Education – Improvement Planning Document 2023-24



Establishment Name:

St. Mary’s Primary School

Academy

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Signatures:

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| Head of Establishment | M. Deegan | Date | June 23 |

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| Quality Improvement Officer | 1. McLellan | Date |  |

Our Vision, Values and Aims

In St. Mary’s Primary School, we aim to develop the faith, knowledge and skills of all learners to prepare them to have a happy, successful and prosperous life in the 21st century.

As a Catholic Primary School, a strong emphasis is placed on developing our Christian faith and promoting the Gospel values. Through your help, and with continued support from our parish, we aim to develop a genuine love of God and an understanding of social justice in our children’s lives.

**Agreed Core Values**

* Happiness
* Respect
* Kindness
* Ambition

All members of our school community are valued equally, as is their right to be themselves and to excel in different ways. Regardless of sex, race or creed, everyone is offered the same opportunities to participate in the life of the school.

**Aims**

In order to equip the children to achieve their full potential, we aim to:

* Provide a happy, safe and welcoming environment where each member of our school community feels valued and respected.
* Provide the highest quality learning experiences which support and enhance each child’s potential for success and life-long learning.
* Develop as a community of faith, through the promotion of Christian values, celebration and worship, and service to others.

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 2022-2023

Session 2023-2024

Session 2024-2025

Overview of rolling three year plan

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| **National Priorities** | Session 2022-2023 | Session 2023-2024 | Session 2024-2025 |
| Improvements in attainment, particularly in literacy and numeracy | Play Pedagogy  Review of Writing approaches | Play Pedagogy  Reading for Pleasure  Assessment, Tracking and Monitoring and Targeted Support  Writing (Maintenance) | Play Pedagogy  Numeracy |
| Closing the attainment gap between the most and least disadvantaged children | Review of Attendance procedures and supports | Assessment, Tracking and Monitoring and Targeted Support  Reading for Pleasure  Writing (Maintenance) | Numeracy |
| Improvement in children and young people's health and wellbeing | Laudato Si programme  Review Vision, Values and Aims | Transitions  Curriculum Rationale  Outdoor learning | Embedding curriculum rationale and develop IDL approaches  Outdoor learning |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | Digital Literacy | Digital Literacy (Maintenance+)  Curriculum Rationale | DYW |
| Placing the human rights and needs of every child and young person at the centre of education | Pupil Voice  Rights Respecting School (Silver) | Equalities  Trauma Informed Practice and Meeting Needs  Rights Respecting School (Gold) | Equalities  Trauma Informed Practice  Rights Respecting School (Gold) |

*Stakeholder’s views*

**How were stakeholders views collected?**

* Staff collegiate sessions
* Parent group meetings
* Pupil council meetings and pupil voice groups
* Microsoft forms
* Partners meetings

**How was PEF spend consulted on?**

100% of PEF was allocated in consultation with all stakeholders through:

* PEF Questionnaire for all parents
* Collegiate Sessions with all staff
* Parent group meetings
* Pupil council meetings

