement in our submissions.</p>			Educational Psychology	

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?

- Observations will show evidence of Teaching Staff and PSA staff using new strategies to support learners when experiencing anxiety or stress. Feedback from identified learners in P4,5,6 undertaking LIAM Project, shows increased knowledge in number of identified strategies used to reduce anxiety. Targeted learners will use their “anxiety toolkit” when feeling anxious or under stress. Learners show greater resilience, particularly during challenge and when maintaining and sustaining friendships with peers. SLT receive fewer referrals for individuals/pupil groups who are experiencing disharmony as a result of peer relationships.
- Through professional dialogue, the majority of staff will show improved knowledge and understanding of trauma-informed practice. This will be further evidenced through monitoring of practice by SMT. Practice will show staff adopting nurturing principles, building trusting relationships, and creating a secure environment.
- Audit will show improved resources which caters to the diversity of the community. Discussions with children will further show that they see themselves reflected through learning materials and celebrations. Parents will be more willing to actively participate and engage.
- In the Nursery Class, it will be evident through observations that the majority of staff are able to use PATHS strategies to support children’s wellbeing. Children will show improved social and emotional skills which will positively impact their well-being, relationships and attainment.
- Feedback from most children will indicate that the learning environment is highly enabling and engaging. Observations will reflect this with children actively participating in all areas.
- Leuven’s scale data from the nursery class will demonstrate noticeable improvement and higher levels for most children. This progress will be reflected in their enhanced confidence and ability to voice their ideas and suggestions for supporting their own well-being within the nursery environment.
- Assessment by UNCRC will show that the school remains a Gold level Rights Respecting School. Children will show an understanding of their rights through discussions and staff will actively embed rights through planning.

- Attendance support from SMT will ensure increased rates on SEEMIS. Targeted families will gain a better understanding of the advantages of attendance. Attainment will rise alongside the attendance.
- Through professional dialogue with members of the ASG and ASNMF, submissions will be of a better standard and in line with Inverclyde policy. Paperwork will include the voice of the child and the team will work together to ensure this influences the action plan. Parents will have the opportunity to record their thoughts and SMT will ensure meeting minutes are signed and agreed. As the single agency pupil assessment and planning improves, we will see progression in the ways we are meeting children's needs.

Priority 2 Improvement in skills and sustained, positive school-leaver destinations for all young people Placing the human rights and needs of every child and young person at the centre of education		
NIF Driver School leadership Teacher professionalism	<u>HGIOS/ELC QIs</u> 1.2 Leadership of learning 3.3 Increasing creativity and employability	UNCRC Article 3 (Best interests of the child): Article 28: (Right to education):
Rationale for change based self- evaluation including data and stakeholder views		
<p>Observations by SLT show improved consistency of planning for IDL across stages. This included increased contributions from stakeholders to the planning of learning and improved levels of engagement of learners at all stages across the school. Further exploration of knowledge and understanding of staff in relation to IDL could be further built upon to improve quality of learners’ experiences. Feedback from learners shows increased levels of engagement and motivation when given opportunity to lead their learning. Pupils continue to seek greater input as to how their learning is taken forward.</p> <p>Our curriculum requires to meet the needs of learners to equip them with the skills for learning, life and work in the future in an ever changing world. High quality IDL provides opportunities for learners to exercise creativity and application of skills in a meaningful way, whilst developing valuable “meta skills”. Staff are aware of “meta skills” and display these in classrooms.</p> <p>Staff reported that previously World of Work was focussed on one particular area and it would be advantageous to explore the areas the children are interested in for future learning. Linking these to meta-skills.</p> <p>All learners have a right to learn in an equitable environment where all cultures, identities and languages are recognised and valued and where the curriculum responds to the diverse needs of individual learners.</p> <p>Staff and pupil feedback from the implementation of play in Primary 1 and 2 has been very positive. There have been no referrals to the ASN Forum for P1 or P2 learners, as the curriculum offered through a play pedagogy, has met all learners’ needs. A playful approach to learning will also secure pupil voice in decision making as learning becomes more pupil led.</p> <p>Staff expressed an interest in develop woodwork skills in nursery and have observed success in this area in other establishments.</p>		
Expected outcomes for learners - Who? By how much? By when? What?		
<ul style="list-style-type: none">By June 2024, feedback from a sample group of learners will articulate how they have been given increased opportunities to direct how learning is taken forward in IDL, in comparison to a baseline set in September 2023.By June 24 the majority of learners will be involved in pupil directed learning.By October 23 the majority of learners will be able to talk about the different types of meta skills they are developing.By June 24 most learners will experience clear progression of meta-skills.By June 2024, teaching staff feedback from the majority of staff will indicate greater understanding of what constitutes high quality IDL compared to a baseline set in September 2023.		

