Education – Improvement Planning Document 2023-24

St Ninian’s Primary

Academy

Establishment Name:

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Signatures:

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| Head of Establishment | Siobhan Currie | Date |  |

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| Quality Improvement Officer | Elaine McLoughlin | Date |  |

Our Vision, Values and Aims

**Our Vision**

In the warm, supportive faith community of St Ninian’s Primary School we ‘teach with love and learn with pride’, challenging our children to be the very best they can be by developing and applying skills for learning, life and work in Inverclyde and beyond, enabling them to become global citizens and serve The Common Good.

Our School Motto: “Teach With Love and Learn With Pride”

**Our Values: Respect, Resilience, Inclusion, Kindness**

Our Aims:

We aim to foster the Catholic charter of the school through promotion of the Gospel Values

To provide the highest quality learning activities which enhance every child’s potential

Encourage personal excellence and strive to maintain the highest possible levels of achievement and attainment

Provide a happy, secure, welcoming environment where partnership working enhances children’s learning experiences and promotes wellbeing and respect.

Value and empower all members of our school community

Foster high quality leadership at all levels

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

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 | Continue to develop Play Pedagogy across Early and First Level  Develop writing framework to support the explicit modelling of sentence building skills throughout the school.  Embed a consistent approach to teaching the planning of writing across the school with the single paragraph outline.  Further develop effective reading instruction with a focus on Reading Comprehension.  Embed reading for pleasure pedagogy and maintain Gold Reading Schools accreditation.  Review and evaluate planning and tracking and monitoring for Numeracy and Maths  Further develop parental engagement across the school  Engage with the Moderation Toolkit to support self -evaluation of moderation cycle within St Ninian’s to support consistent assessment of a level and teacher professional judgements.  Continue to implement targeted literacy and numeracy interventions to improve attainment.  Continue to develop parental engagement across the school | Embed Play Pedagogy in P1 – P3. Further develop Play Pedagogy into P4  Review and further implement writing framework to support consistency of teaching learning and assessment.  Further develop staff knowledge of effective reading pedagogy  Maintain Gold Reading Schools Accreditation  Implement reviewed numeracy planning, tracking and monitoring  Continue rigorous self evaluation of moderation within the school and cluster  Continue to implement targeted literacy and numeracy interventions to improve attainment.  Continue to develop parental engagement across the school | Embed Play Pedagogy in P1 – P4. Further develop Play Pedagogy across second level  Review and further implement writing framework to support consistency of teaching learning and assessment.  Continue to develop staff knowledge and expertise in effective reading pedagogy  Maintain Gold Reading Schools Accreditation  Continue to implement reviewed numeracy planning, tracking and monitoring  Continue rigorous self evaluation of moderation within the school and cluster  Continue to implement targeted literacy and numeracy interventions to improve attainment.  Continue to develop parental engagement across the school |
| Closing the attainment gap between the most and least disadvantaged children | Review planning/ assessment/tracking of children’s progress and paperwork used.  Develop staff knowledge and expertise in using a range evidenced based interventions to support learning.  Continue to use targeted interventions to improve attainment with a focus on equity and excellence for all including literacy and numeracy interventions | Continue to review and evaluate planning/ assessment/tracking of children’s progress and paperwork used  Continue to develop staff knowledge and expertise in using a range evidenced based interventions to support learning.  Continue to use targeted interventions to improve attainment with a focus on equity and excellence for all including literacy and numeracy interventions | Continue to review and evaluate planning/ assessment/tracking of children’s progress and paperwork used  Continue to develop staff knowledge and expertise in using a range evidenced based interventions to support learning.  Continue to use targeted interventions to improve attainment with a focus on equity and excellence for all including literacy and numeracy interventions |
| Improvement in children and young people's health and wellbeing | Embed refreshed school values with all stakeholders  Develop staff knowledge in using a range of support strategies re Trauma Informed Practice and targeted interventions to support children’s emotional wellbeing  Continue to grow as a Mentally Healthy School achieving Bronxe … award  Develop awareness of Global Citizenship, Cultural Diversity and build racial literacy through the Reading, Social Studies and Laudato Si Curriculum Frameworks  Continue to uphold Gold Rights Respecting Schools accreditation | Embed refreshed school values with all stakeholders  Continue to develop staff knowledge in using a range of support strategies re Trauma Informed Practice and targeted interventions to support children’s emotional wellbeing  Continue to grow as a Mentally Healthy School  Continue to develop awareness of Global Citizenship, Cultural Diversity and build racial literacy through the Reading, Social Studies and Laudato Si Curriculum Frameworks  Continue to uphold Gold Rights Respecting Schools accreditation | Embed refreshed school values with all stakeholders  Embed trauma informed practice across the school  Continue to grow as a Mentally Healthy School  Embed awareness of Global Citizenship, Cultural Diversity and build racial literacy through the Reading, Social Studies and Laudato Si Curriculum Frameworks  Continue to uphold Gold Rights Respecting Schools accreditation |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | Develop new policy and practice on teaching Digital Literacy across the school.  Implement Digital Literacy Skills progression planner across Early, First and Second Levels  Continue to work towards the Digital Literacy Award  Further embed Outdoor Learning and making effective use of the local environment by developing a framework for progression of key skills and Increase staff knowledge and skills to plan high quality learning experiences in Outdoor Learning  Develop a robust tracking system to monitor children’s participation in clubs and groups outside of school and wider achievement.  Further develop pupil voice and leadership groups within the school | Continue to embed new digital literacy framework to ensure progression of skills and consistency across the school  Continue to embed new Outdoor Learning framework to ensure progression of skills and consistency across the school in planning high quality Outdoor Learning experiences.  Continue to monitor children’s participation in clubs and groups outside of school and wider achievement. | Continue to embed new digital literacy framework to ensure progression of skills and consistency across the school  Continue to embed new Outdoor Learning framework to ensure progression of skills and consistency across the school in planning high quality Outdoor Learning experiences.  Continue to monitor children’s participation in clubs and groups outside of school and wider achievement. |

