Education – Improvement Planning Document

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St John’s Primary School & Nursery Class

Establishment Name:

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Signatures:

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| Head of Establishment | Martin Craig | Date | June 2021 |

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| Quality Improvement Officer | Adam Stephenson | Date | June 2021 |

Our Vision, Values and Aims

**Vision:** Learning and growing together

through faith, hard work and love

to go safely on our way

**Values:** Respect, Ambition, Love, Patience, Honesty

**Aims:** Together we will:

* Respect each other, all faiths and the world around us.
* Provide opportunities to develop pupils’ personalities, talents and physical abilities in a variety of settings allowing them to reach their fullest potential in school and the wider community.
* Create a caring and happy environment where we can develop our God given talents.
* Demonstrate patience and understanding to all in a supportive way.
* Establish an ethos of honesty in our words and actions.

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 January 2021 – June 2021
* Session 2022 - 2023
* Session 2023-2024

Overview of rolling three year plan

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| **National Priorities** | **Session January 2021 – June 2021** | **Session 2022/23** | **Session 2023/24** |
| Closing the attainment gap between the most and least disadvantaged children | 1a. To ensure that Self-evaluation activities lead to improved outcomes for all.  b. To improve the Quality of Learning & Teaching throughout the School & Nursery.  c. To develop leadership at all levels across the school and the nursery. | 1a. Continue to improve self-evaluation throughout the school and nursery.  b. Evaluate Quality of Teaching and Learning.  c. Evaluate the impact of developing Leadership at all levels. | 1a. Continue to improve the Quality of Learning & Teaching throughout the School & Nursery.  b. Evaluate Quality of Teaching and Learning.  c. Almost all staff adopting leadership roles at all levels. |
| Improvements in attainment, particularly in literacy and numeracy | 1. To continue to develop the Early Level Curriculum with a focus on developing a clear curriculum rationale linked with 1140hrs development that supplements our Play Pedagogy approach. | 1. To review the updated Early Years Curriculum identifying key milestones for pupil progress. | 1. To evaluate the early Level Curriculum. |
| Improvements in attainment, particularly in literacy and numeracy | 1. To interrogate data to support school improvements.  2. To develop our digital strategy to support quality learning and teaching.  3. PEF Support to close the poverty related attainment gap. | 1. To evaluate the data gathering processes to provide a clear focus for areas for development.  2. To review progress in our Digital Literacy strategy focusing on the impact on learning and teaching.  2. PEF Support to close the poverty related attainment gap. | 1. To identify further developments that would support quality learning and teaching through robust data interrogation.  2. To identify further aspects of digital developments that would support quality learning and teaching.  3. PEF Support to close the poverty related attainment gap. |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | 1. Recovery Curriculum Staff – to continue to plan interventions that support pupils through the recovery process  2. Engagement with CLD – family learning | 1. Recovery Curriculum – to evaluate the interventions that supported pupils through the recovery process  2. Engagement with CLD – family learning | 1. PEF – Health & Wellbeing Coach – Evaluation and new actions.  2. Continued engagement with CLD – Family Learning Review. |

Pupil Equity Fund –Session 2021-2022

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| **NIF Priority**  Closing the attainment gap between the most and least disadvantaged children |
| **Context:**  St John’s Primary School is a denominational and co-educational School which has a Nursery class attached. The school was refurbished in 2015 to comply with disability legislation and upgrades included a new Nursery, canteen and MUGA (Multi Use Games Area). The school and nursery serve lower Port Glasgow and East end of Greenock area incorporating a mix of Local Authority and Private housing. The school roll has consistently risen for a number of years reflected in the current roll of 276 pupils in the school and 24 in the nursery class.  The school has 11 classes and 1 nursery class. The school has a staffing allocation of 15.2 FTE, including a Support for Learning Teacher (0.5), a Nurture Teacher 0.8FTE and 8 core Pupil Support Assistants. The school and nursery have 4 Clerical staff made up of 2 Senior Clerical positions on a job share basis (1.0FTE), 1 clerical assistant and 1 nursery clerical (0.3FTE), a Janitor, catering staff and hygiene staff. The school benefits from music tuition (0.1) and support from an Active Schools Coordinator and a Home link Support Worker.  **Rationale:**  Our rationale for school improvement is to continue to develop approaches to raise attainment and reduce the poverty related attainment gap. Gaps identified relate to poor vocabulary, comprehension and poor mental maths ability, especially in the early level. Mental Health support for pupils relating to poor social skills and building relationships would also be targeted through both Nurture support and Playground support. New resources in literacy and numeracy will enhance and motivate pupils to fully engage with their learning.  Feedback from our recent Attainment/Achievement meeting identified that the school had made very good progress in addressing the action points from the previous School Improvement Plan and indicated that the school and nursery should continue to further develop quality teaching and learning approaches to raise attainment and improve pupil progress.  Through accessing support from the Scottish Attainment Challenge (SAC) team the school was able to improve pedagogy and use data more effectively to input interventions to improve outcomes for all. The use of Coaching and Modelling Officers (CMO’s) to work alongside teaching and support staff ensured improved quality and consistency.  Using PEF to increase the number of classes while reducing the number of pupils in specific classes has benefitted pupils in relation to engagement with their learning. Additional PSA staff (PEF) have provided key supports for pupils both in their learning and emotional development |

