

# Education – Improvement Planning Document

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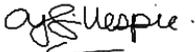
Establishment Name:

Wemyss Bay Primary School and Nursery Class

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Signatures:

Head of Establishment		Date	29.09.2021
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Quality Improvement Officer	<i>Alison McLellan</i>	Date	20.09.2021
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# Our Vision, Values and Aims

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## Vision

Our vision is that Wemyss Bay Primary School and Nursery Class will be a happy, ambitious and effective learning community where everyone works together to 'Get it Right for Every Child'.

## Values

- Respect
- Equality
- Achievement
- Commitment
- Honesty

## Aims

To actively develop our children's attitudes, skills and knowledge to enable them to become lifelong successful learners.

To provide regular, planned opportunities for our learners to develop responsibility for and confidence in their learning.

To support all members of our school community to make effective contributions within their learning and to all aspects of school life.

To provide our children with the knowledge and social skills to enable them to be responsible citizens within our school, local community and beyond.

To create an environment where everyone is safe, nurtured and respected, is encouraged to be healthy, active and responsible, is challenged to achieve and where equity of opportunity is a priority to enable everyone to be included.

# Aspirational Pupil Attributes

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**At Wemyss Bay Primary School and Nursery Class, we aspire for our pupils to be:**

- Self-aware and aware and accepting of others, always striving, and encouraging others, to be the best version of themselves
- creative critical thinkers who are independent and inquisitive, willing to take on challenges and actively seek to develop new knowledge and skills
- resourceful, resilient problem solvers, able to be open-minded to the best possible solution
- digitally literate with an understanding of the usefulness and impact of technologies on daily and work place living
- flexible and adaptable, with the ability to adjust to shifting expectations
- confident and effective communicators with the skills to understand, respect and work with others
- globally aware citizens who embrace diversity

## 3 Year Overview of Establishment Priorities

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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 2021-2022

Session 2022-2023

Session 2023-2024

# Overview of rolling three year plan

National Priorities	Session 2021/22	Session 2022/23	Session 2023/24
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> <li>Develop Curriculum Rationale and refresh associated policies</li> <li>Revise approaches to planning in both nursery and school</li> <li>Revisit Dialogic teaching approaches</li> <li>Embed approaches to reading at Early and First Level and further develop approaches at second level</li> <li>Moderation of writing within levels</li> <li>Embed SEAL at First level</li> <li>Extend problem solving and challenge in numeracy at all levels</li> <li>Introduce play pedagogy at Early level</li> <li>Introduce Learning journals in nursery</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate curricular provision against rationale and revise accordingly</li> <li>Evaluate and further revise planning processes</li> <li>Embed approaches to reading at second level</li> <li>SEAL – embed at second level</li> <li>Play Pedagogy – Early and First levels</li> <li>Embed learning journals in nursery</li> <li>Plan for Project Based Learning – introduce Mantle of the Expert</li> </ul>	<ul style="list-style-type: none"> <li>Revisit curriculum Rationale</li> <li>Embed planning processes and policies</li> <li>Play Pedagogy – Second Level – Implement PBL / Mantle of the Expert PBL</li> </ul>
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> <li>Increasingly systematic approaches to assessment – interrogation of quality data</li> <li>Revisit VL plan</li> <li>Develop SfL policy and interventions</li> <li>Develop further opportunities for parental engagement</li> <li>Introduce Curriculum Cafes for parents</li> </ul>	<ul style="list-style-type: none"> <li>Implement and evaluate SfL policy and interventions</li> <li>Embed revised VL plan</li> <li>Develop Curriculum Cafes</li> </ul>	<ul style="list-style-type: none"> <li>Involve parents in facilitation of curriculum cafes</li> </ul>

<p>Improvement in children and young people's health and wellbeing</p>	<p>Introduce approach for tracking Wellbeing Intro Wellbeing Groups Revisit HWB curriculum with focus on mental and emotional health Embed Paths at Early and First Level OL – progression and partnerships Nurture – two principles Community projects Implement Autism Plan, incorporating Communication Friendly Schools practices</p>	<p>Embed processes for tracking Wellbeing Paths at second level Embed revised HWB curriculum OL - Embed progression Nurture – two further principles Evaluate and revise Autism Plan</p>	<p>Nurture – final two principles Seek further partnerships to deliver HWB curriculum Embed Autism Plan</p>
<p>Improvement in employability skills and sustained positive school leaver destinations for all young people</p>	<p>Digital Literacy – implement new curricular pathway and pursue Digital Schools Award Seek partnerships with West College Scotland and local employers Introduce Leadership opportunities for pupils Tracking system for wider achievements</p>	<p>Implement results of audit from Digital Schools Award Embed DL pathways Develop partnerships with WCS and local employers Develop leadership opportunities for pupils Embed system for wider achievements</p>	