*Stakeholder’s views*

All staff views were collated through self – evaluation processes during the May in- service day as well as regular self – evaluation.

Pupils views were collated through Pupil Council Meetings, Assemblies and Pupil Questionnaires.

Parents’ views were collated through Microsoft Forms questionnaires as well as consultation with Parent Partnership Forum.

The parents were consulted on the PEF spend at a Parent Partnership Meeting (May 2023) and via a Parent Questionnaire (June 2023). The staff were consulted on the PEF spend at the May Inservice Day. It was agreed that using PEF spend to pay for an additional member of teaching staff (0.8) would be the most effective way to raise attainment.

Plan –Session 2023-2024

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| **Priority 1** Improvements in attainment, particularly in literacy and numeracy  Improvements in attainment, particularly in literacy and numeracy | | |
| **NIF Driver**    School Improvement  Assessment of children's progress  Parental Engagement | HGIOS/ELC QIs  2.3 Learning, teaching and assessment  1.1 Self-evaluation for self-improvement  3.2 Raising attainment and achievement | **UNCRC**  Article 28: (Right to education):  Article 3 (Best interests of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| Pupils, parents and staff feedback on the focus on the implementation of play pedagogy has been very positive. Staff feedback from the P1 and P2 Play Pedagogy training and the support from the Play Pedagogy CMOs has been positive. We will continue to develop Play Pedagogy in P3 and beyond.  Staff have benefitted from high quality CLPL in effective writing instruction. We have seen a higher number of children engaged with and motivated to write and attainment has risen. Parent, pupil and staff questionnaires show an increased confidence in writing. For these reasons we will continue to develop our writing policy supporting consistently high- quality learning experiences for our pupils and raising attainment.  Recognising the importance of Reading for Pleasure in raising attainment and supporting wellbeing, as evidenced by staff observations and feedback from questionnaires, we will continue to develop a whole school reading culture.  As evidenced by attainment data, reading attainment continues to be strong and quality assurance and self- evaluation processes indicate that staff demonstrate increased confidence in reading pedagogy. Therefore, we will continue to focus on effective reading instruction and explicit fluency instruction to ensure consistency across the school and further raise attainment and engagement in reading. A focus this year will be reading comprehension skills.  CLPL and parental workshops on Numeracy have been well received with parents reporting that they feel better equipped to support their child’s learning at home. Most pupils report that learning in numeracy is a positive experience in St Ninian’s for these reasons we will continue to develop our numeracy strategy  Attainment results in Literacy and Numeracy have sustained this session and the school remains above the Inverclyde average. Quality Assurance evidence indicates that a consistent approach across the whole school is an important factor to sustaining and improving attainment levels through high quality teaching and learning.  Feedback from parent questionnaires demonstrates that parents value learning workshops and the opportunity to visit the school to support their child’s learning. We will continue to provide opportunities to engage parents in their child’s learning. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| **Play Pedagogy**  By June 2024, there will an increase in confidence, from most to almost all P1-7 staff, to plan high quality play pedagogy learning experiences (indoor and outdoor)  By June 2024, Quality Assurance will evidence high quality play learning experiences across the whole school  By June 2024, primary 3 pupil will display an increased pupils’ readiness to learn through the making daily use of outdoors and a play pedagogy.  