Education – Improvement Planning Document 2023-24

St Francis Primary School and Nursery Class

Academy

Establishment Name:

CONTENTS

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:

|  |  |  |  |
| --- | --- | --- | --- |
| Head of Establishment | Jane Stinson | Date | June 2023 |

|  |  |  |  |
| --- | --- | --- | --- |
| Quality Improvement Officer | Adam Stephenson | Date | June 2023 |

Our Vision, Values and Aims

Our vision is to create a culture of successful learning and continued faith development, in which everyone is included and know they are a valued part of the St. Francis’ Family. All members of our school community will actively promote living the Gospel values, to foster an ethos of tolerance and respect.

Through planning high quality teaching and learning opportunities, our children will be encouraged to develop a positive attitude to learning and a willingness to face new challenges, enabling them to achieve and succeed. Partnership working enhances our aim to enable our children to develop skills for learning, life and work and share those skills and knowledge positively, as active members of their local community, now and in the future.

**Our Values; *HONESTY RESPECT KINDNESS TOLERANCE FORGIVENESS PEACE JUSTICE PERSEVERANCE***

We aim to:

* provide high quality teaching and learning opportunities to meet the needs of every child, enabling them to develop individual talents and independent learning skills which can be built upon and applied to future learning situations
* encourage the children to achieve their potential by being positive and enthusiastic about their school, their learning and themselves, using praise and motivation and celebrating effort and success
* provide an inclusive, nurturing environment in which the children can develop intellectually, physically, socially, morally and spiritually so that they may play a valuable and responsible part in their school, their families and the community in which they live
* work in partnership with parents, other educational establishments and community groups whilst promoting positive links with local business as an important part of the learning process
* make effective use of resources and encourage all staff to develop their talents and interests for their own benefit and the good of the school
* promote a positive climate for self-evaluation to support school improvement

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

St Francis Nursery Class outcomes and tasks are highlighted in blue

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 | * Further develop reading skills with a focus on reading fluency. * Develop the library to facilitate the continued focus on reading for pleasure. * Further develop writing skills across all stages. * Embed Play Pedagogy in Primary 1 and further develop this in Primary 2. * Implement elements of play in P3-P5 stages. (Indoors and outdoors) * Develop the number processes to enhance numeracy skills and children’s language of number. * Focus on speech, language and communication skills across targeted groups of children. | * Further develop reading skills with a continued focus on fluency and reading for pleasure. * Further develop Play Pedagogy in Primary 3- Primary 5. * Continue to implement elements of outdoor play at other stages. * Maintain children’s attainment levels in number processes and focus on maths concepts * Continue to focus on targets groups of children’s speech, language and communication needs which are developmentally appropriate | * Embed reading skills with a continued focus on fluency and reading for pleasure. * Further develop Play Pedagogy in Primary 3- Primary 5 and other stages as per Inverclyde Guidelines. * Continue to implement elements of outdoor play at other stages. * Maintain children’s attainment levels in number processes and focus on maths concepts * Continue to focus on targets groups of children’s speech, language and communication needs which are developmentally appropriate |
| Closing the attainment gap between the most and least disadvantaged children | * Continue to provide/resource learning interventions to assist in raising attainment. * Use moderation cycle to ensure high quality learning and teaching. * Continue to focus on attendance and support pupils and families. * Children effectively lead their own play and learning to improve & sustain engagement in experiences. | * Continue to provide/resource learning interventions to assist in raising attainment. * Use moderation cycle to ensure high quality learning and teaching. * Continue to focus on attendance and support pupils and families. * Development of continuous and enhanced provision to support children’s deep level of engagement. | * Continue to provide/resource learning interventions to assist in raising attainment. * Use moderation cycle to ensure high quality learning and teaching. * Continue to focus on attendance and support pupils and families. * Maintenance – Continuo to follow children’s interests and develop developmentally appropriate next steps to keep engagement levels high. |
| Improvement in children and young people's health and wellbeing | * Developing in Faith/ Promoting Gospel Values. Laudato Si * Focus on Trauma Informed Approach across the school and nursery. * Focus on Paths implementation in Primary1. * Implement an updated whole school approach to restorative practice. * Continue to maintain the use of PATH’s in the 3-5 room and introduce in the 2-3 room, developing skills for self-regulation * Maintain the use of the Leuven’s Scale to measure children’s levels of engagement across the all terms, particularly term 4. | * Developing in Faith Laudato Si * Further implementation of Trauma Informed Practice across the whole school and nursery. * Continue to upskill staff on emotional literacy strategies. * Develop co-regulation and self-regulation within the setting by maintaining the quality of support given to children by sensitive staff interactions and appropriate play experiences * Maintenance – Continue to follow children’s interests and develop developmentally appropriate next steps to keep engagement levels high. | * Developing in Faith. Laudato Si * Further implementation of Trauma Informed Practice across the whole school and nursery. * Embed emotional literacy strategies throughout the school * Maintenance – Continue to follow children’s interests and develop developmentally appropriate next steps to keep engagement levels high. |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | * Focus on opportunities for pupil voice in the classroom and around the school by use of How Good is OUR School. * Continue to develop pupil leadership within the school through The Young Leaders Programme. * Continue to develop staff capacity to provide appropriate learning experiences in digital literacy. * Further develop children’s ability in working with and relating to others. * Further develop skills in ICT for parents, increasing parent’s engagement with learning journals | * Continue to create opportunities for pupil voice and further develop these across the school. * Continue to develop staff capacity to provide appropriate learning experiences in digital literacy. * Increasing parent’s engagement with home learning packs | * Continue to create opportunities for pupil voice and further develop these across the school. * Increasing parent’s engagement with home learning packs |
| Placing the human rights and needs of every child and young person at the centre of education | * Continue to focus on the right of the child. Whole school and nursery approach to evidence this. | * Continue to focus on the right of the child. Whole school approach to evidencing this. | * Continue to focus on the right of the child. Whole school approach to evidencing this. |

