Education – Improvement Planning Document – 2024-25

Establishment Name: St John’s Primary School & Nursery Class

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| Head of Establishment | Martin Craig | Date | June 2024 |

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| Quality Improvement Officer | Adam Stephenson | Date | June 2024 |

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 nursery, 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.

*Stakeholder’s views*

**How were stakeholders views collected?**

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| Pupils were consulted on school improvement throughout the year in several ways. Groups of up to 6 pupils per class were identified randomly during our Quality Assurance week at 3 separate times throughout the year. During these meetings, pupils brought evidence of their learning with them to discuss with a member of SLT. They also engaged in a discussion around Learning, Teaching and Assessment to determine areas of strength and development, aiming to achieve consistency throughout each year group. Pupils also discussed next steps in their learning and what they need to be successful. Children also joined a committee of their choosing closely linked to developments across the establishment. In Nursery, children were consulted on a range of topics including developments of outdoors areas, development of block areas and visits outside the nursery. Children, along with their families, were asked about what they enjoyed about nursery, what was going well and what they would improve upon. Families were also consulted on school and nursery improvement throughout the year by a series of Microsoft Form questionnaires. These questionnaires sought to find out information from all perspectives. Questions centred around what was going well within the school, what processes and procedures should be kept, what needs to improve, what we should start doing and what we should stop doing. These questionnaires have helped shape our future planning. Staff have been involved in various forms of sharing their views through regular data meetings, whole staff meetings and individual Microsoft Forms questionnaires. Staff also engaged in reflective discussions centred around 2.3 and 3.2 of HGIOS?4 to inform our planning.  |

**How was PEF spend consulted on?**

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| PEF spending is reflective of all the information gathered throughout the year from all stakeholders. Information gathered has allowed us to plan ahead for maximum school and nursery improvement based on current views. Elements of participatory budgeting also allowed for more autonomy within the community including proposed spending on outdoor learning. All staff agreed on the PEF proposals for the year. 84% of parents who responded to the question about 0.3FTE teacher agreed that this is a good use of funds. 94% of parents who responded to the question of using money to reduce costs for residential trips agreed that this is a good use of funds.  |

**Plan: Session 2024-2025**

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| **Priority 1**Closing the attainment gap between the most and least disadvantaged children and young peopleImprovements in attainment, particularly in literacy and numeracy |
| **NIF Driver**Assessment of children's progressSchool ImprovementChoose an item. | **HGIOS/ELC QIs** 3.2 Raising attainment and achievement3.2 Securing Children's Progress Choose an item. | **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** |
| When analysing data from all sources, it is clear that attainment remains high across the school and nursery for all tracked curricular areas including listening and talking, reading, writing and numeracy. All areas continue to exceed local, family and comparator school averages. However, predicted gains in writing have not been achieved for various reasons. There has been a clear dip in writing attainment with the biggest dip in Primary 3 and Primary 4 for session 2023/24. Writing remains the lowest performing area of the curriculum with 82.6% of pupils on track and the PRAG remains the widest with a gap of 12.7%. Staff consultation shows that we need to review assessments and expectations in writing to help support increasingly accurate judgements. We aim to rectify this by utilising PEF funds to support targeted interventions with group of children, with a focus on Primary 4 and Primary 5. A focus on moderation will ensure writing assessments match teacher professional judgements to ensure accuracy.As a school community, we are currently a Silver Reading School. We value the importance of reading and its benefits and are working closely with the framework to achieve Gold Reading Schools status. Across the school, attendance has dropped slightly against previous years. This was also highlighted during a recent Education Scotland inspection. We aim to ensure families are supported to maximise attendance with a rigorous approach used by school staff. We intend to use additional staff using PEF to target those children with attendance issues including small group support and home learning, where appropriate. This will support improvements in attainment even when children are not able to attend school. In nursery, writing attainment shows 100% of children are on track or beyond. Listening and Talking data shows 16% of children are behind expectation and so should be the focus of any interventions. Nursery will continue to use “I can” toolkit to support interventions whilst also working collaboratively to ensure steady progression across the Listening and Talking curriculum. An authority approach to tracking all children for session 2024/35 will ensure consistency across the authority. We will use these new trackers, linked to Learning Journals, to ensure children experience a range of learning opportunities.  |
| **Expected outcomes for learners** |
| **Writing**1. By June 2025, the Poverty Related Attainment gap for pupils in SIMD 1+2 in writing will be below 10%.
2. By June 2025, attainment in writing will exceed 85% across the school and nursery.
3. In Primary 4 and 5, by June 2025, writing attainment will exceed 80%.