Plan –Session 2023-2024

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| **Priority 1: Play and Outdoor Learning**  Improvements in attainment, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children and young people  Improvement in children and young people's health and wellbeing | | |
| **NIF Driver**    Teacher professionalism  School Improvement | HGIOS/ELC QIs  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement | **UNCRC**  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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| **Rationale for change based self- evaluation including data and stakeholder views** |
| Staff, parent and pupil feedback from the implementation of play in Primary 1 has been very positive. We have seen a reduction in the number referrals to GIRFEC monitoring and the forum with almost all learners presenting as more ready to learn and having achieved early level at the end of primary 1 (97.3% of pupils). We have also seen gains in attainment in literacy and numeracy in comparison with the previous 3 years. For these reasons we will take a play pedagogy approach into primary 2 while continuing to embed it in primary 1 and increasing opportunities for learning outdoors. Children impacted by poverty can have less of the personal skills needed for life, learning and work when starting school. We aim to provide this for all through an increase in outdoor learning opportunities but will focus support on those impacted by poverty. A playful approach to learning will also secure pupil voice in decision making as learning becomes more pupil directed. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| **Play Pedagogy**  Improved engagement in P1 & 2 through play based pedagogy and outdoor learning will result in almost all children being on track in their learning and attainment at the end of the academic year 23/24.  **Outdoor Learning**  All pupils in P1-2 will increase the number of personal skills through a monthly outdoor learning experience until January then weekly through to June 24.  Pupils in P3-7 will enjoy an increase in outdoor learning activities starting with monthly until January then twice per month through to June 24.  (Baseline and targets to be agreed). | |
| ​**If PEF spend is supporting – how much and what?** | |
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| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| **Play Based Learning into P2**   * Training opportunities to upskill primary 2 teacher, both authority and in house. * Upskilling of PSAs in p1&2. * Engagement with Play Associates across the year. * Creation of action plan for the session. * Information session for parents of p1&2. * Ongoing sharing of practice with other schools to develop approaches. * Ongoing planning between Primary 1 and 2 for collaborative working. * Regular opportunities for engagement with educational research and literature. | Ongoing- planning time in Aug  Ongoing  Ongoing  By Sep  By Sep  Ongoing  Ongoing  Ongoing |  | C. Donnelly  A. Grant  C. Sloan  N. Zukowski  K. Boyle  A. Young | Inverclyde Play Strategy  Realising the Ambition  Play in the Way  Messy Play  Play Strategy  Upstart  Interacting or Interfering  Can I Go and Play Now- Rethinking the Early Years |
| **Outdoor Learning**   * SMT to engage with colleagues in Kilmacolm Primary who have been identified as having highly effective practice in outdoor learning. * Outdoor learning opportunities taking place min 3 times per week for p1&2. * P1-2 to access monthly, building up to weekly, outdoor learning experiences outwith school * Primary 3-7 classes to plan for outdoor learning experiences monthly, building up to twice monthly, outwith school. | By Sep  Ongoing  Weekly by Feb 24  Twice monthly by Feb 24 |  | SMT  All class teachers  All support staff  Clyde Muirshiel Staff  Local Partners | Inverclyde Play Strategy  Realising the Ambition  Play in the Way  Messy Play  Play Strategy  Upstart  Interacting or Interfering  Can I Go and Play Now- Rethinking the Early Years |

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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? |
| **Play Pedagogy**   * Through pre and post staff questionnaires staff confidence will increase for the staff involved in delivering and supporting play in Primary 2. * Teachers will report an increase in the number of pupils that are ready to engage in learning in P1. * Termly tracking meetings with P1-2 teachers will indicate progress for all learners. * Teacher planning will clearly show play experiences and targets for improvement. * Increase in collaborative planning at Early Level. * Classroom observations (formal and informal) will show an increase in quality play pedagogy. * Almost all learners at P1-2 will make expected progress in literacy and numeracy.   **Outdoor Learning**   * A personal skills tracker will show an increase in skills developing in primary 1 and 2, particularly for target groups impacted by poverty. * Primary 1 and 2 planning will evidence an increase in outdoor learning opportunities. * Long term planning will show outdoor learning experiences outwith school building up from monthly to weekly in Primary 1&2. * Long term planning will show a monthly outdoor learning experiences outwith school linked to Es and Os building to twice monthly from Feb 24. * Pupil questionnaires will indicate positive feedback in relation to experiences and recognition of skills developed. |