<ul style="list-style-type: none"> By June 2024, majority of staff feedback will indicate increased knowledge and confidence in being racially literate from baseline set in October 2023. By June 2024, majority of staff will begin to explore adaptations to ensure a more inclusive curriculum within their planning documents, in contrast with previous session 2022/2023. By June 2024, P1/P2 staff feedback will indicate through professional dialogue and planning, an increase in confidence when adopting a play pedagogy in comparison to the previous year. By June 2024, the majority of P1/P2 parent feedback will indicate through professional dialogue, an increase in understanding of play pedagogy, in contrast to the parental feedback gathered in September 2023. By June 2024, most learners will provide feedback on careers they are interested in to allow staff to plan for a better and more personalised “World of Work” experience.
If PEF spend is supporting – how much and what?
N/A

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none"> Continue to develop play pedagogy approaches in Primary 1 and 2.. HT and nursery staff will support teacher planning of play experiences, clearly show planned, purposeful play and targets for learners. Develop parental understanding of play pedagogy through parental “workshops” and onsite “Stay and Play” sessions for all P1 and P2 parents. Involve parents in engaging with learning in the P1 and P2 classrooms. 	August 2023 to June 2024		HT, nursery staff and P1 Class Teacher to lead P2/1 Class Teacher P3/2 Class Teacher P1,2 parents	https://education.gov.scot/resources/early-level-play-pedagogy-toolkit/ Play Inverclyde Resource links https://glowscotland.sharepoint.com/:w:/s/CMOTeam/Eepo2nTv-jZEtIzDVfj46ScBwz4qg8WsG0eEnc9yyUXL7w?e=gC6gda Play Inverclyde Self Led Learning Tool https://glowscotland.sharepoint.com/:p:/s/CMOTeam/ESblaD4Tz3VKrb-hsq7CqS4BSrgh2r_sg8Q4Z_gNoU-Bg?e=HwIJN9

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none"> Professional dialogue with staff to assess confidence in adopting a play pedagogy. 				
<ul style="list-style-type: none"> All teaching staff to attend In Service Day presentation on “Meta-Skills”. Staff to explore meta-skills progression framework and introduce to all classes. Staff to begin to incorporate skills into long-term plans. Staff will gather feedback to assess pupil’s understanding of meta-skills. 	August to June 2024		Adam Stephenson Education Officer August In Service Day presentation. All staff	https://www.skillsdevelopmentscotland.co.uk/media/48745/meta-skills-progression-framework-final.pdf
<ul style="list-style-type: none"> Refreshed Curriculum presentation. Self-evaluation of IDL work as a staff team. Identify next steps to improve IDL. Pre/Post survey to assess learner’s current involvement in pupil directed learning within IDL. 	Jan 2024 to March 2024			HGIOS4 and HGIOELC QI 2.2 Curriculum Ed Scotland – Refreshed Curriculum PowerPoint https://rse.org.uk/pillars-lintels-interdisciplinary-learning/
<ul style="list-style-type: none"> Develop approaches to create an inclusive curriculum with a focus on anti-racist education including participation in the Education Scotland Racial Literacy Programme. PT and member of nursery staff to apply for Racial Literacy Programme. Explore “What is racial literacy?” as a staff team. 	October 2023 to June 2024		ES Racial Literacy Programme – when available. All Staff	Anti racism: Improving School Staff Knowledge and Confidence https://www.annafreud.org/media/15673/improving-school-staff-knowledge-and-confidence.pdf https://blogs.glowscotland.org.uk/glowblogs/promotingraceequalityandantiracisteducation/home/professional-learning/

