Education – Improvement Planning Document 2023-24

St. Joseph’s Primary and Nursery Class

 Academy

Establishment Name:

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Signatures:

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| Head of Establishment | Alan Graham | Date | 30/06/23 |

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| Quality Improvement Officer | Elaine McLaughlin | Date |  |

Our Vision, Values and Aims

St. Joseph’s Primary aspires to develop as a community of faith and learning, through the faith, tradition and sacramental life of the Catholic Church.

We believe that all children have the right to be safe, healthy, achieving, nurtured, active, respected, responsible and included. We value all members of the school community and believe that the Christian values of the Gospel should permeate the life of the school.

All stakeholders were consulted and adopted the key values of **Friendship, Respect, Honesty and Kindness.**

We aim to:

* work in partnership with parents and community to enable all children to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society.
* provide the highest quality learning activities and educational programmes suited to individual needs and attributes.
* maintain the highest possible levels of attainment and achievement.
* encourage all pupils to aim high and reach their full potential.
* provide a happy, secure, welcoming environment which promotes well-being and respect.
* develop leadership at all levels – in staff and in pupils.
* value and develop our staff.

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. Joseph’s Primary outcomes and tasks are plain black text when they differ from nursery.

St. Joseph’s Nursery outcomes and tasks are highlighted in blue where they differ from the school.

Shared outcomes and tasks are orange.

Overview of rolling three year plan

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| **National Priorities** | Session 2023-2024 | Session 2024-2025 | Session 2025-2026 |
| Improvements in attainment, particularly in literacy and numeracy | * Ensuring Quality – Shared quality assurance calendar between nursery and school.
* Talking & Listening – Engaging with Pathways and Benchmarks
* Numeracy – Assessment across and within a level
* Curriculum Design – Review how we plan for and evidence coverage of outcomes across stages and levels
* Continue engagement with Early level Pathways and Benchmarks in literacy & Numeracy
* Literacy “I Can” Toolkit
* Continue to embed SEAL approaches
* Further develop the responsive planning approach in the nursery.
* Review effective data use.
 | * Review of Interdisciplinary Learning
* Curriculum Design – Implement new process for coverage of outcomes across stages and levels.
* Alternative routes to achievement and accreditation
* Review skills development across setting
* Implement new data gathering and interpretation processes
 | * Review expressive arts
 |
| Closing the attainment gap between the most and least disadvantaged children | * Attendance
* Increase parental engagement
* Enhanced opportunities in wider life of the school
* Explore gap in skills relating to SIMD
 | * Attendance
* Family learning
* Implement approaches to reduce inequity of skills development.
 | * Attendance
* Family learning
* Review effectiveness of approaches to reduce inequity of skills development.
 |
| Improvement in children and young people's health and wellbeing | * Wellbeing toolkit
* Whole school nurture
* H & WB Curriculum review
* Trauma Informed Practice
* Outdoor Learning
* Implement CIRCLE approach
* Continue to embed PATHS
 | * Implement updated H&WB curriculum
* Trauma Informed Practice
* Embed CIRCLE
 | * Review effectiveness of updated H&WB curriculum
* Trauma Informed Practice
* Review CIRCLE
 |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | * DYW – Skills and values in the workplace
* World of Work Week
* Digital Literacy
* Develop more structure to pupil voice
 | * Financial Education
* World of Work Week
* Digital Literacy
* Further embed pupil voice in all areas.
 | * Financial Education
* World of Work Week
* Digital Literacy
 |
| Placing the human rights and needs of every child and young person at the centre of education  | * Children’s Rights Across the Curriculum
* Equalities – Anti-racism
* Celebrating Wider Achievement
* Refresh Curriculum Rationale and revisit values and aims in partnership with nursery
 | * Children’s Rights Across the Community
* Equalities – Anti-racism and disability
* Celebrating Wider Achievement – Review effectiveness of new structure
 | * Children’s Rights Across the Community
* Equalities – Anti-racism, disability and faith and belief.
 |

*Stakeholder’s views*

How were stakeholders views collected?

* Staff collegiate sessions
* Parent group meetings
* Validated Peer Review Report
* House captain meetings and pupil voice
* Microsoft forms
* Partners meetings

How was PEF spend consulted on?