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| **Priority 2: Reading for Pleasure**  Improvements in attainment, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children and young people | | |
| **NIF Driver**    School Improvement  Performance information | HGIOS/ELC QIs  2.3 Learning, teaching and assessment  1.5 Management of resources to promote equity  3.2 Raising attainment and achievement | **UNCRC**  Article 28: (Right to education):  Article 31 (Leisure, play and culture):  **Developing in Faith**  Developing as a community of faith and learning |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| While reading attainment in the school is high, feedback from staff and a questionnaire from pupils has shown that reading for pleasure is not commonplace and motivation for reading is not high. The school currently does not have a shared library which means there is no system in place for checking books in and out and the choice in classes is not as wide as the interest and reading level. Evidence has shown that children who read regularly for pleasure increase their vocabulary and comprehension level which will in turn improve their ideas for writing.  We have groups of pupils who are impacted by poverty who do not have regular access to books for reading for pleasure outwith school. An increase in opportunities and support to choose books at an appropriate level will increase their opportunities for reading and hopefully then their enjoyment for reading. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| -Improved engagement with reading and higher levels of motivation for reading leading to an increase in the regularity of reading and the number of words children in primary 4-7, in particular those impacted by poverty (Baselines and targets to be agreed when initial engagement measured)  -Almost all learners will make an improvement of at least 1 year in 1 year in reading by June 24. | |
| ​**If PEF spend is supporting – how much and what?** | |
| Accelerated Reader Programme Subscription for 3 Years- £5093 | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| * Training for staff in use of accelerated reader programme * Library set up and organised into bandings. * Training for staff in Reading for Pleasure * Introduce High Five for reading * Staff session on effective use of library spaces. * PSA training on positive interactions in library visits. * All children to complete STAR assessments and start the Accelerated Reader Programme. * Targets to be set, particularly for those impacted by poverty. * Embed Accelerated Reading Programme across whole school: * Info session for parents on AR * Minimum 20 minute ERIC (Everyone Reading In Class) time on daily basis. * Review effectiveness of programme and pupil progress. * Offer ongoing support to access reading for pleasure and Accelerated Reader effectively. | Sep 23  By Sep 23  By Sep 23  By Oct 23  Oct 23  By Sep 23  By Oct break  Across the year  Oct/Nov  From Oct  From Term 2  Ongoing |  | Led by M. Deegan  All staff  P3-7 Pupils | Accelerated reader  Access to laptops  Library refresh  Training powerpoints |

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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? |
| -Increased fluency of reading for identified learners impacted by poverty.  -Enhanced engagement of reading with the number of books they are reading and words increasing month on month.  -AR Record will evidence children using ZPD to inform choosing books at the appropriate challenge level.  -AR Record will show an increase in reading ages at or above expected levels, particularly those impacted by poverty.  -Pupil voice will indicate a greater motivation and enjoyment for reading in pre and post surveys.  -Attainment in reading will be at or above targets at every stage. |