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none"> Pre/post surveys on confidence in delivering an inclusive curriculum. 				

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?

- Observations and planning will show evidence of teaching staff using the meta skills progression framework as part of their medium term planning. Most pupils will show an increase in their ability to understand, recognise and articulate their skills development.
- IDL planning will indicate that pupils have led learning within their context for learning. The majority of learners will show increased engagement and greater motivation and will be able to talk about the ways they have been empowered to lead learning.
- Through professional dialogue and medium term planning, P1 and 2 teachers will report an increase in confidence in using play pedagogy. Planning will show high quality play experiences and individual learner targets for improvement/next steps. Teachers will report an increase in the number of pupils ready to engage in learning.
- Evidence in pre and post questionnaires, will show the majority of staff members are now confident in delivering racial diversity and culturally responsive curriculum. This will be reflected in the children's learning and medium term planning.

Priority 3 Improvements in attainment, particularly in literacy and numeracy Choose an item.																			
NIF Driver Teacher professionalism School Improvement	HGIOS/ELC QIs 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement 3.2 Securing Children's Progress	UNCRC Article 3 (Best interests of the child): Article 28: (Right to education):																	
Rationale for change based self- evaluation including data and stakeholder views																			
<ul style="list-style-type: none">High quality learning, teaching and assessment helps ensure the best possible outcomes for learners.BtC5 “ensures that learning, teaching and assessment is planned in a coherent way and that assessment is valid and reliable”. (Moderation of planning – Cluster Level)Feedback from staff, observations of children and parental referrals to Speech and Language, indicate an increasing number of nursery learners experiencing difficulties around vocabulary. This has impacted upon learners’ wellbeing, learning and participation in activities.Nursery staff have reported that they do not feel confident in using the Literacy progression pathways and benchmarks to plan learning.Overall attainment across the school from P1 to P7 and overall attainment in P1, P4 and P7 suggests that writing requires greater focus.																			
<table><tr><td>Overall Attainment at end June 2023</td><td>Listening and Talking</td><td>Reading</td><td>Writing</td><td>Numeracy</td></tr><tr><td>P1, P4, P7</td><td>96%</td><td>92%</td><td>88%</td><td>95%</td></tr><tr><td>P1 to P7</td><td>94%</td><td>87%</td><td>83%</td><td>89%</td></tr></table>					Overall Attainment at end June 2023	Listening and Talking	Reading	Writing	Numeracy	P1, P4, P7	96%	92%	88%	95%	P1 to P7	94%	87%	83%	89%
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Expected outcomes for learners - Who? By how much? By when? What?																			
<ul style="list-style-type: none">By June 2024, the majority of learners will experience high quality learning, teaching and assessment across all stages. Feedback from class and nursery monitoring visits will show an increased understanding of the skills and strategies required to deliver this compared to a baseline set in September 2023.By June 2024, medium term planners, jotters and observations of teaching staff led by SMT will show an increase in challenge and differentiation from the baseline set in October 2023.By June 2024, most staff will undertake a research-based enquiry in order to create a writing programme that is progressive and meets the needs of the learners. Increase attainment in writing for targeted pupils who are behind expectation with a stretch aim of 8.3%By May 2024, an identified group of learners, undertaking a number of strategies, will indicate improved vocabulary through ongoing assessment from the baseline set in September 2023																			

- By June 2024, feedback from Microsoft Forms will show improvement in the confidence of the majority of nursery staff using the progression pathways and benchmarks for Literacy, will increase from a baseline set in September 2023.