By June 2024, there will be an increase in the number of parents supporting Play Pedagogy in stages P1- P3  **Literacy and Numeracy**  By May 2024, tracking & monitoring data will show individual targets are met by **almost all** children  By May 2024, tracking & monitoring data will show an increase in the number of children identified as beyond expectation in Literacy by 1.5%  By May 2024, tracking & monitoring data will show an increase in the number of children identified as beyond expectation in Numeracy by 2%  By May 2024, Quality Assurance will evidence pupils’ experience high quality teaching and learning in all classes in the school  **Parental Engagement**  By June 2024, parental participation in curriculum and learning events in the school will increase from most to almost all parents attending at least one event.  By June 2024, the number of stages using play pedagogy to increase pupils’ readiness to learn will extend to primary 3, making daily use of outdoors. | |
| ​**If PEF spend is supporting – how much and what?** | |
| NA | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| **Play Pedagogy**  Embed play pedagogy in P2 and develop within P3 and beyond. Looking at further ways to integrate play within curricular learning in Literacy, Numeracy, H&WB, Social Subjects and Science. | June 2024 |  | * SLT * Class teachers P1 – P3 * Support Staff in P1-P3 * Inverclyde Play Strategy * Play CMO * EY staff from cluster nurseries * Parents | * Resources for play P1 – P3 * Upskilling and training of staff – teaching and support staff * Visits to other establishments * Professional reading * CMOs |
| **Numeracy**  Review planning for Numeracy and Maths | June 2024 |  | * SLT * Numeracy Working Party * All Staff * SLT | * High Quality CLPL for all staff * Inverclyde Numeracy Strategy * Inverclyde Planners * Tracking and Monitoring Records * Data Dashboard and training * Transition Notes |
| Review tracking and monitoring process in numeracy to ensure consistency. |
| **Literacy**  Develop writing framework to support the explicit modelling of sentence building skills throughout the school. | June 2024 |  | * SLT * All Staff | * Inverclyde Literacy Pathways * High Quality Training for all staff * Access to new resources to support the development of writing |
| Embed a consistent approach to teaching the planning of writing across the school with the single paragraph outline. |
| Engage with the Moderation Toolkit to support self -evaluation of moderation cycle within St Ninian’s to support consistent assessment of a level and teacher professional judgements. | June 2024 |  | * SLT * All Staff | * Moderation Toolkit * High Quality CLPL for all staff |
| Embed Reading for Pleasure Pedagogy and maintain Gold accreditation | September ‘23 |  | * SLT * All Staff * Reading Schools group – pupils and teachers * Parents | * High quality training for staff on Reading for pleasure Pedagogy * Reading Schools Resources * Resources for class libraries |
| Further develop effective reading instruction with a focus on Reading Comprehension. | June ‘24 |  | * SLT * All staff | * High Quality Training for Staff on Reading Comprehension skills * New Resources to support Reading Comprehension * Inverclyde Literacy Pathways |
| Targeted interventions to improve attainment with a focus on equity and excellence for all, including Literacy Interventions and Numeracy Interventions | June 2024 |  | * SLT * All teaching staff * All support staff | * PSA training – Numeracy Blueprint Boards * PSA Training – Writing * PSA Training – Reading for Pleasure * PSA Training – Phonics * PSA Training – Reading Fluency |
| **Parental Engagement**  Continue to develop parental engagement across the school | June 2024 |  | * SLT * All staff * Partners | * Inservice Day * Professional Learning Calendar |