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| **Priority 3: Partnership Working and Transitions**  Placing the human rights and needs of every child and young person at the centre of education  Improvement in children and young people's health and wellbeing | | |
| **NIF Driver**    Teacher professionalism  School Improvement | HGIOS/ELC QIs  2.2 Curriculum  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion | **UNCRC**  Article 2 (Non-discrimination):  Article 15 (Freedom of association):  **Developing in Faith**  Developing as a community of faith and learning  Celebrating and worshipping |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| **Diversity and BRL Curriculum Development**  The demographic of the school community of St Mary’s and Ardgowan is forever evolving and becoming more diverse. During the school session 22-23 we registered 15 new Scots families and Ardgowan registered 16 New Scots. While our schools communities are inclusive, we have identified a need for further development of the curriculum to incorporate diversity across our faiths and cultures. St Mary’s and Ardgowan are not in the same cluster however both HTs have identified the need to work in partnership within our local community to improve outcomes for all.  **Transitions**  The highest percentage of St Mary’s and Ardgowan’s intake come from our main feeder ELC, Glenpark. We have identified the need for SMT of both schools to create a partnership model for the pre transition process and registration.  While we have a high percentage of pupils residing in SIMD 3-10, we also take in areas which have been identified by the Government as being in high levels of poverty. We also have more pupils now starting school with other measure of poverty which may be impacting them. We want to support these pupils and families in order to accelerate readiness for school and close any gaps which may also be evident and be pro-active ahead of primary 1. We also want to support our pupils as they prepare for transitioning to secondary school, with many who can be anxious or unsure about the change. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| **Diversity and BRL Curriculum Development**  Through our revised curriculum design and collaborative working between P7 teaching staff across both schools, 5% of the P7 curriculum will be dedicated to, high quality learning and teaching experiences which will explore a range of topics including faith, race, sectarianism and diversity within Greenock and the West of Scotland which will lead to a greater awareness in all pupils.  **Transitions**  Through our planned collaborative pre-transition events, parents will see an improved partnership within our school communities and will feel more support with the transition and registration process. Catchment area pupils will experience a more consistent approach, pre-registration leading to an improved transition programme. Partnerships and relationships between families and schools will increase during the pre-school year.  Identified children in nursery who are impacted by poverty and behind expectations and due to start Primary 1 in August(to be identified after registration leading to almost all pupils beginning school on track) will receive additional input from primary 1 staff. The aim of this is to prepare for the transition to primary 1, target any identified gaps in learning and development and build relationships between school and family in order to develop confidence at home in supporting pupils leading to an increase in attainment and readiness for beginning the primary 1 curriculum in August.  A group of 8 Primary 7 pupils who have been identified as having additional support needs, previous anxiety around change and/or residing in SIMD 1-2 will feel more comfortable with the transition to high school and have reduced anxiety ahead of starting. | |
| ​**If PEF spend is supporting – how much and what?** | |
| Additional 1.0 staffing from April-June on return of HWB CMO from the Attainment Challenge to allow increased support for transitions and targeted support in nurseries for children identified as being impacted by poverty and behind expectations- £14, 343 | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| **Diversity and BRL Curriculum Development** | | | | |
| P7 teachers collaborative planning collegiate time. | 30th August 2023 |  | J Noble (A)  J Morris (A)  P Smith (St M)  J Boyd (St M)  E Jones (PT, A) | * Divided city * Current planning * Guidance (BRL etc) * Curriculum design * Social Subjects/RME Es and Os |
| P7 joint Carol Service – in the chapel | 14th Dec 2023  1.30 – 2.30 |  | J Noble (A)  J Morris (A)  P Smith (St M)  J Boyd (St M)  E Jones (PT, A)  T Boyle (St Mary’s)  K Harbison (West burn Church)  J Flemming (Lyle Kirk) | * St Mary’s church * Order of service |
| P7 Diversity IDL term 3 with a joint celebration of learning (Ardgowan) | Term 3  Tuesday 27th April 1.30 pm |  | J Noble (A)  J Morris (A)  P Smith (St M)  J Boyd (St M)  E Jones (PT, A)  T Boyle (St Mary’s)  K Harbison (West burn Church)  J Fleming (Lyle Kirk)  Parents  Pupils | * Display of learning |
| **Transitions** | | | | |
| Head Teacher meet and greet for pre school parents | 14th Sept 6pm Glenpark |  | Ardgowan SMT  St Mary’s SMT  Glenpark SMT |  |
| Transition and registration session for parents | 26th October 4pm St Mary’s |  | Ardgowan SMT  St Mary’s SMT  Glenpark SMT |  |
| Play pedagogy information session for parents | 30th Nov 4pm Ardgowan |  | Ardgowan SMT  St Mary’s SMT  Glenpark SMT |  |
| HT drop in session for parent pre-registration. | 6th Dec 3pm  Glenpark |  | Ardgowan SMT  St Mary’s SMT  Glenpark SMT |  |
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| DHT to meet nurseries for transitions and identify learners who would benefit from support ahead of primary 1. | From Feb 24 |  | J. Blincow  All partner nurseries |  |
| P1 teacher for next session to be released to support individuals making the transition in Aug 24 and build relationships with families. Cover for P1 will be provided by C. Combe on return from attainment challenge role. | From April 24 |  | P1 Teacher  All partner nurseries  C. Combe |  |
| Additional preparation for transition to be provided by targeted programme delivered by C. Combe and P7 teacher for individuals with ASN and those behind in aspects of learning. | From April 24 |  | C. Combe  Notre Dame High School |  |