*Stakeholder’s views*

**PARENTS**

Throughout the year, there have been regular Parent Council meetings where the views of the parents are aired and minutes taken. Parents from the school and nursery are invited to attend

There have been numerous ways we have gathered views:

* Parent feedback at, “Meet the teacher evening.” This was at the start of term.
* Parent’s Night feedback in October and March
* Parent feedback from homework club throughout the year.
* Parent views on Marvellous Manners initiative and school priorities.
* Parent feedback questionnaire during Celebration Café.
* Nursery parent suggestions for improvement
* Nursery parent feedback on parent’s night
* Nursery parent feedback on improvements for next session.

**HOW WAS PUPIL EQUITY FUND (PEF) SPEND CONSULTED ON?**

* Consultation regarding PEF spend was conducted through the Parent Council Meeting and a Parent Survey.
* Staff were consulted during staff meetings.
* Pupils from the Young Leaders of Learning met with the Depute Head to discuss PEF and possible participatory budget.

Plan –Session 2023-2024

|  |  |  |
| --- | --- | --- |
| **Priority 1** Improvements in attainment, particularly in literacy and numeracy  Improvement in skills and sustained, positive school-leaver destinations for all young people | | |
| **NIF Driver**  School leadership  Teacher professionalism  School Improvement | **HGIOS QIs**  3.2 Raising attainment and achievement  3.2 Securing Children's Progress  2.2 Curriculum  3.3 Increasing creativity and employability  **HGIOELC?**  2.3 Learning, teaching and assessment  2.2 Curriculum | **UNCRC**  Article 28: (Right to education):  Article 3 (Best interests of the child):  **Health and Social Care Standards**  **1.30, 1.31, 2.27 - Wellbeing**  **Developing in Faith**    Promoting Gospel values  Laudato Si |