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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**   * Pre and Post staff questionnaires will demonstrate increased staff confidence in delivering and supporting play in P1 – P3 and beyond. * PRD meetings will evidence positive staff feedback re engagement in staff training and professional reading * Attendance records will show staff participation in CLPL * Teacher planning will show valuable play experiences and targets for improvement * Termly Quality Assurance and Tracking Meetings will show positive impact of play pedagogy and level of engagement   **Literacy & Numeracy**   * PRD meetings will evidence positive staff feedback re engagement in staff training and professional reading * Termly Quality Assurance and Tracking Meetings will show positive impact of Literacy and Numeracy pedagogical approaches on levels of engagement and attainment * Data will demonstrate improved attainment in literacy and numeracy * Tracking and monitoring processes will demonstrate a consistent approach to the tracking of numeracy throughout the school * Termly Quality Assurance and self- evaluation processes will evidence a consistent approach to the teaching of writing throughout the school. * Termly Quality Assurance and self- evaluation processes will evidence a consistent approach to the teaching of numeracy throughout the school. * Termly Quality Assurance and self- evaluation processes will evidence a consistent approach to the teaching of reading skills throughout the school. * Minutes of staff and cluster meetings will show moderation activities. * Engagement with the Moderation Tool will support self- evaluation of moderation. Tracking meetings will evidence increased confidence in Teacher Professional Judgements   **Parental Engagement**   * Pre and post questionnaires will show a positive change in parent confidence when supporting their child’s learning at home * Registers of parental events will demonstrate that almost all parents attend at least one session |

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| **Priority 2** 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  3.2 Raising attainment and achievement  3.2 Securing Children's Progress | **UNCRC**  Article 28: (Right to education):  Article 3 (Best interests of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| Self -evaluation, Quality Assurance and tracking meetings evidenced the positive impact of interventions to support identified children to stay on track with their learning and challenge children to work beyond expectation. We have a well -established intervention response of evidence based approaches. We will use our PEF this year to support these interventions in the form of a 0.6 teacher.  All our learners, impacted by poverty and not on track are on their own individualised pathway. PEF is used to accelerate the progress they make. Individualised targets are set for each child. We also use PEF to ensure those learners on track and impacted by poverty maintain their progress.  We also intend to continue to provide high quality CLPL in numeracy, writing and reading skills interventions, placing a focus on reducing the Poverty Related Attainment Gap and ensuring children within the lower SIMD bands have opportunities to work beyond expectation in both literacy and numeracy.  Self-evaluation and PRD interviews evidenced the need for continuous training in the knowledge and strategies for additional support needs and regular review of support for learning procedures. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| **Support for Learning Procedures**   * By August 2023, support for learning procedure will be reviewed and in place * By May 2024, almost all identified children impacted by poverty will have achieved their individual targets * By May 2024, all pupils currently impacted by poverty will maintain their current progress, remaining on track. * By May 2024, all identified children will have received targeted support * By May 2024, termly tracking meetings will show positive impact of targeted support for all identified children * By May 2024, termly tracking meetings will show an increase in the number of children from SIMD 1&2 identified as beyond expectation in Reading from 14% to 18% and in Writing from 8% to 10% * By May 2024, termly tracking meetings will show an increase in the number of children from SIMD 1&2 identified as beyond expectation in Numeracy from 10% to 12%   **Development of Staff Knowledge and Understanding**   * By May 2024 all staff will show increased knowledge and expertise to support targeted groups of children using evidenced based interventions. | |
| ​**If PEF spend is supporting – how much and what?** | |
| PEF spend 0.8 teacher to support interventions and raise attainment in literacy and numeracy. (£40, 673 including overspend) | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| **Support for Learning Procedures**  Review planning/assessment/ tracking of children’s progress and paperwork  **Targeted interventions** to improve attainment with a focus on equity and excellence for all including literacy and numeracy interventions | August 2023 – May 2024 |  | * SMT * All staff | * In Service Day * SMT Meetings * Tracking meetings with staff |
|  | * SMT * SfL * PSA staff | * PSA training – Numeracy Blueprint Boards * PSA Training – Writing * PSA Training – Reading for Pleasure * PSA Training – Phonics * PSA Training – Reading Fluency |
| **STAFF KNOWLEDGE**  Continue to develop staff knowledge and expertise using a range of support and assessment strategies | August 2023 – May 2024 |  | * SMT * PSA staff | * In Service Day * SMT Meetings * Tracking meetings with staff |