* Staff Collegiate sessions
* Parent group meetings
* House captain meetings and pupil voice
* Microsoft forms

Plan –Session 2023-2024

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| **Priority 1** Improvements in attainment, particularly in literacy and numeracyImprovements in attainment, particularly in literacy and numeracy |
| **NIF Driver** School leadershipAssessment of children's progress | HGIOS/ELC QIs 1.1 Self-evaluation for self-improvement2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement | **UNCRC**Article 12 (Respect for the views of the child):Article 28: (Right to education):  |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| * *Staff have indicated a need to engage with L&T pathways and benchmarks to increase confidence in TPJ.*
* *Peer Review identified a need to join up quality assurance procedures between school and nursery class.*
* *Self-evaluation identified an over-reliance upon staging post assessments in mathematics and numeracy and lack of robust, systematic data to measure attainment and progression within levels. We will work collegiately to agree and implement a new tracking and assessment pathway*
* *Self-evaluation demonstrated a need to continue to engage with Early Level Pathways to measure and evidence progression.*
* *Lack of quantitative data to support staff judgements.*
* *Peer review identified the need to continue to develop responsive planning approaches.*

*We only have a few pupils who are beyond national expectation in listening and talking but we know this is not accurate, we do not have any evidence to say if this is a gap but we are confident it is. We are aware that those pupils who achieve the level early are more likely to succeed in secondary This year we focus on moderation of talking and listening to examine not only who is on track but who achieves it early. This will support the identification of next steps and how we can be more ambitious for our learners.**Over the last few years we have used PEF to employ a PT for literacy and this has resulted in raised attainment in writing and reading. The PEF PT role will continue with a focus on listening and talking. Our gap in writing is 10.8% and reading 7.9% and in T&L 9.3%. We will therefor this year focus on all three. Writing continues to be a focus with feedback as priority. We are at a point where gains that can be made are marginal and we need more effective diagnostic data to help support next steps for individual pupils. We will therefor introduce a new reading assessment.*  |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| * By June 23 we will see an increase in the number of pupils identified beyond expectations in talking and listening (baseline and target to be agreed)
* By June 23 we will see an increase in the number of pupils impacted by poverty who are beyond expectation in talking and listening (baseline and target to be agreed)
* By June 2023, through effective use of feedback, the gap in writing for those impacted by poverty will decrease from 10.8% to 9.8%
* By June 2023 the gap in reading for those impacted by poverty will reduce from 7.9 to 7%
* By June 2023 numeracy will increase from 84.7% to 86%
* All staff and pupils will be aware of how we are measuring quality and what it looks like in St. Joseph’s
* Staff, pupils and families will know what progress within Early level looks like, where pupils are on their journey and what the next steps are.
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| ​**If PEF spend is supporting – how much and what?**  |
| * Enhancement of existing teacher to PT Learning & Attainment - £ 5,947.95
* Enhancement of existing 0.7 teacher by 0.3 - £18,772.58 to backfill PT