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| Rationale 1  Children experiencing poverty have been highly impacted by Covid19. Recovery to pre-covid attainment figures across the school has not been achieved by June 2021. We want to continue recovery in 2021-2022, raising attainment and reducing the poverty related attainment gap, with a particular focus on literacy and numeracy in across various stages.  The gaps between SIMD1 & 2 to SIMD 3-10 is as follows:   |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Reading | | | | Writing | | | | Numeracy | | | | | Year | SIMD1-2 on track | SIMD3-10  on track | Gap | Year | SIMD1-2 on track | SIMD3-10  on track | Gap | Year | SIMD1-2 on track | SIMD3-10  on track | Gap | | P2 | 76.9% | 100% | 23.1% | P2 | 73.1% | 94.4% | 21.4% | P2 | 69.2% | 100% | 30.8% | | P4 | 71.4% | 94.4% | 23% | P3 | 83.3% | 93.8% | 10.4% | P4 | 82.1% | 100% | 17.9% | | P5 | 63.6% | 88.2% | 24.6% | P4 | 64.3% | 83.3% | 19% | P5 | 72.7% | 88.2% | 15.5% | |  |  |  |  | P5 | 63.6% | 88.2% | 24.6% | P7 | 84.6% | 93.3% | 8.7% |   Through detailed data interrogation and planning, specific interventions will be put in place to address these gaps across the identified classes for this children who show the gap in their attainment. | | | | | | |
| **Project / priority**  **(details of what you are doing and who you are targeting with additional intervention)** | | **Timescale** | | **Details of spend** | | **How will you evidence improvement?**  **Where is the evidence and what will it look like?** |
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| By June 2022, in reading and writing, the Poverty Related Attainment Gap will decrease by at least 10% for a targeted group of learners in P2 – P5.  By June 2022, in maths, the Poverty Related Attainment Gap will decrease by at least 10% for a targeted group of learners in P2-P5.  Intended Impact   * There will be a rise in attainment for those behind expectations in reading, writing and maths. * Targeted support will allow for more teacher – pupil interaction which will help to build trust. * Increased access to PSA will allow opportunity to reinforce and consolidate support. | | August 2021 –  June 2022 | | * Support for Learning Teacher 0.4FTE –   + (£18, 339.88 )   + will deliver interventions and support the teacher to support pupils * PSA x 2   + (£31, 285.67)   + will allow for greater PSA/Pupil ratio to build upon and reinforce additional targeted support. * Purchase of online programmes of work in literacy and numeracy * (£2000)   + will allow for consolidation of taught strategies and concepts building independence in our learners. | | * Decrease in Poverty Related Attainment Gap in Literacy and Numeracy. * Increase in tools for writing as shown in pupils’ work. * Increase in attainment for identified pupils using Inverclyde Writing Criteria. * Increase in Reading and Comprehension ages in identified pupils as evidenced by bi-annual assessments. * Increase in Numeracy attainment for identified pupils in selected areas of Numeracy as determined by SEAL assessments and Staging Posts. * Termly tracking meetings and target management involving all stakeholders. |
| Rationale 2  In light of the current Covid-19 pandemic and the impact this has had on our learners, we will ensure we have our Nurture Teacher for an additional 0.2FTE to give capacity for her to work with more pupils to improve resilience and Health and Wellbeing. | | | | | | |
| **Project / priority**  **(details of what you are doing and who you are targeting with additional intervention)** | **Timescale** | | **Details of spend** | | **How will you evidence improvement?**  **Where is the evidence and what will it look like?** | |