If PEF spend is supporting – how much and what?

N/A

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>To continue to work towards consistency and quality of high quality learning, teaching and assessment across the school, Garvel and Nursery Class.</p> <p>Whole school and Garvel to undertake “Improving Our Schools” programme with a focus on high quality learning, teaching and assessment.</p> <p>Nursery staff will attend a 6 part course from Education Scotland based on pedagogy and practice.</p>	May 2023 to June 2024		<p>All teaching staff</p> <p>IOS staff/trainers</p>	<p>Introductory – Session 1 – SLT (May 2023)</p> <p>a. Programme overview and how it can be tailored to each school’s context; and</p> <p>b. Practical examples looking at the use of data and approaches to tracking and monitoring.</p> <p>2. Tracking – Session 2 – Thursday 7th September 2023 – St Benedict’s Primary, – GCC</p> <p>3. Feature of Highly Effective Practice (FHEP)/ Curricular Focus (CF) – Session 3 – Thursday 5th October 2023 – St Clare’s Primary, - ERC</p> <p>4. Targeted Intervention Groups (TIG)/ Trio Visits – Session 4 – Thursday 18th January 2024 – tbc</p> <p>5. Feedback from Targeted Intervention and Trio Visits – Session 5 – Thursday 18th April 2024 – tbc</p> <p>6. Presentations – Thursday 13th June 2024 – tbc</p>

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
				<p>Nursery staff development –</p> <p>Session 1: Thursday 28th September 2023 – What I need to grow and develop</p> <p>Session 2: Tuesday 14th November 2023 – Pedagogy and play</p> <p>Session 3: Thursday 18th January 2024 – Observation, interpretation, and documentation</p> <p>Session 4: Thursday 22nd February 2024 – Facilitation: Interactions, Experiences and Spaces</p> <p>Session 5: Tuesday 19th March 2024 – Responsive and Intentional Planning</p> <p>Session 6: Tuesday 16th April 2024 – Transitions</p>
<p>Moderation: Cluster priority. Collegiate planning across cluster primary schools and early year establishments with a focus on Writing.</p> <p>Moderation of verification of a level within establishments.</p>	October 2023 to April 2024		Cluster Primaries and Clydevew Academy	<p>Verification dates (in house)</p> <p>24/10/23 and 21/5/24)</p> <p>Cluster planning across levels:</p> <p>20/9/23 and 7/2/24</p>
<p>Each teacher to analyse and interrogate the data and attainment information of their class to reflect on patterns and trends and identify any new areas requiring intervention or new barriers to pupils' learning.</p> <p>Use self-evaluation, diagnostic assessment e.g. SNSA, Suffolk, writing criteria to establish specific areas of focus within writing. Further review the current pedagogical approaches to the teaching of writing. Ensure continuity of approach.</p> <p>Devise an audit of need to capture developmental needs and confidence of</p>	September 2023 – June 2024		<p>West Partnership – Improving Our Schools</p> <p>All Staff</p> <p>Literacy Strategy Group</p> <p>Early Years Centres</p>	

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>school and Garvel staff in the areas of writing.</p> <p>All staff in school and Garvel will undertake professional reading based on the identified development area within writing. Reflect upon reading and note key messages in journal to share at staff meetings.</p> <p>From professional reading, highlight areas of good practice to use at each stage in order to improve the teaching of writing.</p> <p>Set up working party with a view to develop a full writing programme for the school which takes</p>				
<p>Pre and post questionnaires on staff's confidence in using Literacy progression pathways and benchmarks.</p> <p>Provide training to enhance the staff's comprehension of the Literacy pathways and benchmarks in order to aid tracking and monitoring.</p>	September 2023 – June 2024		<p>West Partnership – Improving Our Schools</p> <p>All Staff</p> <p>Literacy Strategy Group</p> <p>Early Years Centres</p>	
<p>All members of the staff participate in training sessions focused on the "I can" program, which aims to enhance their skills in fostering vocabulary development throughout the nursery.</p> <p>By utilising the "I can" program for assessment, a specific group of children will be identified as the target for further interventions and support.</p>	September 2023 – June 2024		<p>Nursery Staff</p> <p>Speech and Language Team</p>	