* Purchase of new reading assessment tool - £1434.38
* Teacher Fast Feedback devices purchased to support effective teacher pupil feedback - £419.65
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| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| **Listening & Talking*** Refresh and retrain all staff (teaching and PSAs) in Dialogic Teaching as a pedagogy across the curriculum.
* All classes to co-create a talking and listening Y-chart and engage with it often.
* Staff training on engagement with benchmarks and pathways at all levels.
* Create an assessment rubric/checklist to aid assessment and tracking of skills.
* Lunchtime debating society club for pupils facilitated throughout the year.
* Parent/Carers/Families workshop to upskill questioning techniques.
* Ongoing coaching and modelling in class to ensure dialogic skills are embedded.
 | Collegiate Session 1 & 2By end of Sept 23Collegiate Session 2In-Service 3By end of October 23Established by Oct 23 and ongoing.By Dec 23Throughout academic year 23/24 |  | PT – Teaching Staff – PSAsPT – Teaching Staff – PupilsPT – Teaching StaffPT – Literacy CMOPT – Teaching Staff – PupilsPT - CLD | PEF PT and backfill to release Training Presentations Research based on Robin AlexanderTalking and Listening symbolsTraining Presentations - Inverclyde Pathways – BenchmarksTraining Presentation |
| **Numeracy -*** Staff training on St. Joseph’s Mathematics and Numeracy Pathways
* All staff maintain assessment record
 | In-service 1Pupil Progress Meetings |  | Mrs McClure – Teaching StaffSLT – Teaching Staff | St. Joseph’s Mathematics and Numeracy PathwaysAssessment Record |
| **Reading*** Introduce diagnostic reading assessment
* Staff will identify gap and address these
 | October In-ServiceOngoing |  | DHTPEF funded PTAll staff | PEF funded PT to leadPEF funded reading assessment  |
| **Writing** * Build on writing feedback
 |  |  |  | PEF funding PT to leadPEF funded ‘Teacher fast Feedback resource.  |
| **Ensuring Quality*** Shared Quality Assurance Calendar shared with all staff
* Shared Self Evaluation Calendar
* What a Good St. Joseph’s Literacy Lesson Looks Like
* What a Good St. Joseph’s Numeracy Lesson Looks Like
* What a Good St. Joseph’s Provocation Looks Like
 | In-Service 1By Sept 23 & OngoingIn-Service 1 & OngoingIn-Service 3 & OngoingBy June 24 |  | DHT – Nursery Depute – All nursery & teaching staffDHT – Nursery Depute – All nursery & teaching staff – pupilsPT – Teaching staff – PupilsHT – Teaching Staff – PupilsDHT – Nursery Depute – Nursery Staff | Quality CalendarHGIOS 4HIGIOELCHIGIOURPoster of “What a Good St. Joseph’s Literacy Lesson Looks Like”Poster of “What a Good St. Joseph’s Numeracy Lesson Looks Like”Poster of “What a Good St. Joseph’s Provocation Looks Like” |
| **Curriculum Design*** Review Curriculum Rationale
* Bundle Es & Os in Hidden Curriculum
* Create Tracker of Es & Os across all levels
 | In-Service 3By Dec 23By June 24 |  | HT – All Staff – All StakeholdersHT – All staffSLT – All Staff | Existing Rationale - Pupil questionnaires - Staff questionnaires - Parent questionnaires - Partner questionnaires |
| **Early Level** * Implement tracking procedures using EL Pathways & SEAL
* “I Can” Toolkit
* Development of responsive planning
* Effective Use of Data
* Plan for gathering data to measure pupil progress.
* Training on EY Dashboard
* Populate EY Dashboard
 | Ongoing through tracking meetings and observationsIn-Service 2 & 3OngoingBy Oct 23When availableBy June 24 |  | DHT – Nursery Depute – Nursery StaffNursery Depute – Nursery StaffNursery Depute – Nursery StaffSLTSLT – Nursery StaffSLT | Inverclyde EL Pathways“I Can” Toolkit & training presentationsInverclyde EL Pathways - Floor-books – Learning JournalsEY Dashboard |

