

Education – Improvement Planning Document 2023-24

Establishment Name:

CONTENTS

Newark Primary School

1. Establishment Vision, Values and Aims
2. 3 Year overview of priorities – based on the National Improvement Framework
3. Action Plan for session 2023-24 including PEF planning

Signatures:

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| Head of Establishment | Lauren O’Hagan | Date | June 2023 |
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| Quality Improvement Officer | Adam Stephenson | Date | |
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Our Vision, Values and Aims

Our Vision

At Newark Primary School we work together with mutual respect to achieve everyone's full potential. We will achieve this through positive, nurturing relationships and by providing the best learning and teaching experiences in a safe, motivational environment.

Our Values

Nurture
Enjoyment
Welcoming
Ambition
Respect
Kindness



Our Aims

To actively develop our children's skills and knowledge, developing their understanding of what successful learning looks like and how to develop this as a skill to enable them to become successful, lifelong learners.

To ensure that all our pupils have responsibility for their own learning, in partnership with their teacher, support staff, parents and carers.

To afford our pupils with as wide a range of experiences as possible to develop an awareness of their place in their community and develop as responsible citizens.

For our pupils to develop the social skills and understanding of their roles and responsibilities within the school and its wider community, for them to develop as effective contributors.

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

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"> ✓ Whole school focus on 'Improving Our School' (IOS) ✓ Improve attainment in Writing for all through development of Talk 4 Writing pedagogy P1-P7 (2 year project) ✓ Numeracy intervention for targeted learners P6 & P7 ✓ Continue to engage in cluster moderation of Broad General Education (BGE) to support Teacher Professional Judgments (TPJ) in writing ✓ Embed reading comprehension skills and Newark Way for Reading (staff working party) ✓ Family Learning opportunities to support literacy & numeracy development | <ul style="list-style-type: none"> ✓ Review Curriculum Rationale ✓ Develop tracking system to demonstrate learners' skills and progress across all curricular areas ✓ Develop tracking progress of Pre-Early Level learners ✓ Implementation of BGE toolkit with teaching staff ✓ Further develop Talk 4 Writing approach across all stages | <ul style="list-style-type: none"> ✓ Create 'Newark Way' Numeracy focus ✓ Meta skills embedded through planning and children able to talk about their progress ✓ Embed use of BGE toolkit |
| Closing the attainment gap between the most and least disadvantaged children | <ul style="list-style-type: none"> ✓ Expand on Promoting Attendance with parents with a focus on early intervention and Care Experienced Young People (CEYP) ✓ Teacher confidence in professional judgements (TPJs) of progress towards a level and consistency using assessment data (IOS focus) ✓ Further develop play pedagogy in P2, 3 & 4 (maintenance) | <ul style="list-style-type: none"> ✓ Continue to make links with community ✓ Parent led family learning opportunities available with support from school and partners ✓ Develop tracking for wider achievements ✓ Embed collaborative Fact-Story-Action approach to analyse data at learning conversations and enhance TPJs | <ul style="list-style-type: none"> ✓ All classes adopting enquiry based learning approaches through aspects of the curriculum ✓ Wider achievement tracking embedded |