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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? |
| **Support for Learning Procedures**   * Updated support for learning procedures will be in place and monitored through self-evaluation and quality assurance processes. * All identified children will be supported with evidenced based intervention to raise attainment. * Tracking and monitoring data (BGE dashboard) scrutinised at tracking meetings and Quality Assurance will show positive impact on the attainment levels of the identified children’s targets.   **Staff knowledge**   * All staff will be able to confidently discuss their improved knowledge of additional support needs and the most effective to support attainment evidenced through tracking, class progress and PRD meetings. |

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| **Priority 3** Improvement in children and young people's health and wellbeing  Choose an item. | | |
| **NIF Driver**    School leadership  School Improvement | HGIOS/ELC QIs  3.1 Ensuring wellbeing, equality and inclusion  1.1 Self-evaluation for self-improvement  2.4 Personalised support  2.6 Transitions | **UNCRC**  Article 28: (Right to education):  Article 3 (Best interests of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| Our school values were recently revisited and refreshed in consultation with all stakeholders it is important that we embed the new school values so that all stakeholders are aware of the values we, as a school community, demonstrate and work towards.    Self -evaluation, Quality Assurance, tracking and ASN meetings evidenced the need for Trauma Informed Practice in the school to support our learners and ensure a consistent approach across the school.  Feedback from parent and pupil questionnaire highlighted the importance of children’s mental health. We will continue participate in professional learning and develop children’s skills on our journey to become a Mentally Healthy School.  We were recently awarded Gold Rights Respecting School. Feedback from the Gold Rights Respecting assessor recommended that we continue to raise awareness of Global Citizenship and Cultural Diversity. The importance of this was also demonstrated in self- evaluation processes, parent questionnaires and in consultation with the pupil council.  In line with Local Authority priorities, we recognise the importance of implementing single agency planning for a consistent approach in supporting our pupils and families. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| **Embedding School Values**   * Almost all children and stakeholders will feel a sense of belonging to the school community and will be able to demonstrate our new school values   **Trauma Informed Practice**   * By June 2024, almost all children supported to self – regulate and/or have coping strategies that mitigate behaviour caused by trauma. * By June 2024, almost all children will be able to identify strategies that improve their wellbeing   **Mentally Healthy School**   * We will continue to participate in professional learning and develop children’s skills on our journey to become a Mentally Healthy School. Pupils will have the opportunity to participate in planned activities conducive to good mental health with a particular focus on reading for pleasure, singing and music making. * Children will be supported by communication friendly strategies being used consistently throughout the school. this will be evidenced by increased positive relationships and engagement with learning.   **Global Citizenship and Cultural Diversity**   * By June 2024, almost all children will be able to demonstrate, relevant to their age and stage of development, an increased awareness of Global Citizenship and Cultural Diversity through their knowledge and understanding of Children’s Rights and their commitment to the UNCRC   **Implementation of Single Agency Planning**   * By September 2023, the Single Agency Planning Framework and associated paperwork will be used consistently to support pupils’ progress and wellbeing. | |
| ​**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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| **School Values**  Embed refreshed school values | June 2024 |  | * Pupils * Parents * SLT * All staff |  |