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| **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? |
| * Teacher confidence in applying judgements to attainment in L&T will increase from less than half to almost all by June 24. This will be evidenced in discussion in progress meetings and in feedback from collegiate training sessions.
* Data will show closer links in attainment between L&T and Reading and Writing and an increase of 20% in pupils across the school working beyond expectation in L&T by June 2024.
* Staff will implement assessment processes as identified in new St. Joseph’s Numeracy Pathways and present data at termly progress meetings.
* Pupils will know how well they are learning in Numeracy & Mathematics and understand next steps for progress. This will be evidenced through Learning Walks and observations of teaching and jotters.
* “What A Good St. Joseph Lesson Looks Like” template will be shared and displayed in all learning areas. This will be shared with all stakeholders.
* A shared quality assurance calendar will be implemented in August 2023. School DHT and Nursery Depute will operate in partnership throughout the year to implement the shared calendar. The effectiveness of this calendar will be measured on an ongoing basis and evaluated by all staff at the end of the academic year.
* St. Joseph’s Updated Curriculum Rationale will be shared with all stakeholders.
* All staff will engage with Early Level Pathways. This will be evidenced in monthly tracking meetings and floor-books. Targets set for pupils will be chosen from pathways.
* Nursery Depute will deliver training to all staff on “I Can” toolkit. Plans for all pupils engaged in SALT will evidence engagement with the toolkit.
* At least one block of staff monitoring will be dedicated to observation of implementation of SEAL approaches.
* Implementation of SEAL approaches will be explored at every monthly tracking meeting.