|  |
| --- |
| **Rationale for change based self- evaluation including data and stakeholder views** |
| As it has been recognised that our school has a high number of families residing in SIMD 1, 2 and 3, 87%, our focus is therefore on raising attainment for all.  Our data in the two years following lockdown measures, indicated that there was a decrease in attainment in reading across the school particularly at Primary 3 and Primary 4. We therefore prioritised this last session. Data has shown improvements, especially in Primary 4 however there was a drop in attainment at P2 and P3 this year. Training on reading fluency and comprehension was delivered and whilst there have been some improvements, through monitoring and self-evaluation it was clear that a focus on reading should remain a priority.  Data related to pupil performance in writing across the school has shown some improvement and this is mostly seen at P5-P7, but we still need to build on this consistency and success especially in P2-P4. Children are aware of their writing targets but these need to be used consistently during all writing activities.  Staff and pupil feedback from the implementation of play in Primary 1 has been positive. Most children present as more ready to learn. Play pedagogy approach in P2 still requires support and development. It has also been agreed by staff, that some elements of play should be integrated into other stages to support a number of children who have difficulty engaging in the classroom. This will take the form of indoor and outdoor purposeful activities. A playful approach to learning will also secure pupil voice in decision making as learning becomes more pupil directed.  By monitoring parents’ use of Learning Journals, it is clear that there are improvements to be made on the number of parents accessing their children’s learning journey.  Although all staff were trained in the SEAL programme, the resource was leading the numeracy approach. We do see some progress in the development of number processes, but we didn’t see enough, therefore we need to focus on the practical implementation of this in the coming year.  A new free flow area for the nursery is currently being developed. Further planning and implementation will be required to promote independence, problem solving and curiosity. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| 1. By June 2024, consistency in pedagogy for teaching reading across the school leading to an increase in teacher and PSA confidence and skills and ability which will result in a minimum achievement of reading levels. There will be an increase in reading attainment across all stages in the school from 71% to 78%. 2. By June 2024 there will be an increase in writing attainment across Primary 2 - Primary 4 from 63% to 70% 3. By June 2024, play pedagogy to increase pupils’ readiness to learn will be further developed in P2, and some skills introduced in P3-P5. This will incorporate the use of outdoors. 4. By June 2024, all pupils in P3-P7 will have access to digital reading texts with a range of comprehension activities that can be completed on the computer. 5. By September 2023 almost all parents will have access to their journal at least once per week. 6. By June 2024, almost all children will be on track or beyond with their attainment in developmentally appropriate number processes. 7. By June 2024, all children will access the free flow area and experience open ended activities to develop more independent skills. | |
| ​**If PEF spend is supporting – how much and what?** | |
| 1. PEF Teacher to support literacy (£38,712) 2. Decodable Readers to support the development of reading at Primary 2 stage (£1500) 3. Pupil Support Assistant to support daily reading input in Primary 2 & Primary 3 (£14,591) | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Continue to use updated tracking tool for reading. Self–evaluate at start of session with all staff. | August 2023 |  | Teachers/SMT | Reading pathways  Staff collegiate session |
| Agree reading feedback processes | August 2023 |  | Teachers/SMT | Staff collegiate session |
| Parental workshops with a focus on reading and writing, supported with information leaflets. | October 2023 onwards |  | Class teachers  Parents | Create leaflets for parents |
| Continue to focus on use of reading fluency strategies across all stages | August 2023 |  | Teachers/SMT/CMO Literacy | The Art & Science of Teaching Primary Reading - Christopher Such  Collegiate sessions  Inverclyde Literacy Framework  October In-Service Day training |
| Develop approaches to digital literacy through reading. | From October 2023 |  | Teachers | Staff collegiate session  Digital literacy co-ordinator in school |
| Develop school library. Book banding to be implemented and a system where children access the library to withdraw books. | From August 2023 |  | PSAs/parents | Current library books and new books to be purchased. These will include racial literacy books. |
| Moderation of writing across all stages ensuring consistent use of targets and feedback | From August 2023 |  | Teachers/SMT | Pupil writing jotters  Pupil writing jotters |
| Consistent use of morning writing activity using targets with agreed teacher feedback. | From August 2023 |  | Teachers/SMT | Pupil targets |
| Continue to upskill staff in Play Pedagogy in P2, link with school nursery, visits to other establishments, professional reading. | From August 2023 |  | Infant staff /nursery staff | Further input from Inverclyde Council |
| Create play opportunities in P3-P5 to support children’s readiness to learn and engage. | From October 2023 |  | Principal Nurture Teacher/P3-P5 staff/ Focus Group | Progressive Play Planner/Play resources for P3-P5 |
| Parents to fill in accident and incident and children’s report forms. | September 2023 |  | All staff | Online journal documents. |
| Targeted development using the SEAL programme | June 2024 |  | All staff | SEAL progression planner |
| An environmental review of our numeracy environment to promote self-direction of number processes | September 2023 |  | All staff in both rooms | Environmental assessment tool and new resources purchased from budget |
| Resource the area to ensure it is a rich well planned play space. | June 2024 |  | All staff | Loose parts & new resources to meet desired skills. Space to Grow & Out to play documents. |