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| | <ul style="list-style-type: none"> ✓ Develop opportunities for enquiry-based learning in one class (P5/6/7) ✓ Targeted interventions for identified children in Reading and Numeracy | <ul style="list-style-type: none"> ✓ Enquiry based learning early adopters in second level classes- CLPL for all staff ✓ Use data to inform targeted interventions for identified children | |
| Improvement in children and young people's health and wellbeing | <ul style="list-style-type: none"> ✓ Work towards Silver Communication Friendly Award- ICOS ✓ Work towards Silver Attachment and Trauma Sensitive School Award (ATSSA) ✓ All new staff trained in understanding the impact of trauma and attachment theory (maintenance) ✓ Create 'Newark Way' for wellbeing - trauma sensitive approach ✓ Further develop pupil voice with regards to equality and diversity ✓ Building Racial Literacy development with parents ✓ School of Sanctuary process started | <ul style="list-style-type: none"> ✓ Work towards Gold Communication Friendly Award- ICOS ✓ Start work towards Gold ATSSA once Silver complete (might not be at start of school year) ✓ Develop community partners and agencies to support Schools of Sanctuary status ✓ Further develop understanding of equalities to include other protected characteristics | <ul style="list-style-type: none"> ✓ Continue work on Gold Level ATSSA ✓ Further develop understanding of pupil voice groups to include equalities group |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | <ul style="list-style-type: none"> ✓ Parent support for digital literacy- CLD support | <ul style="list-style-type: none"> ✓ Further develop STEM opportunities with partners ✓ Develop use of transferable meta/ careers skills | <ul style="list-style-type: none"> ✓ Meta/career skills embedded in planning and evident in all curricular areas. Children able to talk about their skills development |
| Placing the human rights and needs of every child and young | <ul style="list-style-type: none"> ✓ Review school vision, and aims | <ul style="list-style-type: none"> ✓ Embed Develop Building Racial Literacy across P1-7 | <ul style="list-style-type: none"> ✓ Outdoor Learning school spaces further developed in partnership |

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| <p>person at the centre of education</p> | <ul style="list-style-type: none"> ✓ Embed Building Racial Literacy across P1-7 and with parents (maintenance) ✓ Review Rights Respecting Schools for Gold Level reaccreditation ✓ Achieve School of Sanctuary status ✓ Audit and design outdoor play spaces in consultation with children (participatory budget) | <p>and with parents & local community</p> <ul style="list-style-type: none"> ✓ Further develop links with agencies supporting children seeking sanctuary or have experienced forced migration ✓ Develop outdoor learning spaces include intergenerational opportunities ✓ Further develop loose parts/ outdoor opportunities for P4-7 | <p>with community partners and parents</p> |
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Plan –Session 2023-2024

| How were stakeholders views collected? | How was PEF spend consulted on? |
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| <ul style="list-style-type: none"> ✓ Staff views collected in person and written ✓ Pupil voice groups ✓ Pupil MS Form (P4-7), Pupil dialogue (P1-3) ✓ Parent MS Forms ✓ Parents at Star Café ✓ Parent sessions ✓ Parent Action Group | <ul style="list-style-type: none"> • Staff views collected in person and written • Pupil voice groups • Pupil MS Form (P4-7), Pupil dialogue (P1-3) • Parents MS Forms • Parents at Star Café • Parent Drop-In sessions • Parent Action Group |

Plan –Session 2023-2024

Priority 1 Improvements in attainment, particularly in literacy and numeracy
 Placing the human rights and needs of every child and young person at the centre of education

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| NIF Driver Teacher professionalism Performance information | <u>HGIOS QIs</u> 3.2 Raising attainment and achievement 3.2 Securing Children's Progress 2.5 Family learning 2.3 Learning, teaching and assessment | UNCRC Article 28: (Right to education): Article 29 (Goals of education): |
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Rationale for change based self- evaluation including data and stakeholder views

There is not always a gap between children living in SIMD 1& 2, compared to SIMD 3-10, therefore we are raising attainment for all.

Following HMIE Inspection (February '23) agreed actions included:

- ✓ Revisiting our vision and aims with all stakeholders
- ✓ Supporting Teacher Professional Judgments through moderation
- ✓ Establish an enquiry approach for Newark to raise attainment
- ✓ Further develop high quality teaching and learning in literacy, particularly in writing
- ✓ Further develop learner participation through feedback so learners are confident discussing where they are with their learning and how to improve
- ✓ Evaluate planning for assessment

Our data shows that writing at all stages could be improved and in the majority of stages, data is on a downward trend. Through evaluation of school data (Teacher Professional Judgments and SNSA data for P4 & P7) and consultation with teachers' learners and parents, the development of writing pedagogy confirms this is an area for development and has been prioritised.