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# Pupil Equity Fund –Session 2021-2022

## **NIF Priority - Rationale**

Closing the attainment gap between the most and least disadvantaged children

Wemyss Bay Primary School has a roll of 126 pupils. There are currently 18 pupils entitled to a free school meal (FME 14.28%) and 7 care experienced pupils (5.5%). We have 0.8% of our pupils living within SIMD Deciles 1&2 with almost all of our pupils living within SIMD Deciles 8 and 9 (93.8%). Across the school, almost all pupils have achieved the expected CFE Levels for Listening and talking (90%) and most have achieved the expected CFE Levels for Reading (81.7%), Writing (76.7%) and Numeracy (83.3%). This is the average of the Primary 1, Primary 4 and Primary 7 results. The following interventions are designed to reduce any attainment gaps across the school.

### **Intervention 1 – Continuation of provision of specific targeted support within the classroom to facilitate engagement with the curriculum**

Staff observations and attainment data shared within the context of GIRFEC in session 2019 – 20 identified that 100% of the 32% of FME pupils identified as having difficulty in engaging and sustaining focus in literacy and numeracy benefitted from this additional support. This reduced to 32% from 43% the previous year as a result of the intervention, evidencing its impact. This supports the continuation of this intervention. 61% of this session's FME pupils have been identified as potentially benefitting.

Rationale: targeted one to one or small group support during literacy and numeracy activities throughout the school week should improve engagement and focus and therefore impact positively on attainment in these areas as has previously been evident.

### **Intervention 2 – To enable access to digital reading and spelling platforms**

Our data showed that 83.3% of FME pupils engaged with digital reading, spelling and numeracy platforms during school closures and that this had a positive impact on their attainment. Parents also commented favourably on these platforms and of their child's increased motivation.

Rationale: to continue access to digital platforms to sustain digital engagement, raising attainment in reading, spelling and numeracy and further developing digital agility, an essential workplace skill.

### **Intervention 3 – Provision of programme to support literacy attainment**

Our data shows an improvement in the reading and spelling of identified pupils who have been using the selected programme, evidencing its positive impact.

Rationale: consistent implementation of an evidence-based programme is known to have a positive impact on the attainment of identified pupils.

### **Intervention 4 – Provision of a suite of standardised testing materials**

The standardised testing materials purchased last session had a very significant impact on teachers' motivation and ability to interrogate data. The resultant strengthened skill set enabled clear priorities to be established with tailored interventions for identified pupils which have had a significant positive impact on attainment levels, particularly in numeracy.

Rationale: robust assessment data informs targeted interventions to support attainment in literacy and numeracy of identified pupils.

### **Intervention 5 - development of materials to support our outdoor learning programme**

Pupil engagement in our outdoor learning sessions is high and outdoor learning has a positive impact on wellbeing. Identified pupils report positively on Outdoor Learning and attendance of identified pupils is high on OL days. Pupils, staff and families are keen for this to be captured and for Outdoor Learning to be further developed.

Rationale: attendance, high engagement and positive wellbeing are key to successful learning and has the potential to then impact positively on the attainment of identified pupils.

### **Intervention 6 – Maintain financial support fund to allow target pupils to engage in extra-curricular activities organised by the school**

Awareness of specific family circumstances related to poverty indicate that some pupils are prevented from taking up the same extra-curricular opportunities as their peers due to financial hardship.

Rationale: equitable access to these opportunities will support development of social skills, self-esteem and confidence, all of which have a proven impact on attainment.

These interventions are intended to foster systematic and sustainable improvements to the overall learning and teaching in Wemyss Bay Primary School & Nursery Class, enhancing the learning experience for all learners.

Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend	How you will evidence improvement
<p><b>Outcome:</b> At least 50% of identified pupils will be on track to achieve their level in literacy and numeracy by the end of P1, P4 and P7 as appropriate by the end of April 2022.</p> <p><b>Intervention 1:</b> Continuation of provision of specific targeted support within the classroom to facilitate engagement with the curriculum</p>	<p>August 2021 – June 2022</p>	<p><b>£18,646</b> 25 hours per week of PEF CA post to support daily raising attainment groups in all classes</p>	<p><b>Evidence:</b> Teacher professional judgements based on data gathered from standardised assessments, SNSAs, class assessments and reports from intervention tools will show a rise in the attainment of identified pupils. Data interrogated and attainment tracked with SLT at least termly.</p>
<p><b>Outcome:</b> The reading and spelling ages of identified pupils will increase by at least 6 months in a 6 month period. Identified pupils will report an increasingly positive attitude to reading over a 6 month period.</p> <p><b>Intervention 2:</b> To enable access to digital reading and spelling platforms</p>	<p>August 2021 – June 2022</p>	<p><b>£2,200</b> Renaissance Reading <b>£550</b> Sumdog spelling <b>£400</b> Oxford Owl</p>	<p><b>Evidence:</b> Data from reports of online assessments generated by digital platforms will show consistent engagement and a rise in the attainment of identified pupils. Data interrogated and attainment tracked with SLT at least termly. Pupil reading surveys in October 2021 and May 2022 will show increasingly positive attitudes towards reading.</p>
<p><b>Outcome:</b> Attainment of identified pupils in reading and spelling will increase over a 6 month period by at least 4 months</p> <p><b>Intervention 3:</b> Provision of resource to support literacy attainment</p>	<p>August 2021 – June 2022</p>	<p><b>£250</b> 10xToe by Toe <b>£500</b> Word Aware Training and resources</p>	<p><b>Evidence:</b> Data from class assessments and standardised assessments along with SNSA data will show a rise in the attainment of identified pupils in reading and spelling. Data interrogated and attainment tracked with SLT at least termly.</p>

<p><b>Outcome:</b> The attainment of identified pupils in reading, spelling and numeracy will increase over an 8 month period by at least 8 months, due to the improved identification of gaps in learning and the skilled application of targeted interventions in daily classroom teaching</p> <p><b>Intervention 4:</b> Provision of a suite of standardised testing materials</p>	<p>August 2021 – June 2022</p>	<p><b>£2,500</b> GL Assessments in reading, spelling and numeracy</p>	<p><b>Evidence:</b> Data from class assessments, digital assessments, standardised assessments and SNSAs will show a rise in the attainment of identified pupils. Data interrogated and attainment tracked with SLT at least termly.</p>
<p><b>Outcome:</b> Engagement and wellbeing will be enhanced over the session, and attendance of identified pupils will be maintained, leading to improvements in attainment.</p> <p><b>Intervention 5:</b> Development of materials to support our outdoor learning programme</p>	<p>August 2021 – December 2022</p>	<p><b>£1,000</b> Outdoor learning resources and materials</p>	<p><b>Evidence:</b> Data from Glasgow Wellbeing Tool will show an increase in engagement and wellbeing. Attendance data will show consistently high attendance levels. Data from class assessments, digital assessments, standardised assessments, SNSAs will show a rise in attainment. Data interrogated and attainment tracked with SLT at least termly.</p>
<p><b>Outcome:</b> The attendance and engagement of pupils related to these opportunities will increase over the session.</p> <p><b>Intervention 6 :</b> Maintain financial support fund to allow target pupils to engage in extra-curricular activities organised by the school</p>	<p>August 2021 – June 2022</p>	<p><b>£266</b> SMT will work with families of target group to ensure equity of opportunity</p>	<p><b>Evidence:</b> Attendance and engagement levels as measured by the Wellbeing Tool and Leuven scales where appropriate, will increase.</p>
<p>Total</p>		<p><b>£25, 362</b></p>	

# Plan –Session 2021-2022

<b>Priority 1</b> Improvements in attainment, particularly in literacy and numeracy		
<b>NIF Driver</b> Assessment of children's progress Teacher professionalism Performance information	<b>HGIOS?4</b> 2.3 Learning, teaching and assessment 1.1 Self-evaluation for self-improvement 2.4 Personalised support 1.2 Leadership of learning	<b>Other Drivers</b> <b>HGIOELC?</b> 1.2 Leadership of learning 1.4 Leadership and management of practitioners <b>RRS</b> Article 28: (Right to education):