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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? |
| * Through pre and post questionnaires pupils will indicate an increased knowledge, understanding and appreciation of their diverse community. * Through CLPL and collaborative Professional planning across both schools, staff will indicate through planning, tracking and attainment meetings that they have an increased motivation and confidence in delivering this area of the curriculum. * Through learning walks SMT will observe high quality teaching and learning in this area of the curriculum. * Through parent attendance at planned community events, there will be an increase in parental engagement at P7. * Parent questionnaires will indicate the value and impact of the partnership working to deliver in this area of the curriculum.   **Transitions**   * A parent questionnaire will indicate the value of the partnership working to deliver a consistent pre-transition programme. * Nursery/school judgements around attainment for pre-school pupils will show improvement and readiness for starting P1. * P7 pupils completed questionnaires will show a greater confidence in transitioning to High School. |

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| **Priority 4: Assessment, Tracking and Monitoring and Targeted Support**  Improvements in attainment, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children and young people | | |
| **NIF Driver**    School leadership  Assessment of children's progress  Performance information | HGIOS/ELC QIs  1.3 Leadership of change  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement | **UNCRC**  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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| **Rationale for change based self- evaluation including data and stakeholder views** |
| While staff keep a range of assessment and tracking information to inform teacher professional judgements, there is a lack of consistency across the school in terms of assessments carried out, frequency and timing of assessment periods, collation of information and evidence to bring to tracking and monitoring meetings. By creating a Depute Head Teacher remit with responsibility for Tracking, Monitoring and Assessment, we will create a greater level of consistency across the school, more rigorous data set and an increase in teacher confidence in making judgements.  Improved assessment processes should lead to a greater understanding of exactly where pupils are in learning and next steps for improvement. This should therefore lead to improved opportunities for quality feedback. Hattie places Feedback in the top 10 influences of pupil progress with the EEF highlighting that quality feedback can increase progress by 7 months.  Data for the session 2022-2023 demonstrates inconsistencies across early into first level attainment with P1 higher than P2 and P3. The DHT would target these stages to identify any gaps and target support and clpl opportunities as necessary.  Data shows that numeracy is lower than literacy attainment in the school and the poverty related attainment gap is wider in this area. Further analysis shows groups at P5 and P6 will continue to receive additional support but may not move on track. Further targeted support will be allocated for P2 and P3 learners who have gaps and are currently behind. Observations and research should be carried out across this year into approaches in Numeracy for further development into the next SIP.  We have a targeted group of pupils impacted by poverty who have attained expected levels in all aspects of literacy except Talking and Listening, mostly due to difficulty with engaging with peers and staff. Targeted support allocated by the DHT around socialising, friendships and increasing the feeling of belonging would hopefully address these gaps. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| -Pupils in primary 3-7 will become “assessment capable learners” who can talk about their level in learning, next steps and targets for improvement by Term 4.  -Almost all pupils in Primary 2, who have high levels of attainment at the end of primary 1, will continue to progress at expected or greater than expected levels by June 24 with one pupil who is behind having targeted support to move on track in all areas.  -Targeted group of 3 primary 3 pupils, 2 of whom reside in SIMD 1, who are behind expectations in reading, writing and numeracy will make greater than a year of progress with targeted support and 2 will move onto on track and one will move closer to being on track by June 24, raising attainment in Literacy and Numeracy by 6% to 90.6% on track or beyond.  -Groups of pupils to be identified who are behind expectations, receiving support to stay on track or impacted by poverty to access a digital platform(trials agreed with various software with one to be identified) to support numeracy skills and increase pace of progression by June 24.  -Targeted group of 3 pupils, residing in SIMD 1-2 and impacted by other measures of poverty, who are attaining all aspects of literacy except Talking and Listening will make greater than a year of progress to move to on track across Literacy by June 24 resulting in: an increase of 3% achieving all areas of literacy at P3 (90%), an increase of 4% achieving all areas of literacy at P4 (88.5%) and an increase of 3% achieving all areas of literacy at P7 (94.5%). | |
| ​**If PEF spend is supporting – how much and what?** | |
| PT to DHT Upgrade- £5906  Additional 0.4 staffing to release DHT and increase targeted support- £25k  Additional reading assessment materials- £400 | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| * Consultation on assessments which take place and information to be kept. * PEF DHT to create tracking spreadsheet and assessment calendar for the new session * Staff collegiate session to talk through assessments, tracking procedures and monitoring periods. * Review of feedback and AIFL across the school. * Ongoing support from DHT with tracking and collation of information. * DHT to analyse data and share with SMT termly ahead of tracking meetings. * Review Current Interventions and update pathway for interventions * Targeted interventions to be allocated as a result of termly tracking periods. * SFL/Recovery teachers to keep records of work and progress records for pupils receiving support * Ongoing support and advice given around quality feedback through formal/informal observations. * Monthly check ins between DHT and SFL/Recovery teachers to present progress * SMT to review processes and procedures and update accordingly * Wellbeing Toolkit to be used to identify any needs for pupils behind expectations in Talking and Listening but on track in other areas. * Social group to be established with pupils behind expectation in Talking and Listening but on track in other areas. | Aug 23  Aug 23  Aug 23  Aug 23  Ongoing  Ongoing  By Sep  Ongoing termly  Ongoing  Ongoing  From Sep  Jan 24  By end Aug 23  By Sep 23 |  | N. Macdonald (DHT Lead)  All teaching staff  All support staff  Accelerated Reading Trainers | Accelerated Reader  IDL Reading/Spelling  TJ, Leckie and Heinemann Active Maths Resources  Writing Assessment Criteria  Literacy Policy  Glasgow Wellbeing Toolkit  Wellbeing webs and presentations  Tracking Documents |