We are going to undertake the 'Improving Our School' programme this session with a focus on Writing. Staff have researched Pie Corbett's evidenced based approach 'Talk 4 Writing' and feel it will dovetail with our reading pedagogy. This enhanced pedagogy will improve both reading and writing. This will be regularly monitored during quality assurance, for which writing will be a focus.

Staff and pupil feedback from the implementation of play in Primary 1- 4 has been positive. To develop this further, one class will investigate how play can look in an upper school environment using an enquiry-based approach.

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

We are raising attainment for all in writing.

1. There will be an 8% increase in writing attainment for P2 children by June 2024, currently 65.9%.
2. There will be a 3% increase in writing attainment for P3 children by June 2024, currently 67.6%.
3. There will be a 3% increase in writing attainment for P4 children by June 2024, currently 59.3%.
4. There will be a 6% increase in writing attainment for P5 children by June 2024, currently 54%.
5. There will be a 6% increase in writing attainment for P6 children by June 2024, currently 50.8%.

6. There will be a 4% increase in writing attainment for P7 children by June 2024, currently 41.5%.

If PEF spend is supporting – how much and what

PEF DHT Raising Attainment and Recovery (£15,902)
 PEF Teachers 0.9 FTE (£58,763.46)
 PEF Pupil Support Assistants x 3 (£51,000)

| Tasks to achieve priority | Timescale | RAG | Those involved/responsible – including partners | Resources and staff development |
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| Refocus teaching staff CLPL on writing pedagogy (Talk 4 Writing- T4W) to raise attainment for all and collegiately plan next steps. | September '23 | | Pie Corbett T4W trainer PEF DHT | Inservice day- August day 2 CLPL sessions throughout year |
| T4W leaders in school upskilled throughout session. | Ongoing from August '23 until June '24 | | PEF DHT 4 T4W leaders of Learning & Challenge Leaders of Learning (CLOL): Lauren Heron (Early Level) Hannah Flood (First Level) Laura Jackson (Second Level) Kate McLaughlan (Support for Learning/ Dyslexia Champion) | 2 full day sessions – September '23 then termly (dates TBC) |
| Teachers upskilled in in writing pedagogy with writing as focus for Improving Our School (IOS). | Ongoing from August '23 until June '24 | | T4W Leaders/ CLOL PEF DHT DHT | August in service then CLPL 1hr sessions throughout year delivered by T4W Leaders/ CLOL from September '23 (teaching staff have committed CLPL hours at PRD) |

| Tasks to achieve priority | Timescale | RAG | Those involved/responsible – including partners | Resources and staff development |
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| Upskill PSA staff to support targeted individuals for writing. | Ongoing from August '23 | | PEF DHT T4W leaders/ CLOL | DHT time Leadership time allocated (Early/First/Second level) |
| Performance information- revise tracking procedures/ writing assessment checklists | By end December '23 | | T4W leaders/ CLOL PEF DHT | Moderation of trackers- staff session |
| Newark expectations around teaching of writing- daily opportunities, taught writing and literacy across the curriculum. | By June '23 | | DHT/ PEF DHT All staff | May In-service- 2 hours |
| Review moderation cycle with regards to writing. | Termly sessions- by end June '23 | | PEF DHT/PT Teaching staff | 1.5hr session |
| Family learning literacy focus for P1 & P2 | 6 sessions | | P1 & P2 staff Barnardo's | Term TBD |
| IOS- Presentation of ACEL data and context of school to all staff. Analysis of writing data particularly P1, P4 & P7, looking for pattern and trends & barriers to learning through lenses. | August In-service | | SMT lead All staff | Inservice- August Day 1 |
| IOS- All staff participate in webinars, journal tasks, professional reading and engage in pre/post discussions | From Sep '23 | | IOS leaders- DHT & PEF DHT All teaching staff | Webinars to be completed: <ul style="list-style-type: none"> • The Refreshed Curriculum Narrative • Data Informed self-evaluation at classroom level • What is highly effective practice? • Learning intentions and success criteria |