|  |
| --- |
| **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? |
| * Reading fluency assessment 3 times per year will clearly show improvements made and if further interventions are required. * Upskilled staff will deliver lessons related to digital skills in reading. Observations and pupil voice will indicate engagement and progress. * Termly review of updated reading tracking tool at all stages will indicate pupil progress. * Termly pupil questionnaires for reading will indicate pupil views on their own progress. * Staff self-evaluation throughout the year on the impact of fluency strategies will indicate desired progress or need for change. * Termly progress and tracking meetings with teachers will indicate progress in reading and writing for all pupils in identified groups. * Teachers will report an increase in the number of Identified pupils that are ready to engage in learning in Primary 1, Primary 2 and some in P3-P5. * Termly tracking meetings with P1& 2 teachers will indicate progress for all learners. * Teacher planning will clearly show play experiences and targets for improvement. * Most parents will attend workshops on learning journals. There will be an increase in the use of the journals from parents who have not previously engaged. This will be monitored on the learning journal application. * Termly tracking meetings with Early Years staff will indicate progress and confidence in number processes within the SEAL progression planner for targeted children. * Tracking key skills on Learning Journals will show individual progression. |

|  |  |  |
| --- | --- | --- |
| **Priority 2** Closing the attainment gap between the most and least disadvantaged children and young people | | |
| **NIF Driver**  Assessment of children's progress  Teacher professionalism  Performance information | **HGIOS QIs**  3.2 Raising attainment and achievement  3.2 Securing Children's Progress    **Other Drivers**  **HGIOELC?**  2.4 Personalised support  2.2 Curriculum | **Health and Social Care Standards**  **2.27 - Wellbeing**  **Developing in Faith**  Laudato Si  Promoting Gospel values    **UNCRC**  Article 28: (Right to education):  Article 3 (Best interests of the child): |