| By June 22 all targeted learners that have attended nurture supports will have an increase in their readiness to learn.  Intended Impact   * Identified children will increase their readiness to learn by adopting strategies and techniques to help the cope with adversity. * Identifies pupils report that their wellbeing has been positively impacted. * An indirect affect on attainment figures by allowing identified pupils to focus on their learning. | August 2021 –  June 2022 | | * 0.2 FTE Nurture Teacher * £10, 228.80 * Will allow for increased time within the Nurture Class for targeted pupils resulting in increased engagement of young people in their learning and improved social skills of pupils within the Nurture Class and Mainstream classes | | * Class Teacher observations report pupils are more ready to learn. * A reduction in the number of SLT and additional support required for learners. * Pupils report that they feel happier being in class. * Boxall profiles will show an increase in developmental skills.   Termly tracking meetings and target management involving all stakeholders. | |
| Rationale 3  To enhance our transition from Nursery to Primary 1, and to compliment the Authority strategy of introducing Play Pedagogy, we will develop our Early Years curriculum to include Play Pedagogy approaches and commit time and resources to ensure this is implemented successfully. Most pupils accessing the nurture classes had experienced poverty. | | | | | | |
| **Project / priority**  **(details of what you are doing and who you are targeting with additional intervention)** | **Timescale** | | **Details of spend** | | **How will you evidence improvement?**  **Where is the evidence and what will it look like?** | |
| By Dec 21 positive transitions have been supported for all P1 pupils reducing anxiety and increase engagement in learning | August  2021 –  December 2021 | | * PT uplift * £3000 * Play resources to enhance learning both indoors and outdoors * £10,000 * Awareness raised of pedagogical approaches to developing play in the Early Level * Quality collaboration with the ELC ensuring shared experiences * Improved understanding of play to support learners | | * Regular evaluations and feedback sessions will show increased staff confidence in the delivery of play leading to increased opportunities for pupils to experience quality play provision across the Early Level both indoors and outdoors. * Reduction in the number of referrals to the nurture base * Lower referrals to SLT for pupils who are not coping/need other supports. * Engagement in targeted learners is increased as shown in Leuven scales and evidenced through Quality Assurance procedures. | |
| Rationale 4  There is a Poverty Related Attainment Gap in reading. We want to increase pupils’ love for reading, increase opportunities for reading for pleasure and, in turn, decrease the Poverty Related Attainment Gap in reading for those pupils behind expectations. | | | | | | |
| **Project / priority**  **(details of what you are doing and who you are targeting with additional intervention)** | **Timescale** | | **Details of spend** | | **How will you evidence improvement?**  **Where is the evidence and what will it look like?** | |
| By June 22 there will be an increase of 50% of learners in all stages engaging more with reading | August 2021  –  June 2022 | | * Creation and development of Class Libraries and associated reading areas –   (£10,000) | | * Pre and Post Questionnaires show an increase in the love reading for pleasure * School Staff observations of increase in reading for pleasure. * Parental engagement - using AR book finder to aid the banding of books. * Increase in Reading and Comprehension ages in identified pupils as evidenced by bi-annual assessments. * Interventions and support from Attainment Challenge pop up Librarian to support improvement in reading experience. | |
| * Total in PEF budget - £108,685.00 * Total committed from session 2021/21 - £18, 881.85 * Commitments still to be charged - £300 * Projected spend for session 2021/22 - £84,854.35 * Total remaining - £4,684.80 (Uplift to wages etc) | | | | | | |