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
The staff will engage with a targeted group of learners to facilitate their participation in vocabulary-enhancing activities derived from the "I can" program. The aim is to improve the vocabulary skills of these learners through collaborative efforts.				

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?

- Observations, trio visits, feedback from pupils, data and planning will show evidence of teachers using a range of features of highly effective practice. The majority of pupils will become more engaged in learning and share that they feel supported in class. There will be an increase in the number of learners working beyond expectations in comparison to those in previous sessions. Learning will be tailored to the child's needs and this will improve attainment across the school. Termly Quality Assurance and Tracking Meetings will show positive impact of highly effective practice on levels of engagement and attainment
- Through professional dialogue, most teaching staff will convey an increase in confidence in the delivery of writing. Writing will be consistent across all stages and will show progression.
- Teacher professional judgements will show an increase in writing attainment across the school. The majority of children will evidence an understanding of the tools for writing as well as composition, through their writing. Children will show higher levels of engagement in writing, with a view to being writing for pleasure.
- Evidence in pre and post questionnaires, will show the majority of nursery staff members with an improved understanding of using the Literacy pathways and benchmarks. Most staff will use benchmarks and pathways to plan high quality learning and teaching, tailored to the needs of the child.
- In order to measure the impact of the "I can" training, the majority of staff will engage with professional dialogue with SMT. This will show an increase in most staff's confidence when delivering the programme. Staff will engage readily with the programme and the nursery will see an improvement in children's vocabulary.
- Results from assessments will show the majority of the target group have improved scores in vocabulary. This will be reflected in their attainment and progress in Literacy.

Priority 4 Closing the attainment gap between the most and least disadvantaged children and young people

Choose an item.

NIF Driver Assessment of children's progress School leadership	<u>HGIOS/ELC QIs</u> 3.2 Raising attainment and achievement 3.2 Securing Children's Progress	UNCRC Article 3 (Best interests of the child): Article 28: (Right to education):
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Rationale for change based self- evaluation including data and stakeholder views

- Almost all pupils impacted by poverty are making expected progress, with the exception of those who have additional support needs.
- Feedback from PSA staff indicated increased levels of confidence in ability to deliver interventions and support pupil learning.
- Observations showed identified learners were more consistently staying on task and showing greater levels of perseverance with learning, when supported
- Additional PSA staff provided support for learners who found challenge self-regulating and accessing the curriculum.
- Lower attainment levels in writing and fewer learners working “beyond expectations”.
- Our ambition is to close the gap between SIMD 1& 2 and SIMD 3-10. We will achieve this by ensuring the pupils in SIMD 1 & 2 have been identified and interventions for this cohort have been highlighted and discussed over a series of whole staff collegiate meetings and attainment meetings.
- Additionally, we aim to evidence pupil progress through an updated rigorous monitoring and tracking system.
- The use of targeted interventions for our SIMD 1 and FME pupils have ensured appropriate pace and support for identified pupils.
- Data indicates that a focus on writing is required for some of those pupils.
- Recent figures from the Scottish Government show that one in four of Scotland’s children are officially recognised as living in poverty. 69% of children in poverty live in working households. Poverty can be a barrier to learning and therefore funding will be distributed taking into account the views of our learners.