|  |
| --- |
| **Rationale for change based self- evaluation including data and stakeholder views** |
| Our data shows that we have made progress in areas of reading and writing over the past year but there are still ‘gaps’ in attainment especially at the P2-P4 stages. A strong focus on reading fluency will help to support an increase in reading attainment especially across P2-P4.  During staff self-evaluation, it was highlighted that there are inconsistencies in the approach to teaching reading across the school. Improvements in the teaching of and promotion of reading across the school community would address these issues.  Whilst there has been an increase in writing in Primary 6 from 47% to 58% there still requires targeted support to increase this as the pupils move into Primary 7. Identified children will therefore receive extra support from the Recovery Teacher.  At the Primary 2 & Primary 3 stages there has been a drop in attainment in numeracy. Assessments will identify key areas that require input. We will aim to achieve this by ensuring that identified pupils will receive appropriate interventions. These will be well planned and tracked to ensure the best possible outcomes. In addition, we will continue to evidence improvement in pupil progress through our monitoring and tracking system.  The consistency of high quality learning and teaching is still a priority. The use of The Moderation Cycle will ensure a consistent approach to help raise attainment as well as a revisit to the features of what a 5 Star lessons looks like.  Parental engagement initiatives were successful with the support of Barnardo’s and Community learning Development staff. We will continue to develop other ways to engage parents in the life of the school and how they can support their children.  Our attendance has maintained over the last few years. However we have noticed that we have a poverty-related attendance gap that is impacting on learner’s outcomes. We will continue to identify families and work closely with them. We will continue to further implement our updated policy on managing pupils’ attendance. This will be led by the Depute Head.  The impact of Covid on children’s talking and listening skills is now felt from the 2 year old room right in to Primary 1. To mitigate this we will implement the ICAN talking and listening tool. In addition to this, parents have sought Speech and language support from staff regarding their child’s speech development. To support the development of this we will be extending the parent’s involvement in their child’s learning through the increased use of learning journals. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| * By June 2024, the percentage of identified groups of pupils across Primary 3 will make expected progress in reading from 66% to 72%. * By June 2024, the percentage of identified groups of pupils across Primary 3 will make expected progress in numeracy from 74% to 80%. * By June 2024, the percentage of identified groups of pupils across Primary 4 will make expected progress in reading from 66% to 72%. * By June 2024, the percentage of identified groups of pupils across Primary 4 will make expected progress in writing from 55% to 65%. * By June 2024, the percentage of identified groups of pupils across Primary 4 will make expected progress in numeracy from 60% to 70%. * By June 2024, the percentage of identified groups of pupils across Primary 5 will make expected progress in reading from 60% to 70% * By June 2024, the percentage of identified groups of pupils across Primary 5 will make expected progress in writing from 55% to 60%. * By June 2024, the percentage of identified groups of pupils across Primary 7 will make expected progress in writing from 58% to 65% * By June 2024, identified children will have a higher attendance rate. Baseline data will be sought and individual targets will be set. * 80% of targeted children will overtake individual outcomes of speech and language development that will allow them to participate in conversations within 3 months of starting nursery. | |
| ​**If PEF spend is supporting – how much and what?** | |
| See priority 1 spend. | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Review tracking processes and link information with GIRFEC input | August 2023 |  | SMT | Assessments  School tracking document |
| Identified learners given targeted support and progress reviewed every 6 weeks to measure impact and agree on next steps. | August 2023 – June 2024 |  | All teaching staff  HT, DHT  PSA | Active Literacy resources  Reading targets, fluency reading strategies, Toe by Toe |
| Attainment Challenge School support attainment in P1 & P2 | August 2023 – June 2024 |  | SMT  Recovery Associate  A.C. team  Nurture teacher | Attainment Challenge staff.  CPD for new Nurture Teacher.  Literacy/numeracy Assessments |
| Ensure systematic and regular opportunities for moderation activities in literacy and numeracy. | August 2023 – June 2024 |  | Class teachers  Recovery Teachers  LS Teacher  SMT | Collegiate meetings timetabled throughout the year |
| Termly Progress & GIRFEC meetings for all pupils | September 2023 – June 2024 |  | HT, DHT, Class teacher  LS Teacher  Partner Agencies when required | Meetings timetabled throughout the year. |
| Liaise with Barnardo’s and school staff to continue to support parental engagement. | September 2023 – June 2024 |  | HT, DHT, school staff | Regular meetings with Barnaro’s staff. Collegiate staff meetings. |
| Continue to implement attendance systems and participation in quality improvement work | August 2023 – June 2024 |  | DHT  Admin/clerical  Education Psychology  Liz Sommerville | Attendance tracking tool  Parent Information Leaflet  Attendance letter to parents  Continued training for DHT |
| Targeted talking and listening activities in nursery including self-service lunchtimes | November 2023 |  | Nursery staff | ICAN talking and listening tool |
| Targeted talking and listening activities at home | November 2023 |  | Parents | In-service training on the use of the ICAN toolkit  Practical activities from the ICAN toolkit |

|  |
| --- |
| **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 will demonstrate that almost all identified targeted pupils are making expected progress. * Minutes of meetings focusing on pupil progress and attainment will show improvement. Next steps will be identified. * Self-evaluation of learning and teaching will evidence improvement in the consistency of high quality learning and teaching across the curriculum. Evidence will be gathered via analysis of pupil progress, pupils’ views and learning visits/classroom observations. * Minutes of meetings will show moderation activities have taken place and impact recorded by staff. * Monitoring parents attendance and feedback at events will show a higher level of engagement and support for the school and their child. * Monthly tracking & monitoring pupil absence data will show an increase in attendance of identified pupils. * Tracking and observations by staff will show progression in children’s talking and listening skills using the ICAN toolkit every 3 months. |