**Reading**1. By June 2025, we will become a Gold Reading School.

**Attendance**1. By June 2025, attendance will exceed 94% across the school.
2. By June 2025, attendance will improve by 10% for a targeted group of pupils.

**Nursery**1. By June 2025, Listening and Talking attainment will exceed 90%.
2. By June 2025, authority trackers for literacy, numeracy and health and wellbeing will be fully implemented by 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? |
| * PRAG will decrease, particularly in writing – this will be tracked closely at each data drop to ensure we are on track to reach or exceed our target.
* This will be linked closely to any intervention work being carried out by all staff.
* Inverclyde Writing Assessments and in house/cluster moderation will ensure consistency.
* A deeper look into writing progression and assessment will increase confidence in judgements made.
* Quality Calendar will focus dedicated time on planning meetings, stage meetings and data meetings connected to writing development.
* Following our reading action plan, we will measure our successes in raising reading for pleasure.
* Written pieces of work from children will show progress and children will be able to confidently speak about this progress.
* Rigorous approach to attendance will ensure support for families is timely and proportionate.
* N4 and N5 children will continue to engage in “I can” sessions, with staff confident in their delivery.
* Staff will use the new tracking system to confidently track pupils against benchmarks and skills.
 |
| ​**If PEF spend is supporting – how much and what?**  |
| 1. **1.4 PSA to support interventions across school (£24,000).**
2. **0.3FTE Teacher to support interventions across school (£19,500).**
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| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Writing training for all staff across the year. | June 25 |  | PT of Literacy – Jennifer McGachyAll Staff  | * Training PowerPoint
* Inverclyde Key Principles for Writing booklet
* North Lanarkshire Writing
 |
| Review current assessment strategy of writing across school and nursery with a focus on first level assessments. | By October 24 |  | All Staff | * Writing benchmarks
* North Lanarkshire Writing
* Writing assessments
 |
| Identification of those pupils in SIMD1+2 who are behind expectation in writing.  | By September 24 |  | PT of Literacy | * Data Dashboard
* Writing assessments
 |
| Identification of those pupils in SIMD 3-10 who are behind expectation in writing.  | By September 24 |  | PT of Literacy | * Data Dashboard
* Writing assessments
 |
| Identification of those pupils who have attendance lower than 80% and are behind expectation in writing. | By September 24 |  | PT of Literacy | * Data Dashboard
* Business Intelligence
 |
| Delivery of team teaching and Coaching/Modelling of writing | Ongoing |  | PT of Literacy | * In class support
* Support timetable
 |
| Second Level teachers to moderate writing with cluster colleagues to ensure consistency of assessment. | By November 24 |  | Second Level Teachers | * Cluster moderation
* Assessment samples of behind, on track and beyond pupils
 |
| Staff follow rigorous timetable targeting those children behind expectation in writing. | Ongoing |  | All staff | * Intervention paperwork
 |
| Regular check ins to analyse progress. | Ongoing |  | SLT | * GIRFEC Meetings
* Collegiate meetings to focus on moderation of writing across the establishment
 |
| Continuation of “Wow” wall for writing  | Ongoing |  | All staff | * Dedicated space for sharing writing
 |
| Following action plan of events to ensure clear progression in reading for pleasure.  | Bu June 2025 |  | PT of LiteracyAll community | * Action Plan
* Pre and post attitudinal surveys
* Specific events throughout the year e.g. Book Week Scotland, Brekkie and Blether and World Book Day
 |
| Identification of pupils with historically low attendance | By September 24 |  | DHT | Families invited to meeting to create action plan. |
| Core and PEF staff to follow timetable of support and interventions to support children with low attendance | Ongoing |  | All staff including PEF 0.3 and PEF PSAs | * Timetables of support
 |
| Regular check ins to analyse trends and patterns in attendance | Monthly |  | SLT | * Business intelligence
* SEEMIS
 |
| Identification of pupils behind expectation in Talking and Listening | By September 2024 |  | All Nursery Staff | Learning Journals |
| Targeted support for identified pupils throughout the year | Ongoing |  | All Nursery StaffIdentified group | * Listening and Talking resources
 |
| Staff to undertake ongoing training on the use of new authority trackers for literacy, numeracy and health and wellbeing | Ongoing |  | All Nursery Staff | * Authority Trackers