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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? |
| * All staff will have consistent, assessment records which provides the evidence required to confidently and accurately make judgements on where children are at in their learning and to discuss this at tracking and monitoring meetings. * DHT for Assessment, Tracking and Monitoring will have collated termly evidence of pupil progress and clear records of identified learners in order to target interventions and track impact. * Attainment at Primary 2 and 3 will remain at high levels achieved in Primary 1. * SFL teacher will complete regular updates on the impact of interventions and progress of pupils with evidence to demonstrate a year of progress in a school year for those behind expectations. * Effective feedback will be evident in classrooms during formal/informal observations and pupils will be able to discuss stage in learning and next steps. * Targeted pupils behind in Talking and Listening will be engaging more and progress to on track in line with other aspects of literacy. |

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| **Priority 5: Curriculum Rationale**  Improvement in children and young people's health and wellbeing  Improvement in skills and sustained, positive school-leaver destinations for all young people | | |
| **NIF Driver**    School leadership  Parental engagement  School Improvement | HGIOS/ELC QIs  2.7 Partnerships  2.2 Curriculum  1.3 Leadership of change  3.3 Increasing creativity and employability | **UNCRC**  Article 28: (Right to education):  Article 29 (Goals of education):  Article 12 (Respect for the views of the child):  **Developing in Faith**  Developing as a community of faith and learning  Serving the common good |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| In the school session 2022-2023, we worked as a whole school community to agree a new vision statement and values which matches the needs and aspirations of all stakeholders. In this session we will continue to embed the values and use as a focus for weekly assembly. By Christmas, we will be in a position to create a Curriculum Rationale in order to drive forward a curriculum for the future which develops key meta skills for our learners, matches our context and prepares children for life and work in the future. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| By the end of term 1, almost all learners will be able to identify the four values of Happiness, Kindness, Respect and Ambition, discuss the importance of each and give examples of how they are lived every day in St. Mary’s Primary.  By June, almost all learners and stakeholders will have a shared understanding of the reason for our curriculum design and will have had their say in ensuring the curriculum will be relevant to skills required in this particular context. | |
| ​**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** |
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| * Continue to embed vision and values created in the session 22-23 * Authority training on Meta skills to begin work on identifying skills relevant to our learners. * Review delivery of Es&Os under the 4 contexts for learning. * Consult all stakeholders in “What makes our school unique?”. * In-service collegiate working to collate evidence from stakeholders, review industries and future prospects for our pupils and review the drivers for our curriculum based on this. * Identify key meta skills required by pupils in our specific context through engaging with all stakeholders * Creation of Curriculum Rationale based on stakeholder voice and staff in-service. * Sharing of Curriculum Rationale document with all stakeholders for feedback. * Publication of Curriculum Rationale (including sharing with all parents, pupils and partners) and planning with all staff in order to incorporate in future improvement planning. | From August  Aug inservice  Oct-Dec  Jan-Feb 23  Feb In-service 24  Feb In-service 24  March 24  April-May 24  June 24 |  | M. Deegan (Lead)  All staff  All pupils  Parents  Partners  Adam Stephenson | Vision and values statements  Presentation on curriculum design  Curriculum for Excellence  Evidence gathered from stakeholders |