Plan –Session January 2021-2022

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| **Priority 1** Closing the attainment gap between the most and least disadvantaged children | | |
| **NIF Driver**  School leadership | **HGIOS?4**  1.1 Self-evaluation for self-improvement  1.3 Leadership of change | **Other Drivers**  **HGIOELC?**  1.3 Leadership of change  1.4 Leadership and management of practitioners  **RRS**  Article 28: (Right to education):  Article 29 (Goals of education):  **Developing in Faith**  Developing as a community of faith and learning |

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| **Expected outcomes for learners which are measurable or observable** |
| * To revisit our Vision, Values & Aims statements across the Nursery and School to ensure they accurately reflect our context * To create a clear Curriculum Rationale which incorporates 1140hrs developments * To audit our process of change leading to sustained improvements for all learners based on relevant research |

| **Tasks to achieve priority** | **Timescale** | **Those involved – including partners** | **Resources and staff development** |
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| 1.1 To complete a review of our vision, values and aims statements across the Nursery and School to ensure that they accurately reflect our context | January 2021 – June 2021 | **Whole School Community** | Alison Drever resource materials |
| 1. To agree shared expectations/standards and aspirations across the school and Nursery | January 2021 – June 2021 | **Whole School Community** | Alison Drever resource materials |
| 1. To promote our shared expectations, standards and aspirations across the school community | January 2021 – June 2021 | **Whole School Community** | Alison Drever resource materials  School/Nursery Guidance document to be updated to reflect shared expectations |
| 1. Review and develop a clearer Curriculum Rationale for St John’s Primary School and Nursery Class taking account of the impact of 1140 Hours Development | January 2021 – June 2021 | **Whole School Community** | Alison Drever resource materials  Review Rationales of other establishments to benchmark against our own context as a vehicle for change |
| 1. To agree a strategic direction, focusing on improving Teaching and Learning involving all stakeholders | January 2021 – June 2021 | **Whole School Community** | Alison Drever resource materials |
| 1.2 To review our establishment priorities to ensure they align with National, Local and community | January 2021 – June 2021 | **All staff**  **Parent Council**  **Education Officer**  **Attainment Challenge support** | Education Scotland resources |
| 1.3 To audit our Processes of Change | January 2021 – June 2021 | **All staff** | Education Scotland resources |
| 1. How is change identified? 2. Who leads the change? 3. What stakeholders should be involved in the change process? 4. What research/expertise is required to support the change? 5. Is Practitioner Enquiry a suitable option to support the change? 6. How do measure the success of the change? 7. How do we evaluate the impact of the change? | August 2021 – December 2021 | **SMT** |  |
| 1.3.1 Identify a key change to improve the school and follow the process outlined previously | August 2021 – June 2022 | **All Stakeholders** |  |

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| **Evidence of Impact** |
| * *A Vision statement that genuinely reflects St John’s Primary School and Nursery Class* * *Values and Aims that underpin the redefined Vision statement reflecting stakeholder ownership leading to sustainable reality – Our stakeholders will promote and enable pupils to develop skills for life and work* * *To promote our vision, values and aims to all stakeholders* * *A detailed Curriculum Rationale which underpins our key values for learning and the development of the whole child promoting and sustaining an aspirational vision for our curriculum incorporating the impact of 1140hrs* |

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| **Priority 2** Closing the attainment gap between the most and least disadvantaged children | | |
| **NIF Driver**  School leadership  Teacher professionalism  School Improvement | **HGIOS?4**  1.3 Leadership of change  3.2 Raising attainment and achievement | **Other Drivers**  **HGIOELC?**  1.2 Leadership of learning  1.3 Leadership of change  **RRS**  Article 28: (Right to education):  Article 17 (Access to information; mass media):  **Developing in Faith**  Developing as a community of faith and learning |

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| **Expected outcomes for learners which are measurable or observable** |
| * To improve the quality of Digital Literacy throughout the Establishment * To improve staff skills and effectively implement Digital Literacy across the School and Nursery * To increase pupil engagement in Digital technology as a vehicle of learning |

| **Tasks to achieve priority** | **Timescale** | **Those involved – including partners** | **Resources and staff development** |
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| 2.1 To create a Digital Literacy Working Group | January 2021 | **All staff** | HGIOS?4  HGIOELCCC  Education Scotland Digital Literacy Document |
| 2.2 To identify CLPL needs of staff to deliver high quality digital literacy in the establishment | Staff Meetings throughout the year | **All Staff/ CMO Digital Literacy** | HGIOS?4  HGIOELC  Education Scotland Digital Literacy Document |
| 2.3 Create plan to address gaps and support staff | March 2021 – June 2021 | **SMT/CMO/Staff** | HGIOS?4  HGIOELC  Education Scotland Digital Literacy Document |
| 2.4 Implementation of Plan focusing on CLPL for staff | August 2021 – May 2022 | **All Staff/CMO** | Review at regular intervals including Progress and Tracking meetings |
| 2.5 Evaluation of Digital Literacy across the School and the Nursery | May 2022 | **SMT/Pupil/Staff/Parents/CMO** | Staff will have increased confidence in using digital technology to enhance learning and teaching thus impacting on attainment and outcomes |