## Expected outcomes for learners which are measurable or observable

- An increasingly consistent approach to learning and teaching in Literacy and Numeracy across the school built upon clearly identified curriculum drivers, leading to improvements in literacy and numeracy attainment.
- Improvement gains in reading and in writing across first and second levels achieved through high quality literacy and numeracy learning and teaching strategies including SEAL, Active Literacy and Dialogic teaching, evidenced by data from SNSA and class based assessments and through learning visits and professional dialogue, demonstrating these approaches are being implemented effectively to support children’s attainment.
- Improved attitudes to reading at second level within the context of a more developed and positive reading culture.
- Pupils at second level will evidence more successful application of an increased range of vocabulary, form and techniques in their writing.
- Pupils will evidence improved mental agility and application of numeracy strategies.
- Earlier improvement gains in literacy and numeracy across early level achieved through the application of high quality play pedagogy within the nursery and Primary 1
- Increasingly effective transition from nursery to P1 supported by improved information in relation to learning evidenced through learning journals, tracking of progress and collaborative Early Level planning

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Develop Curriculum Rationale and revisit associated policies accordingly	August - October 2021	<b>Lead: SLT</b> School staff and pupils Parents Existing partners Elizabeth Sommerville	SLT Staff Development session with Elizabeth Sommerville Existing data from previous self-evaluation and consultation exercise Updated data gathered through parental and partnership survey / stories
Revise approaches to planning in both the nursery and school to reflect learning from the development of the Curriculum Rationale and taking account of intentional and responsive planning models at Early Level.	October - December 2021	<b>Lead: SLT</b> Early: Nursery Depute and P1 teacher with EYECOs First and second levels: teaching staff	Updated Curriculum Rationale Existing planning Progression Pathways in Literacy, Numeracy and Health and Wellbeing Early Years planning documents Realising the Ambition
Revisit Dialogic teaching approaches	August – October 2021	<b>Lead: Pamela Cassidy</b> Nursery, teaching and support staff CMO	CLPL School Improvement session in September 2021 delivered by P Cassidy Support from Literacy CMO The State of Speaking in our Schools report (Millard and Menzies) 
Embed approaches to reading at Early and First Level including Active Literacy and Oxford Reading Tree with focus on rigorous assessment	Throughout session	<b>Lead: Julie Carswell</b> Early and First level teaching and support staff	Active Literacy programme and resources Oxford Reading Tree reading books and digital resources Assessment materials
Refresh and further develop approaches to Reading at second level	Throughout session	<b>Lead: DHT</b> Second Level teaching and support staff Alida Sanchez - Renaissance Reading Parent Partnership	Active Literacy programme and resources Renaissance reading digital assessments Staff CLPL session – 17 <sup>th</sup> August Existing library resources and new reading materials (Parent Partnership)
Revisit writing pedagogy using the Inverclyde Writing materials and moderate within levels	October - December 2021	<b>Lead: DHT</b> School staff and pupils	Inverclyde Writing Materials

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
		Parents	CLPL session led by Acting HT – October 2021 Revised guidance to support pedagogy and practice Moderation session Revised guidance for families including digital resource
Embed Story Grammar within Nursery	August – September 2021	<b>Lead: Helen Milligan</b> Nursery staff	Story Grammar resources
Embed SEAL at Early and First level	Throughout session	<b>Lead: Julie Carswell</b> Early and First level teaching and support staff CMO	SEAL programme, resources and assessments Revised guidance for families including digital resource
Extension of problem solving and challenge in numeracy at all levels including digital pedagogy	Throughout session	<b>Lead: HT</b> School staff and pupils CMO	Refresh of CLPL session delivered May 2021
Development of Play Pedagogy at Early level	Throughout session	<b>Lead: Julie Carswell</b> Early Level staff	LA CLPL sessions Froebel gifts / loose parts Revised planning formats
Introduce digital Learning Journals in the nursery	By October 2021	<b>Lead: Helen Milligan</b> Nursery staff	Tablets Refresh of CLPL session delivered session 2020 – 21 Learning Journals software

### Evidence of Impact

- Curriculum Rationale shared with school community
- Refreshed planning formats and share Early Level planning
- Higher level talk within classrooms evidenced by explicit assessment and reflected in the professional judgements of teachers
- Increase of 10% in attainment levels in reading and writing at First and Second levels

- Consistent application of SEAL pedagogy at Early and First levels, evidenced through more confident practitioner use of approaches, resources and assessments, learning visits, pupil feedback and assessments
- Data generated from assessments including SNSA and GL assessments show increased competence in problem solving in numeracy
- Increased practitioner confidence in play pedagogy at Early level evidenced through the provision of higher quality learning spaces and experiences.
- Improved parental engagement at Early Level demonstrated through learning journals.
- More robust tracking of learning at Early Level demonstrated through learning journals.
- High quality sharing of information at transition from nursery to primary 1