| **Trauma Informed Practice**  Develop staff knowledge and expertise using a range of support strategies re Trauma Informed Practice  **Continue to support children’s emotional wellbeing with appropriate interventions**: LIAM and Seasons for Growth | August 23 – June 2024 |  | * All staff * SLT * PT (Mental Health Lead) * Acting DHT, PT (Trauma leads) * LIAM counsellors (Susan Robertson, Janine Munro,PT) * Seasons for Growth Counsellors (Angela McAulay, Ann Margaret McKinnon) * Katherine Trauma Lead * Trauma Informed Working Party | * Whole staff training led by Acting DHT and PT who have participated in Jenny Knock training. * Inservice Day * Curriculum Development time. |
| **Implementation of authority Single Agency Planning Framework** | 31st ‘Aug |  | * All Staff * Views of pupils, parents and partners | * Single Agency Planning Framework Paperwork * Staff training to raise awareness |
| **Mentally Healthy School**  Continue to grow as a Mentally Healthy School supporting children to develop coping strategies through reading and expressive arts. | June 2024 |  | * All staff * SLT * Inverclyde music initiative * Inverclyde libraries * ICOS | * Whole staff training * In service Day * Glasgow Wellbeing Tool |
| **Global Citizenship, Cultural Diversity and Building Racial Literacy**  Develop awareness of Global Citizenship, Cultural Diversity and build racial literacy through the Reading, Social Studies and Laudato Si Curriculum Frameworks | June 2024 |  | * All staff * Pupils * Parents * SLT * Acting DHT (Building Racial Literacy Lead) * Pupil Voice Groups (Mini Romeros, Mini Vinnies, Eco Group) | * Inservice Day * Curriculum Development Time * Staff training session in dealing with racial incidents * Staff training on White Privilege and Fragility * Social Studies Curriculum Framework * Literacy Curriculum Framework (Reading) * Laudato Si 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? |
| **Embedding School Values**   * Through active collaboration, our school community will demonstrate a shared commitment to the school vision, aims and refreshed values.   **Trauma Informed Practice**   * All staff trained in the National training programme in Level 1 and Level 2. This will be evidenced through enhanced staff knowledge and understanding of the impact of trauma and disrupted attachment and evidenced in enhanced learning environments in the school * All school staff able to confidently discuss their knowledge and expertise using a range of support strategies re Trauma Informed Practice demonstrated through planning meetings, PRDs, quality assurance processes and self -evaluation processes. * All school staff able to confidently identify and support children who would benefit from a range of support strategies re Trauma Informed Practice. This will be evidenced by a reduced number of incidents within the school and playground. * Identified children will develop coping strategies through participation in interventions (LIAM and Seasons for Growth). This will be evidenced through pupil and parental feedback   **Mentally Healthy School**   * Upholding Gold Reading school’s accreditation, Reading for pleasure will be embedded across the school community and children will be able to talk about the positive impact on Mental Health * Children at every stage will participate in a minimum of 15 hours of singing across the school year. Most children will be able to talk about the positive impact of music and music making on mental health and wellbeing. * We will receive the Bronze We Make Music Schools Primary Music KiteMark Award * Improvements in pupils’ wellbeing will be tracked using the Glasgow Wellbeing Tool and demonstrated through almost all pupils building positive relationships.   **Global Citizenship, Cultural Diversity and Building Racial literacy**   * Increased confidence of staff when teaching about racial diversity * Increased confidence of staff when dealing with racist incidents * Children report greater understanding of anti-racism and racial diversity * Increased awareness of planning for Global Citizenship and Cultural Diversity demonstrated through planning meetings, quality assurance processes, self -evaluation processes and pre and post questionnaires (pupils, parents and staff) * The new pupil voice group, Mini Romeros, will be established. * Our school and class libraries will feature diverse authors/diverse themes (featuring characters of colour) to increase representation of diversity   **Single Agency Planning**   * Staff will be trained in the use of the Single Agency Planning Framework. * The views of all stakeholders will consistently form an integral part of the planning to support pupils. * Single Agency Planning paperwork will be used consistently to record the views of all stakeholders, concerns, meetings and support strategies within an agreed timeframe. * The process will be monitored, evaluated and next steps agreed by all stakeholders. |