| Tasks to achieve priority | Timescale | RAG | Those involved/responsible – including partners | Resources and staff development |
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| | | | | <ul style="list-style-type: none"> Feedback, dialogue and learning conversations |
| <p>IOS- SMT and teaching staff use collaborative FACT-STORY-ACTION approach for data tracking during learning conversations.</p> <p>Learning conversations undertaken termly to gather qualitative data and attitudinal data on children's responses to writing.</p> | From September '23- Termly | | SMT Teachers | FACT-STORY-ACTION format |
| IOS- Quality assurance classroom visits have focus of writing- SMT and Teachers in 'Trios' (peer visits) | SMT visits Term 1, 2, 4 Trio visits Term 3- March | | SMT and teaching staff | |
| IOS- Identification of Targeted Intervention Groups (TIG's) and evidence of effective planning in teacher plans. | Term 3 | | SMT & teachers | |
| Collection of qualitative data- direct observations and people's views | Term 3 | | All staff and pupils | |
| Triangulation of evidence to establish an exit assessment of IOS | Term 4 | | All staff | |

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?

- Professional dialogue at tracking meetings will evidence that teachers are using effective writing pedagogy, they can effectively use writing trackers and identified pupils are on track to achieve targets

- Teachers will more frequently plan writing lessons together and will have consistent professional judgements
- Almost all parents indicate an increase in confidence from family learning sessions to support their children with literacy
- Attendance of identified parents to family learning sessions and maintained over the block
- Quality assurance visits will indicate the moderation cycle has been followed, agreed writing strategies are being taught consistently and effectively and tracked pupils will show increase in writing skills (core skills and genre specific)
- By the end of the year, attainment in writing will have increased for identified pupils
- Through professional dialogue/ feedback, all teachers will have increased confidence analysing their own class data to target interventions and provide future plans

Plan –Session 2023-2024

| Priority 2 | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 Improvement Teacher professionalism Parental engagement | HGIOS QIs 1.3 Leadership of change 3.1 Ensuring wellbeing, equality and inclusion 1.5 Management of resources to promote equity 2.7 Partnerships | Other Drivers RRS Article 2 (Non-discrimination): Article 14 (Freedom of thought, conscience and religion): Article 3 (Best interests of the child): Article 12 (Respect for the views of the child): |

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

In February '23, HMIE highlighted our work on Building Racial Literacy (BRL) as highly effective practice. Following evaluations from staff and pupils we now need to continue to develop diversifying our curriculum using the anti-racist model, continue to promote our Anti-Racism animation across Inverclyde and beyond as a resource for schools. Highlighted through our animation we will engage with the Schools of Sanctuary Award as we are committed to welcoming and including refugees and asylum seekers in our school and local community.

We are a trauma informed school and has been highlighted by HMIE as very good practice, however some of our pupils still require additional support to overcome the trauma and adversity they have faced. Having worked previously with a play therapist who has impacted positively on our pupils through increasing strengths and reduce their difficulties. We will continue to use our PEF money to support this intervention. As part of our ongoing revision

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

- Once input is complete, children who are supported by the play therapist will be able to regulate more effectively in the classroom. Individual baselines and targets to be set.
- Almost all parents of children undertaking play therapy will report a positive change at home once sessions are complete.
- Targeted groups of parents' will attend peer support groups to understand the impact of trauma and adversity and help with barriers to education for neurodiverse children so children feel safe, happy and are achieving at school.
- Almost all children will understand what it means to be seeking sanctuary and issues around forced migration by June ' 24.
- Almost all children will report our school is a safe, inclusive environment which welcomes anyone seeking sanctuary by June '24.