 |
| Regular check ins and evaluations to ensure trackers are being used and implemented correctly  | Ongoing |  | All Nursery Staff | * Authority Trackers
* Self-Evaluation tools
 |
| Relevant staff will continue to upskill on relevant authority policies and procedures eg child protection audit, assessment processes to support learners with additional support needs, trauma informed practice and missing pupil protocols | Ongoing |  | All Staff as appropriate | * Local Authority policies and procedures
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| **Priority 2** Placing the human rights and needs of every child and young person at the centre of educationChoose an item.Choose an item. |
| **NIF Driver**School ImprovementChoose an item.Choose an item. | **HGIOS/ELC QIs** 1.3 Leadership of change3.1 Ensuring wellbeing, equality and inclusion Choose an item. | **UNCRC**Article 2 (Non-discrimination):Article 4 (Protection of rights):  |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| In session 2023/24, the DHT undertook training on Building Racial Literacy. In response to this new learning, and to reflect our ever diversifying community, we feel it is imperative that the whole community increases their awareness of racism, its effects and how we can live in a more inclusive community. Utilising the HTs work within the Diocesan Equalities committee, we will aim to ensure children, staff and families understand equalities more and We aim to increase inclusion within the community, as well as having zero tolerance towards any form of racism and inequality.As an establishment and cluster, we recognise that many of our families have experience of trauma and this can affect their daily lives, how they engage in education and their expected outcomes. Many conversations with families have shown us that it is imperative that we better understand the position of our families and work collaboratively to create an inclusive, trauma informed environment where all can succeed with the support necessary. We plan to work as a cluster to audit current practices, plan effective ways to increase understanding across the cluster and work collaboratively to meet the needs of our collective community. A recent inspection has highlighted successful play pedagogy across the school but also suggested this could be more consistent to ensure all children can benefit from this pedagogical approach. By auditing our approach and working collegiately, we can build upon good practice in order to inform planning across the school for all levels. Feedback from learning visits and pupil voice in the nursery has indicated that the nursery is lacking in a calm/cosy space. Due to space limitation indoors, it was agreed that a suitable space could be identified outdoors to create a "Zen Den" where children can go to regulate feel calm/quiet/cosy. This was a priority for last session but was not complete for various reasons and so remains a priority.  |
| **Expected outcomes for learners****Who? By how much? By when? What?** |
| 1. By June 2025, all staff will be trained in Building Racial Literacy, positively impacting on pupils’ experience.
2. By June 2025, most pupils will be able to articulate the role in which they can play in developing racial literacy.
3. By June 2025, most families will have an increased awareness of Racism and its effects in our community and wider society.
4. By June 2025, all families will have the opportunity to engage in trauma informed information sessions to increase community awareness.
5. By June 2025, all children will access weekly play sessions both indoors and outdoors.
6. By June 2025, all children will have access to a calm/quiet area to regulate their emotions (Zen Den)
 |
| **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? |
| * Pre and post questionnaires will show an increase awareness and understanding of racism and its effects within our community for children, families and staff.
* CLPL and professional learning will increase staff knowledge and confidence around racism and will positively impact staff confidence in teaching about race and equality.
* Through CLPL and collaborative Professional planning across the cluster, staff will be able to use their knowledge of trauma to inform their planning, their relationships and their engagement with both pupils and their families to ensure experiences at school and nursery are appropriate.
* Children will have a better understanding on trauma and how this can shape their understanding of the world around them.
* Children in nursery will have access to a recognised area to allow for co-regulation and regulation in a calm environment.
 |
| ​**If PEF spend is supporting – how much and what?**  |
| n/a |

| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Staff will undertake training to build knowledge and understanding of racial literacy. | Ongoing |  | All staff at Whole Establishment Meetings | * Leanne Cannon, DHT
* BRL Training resources
 |
| Staff are reminded of reporting mechanisms around bullying and racist incidents. | Ongoing |  | All Staff | * Child Protection Audit Toolkit
* Anti-bullying policy
* SEEMiS
 |
| Young Leaders of Learning group will followed programme to support our developing racial literacy programme | Ongoing |  | Leanne CannonJennifer McGachyYoung Leaders of Learning Group | * Education Scotland/Inverclyde Young Leaders of Learning Pack
* BRL resources
 |
| All classes in school and nursery to undertake periods of learning linked to race and equality culminating in sharing of learning with the community | By June 2025 |  | All StaffAll pupils | * Various texts and class resources
* Online platforms
* Local Museum
 |
| Audit of current trauma knowledge against Glasgow toolkit alongside cluster establishments. Staff training including any remaining STILT modules and training from Scottish Attachment in Action.  | By October 2024August – December 2023Ongoing |  | All Staff including nursery and school.Dr Taryn Moir. | * Glasgow Nurture toolkit.
* Nurturing Principles

 * Inverclyde Adoption
* STILT
* Scottish Attachment in Action
 |
| Work closely with cluster to identify shared goals in raising awareness of trauma. | August -October 2024 |  | All Cluster staff Dr Taryn Moir | * Glasgow Nurture toolkit.
* Nurturing Principles
 |
| Cluster community event to increase awareness and understanding of trauma.  | June 2025 |  | All cluster staff |  |
| Audit of current trauma knowledge against Glasgow toolkit alongside cluster establishments. Staff training including any remaining STILT modules and training from Scottish Attachment in Action.  | By October 2024August – December 2023Ongoing |  | All Staff including nursery and school.Dr Taryn Moir. | * Glasgow Nurture toolkit.
* Nurturing Principles