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| **Priority 4** Improvement in skills and sustained, positive school-leaver destinations for all young people  - | | |
| **NIF Driver**    School leadership  School Improvement | HGIOS/ELC QIs  3.1 Ensuring wellbeing, equality and inclusion  1.1 Self-evaluation for self-improvement  2.3 Learning, teaching and assessment | **UNCRC**  Article 28: (Right to education):  Article 3 (Best interests of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| Digital literacy skills to support skills for learning life and work continue to be a focus to raise attainment. The school is working towards the Schools’ Digital Literacy Award and will continue to work towards consistency in learning and teaching of digital literacy skills across the school.  As a staff, we identified children who had not had opportunities for personal achievements. Self -evaluation and tracking meetings evidenced the need for a robust trackig system to monitor wider achievement throughout the school and ensure all children have the opportunity to develop their talents and skills and develop skills for learning, life and work.  Children and parent questionnaires and consultations with staff identified Outdoor Learning as an important area for development therefore we will continue to develop and embed this within the school curriculum to support the development of skills for learning, life and work.  The structure of the pupil voice groups has worked well this year. Each class has an area of responsibility based on Curriculum for Excellence experiences and outcomes in social studies. Staff highlighted that the ownership and commitment of each group has improved with more regular opportunities for leading. With new class structures in 2023 – 2024, involving 2 composite classes across second level, we will have the opportunity to add 2 new pupil voice groups. Following a presentation from St Columba’s Romero group, pupils showed significant interest in creating a Mini Romero group to support an awareness of diversity. Further opportunities for children to lead learning and influence change in school have been welcomed by children. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| **Digital Literacy**   * By June 2024, there will be a consistent approach to the teaching of digital literacy skills across the school, raising attainment and supporting skills for learning life and work. * By June 2024 most pupils across the school will develop digital skills in using Microsoft Word and PowerPoint, relevant to their age and stage.   **Outdoor Learning**   * By June 2024, there will be an increase in children's confidence and engagement in Outdoor Learning experiences supporting skills for learning, life and work.   **Diverse Achievement**   * By June 2024, there will be an increase in the number of children recognised for Diverse achievement evidenced by school tracking processes and data from Active Schools.   **Pupil Voice**   * By June 2024, almost all children will be involved in groups which promote ‘pupil voice’ and lead change within the school. | |
| ​**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** |
| --- | --- | --- | --- | --- |
| **Digital Literacy**  Develop new policy and practice on teaching Digital Literacy across the school.  Implement Digital Literacy Skills progression planner across Early, First and Second Levels  Continue to work towards the Digital Literacy Award | June 2024 |  | * SLT * Digital Literacy coordinator * All staff * Digital Literacy Leaders (pupils) * Parents | * Digital Literacy coordinator to provide in school training for staff * Digital Literacy Working party to gather information for application * Parent workshop (safety on line) |
| **Outdoor Learning**  Further embed Outdoor Learning and making effective use of the local environment by developing a progression of key skills and connecting further with local community groups. | June 2024 |  | * SLT * All Staff * Pupils * Parents * Partners | * Inservice Day * Curriculum Development time |
| **Wider Achievement**  Develop a robust tracking system to monitor children’s participation in clubs and groups outside of school. | June 2024 |  | * SLT * All Staff * Parents * Pupils * Partners | * Inservice Day * Curriculum Development time * Assemblies |
| **Pupil Voice and Leadership**  Further develop pupil voice and leadership groups within the school  Provide further opportunities for pupil voice groups to gain knowledge and demonstrate leadership through assemblies, workshops and events.  Develop new pupil voice groups for composite classes to lead change within the school (Mini Romero and Mini Vinnies group)  Develop pupils as leaders of learning through the Young Leaders of Learning programme.  Develop senior pupils as Primary Leaders through the Active Schools Play Leaders programme  Engage P7 in Buddies programme supporting P1  Engage P6 in training for Buddy programme for 2024 P1 cohort. | June 2024 |  | * SLT * All staff * Pupils * Young Leaders of Learning Lead * Active Schools | * Engage with Young Leaders of Learning programme * Education Scotland Website 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? |
| **Digital Literacy**   * A new Digital Literacy Framework will be in place and will be used to support the planning and progression of digital literacy skills throughout the school. The framework will be evaluated and reviewed in termly. * Termly Quality Assurance and self -evaluation processes will evidence a consistent approach to the teaching of digital literacy skills throughout the school * School will achieve Digital Schools’ Award   **Outdoor Learning**   * An Outdoor Learning Framework developing a progression of key skills will support planning of outdoor learning experiences. The framework will be used consistently by all staff to support Outdoor Learning across the school. The framework will be evaluated and reviewed termly. * Termly quality assurance and self – evaluation processes will evidence well planned outdoor learning opportunities for all and children will see a more consistent approach to outdoor learning. * Increased confidence and engagement in outdoor learning will be measured by children’s willingness to participate and the robust tracking of skills progression.   **Diverse Achievement**   * A robust tracking and monitoring system will ensure all children have the opportunity to share wider achievements with the school community and have those achievements recognised regularly.   **Pupil Voice and Leadership**   * Self- evaluation and quality assurance processes will evidence that all pupils have an opportunity to lead learning through pupil voice/ pupil leadership groups demonstrating greater awareness of society and developing key leadership skills. * Successful engagement with Young Leaders of Learning programme * All P7s will be engaged with the Buddy programme * There will be an increase by 50% in the number of P6 children engaging with the Young Playleaders programme * All P6s will engage with the Buddy training programme |