If PEF spend is supporting – what (cost)

Play Therapist 3 days weekly- £36,000

| Tasks to achieve priority | Timescale | RAG | Those involved/responsible – including partners | Resources and staff development |
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| Adapt planning policy to ensure anti-racist curriculum model is considered routinely. | By end of Term 1 | | Katie D'Souza DHT | |
| Revise quality assurance paperwork to ensure classroom practice, environments and planning are considering other perspectives routinely. | By end of Term 2 | | Katie D'Souza DHT | |
| Build sharing good practice of anti-racist curriculum model into staff CLPL sessions | By end of June '24 | | All staff | |
| Anti-Racist Animation film focus for Newark | Term 2- BHM | | Katie, Anti-Racist pupil group lead All children and staff participate | Anti- Racism workshops to be finalised Newark animation |
| Launch Newark animation in Inverclyde- inviting representatives from all schools to watch animation, complete workshops and plan for use in their own school | Date TBC | | Katie D'Souza & Anti-Racist pupil group lead All Inverclyde schools (Primary & Secondary) invited to attend. | Anti- Racism workshops to be finalised Newark animation |
| Strathclyde University Newark film Launch for ITE students | Date TBD | | Katie D'Souza & Anti-Racist pupil group lead | |
| Register to become a School of Sanctuary | Term 1 | | Katie D'Souza | |
| School of Sanctuary- LEARN: we will help our learners, staff and wider | By end of Term 2 | | All staff & pupils | |

| Tasks to achieve priority | Timescale | RAG | Those involved/responsible – including partners | Resources and staff development |
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| community learn about what it means to be seeking sanctuary and the issues surrounding forced migration. | | | | |
| School of Sanctuary- EMBED: continue to ensure a safe and inclusive culture of welcome that benefits everybody, including anyone in our community seeking sanctuary. | ongoing | | All staff & pupils | |
| School of Sanctuary- SHARE: we will continue to share our values and activities with our local community | ongoing | | All staff & pupils Parent sessions | Special focus for Refugee Week WB 17 th June '24 Collaborative work with St. Michael's PS- P5 class |
| Parent peer support groups further developed- neurodiversity/ trauma & adversity | From September '24 | | DHT Parents Partners (TBC) | |
| Newark Relationships Policy to be revised in line with trauma responsive approaches and IC policy | From Oct '23 and by May '24 | | All staff, pupils, parents and partners HT/ DHT lead | |
| Parents invited to launch of refreshed Newark Relationships Policy | Term 4 | | HT/ DHT Staff | |

Measure of Impact: What we will see and where?

- Parents can articulate that children are more regulated at home following play therapy sessions closing.
- Staff report children are more regulated or able to ask for help to co-regulate following play therapy sessions closing.
- Parents attending peer support groups feel they have an increased understanding of how to support their child with their individual needs and have enhanced relationships with school staff.
- Refreshed Newark Relationships Policy will be evident across whole school community- person centred, trauma responsive approaches in action.
- All parents will be aware of evidence-based research behind Relationships Policy through launch and other methods of communication.
- BRL focus All stakeholders will be aware of our school values, vision and aims and our journey to be anti- racist including welcoming of those seeking sanctuary.

Plan –Session 2022-2023

Priority 3- Closing the attainment gap between the most and least disadvantaged children and young people
Placing the human rights and needs of every child and young person at the centre of education

NIF Driver

School Improvement
Teacher professionalism
Performance information

HGIOS QIs

3.2 Raising attainment and achievement
2.1 Safeguarding and child protection
2.2 Curriculum

UNCRC

Article 31 (Leisure, play and culture):
Article 3 (Best interests of the child):
Article 12 (Respect for the views of the child):

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| School leadership | 2.5 Family learning | Article 29 (Goals of education): |
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Rationale for change based self- evaluation including data and stakeholder views pupil

While we have seen improvements in reading in the majority of stages, there are still children requiring significant support to reach expected Benchmarks. Therefore, targeted learners will receive additional support to improve reading attainment.

While numeracy in P1-5 shows that the majority are achieving expected levels, P6 and P7 require additional intervention to support these learners.

We will use additional teachers (2 FTE) to support both reading and numeracy interventions. We will also use some of our PEF teacher to release a member of staff to develop pedagogy in P6-7 working alongside the PEF DHT.