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| **Evidence of Impact** |
| * *All staff engaging in initial awareness raising session delivered by CMO Digital Literacy, completion and interrogation of Staff Survey* * *Increase in staff adopting digital literacy strategies within the school and the nursery* * *Increase in opportunities for staff to develop their digital literacy skills leading to increased confidence* |

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| **Priority 3** Improvements in attainment, particularly in literacy and numeracy | | |
| **NIF Driver**  School leadership  Teacher professionalism  Parental engagement | **HGIOS?4**  1.1 Self-evaluation for self-improvement  2.5 Family learning  3.1 Ensuring wellbeing, equality and inclusion | **Other Drivers**  **HGIOELC?**  2.7 Partnerships    **RRS**  Article 28: (Right to education):  Article 12 (Respect for the views of the child):  **Developing in Faith**  Celebrating and worshipping  Honouring Jesus Christ as the Way, the Truth and the Life |

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| **Expected outcomes for learners which are measurable or observable** |
| * To review our Quality Assurance processes to ensure that they demonstrate a collective responsibility for school/nursery improvement |

| **Tasks to achieve priority** | **Timescale** | **Those involved – including partners** | **Resources and staff development** |
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| 3.1 Creation of a working Group involving a range of stakeholders | May 2021 – June 2021 | **All Staff** | Education Scotland Advice  HGIOS?4  HGIOELCC |
| 3.2 Complete an Audit of the Quality Assurance procedures that are already in place | August 2021 | **Working Group & SMT** | Education Scotland Advice  HGIOS?4  HGIOELCC |
| 3.3 View the impact of the actions in relation to the outcomes – What difference are these actions making to school improvement – are they worthwhile doing? | August 2021 | **Working Group & SMT** |  |
| 3.4 Identify the key actions that make the greatest impact on school improvement | September 2021 | **Working Group & SMT** | Quality Assurance procedures reviewed |
| 3.5 Engage with Education Officer to identify examples of “Good Practice” | September 2021 | **Working Group & SMT** | Visit to other establishments to seek good practice |
| 3.6 Update Quality Calendar to include identified Key Quality Assurance activities (Good Practice) that will lead to school improvement – use the STOP/KEEP/ START - process | November 2021 | **Working Group & SMT** | Education Scotland Advice  HGIOS?4  HGIOELCC |
| 3.7 Implement updated Quality Assurance Calendar | December 2021 | **Whole School Community** |  |
| 3.8 Termly Review periods identified to evaluate impact and relevance | March 2022  June 2022 | **All Staff** |  |
| 3.9 Evaluate impact of change in relation to actions and outcomes – Update Quality Assurance Calendar as a result of completed evaluation | June 2022 | **All Staff** |  |

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| **Evidence of Impact** |
| * *To create a robust Quality Calendar that demonstrates impact of actions* * *To upskill staff knowledge of self-evaluation systems and processes to ensure clarity of purpose* * *Streamlined Quality Assurance processes that improve pupil learning and experiences* |

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| **Priority 4** Improvements in attainment, particularly in literacy and numeracy | | |
| **NIF Driver**  School leadership  Teacher professionalism  School Improvement | **HGIOS?4**  1.1 Self-evaluation for self-improvement  2.5 Family learning  3.1 Ensuring wellbeing, equality and inclusion | **Other Drivers**  **HGIOELC?**  2.7 Partnerships    **RRS**  Article 28: (Right to education):  Article 29 (Goals of education):  **Developing in Faith**  Celebrating and worshipping  Honouring Jesus Christ as the Way, the Truth and the Life |