**Priority 2** Closing the attainment gap between the most and least disadvantaged children

<p><b>NIF Driver</b>          Assessment of children's progress          Teacher professionalism          Performance information          Parental Engagement</p>	<p><b>HGIOS?4</b>          3.2 Raising attainment and achievement          2.3 Learning, teaching and assessment          2.4 Personalised support          1.5 Management of resources to promote equity          2.5 Family Learning</p>	<p><b>Other Drivers</b>  <b>HGIOELC?</b>          1.2 Leadership of learning          1.4 Leadership and management of practitioners  <b>RRS</b>          Article 28: (Right to education):          Article 28: (Right to education):</p>
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- **Expected outcomes for learners which are measurable or observable**
- Detailed analysis of all available assessment data including SNSA will support the increased identification and implementation of targeted interventions to meet the needs of identified cohorts of children and their families.
- Improvements in attainment for targeted pupils (SIMD 1 +2 and FME), evidenced by data.
- Pupils will be more assessment-capable and increasingly aware of their next steps in learning
- Further promotion of and increased engagement in family learning strategies
- Pupils will be ably supported in their learning by their families as confidence in teaching and learning approaches grows.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Increasingly systematic approaches to assessment and subsequent interrogation of resultant quality data	October – May 2021	<b>Lead: SLT</b> All teaching staff	SEAL Assessments Staging Posts AL Assessments Inverclyde Writing Criterion GL Reading Assessments Renaissance Reading Assessments Sumdog Data – mental maths and spelling SWST (?) SNSA Data Dashboard Attainment Meetings

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Development of Support for Learning policy with clear pathways and a comprehensive suite of interventions	September - December 2021	<b>Lead: DHT</b> Pamela Cassidy Teaching staff including recovery staff Nursery staff Support Staff Parents Pupils Educational Psychologist	Relevant LA policies GIRFEC cycle and pupils voice tools Intervention bank Referral pathways Staff collegial time for collaboration
Revisit and refresh Visible Learning plan	September – October 2021	<b>Lead: A Arthur and L Vass</b> All teaching staff	Existing plan and training materials
Develop further opportunities for parental engagement including introduction of Curriculum Cafes for parents	January – March 2022	<b>Lead: HT</b> Michael Pollock (digital engagement – website and video tutorials) Parent body Pupils	Data generated by parents Connect training materials Website IT platforms for tutorials

Evidence of Impact
<ul style="list-style-type: none"> <li>• Pupils in target groups identified through robust assessment and analysis of resultant data will receive timely and relevant support</li> <li>• Published SfL policy will increase staff awareness of and confidence in SfL pathways and interventions and the resultant data</li> <li>• Consistent application of agreed Visible Learning strategies across all levels</li> <li>• High quality feed forward for pupils</li> <li>• Pupils will be more assessment capable</li> <li>• Increased number of families engaging with family learning opportunities</li> </ul>

<b>Priority 3</b> Improvement in children and young people's health and wellbeing		
<b>NIF Driver</b> Assessment of children's progress Parental engagement Teacher professionalism	<b>HGIOS?4</b> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion	<b>Other Drivers</b> <b>HGIOELC?</b> 1.2 Leadership of learning 3.1 Ensuring wellbeing, equality and inclusion <b>RRS</b> Article 31 (Leisure, play and culture): Article 12 (Respect for the views of the child):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>Wellbeing Needs will be identified through more careful tracking of wellbeing</li> <li>Wellbeing will be enhanced for identified pupils through weekly wellbeing groups</li> <li>Greater awareness of the impact of trauma on mental health and of approaches to promoting positive mental wellbeing will improve the lived experiences of pupils experiencing anxiety, equipping them with strategies to develop resilience</li> <li>The PATHs programme will support improvements in relationships, pupil resilience and conflict resolution across all aspects of the nursery and First Level of school.</li> <li>Pupils' wellbeing will benefit from experiences of learning and teaching in a variety of outdoor settings and the development of partnerships with Clyde Muirshiel Rangers, Learning through Landscapes, Inverclyde Shed and local Inverclyde groups.</li> <li>Consistency of approach to understanding autism and to strategies that may support children living with autism including consistent communication, will impact positively on their wellbeing</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
Introduce approach for tracking Wellbeing	August – December 2021	<b>Lead: DHT</b> Antonia Carter CMO	Glasgow Wellbeing Tool