% of learners impacted by poverty, who are “on track” in Writing in June 2023. No learners are “beyond expectations”.		
Stage session 22-23		Writing
Primary 1		No identified learners at present
Primary 2	7/9 learners on track	78%
Primary 3	3/6 learners on track	50%
Primary 4	2/5 learners on track	40%
Primary 5	4/9 learners on track	44%
Primary 6	2/6 learners on track	33%
Primary 7	6/7 learners on track	86%

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

- By June 2024, identified learners will be on track and working beyond expectations in writing, in comparison to figures from session 2022/2023.
- By June 2024, identified learners will feedback that the support of PSAs have ensured they are making progress and are engaged in learning, in comparison to last session.
- By June 2024, Pupil Equity Funding will be used to focus on the reduction of the cost of the school day for any families impacted by financial barriers and poverty

In session 2023 to 2024 targets

Year Group	What would we like to see for our learners impacted by poverty in Writing attainment?	Target (%)
Primary 2	No identified learners at present	0%
Primary 3	8/9 learners on track and at least 1 learner "working beyond" expectations	89%
Primary 3	4/6 learners on track and at least 1 learner "working beyond" expectations	67%
Primary 4	3/5 learners on track and at least 1 learner "working beyond" expectations	60%
Primary 5	5/9 learners on track and at least 1 learner "working beyond" expectations	56%
Primary 6	3/6 learners on track and at least 1 learner "working beyond" expectations	50%
Primary 7	At least 1 learner "working beyond" expectations	86%

If PEF spend is supporting – how much and what?

Additional Pupil Support Assistant (PSA) to provide targeted support across the school to pupils who are at risk of not attaining the expected levels in writing. Approx cost £24 000: 30 hours.

Additional Pupil Support Assistant (PSA) to provide targeted support to pupils in SIMD1-2 who are not able to engage in the wider life of the school, e.g. choir, athletics, football. Approx cost £1500

Additional materials required to develop the teaching of writing. Approx cost £1000

Cost of the School Day pupil group will gather views of pupils and stakeholders and participate in budgeting to decide how to spend the funding.

Approx cost: £500

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>Pre/Post PSA staff questionnaires on knowledge and confidence in supporting writing.</p> <p>PSA staff to be upskilled in supporting targeted learners with Writing.</p> <p>Training to be given in handwriting/formation of letters/proportion/size/ascenders/descenders/cursive handwriting.</p> <p>Core Writing skills</p> <p>Spelling/dictation at appropriate level.</p> <p>Supporting learners with use of correction code.</p>	Aug 2023-December 2023		<p>Acting DHT</p> <p>Literacy Working Party</p> <p>Literacy Strategy Group</p>	<p>School Handwriting resources</p> <p>School writing programme</p> <p>Progression Pathways</p> <p>Training on phonics and the alphabetic code</p>
<p>Contact Child Action Poverty Group for support in setting up a pupil “Cost of the School Day” group.</p> <p>Group gather information on where the issues are for families and the barriers to attending school.</p> <p>Pupils gain the views of all stakeholders in order to understand the best ways to spend the budget.</p> <p>Pupils share a proposed budget with SLT and Parent Council which include ways to measure impact of the spend.</p> <p>Pupils review impact.</p>	Sept – May 2024		<p>Child Action Poverty Group</p> <p>Pupils</p> <p>All stakeholders – school, nursery, Garvel</p>	<p>Microsoft Forms</p>

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?

- Tracking & monitoring data (BGE dashboard) show identified pupils have made progress in writing. The majority of pupils will show higher levels of engagement and confidence in writing. Data demonstrates identified pupils impacted by poverty, are attaining or exceeding expectations in writing.
- Questionnaires and feedback from pupil group will show their actions and budgeting have made an impact on the "Cost of the School Day". All stakeholders will have a better awareness of reducing costs in their schools and contributing to change. Children will continue to be passionate about school costs and reducing these for all families.
- Attendance rates of after school clubs will show identified pupils are now able to attend. Targeted children will show improved social skills and will display higher levels of engagement in class.