|  |  |  |
| --- | --- | --- |
| **Priority 3** Improvement in children and young people's health and wellbeing  **Priority 5** Placing the human rights and needs of every child and young person at the centre of education | | |
| **NIF DRIVER**  Assessment of children's progress  Teacher professionalism  Performance information | HGIOS QIs  2.7 Partnerships  3.2 Securing Children's Progress  3.1 Ensuring wellbeing, equality and inclusion  2.4 Personalised support  **HGIOELC?**  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion | **Other Drivers**  **Health and Social Care Standards**  **3.16 – Responsive care and support**  **2.8 – Compassion**  **UNCRC**  Article 31 (Leisure, play and culture):  Article 3 (Best interests of the child): |

|  |
| --- |
| **Rationale for change based self- evaluation including data and stakeholder views** |
| Whilst there was an identified need to support the health and emotional wellbeing of some children in the school, the number that required support has greatly increased since the start of August 2022. It has become more apparent that a number of children across the school have difficulty with self-regulation. For many this is due to trauma. This has impacted their ability to engage fully in their learning. It has been agreed that a renewed focus on how to support children to be included in the classroom and ensure purposeful engagement is necessary.  Staff self- evaluation has highlighted the need to update and implement consistent approaches to managing pupils’ behaviour. Parents have also voiced the need to focus on relationships. A focus on Trauma Informed Practice will support us to do this. We will fully implement Inverclyde Anti-Bullying Policy and create a school charter.  We aim to build on the PATHs input that has taken place in the nursery. This is an evidence based approach to develop emotional literacy. There will be a focus in Primary 1 as a continuum and consistency on the experiences the children have had. Training by Barnardo’s will take place throughout the year.  Pupils will continue to learn about the importance of Catholic Education and how it shapes their lives. They will prepare and take part in the Sacraments at P4 and P7. Working closely with the Parish Priest will help support the children’s faith journey throughout the school.  We have recognised as a staff and pupil feedback the need to ensure pupil voice is integrated into the life of the school in a more robust way. We will continue to be part of Education Scotland’s Young Leaders Programme. We will also start our journey on the use of HGIOUR.  Barnardo’s, have coached and mentored staff in the 3-5 room on PATHs which has been successful and will be maintained. It has been identified that further work is needed on children’s self-regulation and should be introduced into the 2-3 room. This will be actioned through the further development of identifying negative and positive emotions using Twiggles the puppet and having some strategies to be able to self-regulate. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| 1. By June 2024, the number of identified children will be able to remain in class for targeted periods of time. 2. By June 2024, the number of identified children will be able to use self-regulation strategies to allow them to engage more readily in class. To meet individual targets. 3. By June 2024, most targeted pupils will be ready to learn after transitions throughout the day. 4. By June 2024, almost all children in Primary 1 will be able to express their feelings and manage these through the implementation of PATHs. 5. By June 24, all children will have a voice in school improvement through self-evaluation activities related to HGIOUR across the year. 6. By June 2024, the majority of pupils across the school and nursery will show a greater understanding of their rights in line with UNCRC. 7. After 3 months most children in the 2-3 room will be able to self- regulate in a developmentally appropriate way. | |
| ​**If PEF spend is supporting – how much and what?** | |
| 1. Principle Nurture Teacher(0.4) (£27,550) 2. Play Therapist, (Aug-Dec) – Mind Mosaic (£4250) 3. PSA/Nurture Assistant – (£18,865) 4. PATHs training for P1 staff (£1900) 5. Participatory Budget (£3,000) | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Developing in Faith – Promoting Gospel Values  Continue to work on Laudato Si. | From August 2023 |  | All staff  Re Co-ordinator | Collegiate session  Laudato Si resources  Developing in Faith Document |
| Appointment of a Play Therapist to work with identified children.  Training sessions during Curriculum Development. | From August 2023-December 2023 |  | SMT  Play Therapist  All staff | Training sessions by Play Therapist |
| Implement strategies from Trauma Informed practice training. | From August 2023 |  | SMT/all staff | All staff training on Trauma Informed Practice ( Inverclyde Council) |
| Further develop staff understanding of how to manage co-regulation and pupil self-regulation | From August 2023 |  | Lorna Aitken  Principal Teacher Nurture | Education Scotland training  Glasgow Motivation and Wellbeing Profile  (GMWP) |
| Implement revised behaviour policy in line with PPB to ensure a consistent approach across the school | From August 2023 |  | Nurture Focus Group/SMT/CMO Nurture/ Principal Teacher Nurture/All staff | Behaviour Policy  Collegiate sessions |
| Upskill staff in Compassionate and Connected Classrooms and implement in P4-P7 | From September 2023 |  | Nurture CMO/SMT | Compassionate and Connected Classrooms |
| Increased focus on of the Rights of the child in line with UNCRC. Link with nursery for consistent approach | From August 2023 |  | Nurture Focus Group  All staff | Assemblies/Use of Silver Award Criteria  Focus Group meetings |
| Staff to introduce Twiggles the turtle to the children | December 2023 |  | Staff in the 2-3 room | An introduction to the PATHs programme |
| Staff in the 3-5 room to maintain the standard of prior PATHs development | Ongoing till June 2024 |  | Staff in the 3-5 room | Use of PATHs programme |
| Develop PATHs skills in the wider community, eg library, parks and visits to other locations | Ongoing till June 2024 |  | Staff in the 3-5 room | Use of PATHs programme |
| Integrate children’s rights in both rooms | Monthly |  | All staff in both rooms | In conjunction with the school’s monthly rights plan |