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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? |
| * Presentations from Assembly will demonstrate a focus on the values (Happiness, Kindess, Respect and Ambition). * Through focus groups, identified children will be able to discuss the values of the school, what they mean and how they are showing them every day. * Observations by SMT will show children are living the values. * A Curriculum Rationale documents and Parent Friendly poster will evidence stakeholder voice. |

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| **Priority 6: Trauma Informed Practice and Meeting Needs**  Improvement in children and young people's health and wellbeing  Placing the human rights and needs of every child and young person at the centre of education | | |
| **NIF Driver**    School leadership  Teacher professionalism | HGIOS/ELC QIs  3.1 Ensuring wellbeing, equality and inclusion  2.1 Safeguarding and child protection  2.7 Partnerships | **UNCRC**  Article 3 (Best interests of the child):  Article 28: (Right to education):  **Developing in Faith**  Developing as a community of faith and learning  Serving the common good |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| Although we have recovered attainment following covid-19 lockdowns and school closures, children and families may still be dealing with long term adverse effects which impacts on their mental, physical, emotional and spiritual wellbeing. By implementing the trauma informed practices pathway, we will support all pupils to feel safe, happy and settled in school, even when we cannot see the difficulties they may be facing. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| -Almost all children will have an understanding of the 8 wellbeing indicators and be able to talk about them in relation to their own wellbeing by May 24.  -By May 24, most children will indicate on questionnaires that they are listened to, involved in decision making which affects them and are treated fairly in our school. | |
| ​**If PEF spend is supporting – how much and what?** | |
| Additional support linked to additional staffing in priority 4. | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| * SMT to participate in STILT training. * All staff to participate in Level Trauma Informed training through collegiate sessions. * All teachers to present a school powerpoint about the wellbeing indicators and carry out a wellbeing assessment with all pupils. * N. Macdonald and J. Blincow to analyse wellbeing assessments and target support for any concerns as a result. * Ongoing support staff training around trauma, nurture and positive playground experiences. * All staff to complete e-modules on Trauma Informed Practices. * Engage with Educational Psychology and Play Therapists to carry out “Keeping Trauma In Mind” Sessions. * Carry out a wellbeing assessment with all pupils. * N. Macdonald and J. Blincow to analyse wellbeing assessments and target support for any concerns as a result. * Pupil questionnaire to analyse support in school. * Review of Single Agency Planning in line with authority developments at ASN Leaders level. | By August 23  By Sep 23  By end Sep 23  By Oct break 23  Ongoing and targeted by HWB specialist from April.  Completed by Christmas  Jan-June  Jan 24  By end Feb 24  April 24  June 24 |  | J. Blincow (Lead)  SMT  All staff  All pupils  Parents  Partners  Educational Psychology  Play Therapist  Mrs J. Blincow  ASN Leaders Network | STILT Training  NES Level 1 Trauma Training  Level 2 emodules  “Keeping Trauma In Mind” training  Wellbeing presentation  Wellbeing assessments  Glasgow Wellbeing tool  Questionnaires  Authority ASL Policy  Documentation from ASN Leaders |