Our attendance in 2022-2023 session increased (91.3%) from the previous session (88.4%), however is still below the Scottish average of 94%. Whilst we have focussed on this, we wish to expand our early intervention and prevention approach. We will have a focus on targeted learners in P4 and those that are care experienced, particularly those who are looked after at home and previously looked after. Our Care Experienced children's attendance in session 22-23 was 60.43%.

Play pedagogy is embedded in Primary 1 and was highlighted in our HMIE report as effective practice. We will engage with the Play Pedagogy Award with support from Play Scotland. In our First Level classes, we will further develop our shared vision ensuring the practitioners are developing knowledge and skills to support pedagogy and create enabling environments. We will adopt child centred, enquiry based learning in one Second Level class as a practitioner enquiry following recommendations from HMIE.

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

1. There will be a 4.5% to improve attainment in P6 numeracy by May '24.
2. There will be a 7% to improve attainment in P7 numeracy by May '24.
3. There will be a 5% to improve attainment in P3 reading by May '24.
4. There will be a 6% to improve attainment in P5 reading by May '24.
5. There will be a 5% to improve attainment in P7 reading by May '24.
6. Targeted learners who are previously care experienced or looked after at home will either have an increase of 10% attendance or a minimum of 85% attendance by June 2024.
7. Targeted learners in P4 will either have an increase of 10% attendance or a minimum of 85% attendance by June 2024.
8. To increase the attendance of all pupils to a minimum of 92.5% by June 2024 for a sustainable improvement.
9. By the end of June '24, one Second Level class (TBD) will foster enquiry-based child centred learning to promote learner engagement, critical thinking, creativity and problem solving skills evidenced through observations and pupil and staff evaluations.

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| If PEF spend is supporting – how much and what |
| PEF DHT Raising Attainment and Recovery (as above) PEF Teachers 0.9 FTE (£58,763.46) PEF Pupil Support Assistants x 3 (£51,000) |

| Tasks to achieve priority | Timescale | RAG | Those involved/responsible – including partners | Resources and staff development |
|------------------------------------------------------------------------------------------------------------------|--------------------------------|------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Targeted intervention in numeracy for P6 & P7 learners | Ongoing from August '23 | | PEF DHT Recovery teachers/ CT/ PSA | Ongoing professional dialogue between staff involved in supporting interventions. |
| Targeted intervention in reading for P3, P5 & P7 learners | Ongoing from August' 23 | | PEF DHT Recovery teachers/ CT/ PSA | Ongoing professional dialogue between staff involved in supporting interventions. |
| Tracking system in place for previously care experienced young people and children who are looked after at home. | From August '23 until June '24 | | PT lead HT | Attendance dashboard |
| CLPL for staff in First/ Second Level class (TBD) on play and enquiry-based, child centred pedagogy | Ongoing from September '23 | | All First Level staff and Second Level class teacher (TBD) Play lead- Lauren Heron Play Associate/ HT | Play Scotland Inverclyde resources- padlet, PASE |

| Tasks to achieve priority | Timescale | RAG | Those involved/responsible – including partners | Resources and staff development |
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| Create enabling environments that support play pedagogy beyond P1 | Ongoing from August '23 | | Class teachers Play Lead | |
| Develop assessment that aligns with enquiry based learning | Ongoing from Sep '23 | | Class teachers Play Lead Play Associate/ HT | |
| Collate evidence for accreditation of Play Pedagogy Award | By June '24 | | Play Lead | |

Measure of Impact: What we will see and where?

Interventions- Numeracy & Reading

- By the end of the year, attainment in numeracy will have increased for identified pupils.
- By the end of the year, attainment in reading will have increased for identified pupils.
- Class teachers and recovery teachers will plan collaboratively more frequently to provide targeted support for pupils, providing more consistent professional judgements.
- Through professional dialogue/ feedback, all recovery teachers will have increased confidence analysing data to target interventions and provide plans for identified pupils.