|  |
| --- |
| **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? |
| * SMT will report a decrease in the number of identified pupils unable to transit back into the classroom after interval/lunchtimes. * Baseline data and monitoring of pupils struggling to self-regulate will show improvements in pupil engagement. * Glasgow Motivation and Wellbeing Profile (GMWP) will be used to measure identified pupils’ wellbeing and engagement. * Teachers will report an increase in the number of identified pupils that are ready to engage in learning and remain in the classroom. * Teachers will report an increase in the number of identified pupils that are able to use self-regulation strategies. * Results from staff, pupil and parental surveys will show increased understanding of strategies to improve and maintain wellbeing. * Teachers will report and SMT will see an increase in pupils knowledge of Children‘s Rights across the school. * Baseline data in both rooms to be gathered in September using the ages and stages questionnaire for a targeted group of 3-5 year olds and Learning journals wellbeing data for the 2-3 year olds * Children in the 3-5 room are able to verbalise some of their rights. Baseline to be established in September |

|  |  |  |
| --- | --- | --- |
| **Priority 6** Children’s level of involvement will be sustained (NURSERY) | | |
| **NIF Driver**  Assessment of children’s progress | **HGIOELC?**  3.2 Securing children’s progress | **UNCRC**  Article 28: (Right to education):  Article 3 (Best interests of the child):  **Health and Social Care**  **Standards** **2.11 Being included** |

|  |
| --- |
| **Rationale for change based self- evaluation including data and stakeholder views** |
| Staff observations have highlighted that in term 4, despite data gathered showing an improvement in children’s level of involvement, there is a requirement for targeted support to maintain, at least, a level 4 engagement score in term 4. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| 1. By June 2024, most children in the 3-5 room will maintain engagement of level 4 or 5 of the Leuven scale. | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Maintenance of the use of Leuven’s scale of involvement in both rooms | June 2023 | G | Nursery staff | Leuven’s scale assessment termly for all children |
| Environmental assessment of progressive challenge | January 2024 | R | 3-5 room Nursery staff | Environment assessment tool. Children’s interests being facilitated by 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? |
| * We will see children in term 4 engaged in a level 4 or above on the Leuven’s Scale. |