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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? |
| * Through questionnaires, we will gain pupil feedback on the support they receive in school in which most pupils will recognise that they are listened to, involved in decision making and treated fairly in school. * Tracking materials will show support for those pupils who indicate lower scores on wellbeing indicators and improvements over time. * SMT observations will demonstrate that trauma informed practices are being implemented in classes and the playground. |

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| **St. Mary’s Primary School Maintenance Agenda** | | | | |
| **National Priorities** | **Previous Target** | **Next Steps** | **Staff Involved/ Responsible** | **Additional PEF Spend and Outcomes** |
| Improvements in attainment, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children and young people | Developments in Writing | Continue to embed approaches to writing developed in the session 2022-2023 and support staff with assessing progress.  Develop materials and resources to support children behind expectations in order to accelerate progress and improve outcomes.  Continue to challenge more able pupils and look to develop third level approaches. | All teaching staff | N/A |
| Improvement in skills and sustained, positive school-leaver destinations for all young people  Improvements in attainment, particularly in literacy and numeracy | Embed Digital Across Learning | Allocate Digital Champion to Reduced Class Contact Teacher role with remit to teach IT skills discretely and further develop Pathways which can be taken forward by all staff.  Enhance provision for IT by increasing number of laptops which can be used across the school and support staff to embed IT across the curriculum.  Target group impacted by poverty to engage with additional IT opportunities through an extra-curricular to provide equity through further opportunities to develop skills.  Use of additional laptops to provide online Numeracy intervention (to be decided-possibly Mathletics after further research)  Enhance opportunities by engaging with partners including parents and the college who can offer opportunities not readily available in school in technology. | D. McGlashan- Digital Champion  All staff  Parents/College Partners | By June 24, all pupils will have double the access to laptops they have currently to support learning and embed digital across the curriculum.  In line with Hattie’s research on use of technology to support writing, identified pupils with ASN will make minimum of a year of progress in writing by June 24.  Groups of pupils to be identified who are behind expectations, receiving support to stay on track or impacted by poverty to access a digital platform(trials agreed with various software with one to be identified) to support numeracy skills and increase pace of progression by June 24.  P4-7 pupils impacted by poverty or circumstances to increase basic skills in use of digital technology by June 24 through extra-curricular club.  **Purchase: Additional Laptop Caddy and 20 Laptops**  **£17.5k** |
| Placing the human rights and needs of every child and young person at the centre of education | Rights Respecting Schools | On receipt of our Silver award, create an action plan to work towards Gold level.  Continue the Rights Respecting Group and involve parents and partners in this.  Host an information session for all parents on what it means to be a Rights Respecting School.  Enhance pupil voice through participation in Young Leaders of Learning | C. Donnelly (Lead)  All staff  All pupils  All parents  Partners | N/A |
| Placing the human rights and needs of every child and young person at the centre of education | Pupil Voice | Continue to embed pupil voice in decision making across the school.  Begin to develop a House System for pupil voice, a sense of community cohesion and responsibility with in their houses.  Develop leadership roles within houses. | J. Blincow (Lead)  All staff  All pupils  All parents  Partners | N/A |