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| **Expected outcomes for learners which are measurable or observable** |
| * To continue to improve Teaching & Learning across the school and nursery * To address any identified gaps in pupil learning through targeted support and the recovery process * To ensure effective transitions are in place to support pupil progressions through learning pathways * To effectively use Learning Journals to support pupils learning |

| **Tasks to achieve priority** | **Timescale** | **Those involved – including partners** | **Resources and staff development** |
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| 4.1 Staff to revisit Inverclyde Learning, Teaching and Assessment Policy and AiFL strategies | May 2021 – June 2021 | **HT**  **All Staff** | Inverclyde Learning, Teaching and Assessment Policy – staff to reflect on approaches to learning and teaching  Shirley Clarke Material/  Revisit Dylan Williams resources |
| 4.2 Staff to focus on transitions across all stages to ensure robust data sharing leading to effective tracking of pupil progress through each level, incorporating the impact of 1140hrs development | May/June 2021 | **Teaching Staff**  **Nursery staff** | New nursery transition paperwork  Pupil Profiles created  New Handover process  Staff will have a clearer picture of our learners ensuring a more effective handover. |
| 4.3 Literacy and Numeracy assessments will identify gaps in learning leading to a detailed plan for recovery and learning throughout the school | August- September 2021 | **All Staff**  **Recovery Staff**  **SfL Teacher**  **Recovery Associate**  **Attainment Advisor** | Staff to engage in assessments and reflect upon class data, identifying pupil needs.  Reflection on suitable resources and teaching prompts to best support learners  Support for Learning meetings/Tracking meetings will allow for effective deployment of recovery staff, PEF staff, PSAs and SfL Teacher |
| 4.4 Moderation of Teaching and Learning in writing at school, cluster and authority level | October 2021 | **All Staff**  **Cluster colleagues** | Review current writing framework.  Moderation with cluster colleagues.  Training and upskilling of planning, teaching and assessments where necessary. |
| 4.5 Track the effectiveness of support on offer to address gaps in Literacy and Numeracy | September 2021  November 2021  January 2022  April 2022  June 2022 | **All Staff**  **Recovery Associate** | Collation of data  Tracking and SfL meetings will identify and adapt support on offer as we address gaps and reprioritise  Stage Moderation of planning and assessment |
| 4.6 Updated Transitions/Hand-over Notes created to ensure accuracy of data and smother transitions | March 2021 – June 2021 | **SMT**  **Teaching Staff**  **Nursery Staff** | Education Scotland Advice  HGIOS?4  HGIOELCC |
| 4.7 Early Level Curriculum Development focusing on impact of 1140hrs ~ milestones for pupils | June 2021 | **DHT**  **Nursery Staff**  **Primary 1 Staff** |  |
| 4.8 Pilot use of Learning Journals in the Nursery | March 21 – June 22 | **SMT**  **Nursery Staff** | Use of Digital technology to enhance nursery experience, learning opportunities and parental engagement. |

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| **Evidence of Impact** |
| * *Effective use of Assessments to identify gaps in learning for pupils* * *Targeted support for pupils identified through TPJ and professional dialogue improving outcomes for those pupils* * *Evaluation of interventions for impact* * *Effective transitions for all pupils* |

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| **Priority 5** Improvement in children and young people's health and wellbeing | | |
| **NIF Driver**  School leadership  Teacher professionalism  Parental engagement | **HGIOS?4**  1.1 Self-evaluation for self-improvement  2.5 Family learning  3.1 Ensuring wellbeing, equality and inclusion | **Other Drivers**  **HGIOELC?**  2.7 Partnerships    **RRS**  Article 28: (Right to education):  Article 4 (Protection of rights):  **Developing in Faith**  Celebrating and worshipping  Honouring Jesus Christ as the Way, the Truth and the Life |

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| **Expected outcomes for learners which are measurable or observable** |
| * To engage in Laudato Si - Ecological Education Programme |