Attendance

- Reduction in absence for targeted learners.
- Trackers for targeted learners in P4 and CEYP.
- Processes in place are positively evaluated by those who use and experience them.
- Identified pupils report that they feel more included/supported.
- Parents of identified pupils report that they feel more supported.

Play beyond P1

- Enabling Environments that support child centred, enquiry based learning in all First Level and one Second Level class.

- Curriculum innovation that supports enquiry including incorporation of open-ended resources, child led learning and collaboration.
- Assessment of learning that is meaningful and focuses on the process not only the product. This includes pupil engagement, critical thinking and problem solving skills and includes self/ peer assessment through use of observations, portfolios, reflections, rubrics, feedback etc.
- Learners will display transferable meta skills (self management, social intelligence and innovation) in all curricular areas.

Plan –Session 2022-2023

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| Priority 4 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 Improvement Teacher professionalism | HGIOS QIs 1.2 Leadership of learning 2.2 Curriculum 3.3 Increasing creativity and employability 2.7 Partnerships | Other Drivers RRS Article 31 (Leisure, play and culture): Article 29 (Goals of education): |
| Rationale for change based self- evaluation including data and stakeholder views pupil | | |
| Young Leaders of Learning from P4- P6 will be established to further engage with the children around hearing their views for school improvement (area to be decided with Young Leaders of Learning). They will support self-evaluation and school improvement activities by | | |

involving them in the process. This supports the empowerment agenda and effective learner participation whilst ensuring the rights of the child (UNCRC Article 12 & 13) to retain our Gold Level Rights Respecting School status.

As part of our ongoing review, we will refresh the school vision, values and aims with all stakeholders to ensure they are still relevant and aspirational.

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

Young Leaders of Learning:

- Almost all Young Leaders of Learning will develop self confidence, self esteem, communication, collaboration skills as they take on their leadership role.
- Almost all Young Leaders of Learning will remain in their role for the session promoting engagement and motivation in school decision making.

Vision, values & aims:

- By April '24 children's rights will be upheld as they are meaningful involved in leadership of the school.
- By April '24 the majority of families will influence the school values and aims.

If PEF spend is supporting – how much and what

| Tasks to achieve priority | Timescale | RAG | Those involved/responsible – including partners | Resources and staff development |
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| Young Leaders of Learning group established and pre evaluations completed | Term 1- by end September '23 | | Grant Anderson Lead Young Leaders of Learning | Education Scotland Programme for training/ Inverclyde training |
| Young Leaders of Learning to decide on focus for improvement and establish implementation plan. | By October '23 | | Grant Anderson Lead Young Leaders of Learning | |

| Tasks to achieve priority | Timescale | RAG | Those involved/responsible – including partners | Resources and staff development |
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| | | | | |
| Young Leaders of Learning undertake reciprocal visits to partner school and share feedback. | By June '24 | | Grant Anderson Lead Young Leaders of Learning | |
| Young Leaders of Learning undertake self-evaluation for school improvement. | By June '24 | | Grant Anderson Lead Young Leaders of Learning | |
| Young Leaders of Learning complete post evaluations regarding their development of leadership and meta skills. | June '24 | | Grant Anderson Lead Young Leaders of Learning | |
| Gather feedback through surveys for staff, pupils, parents and partners on the current vision, values and aims. | By end of Term 2- Dec '23 | | HT/ PT (HT revise vision with staff) All stakeholders views considered | |
| Analyse the feedback to identify areas where the vision, values and aims should be updated. | By Feb '24 | | HT/ PT | |
| Develop a revised vision, values and aims that are aligned with the school's current priorities and goals. | Term 3 | | HT/ PT | |
| Communicate the revised vision, values and aims to the school community. | Term 4 | | HT/ PT | |

Measure of Impact: What we will see and where?

- Young Leaders of Learning will be established and developing leadership skills to support school improvement
- Feedback records will show all pupils are involved in the setting of aims.
- Views of families will exceed 50 % of the school.
- Views of both children and families will be reflected in the revised aims.