Floor-books will evidence increased responsive planning in all areas of the nursery. |

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| **Priority 2** Closing the attainment gap between the most and least disadvantaged children and young peopleImprovement in skills and sustained, positive school-leaver destinations for all young people  |
| **NIF Driver** School ImprovementParental engagement | HGIOS/ELC QIs 2.2 Curriculum3.1 Ensuring wellbeing, equality and inclusion 3.3 Increasing creativity and employability | **UNCRC**Article 29 (Goals of education):Article 31 (Leisure, play and culture):  |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| *While we saw an increase in attendance last session we are still below pre-pandemic levels. We continue to have a poverty related attendance gap. Our attendance process and systems will be reviewed and admin support will be required to support these.* * *We recognise that most of our children impacted by poverty have limited life experiences that allows them to develop skills for life, work and learning. In particular skills such as resilience, problem solving, operating individually and as part of an effective team. We know a residential experience can support the development of these skills and we will provide this experience in both our P6 and P7s. Due to the high numbers of pupils known by the school to be impacted by poverty this will be a universal experience. We will also ensure that we provide an external learning experience that our pupils impacted by poverty may not experience. This will also support the literacy work in priority 1 as pupils impacted by poverty are encourage to build their background knowledge and vocabulary.*
* *Equity of achievement and opportunity go beyond the purely academic. It is posited that upon the examination of skills development and progression among our pupils a gap will exist between the most and least deprived. Work will take place over the next academic year and beyond to ascertain if such a gap exists and, if so, explore ways to close it.*
* *Parental engagement has increased in the last year but is still below pre-pandemic levels. Attempts to provide family learning opportunities have been very poorly attended. In order to grow opportunities for family learning in the future we must first increase parental engagement in the life of the school*
* *In our recent Peer Review the need to develop a structured process for celebrating wider achievement of pupils was identified.*
* *A local authority aim to support sustained positive destinations for all young people recognises that this work must begin at the earliest possible opportunity and should be the aim of educational establishments at every level.*
* *A requirement to increase opportunity for pupils to further develop digital literacy was identified in our recent Peer Review.*
 |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| * Average school attendance will improve by 2% from 91% to 93%. The gap between SIMD 1&2 and 3- 10 will decrease from 2% to 1.5%.
* By March 2023 pupils impacted in P6 & P7 will show an increase in identified skills for life through participation in a residential (Baseline and target set)
* A skills framework based upon learning beyond the school gates will be agreed with all stakeholders by December 23. Achievement of the skills within that framework will be measured and compared to SIMD in order to identify any gaps. A plan will be created to address any gaps by June 24.
* Increased opportunities for pupils to engage with parents through planned school events will lead to higher engagement of parents in the life of the school.
* A structure to celebrate pupil achievement will be created by Oct 23 and will be available to all stakeholders.
* All pupils will be able to say what they want to be/do when they grow up and know at least one requirement for achieving that goal.
* All pupils will engage with digital technology to share their learning and achievement with the wider community at least once by June 2024.
 |
| ​**If PEF spend is supporting – how much and what?**  |
| * 14 hours per week enhancement to Senior Clerical staff to support attendance strategies - £9113.54
* Opportunities to build cultural capital and enhanced life experiences including educational excursions and transport - £3000
* Primary 6 & Primary 7 Residential experiences - £8000 (including transport)
* Purchase of new laptop cabby to increase access to devices across all stages - £1302.00
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| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| **Attendance*** Issue monthly attendance updates for every pupil
* Continue to work with cluster partners to identify, monitor and support identified family groups
* Identify families requiring support and engage Barnardo’s FSW to provide support directly or through provision of parent workshops e.g Sleep Counselling support.
* Engage with Virtual School Head to support attendance of LAC/previously LAC pupils
 | At the end of every month.Meet monthlyEvery 6 weeks at attendance reviewOngoingTermly |  | Senior Clerical AssistantHT – Cluster attendance groupHT – Barnardo’s FSWHT – HT Virtual School |  |
| **Learning Beyond The School Gate & DYW*** Identify skills development beyond the school gate.
* Map skills to stages from nursery to P7
* Carry out audit of skills and map against SIMD data
* Create action plan to tackle any identified gaps
* Identify nursery and school DYW coordinator
* Engage with Education Scotland exemplars to support creation of a framework for skills development in DYW
* Create thematic plan for whole school IDL & World of Work week
 | By October 23By Dec 23By April 24By June 24By Aug 23By End of Sept 23By April 24 |  | DHT – Nursery Depute – Attainment AdvisorDHT – Nursery Depute – Attainment AdvisorDHT – Nursery Depute – Attainment AdvisorDHT – Nursery Depute – Attainment AdvisorHT – School staff – nursery staffHT – DYW Co-ordinatorsDYW Co-ordinators | Questionnaires for all stakeholders.Education Scotland ResourcesEducation Scotland Resources |
| **Increased Parental Engagement*** PATPAL sessions to be held in every class.
* Stay & Play – Opportunities for parents to come into the nursery and P1&P2 to experience free play opportunities with pupils
* Coffee & Chat – Monthly drop-in for parents to come into school and have coffee/tea and a chat – Event will be organised by pupils in House Groups
* Sleep Counselling
* Themed Assemblies – Parents of class delivering the assembly to be invited to attend
* 1st Friday Mass – Parents and parishioners invited.
 | 3 Sessions across 23/24TermlyMonthlyOct 23MonthlyMonthly |  | Class teachers – pupils – parentsNursery staff – P1 & P2 teachers – pupilsHouse Groups – Teachers – Nursery Staff – Barnardo’s FSWBarnardo’s FSWAll classes & nursery will present 1 assembly in yearFather Callaghan to deliver Mass in school on the 1st Friday of every month. | P1 & 2 – Lit, Num, PlayP3-P7 – Lit, Num, Outdoor LearningTea, coffee and biscuits.Sleep Scotland Training |
| **Pupil Voice*** Review of House system including structure and purpose
* All pupils engaged in self-evaluation using HGIOUR
* Structured approached to celebrating wider achievement to be created.
* Celebrating Wider Achievement plan to be implemented by pupil group.
 | By end of Sept 23MonthlyBy end of Sept 23Commence Oct 23 and shared monthly |  | PT – Staff – PupilsAll pupils – all staffHTHT – pupil committee | HGIOURTwitter – Website - Youtube |
| **Developing Digital Literacy*** Audit of current provision to be carried out across whole school
* Creation of Digital Newsletter group
* Monthly digital newsletter
 | By Nov 23By Sept 23From Oct 23 and ongoing |  | ICT Co-ordinatorHT - pupils | I-pads – Laptops - youtube |