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Introduce Wellbeing Groups as part of recovery programme based on Five Steps to Wellbeing Model	September 2021	<b>Lead: DHT</b> Recovery and LS staff Support staff	Five Steps to Wellbeing resources and NGN materials
Revisit HWB curriculum with focus on mental and emotional health	January – March 2022	<b>Lead: DHT</b> All staff Pupils Parents Educational Psychology	SLT – completion of Mental Health in Schools course
Embed Paths at Early and First Level	Throughout session	<b>Lead: DHT</b> Barnardo's (Jill McClarry) All Early and First Level staff	PATHs Resources CLPL sessions from Barnardo's
Outdoor Learning – introduction of progression framework and development of identified partnerships	From September 2021	<b>Lead: Juliet Maxfield</b> Murshiel Ranger Inverclyde Shed Learning through Landscapes	Staff development sessions facilitated by partners
Nurture – revisit two principles and establish use of Boxhall Profile <ul style="list-style-type: none"> <li>• All behaviour is communication</li> <li>• The classroom provides a safe base</li> </ul>	January - March 2022	<b>Lead: HT</b> CMO Nurture / Ed. Psy. All staff Pupils Parents	Boxhall Profile CLPL – Boxhall profile online
Explore opportunities for involvement in local community projects	September 2021 – December 2021	<b>Lead: HT</b> Local Community Council and local councillors Calum McLellan CLD	Community Listening events Local Community Council minutes Inverclyde Live
Implement Autism Plan, incorporating Communication Friendly Schools practices – pursue Communication Friendly Schools Award	Throughout session	<b>Lead: Stephanie McCreadie</b> All staff	Existing plan CFS audit

### **Evidence of Impact**

- Generation of wellbeing data and the formulation of appropriate support
- Pupils will demonstrate an increased capacity for resilience and increased emotional literacy / regulation
- Outdoor Learning will be increasingly structured, cohesive and progressive and a wider range of partners will support the delivery of the programme
- Staff will be confident in their understanding of two nurture principles and in the use of the Boxhall profile
- The Boxhall profile will support the development of support plans for pupils where appropriate
- Consistency in communication will be evident across the school and will support children living with autism

<b>Priority 4</b> Improvement in employability skills and sustained positive school leaver destinations for all young people		
<b>NIF Driver</b> Assessment of children's progress Teacher professionalism Parental engagement	<b>HGIOS?4</b> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 3.3 Increasing creativity and employability	<b>Other Drivers</b> <b>HGIOELC?</b> 1.2 Leadership of learning 3.3 Developing creativity and skills for life <b>RRS</b> Article 17 (Access to information; mass media): Article 29 (Goals of education):
<b>Expected outcomes for learners which are measurable or observable</b>		
<ul style="list-style-type: none"> <li>• Children will confidently engage in and make informed choices about the use of digital literacy and technologies to enhance their learning, recognising the role of digital technologies in the workplace.</li> <li>• Children will become aware of learning opportunities through partnerships with West College Scotland</li> <li>• Pupils will demonstrate a variety of leadership skills through participation and responsibility for tasks at class and whole school and nursery level</li> <li>• Increased learner participation will be developed over a range of school experiences from involvement in own learning to consultation on aspects of school life</li> <li>• Pupils will recognise the value and correlation of wider and extracurricular achievements on their holistic development</li> </ul>		

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Digital Literacy – implement new curricular pathway and pursue Digital Schools Award	From September 2021	<b>Lead:</b> Michael Pollock	Digital Skills Award CLPL sessions: Thinglink, Sway
Seek partnerships with West College Scotland and local employers	January 2022. March 2022	<b>Lead:</b> HT	
Introduce Leadership opportunities for pupils	Initial consultations by end September 2021	<b>Lead:</b> Ama Kaur	Eco Schools programme RRS programme
Tracking system for wider achievements to be developed and introduced	By October 2021	<b>Lead:</b> Annabelle Giambattista	Existing examples

### Evidence of Impact

- Pupils will demonstrate increased confidence in digital skills and this will be evident in classroom based and school based activities, including work for the school website
- Greater awareness of workplace skills evident through pupil focus groups
- Number of pupils engaged in school leadership activities
- Tracking data for wider achievements.