| **Tasks to achieve priority** | **Timescale** | **Those involved – including partners** | **Resources and staff development** |
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| 5.1 Registration to become a “Laudato Si” school | November 2020 | **HT**  **All Staff** | Laudato Si Resource Pack |
| 5.2 Presentation to the whole school community of the “Laudato Si” approach and a commitment to supporting the process | May 2021 | **All Staff** | Laudato Si Resource Pack |
| 5.3 Identification of current practice in Ecological Education using a Step Question for each stage issued to pupils, staff and parents | August 2021 | **HT** | Laudato Si Resource Pack |
| 5.4 Identification of the “Placemat” activities from Part 2 of the Programme that would be our focus for this session to introduce the key messages from “Laudato Si” | September 2021 | **HT** | Laudato Si Resource Pack |
| 5.5 To prepare a whole school approach to ecological education incorporating the 4 contexts of learning across all 8 curricular areas | September 2021 | **SMT** | Laudato Si Resource Pack |
| 5.6 To identify groups that will have the responsibility to take forward specific aspects of the “Laudato Si” programme | September 2021 | **SMT** | Laudato Si Resource Pack |
| 5.7 To identify specific targets for each Group | October 2021 | **SMT** | Laudato Si Resource Pack |
| 5.8 To provide opportunities for Groups to report on their progress towards agreed targets | January 2022  March 2022  June 2022 | **Parents**  **Pupils**  **Staff**  **Parish Community** | Laudato Si Resource Pack |
| 5.9 To plan further aspects to take forward in the new session | June 2022 | **Each Group** | Laudato Si Resource Pack |

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| **Evidence of Impact** |
| * *Whole School ecological education approach created* * *Targets agreed for each section ~ ecological education* |

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| **Priority 6** Closing the attainment gap between the most and least disadvantaged children | | |
| **NIF Driver**  School leadership  Teacher professionalism | **HGIOS?4**  1.1 Self-evaluation for self-improvement  2.5 Family learning  3.1 Ensuring wellbeing, equality and inclusion | **Other Drivers**  **HGIOELC?**  2.7 Partnerships    **RRS**  Article 31 (Leisure, play and culture):  Article 29 (Goals of education):  **Developing in Faith**  Celebrating and worshipping  Honouring Jesus Christ as the Way, the Truth and the Life |

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| **Expected outcomes for learners which are measurable or observable** |
| * To participate in the Local Authority Priority to develop Play Pedagogy |

| **Tasks to achieve priority** | **Timescale** | **Those involved – including partners** | **Resources and staff development** |
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| 6.1 Creation of a working Group involving a range of stakeholders | June 2021 | **SMT/Depute of Nursery/P1 Teachers** |  |
| 6.2 Working Group to complete an audit of Staff understanding of Play Pedagogy | September 2021 | **Working Group /All Staff** | Quality CLPL delivered by Lynn Taylor and Falkirk Staff, supported by Inverclyde Educational Psychological Services and Inverclyde ELC Manager |
| 6.3 Working Group to collate responses and feed in to the Local Authority Steering Group advising on Play Pedagogy | September 2021 | **Working Group** |  |
| 6.4 Working Group to identify resources to support Play Pedagogy and purchase items as appropriate | September 2021 | **Working Group** | Identified good practice to inform purchasing of quality play resources |
| 6.5 Staff training identified and supported via Local Authority Steering Group | September 2021 | **All staff**  **Local Authority Steering Group** | Quality CLPL delivered by Lynn Taylor and Falkirk Staff, supported by Inverclyde Educational Psychological Services and Inverclyde ELC Manager |
| 6.6 Audit Early Level curriculum and ensure quality of coverage across Nursery/P1 Early Level | October 2021 | **Working Group**  **SMT** | Early Level progression Pathways and Es & Os  Development of a clear plan of expectations for staff to follow ensuring effective coverage of Early Level curriculum. Work in collaboration with CMOs for Play |
| 6.7 Timetable of activities clearly set out and review points established to allow for ongoing evaluation. | October 2021  January 2022  March 2022  June 2022 | **SMT/Depute of Nursery/P1 Teachers/Working Group** | Review all practices in a timely fashion to ensure effectiveness of approach.  Assess data against previous years to identify any gaps |
| 6.8 Implement action points to support ongoing process of improving play within St John’s Primary School and Nursery | October 2021  January 2022  March 2022  June 2022 | **SMT/Depute of Nursery/P1 Teachers/Working Group** | Ensure change occurs based on evaluations.  Seek to make improvements based on sound evidence and identified good practice. |

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| **Evidence of Impact** |
| * *To further develop Staff understanding of Play Pedagogy* * *Enhanced practice of Play Pedagogy in the Early Level with a clear understanding of the Early Level curriculum.* * *Enhanced play opportunities for pupils in P1 allowing for support and challenge.* * *Enhanced play opportunities across the school with tentative steps towards implementing a whole school play strategy* |