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| **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? |
| * Average attendance will rise from 91% to 93% by June 24
* A Skills framework will be created and an action plan for rolling out skills development across school and nursery will be in place by June 24.
* Every pupil will have experienced the celebration of achievement beyond school at least once by June 24.
* Every pupil will have demonstrated what they want to be when they grow up and know and have shared at least one requirement for achieving that role.
* Every pupil will have shared their learning using a digital platform at least once by June 2024
* At least 40% of parents will have participated in a school event outside of parents evening by June 2024.

Skills tracker will evidence residential experience has increased skills  |

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| **Priority 3** Closing the attainment gap between the most and least disadvantaged children and young peopleImprovements in attainment, particularly in literacy and numeracy |
| **NIF Driver** School ImprovementParental engagement | HGIOS/ELC QIs 3.1 Ensuring wellbeing, equality and inclusion2.2 Curriculum Choose an item. | **UNCRC**Article 2 (Non-discrimination):Article 42 (Knowledge of rights):  |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| *Over the last few years PEF has been used to develop the playground and outdoor learning environment. This has led to an increase in readiness to learn with pupil regulation and wellbeing positively impacted. We know our learners most impacted by poverty benefit most by this rich environment. This now needs to be maintained and we will use our PEF to do this.** *SEF funded 0.6 nurture teacher allows us to support the readiness to learn of our pupils impacted by poverty. We have a small number of pupils in P1 who require more intensive support through the week. We will use our PEF to top the post to full time.*
* *RRS Audit carried out with all stakeholders identified gaps in provision and informed action plan going forward.*
* *Authority goal to develop equalities agenda with specific focus on anti-racism. St. Joseph’s population becoming more ethnically diverse requiring greater awareness and understanding of different cultures and historical discrimination.*
* *School and nursery to streamline values, as per recommendation of recent peer review.*
* *Scheduled review of curriculum rationale to assess relevance and applicability since instituted 3 years ago.*
* *Introduce new whole school nurture model in response to changing requirements, particularly relating to embedding play pedagogy.*
 |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| * By June 23 a group of pupils in P1, impacted by poverty, will move from unregulated behaviour to co-regulated behaviour ( baseline and targets to be agreed)
* All stakeholders will be aware of Children’s Rights and have knowledge of UNCRC and how it affects all stakeholders and plan carried out by Steering Group by June 24.
* All stakeholders will be aware of racial discrimination and some of the ways it impacts our specific community and actions we can take to positively affect it.
* Our curriculum rationale will be relevant and appropriate to our specific context and inform our future work on curriculum design.
* All stakeholders will be aware of the school and nursery class’ shared values and be able to describe how they impact daily experiences and aspirations in the school community.
* A structured approach to GIRFEC and whole school wellbeing will result in a self-evaluation grading of “very good” by June 24.
 |
| ​**If PEF spend is supporting – how much and what?**  |
| * Outdoor Learning – upkeep, maintenance and enhancement of materials £3862.80
* Enhancement of Nurture Teacher by 0.4 - £25030.10
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| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| **Children’s Rights*** Implement RRS Action Plan
 | By June 2024 |  | **RRS Co-ordinator – RRS Steering Group – RRS Authority Co-ordinator – All Stakeholders** | UNICEF Resources |
| **Equalities** – **Racism*** P7 pupils to carry out novel study on “Windrush Child”
* Whole School activities for Black History Month
* Appoint anti-racism group
* Review of multi-ethnic representation in visuals and books around the school.
* Resources including books to promote racial equality for classes and school library
* Anti-Racism display created in canteen
* St. Joseph’s Anti-Racism Charter
 | Term 1October 23By Sept 23By October 23By Dec 23By Dec 23By June 24 |  | Cluster colleagues – P7 Teacher and pupilsAll Staff – All pupilsAll pupils – Equalities co-ordinatorAnti-racism group = Equalities Co-Ordinator – PTAnti-racism group = Equalities Co-Ordinator – PTAnti-racism group = Equalities Co-Ordinator AR Group – All Stakeholders | Novel - “Windrush Child” - Novel study outlineMaterials and books sourced by AR GroupWork from all classes generated during Black History Month |
| **Curriculum Rationale & Values*** Initial Rationale & Values questionnaire to all stakeholders
* Collate responses and present findings to all stakeholders
* Review of Rationale and Values based upon questionnaire findings with all stakeholder groups.
* Publish updated Rationale and Values
* Weekly values lessons
* Weekly Values Champion identified in nursery and each class. Celebrated at assembly and on display at front of school
 | By end Sept 23By end of Oct 23By end of Nov 23By end Dec 23OngoingOngoing |  | SLTSLTSLT, teaching staff, nursery staff, pupils, parents and partnersSLTAll staff and pupilsAll staff and pupils | QuestionnairesRationale & Values published using digital platforms and in poster form displayed around school and nursery.Values Y-ChartsDisplay at front of school, source certificates, publish in newsletter and on Twitter. |
| **Wellbeing & Nurture*** Wellbeing Toolkit shared with all staff.
* Initial questionnaire for all pupils
* Data collated and action plan based upon findings.
* Implement Action plan
* Post questionnaire.
* Data collated and plan for 23/24
* Review of H&WB Curriculum across school and nursery
* Plan for implementation of updated H&WB Curriculum
* Continue to embed PATHS
* Whole School Nurture approach to be explored
* Structure for provision of whole school nurture to be created
* Trauma Informed Training
* Embed Whole School Outdoor Learning Approach
 | In-service 2By end of Sept 23By end Dec 23Jan 24 – June 24End of May 24End of June 24End of April 24End of June 24OngoingAug – Dec 23By end of June 24As per Authority PlanOngoing |  | DHTDHT – Class teachers – PupilsDHTDHT – All stakeholdersDHT – PupilsDHTSLTSLTNursery staff.SLT – Nurture TeacherSLT – Nurture TeacherAll StaffOutdoor Learning Co-ordinator – Playground Pals group – All Pupils | Wellbeing ToolkitPATHS ResourceWhole School Nurture PolicyAuthority plan and resourcesOutdoor Learning Policy and Resources |

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| **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? |
| * School and nursery will be working to achieve Gold accreditation as RRS by June 24.
* Every pupil will be assessed and an individual wellbeing plan, where appropriate, will be created based upon findings of wellbeing toolkit.
* All staff will engage with training in Trauma Informed approaches and begin to inform discussion in Progress meetings with SLT.
* Every child in St. Joseph’s will be able to recognise themselves and their culture in every class library and in the school library.
* Our Anti-racism charter will be published, shared and displayed for all stakeholders to see.
* A whole school H&WB structured pathway will be shared and resourced ready for implementation in academic year 24/25.
 |