 * Inverclyde Adoption
* STILT
* Scottish Attachment in Action
 |
| Work collegiately to audit our current play offer across each stage – Early, First and Second | By October 2024 |  | All staff |  |
| Share experiences of what play looks like in each stage in order to build confidence in its implementation, especially at second level | By October 2024 |  | All staff | * P7 play experience for staff
* P1 play experience for staff
 |
| Timetabling of indoor and outdoor play across all stages | Ongoing |  | SLT | * Timetables and resourcing
 |
| Application for Tesco Community Grant to be submitted | By October 2023 |  | Donna, Nursery DeputeLeanne, DHTTamara Hedderwick, Community Enabler, Tesco | * Application Form
 |
| Suitable place in outdoor area to be agreed for new “Zen Den” structure. Any ground work to be prepared.  | By December 2023 |  | Martin, HTAll nursery staffTony Lawson, Property Services | * Resources dependant on needs of the agreed area
 |
| Structure & suitable resources (cushions, rugs, fairy lights, mirrors, emotional regulation visuals) to be sourced. (varying choices dependent on amount of grant- £500, £1000 or £1500) | By February 2024 |  | Donna, Nursery DeputeAll nursery staff | * Early Years Catalogues
 |
| Funding to be agreed from Tesco Community Grant and orders placed. | By April 2024 |  | Donna, Nursery DeputeTamara Hedderwick, Community Enabler, TescoGillian, Nursery ClericalBusiness Support Officer | * Order forms
 |
| Structure to be built and decorated to create a calm/quiet “Zen Den” outside. | By June 2024 |  | All nursery staff | * Resources purchased with grant
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| **Priority 3**Developing as a Community of Faith and LearningImprovements in attainment, particularly in literacy and numeracyClosing the attainment gap between the most and least disadvantaged children and young people |
| **NIF Driver**School ImprovementSchool leadershipChoose an item. | **HGIOS/ELC QIs** 1.3 Leadership of change2.2 Curriculum Choose an item. | **UNCRC**Article 29 (Goals of education):Choose an item.  |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| In 2022/23, we reviewed our Vision, Values and Aims as a whole community. We developed our approach to streamlining our vision and offer by introducing and refining our St John’s Star Standard, a set of agreed expectations for our community. Information from our own self-evaluation and advice from our recent Education Scotland inspection has led to us refocusing our approach to curriculum development. We aim to have a refreshed curriculum rationale that reflects our whole community and links well with our current vision and ensures we deliver a curriculum that supports our learners to make the best possible progress. In conjunction with the Diocese, we will also aim to ensure our Religious Education curriculum is reflective of our community and that children and young people experience a coherent and progressive Religious Education curriculum which permeates the four contexts for learning enabling them to encounter Christ and serve God and their neighbour.During our recent inspection, it was noted that the use of tracking of wider achievement would enhance pupils’ experience. We aim to use our knowledge of pupils to ensure the curricular and extra-curricular offer we have will allow pupils to make the best possible progress.As part of our curriculum changes, we will refocus our attention on our “Learning Powers” and how they help our children to understand and utilise different learning styles. As identified through our own self-evaluation and from our Education Scotland inspection, we would like to further enhance these learning dispositions to include a list of key meta-skills that children can use in any learning situation to enhance their resilience in learning, thus enhancing attainment and wellbeing across the school and nursery. |
| **Expected outcomes for learners****Who? By how much? By when? What?** |
| 1. By June 2025, we will have a new curriculum rationale that reflects everyone in our community and links to our vision, values and aims.
2. By June 2025, almost all pupils will be able to articulate the meta-skills needed to support successful learning.
 |
| **Measure of Impact: What we will see and where?**  |
| * Pre and post questionnaires of pupils, families and staff will show an increased awareness of the curricular needs of our community.
* CLPL will allow for staff to reflect on current practices and make changes collaboratively that will reflect in our curricular offer.
* Learning Powers will develop to include a set of meta-skills crucial to successful learning.
* Pupils will be able to articulate which skills are being used and how they can affect learning positively.
* Wider achievement tracker will ensure all children across our establishment have the opportunity to learn, grow and experience success.
* Curriculum offer will ensure coverage across the CfE, ensuring progression and depth.
* Children will have autonomy for their learning in an inclusive environment following a range of pedagogies and approaches to learning and teaching.
 |
| ​**If PEF spend is supporting – how much and what?**  |
| N/A |

| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Audit of current curriculum offer with all pupils, families and staff. | By October 2024 |  | SLTAll pupils, families and staff | * Microsoft Forms
* Education Scotland resources on curriculum
 |
| All pupil committees to evaluate the results of the audit to prompt further discussions around curriculum offer | By October 2024 |  | Pupil Committees | * Microsoft Forms
 |
| Implement new learning from Equalities committee  | August 2024 |  | HT and all pupils and staff | * Diocesan Equalities PowerPoint
 |
| Take part in audit of Other World Religions Planner with Diocese colleagues | Ongoing |  | RE Co-ordinator | * Diocese Planners
 |
| Engage in National Schools Singing Programme with new Choral Director | From August 2024 |  | Choral DirectorPrimary 4 pupils | * Choral Singing Programme
 |
| Wider achievement and attainment audit carried out for all pupils to ensure we are offering appropriate opportunities for all pupils, especially those who are disadvantaged | August 2024 |  | All pupils | * Microsoft Forms
 |
| Evaluation of wider achievement and attainment tracker | By Jan 2025 |  | SLT | * Self-Evaluation
 |
| Each class to consider what meta-skills link to each learning power  | By Jan 2025 |  | All pupils | * Visible Learning resources
* Learning Powers
 |
| Evaluation and consultation across the community to ensure meta-skills are linked appropriately and have meaning | By Jan 2025 |  | Pupils, Families and staff | * Visible Learning resources
* Learning Powers
 |
| Implementation of new meta-skills | By June 2025 |  | All pupils and staff | * Visible Learning resources
* Learning Powers
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| **Cost of the school day PEF support**  |
| * £4000 for residential experiences for 40 P6 and P7 pupils who reside in SIMD 1+2.
 |