Education – Improvement Planning Document

Inverclyde council

Establishment Name: Whinhill Primary School and Nursery Class

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Signatures:

Head of Establishment	LIZ RUDDY	Date	Jan 2021

Quality Improvement Officer	ALISON MCLELLAND	Date	Jan 2021

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Our Vision, Values and Aims

Our Vision: We aspire to be a centre of excellence where all our children become successful learners, confident individuals, responsible citizens and effective contributors through achieving personal success, developing a love of learning and respect for our core school and nursery values.

Our Values: Confidence, Kindness, Honesty, Responsibility and Respect.

Our Aims:

- To create a nurturing school environment where every child feels safe, secure and protected from harm and where they will thrive socially, emotionally and physically.

- To ensure that every child feels included, accepted and valued within the community in which they live and learn.

- To ensure children achieve their fullest potential through participating in motivating, inspiring and creative experiences which develop their knowledge, skills and attitudes.

- To create an environment where children feel confident that their opinions, concerns and goals are listened to, and provide opportunities to take an active role in contributing to the school and nursery community.

- To encourage children to feel healthy and happy through access to appropriate resources which encourage, develop, support and sustain a healthy lifestyle, and to participate in a wide range of play, sporting and recreational activities.

- To foster high quality leadership at all levels through valuing and empowering all members of the school and nursery community.

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 2021-2022
Session 2022-2023
Session 2023-2024

Overview of rolling three year plan

National Priorities	Session 2021-2022	Session 2022-2023	Session 2023-2024
Improvements in attainment, particularly in literacy and numeracy	• Visible learning training – Yr 3 • Pedagogical development of Play in P1 • Review of Reading and Writing	• Broad general education – continue to develop attainment across the curriculum • Review of Aifl • Pedagogical development of play in P2	• Revisit STEM priorities and link more effectively to digital learning
Closing the attainment gap between the most and least disadvantaged children	• Clearly identify exit strategy for attainment challenge and plan for sustainability of this across the school and nursery • Continue to accurately identify intervention strategies for individual children	• Continue to accurately identify intervention strategies for individual children	• Continue to accurately identify intervention strategies for individual children
Improvement in children and young people's health and wellbeing	• Whole school nurturing approaches pilot Yr 3 to complete and evaluation • Focus on Nurture principle 3 and 6. • Review of GIRFEC teaching strategies	• Whole school nurturing approaches – focus on principle 1	• Whole school nurturing approaches – focus on principle 2 • Focus on mental health development
Improvement in employability skills and sustained positive school leaver destinations for all young people	• Review curriculum to ensure aspects of an industry focus • Continued engagement with developing the young workforce strategies	• Detailed audit and evaluation of skills development • Refresh of financial education	• Continued development of all aspects of digital learning.+

Pupil Equity Fund –Session 2018-2019

NIF Priority
Closing the attainment gap between the most and least disadvantaged children

Across the school using recovery data from November 2020 indicates a positive picture. Firm data which encompasses all children's learning across the year both when in school and when participating in remote learning will be added to this document in June '21.

There are currently 84 children entitled to free school meals (30.5%). Across P1, P4 and P7 there are 31 children entitled to free school meals (29.5%)

Preliminary figures in Dec '20 following the March – June '20 lockdown were very positive and children responded well to the recovery programme.

The second lockdown Jan – March '21 has had a more significant effect. Lack of engagement in remote learning by some children has impacted negatively on their progress on their return to school as their starting point for learning had changed. Most children who engaged consistently in remote learning during lockdown have achieved the appropriate level.

The data shows
- In P1 almost all children achieved Early level in listening and talking and most in reading, writing and numeracy,
- In P4 most children have achieved First level in listening and talking and reading, and the majority in writing and numeracy.
- In P7 most children have achieved First level in listening and talking and reading, and the majority in numeracy.

We will continue to employ the rigour of our recovery programme in to next year to ensure the appropriate gains are made by all children. In addition, to support this, we will continue to have a greater focus on reporting attainment and measuring progress within the BGE, improved tracking and monitoring, deeper understanding of benchmarks as well as improvements in pedagogy around the teaching of reading and writing.

Plan –Session   Jan 2021- June 2022

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
NIF Driver Assessment of children's progress Teacher professionalism Performance information	**HGIOS?4** 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 1.3 Leadership of change	**Other Drivers** **HGIOELC?** 1.2 Leadership of learning 2.3 Learning, teaching and assessment **RRS** Article 29 (Goals of education): Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
- The school will be rigorous in identifying what learning has been lost and identify and put in place targeted interventions to ensure appropriate progress.   - The school will continue to track all available data by ensuring a robust tracking system is well used and this data will be interrogated and assessment information used to identify development needs for individual learners which build upon prior levels of attainment and ensures continuous progress for children.   - Staff will show increased confidence through school, cluster and authority based moderation (when appropriate) in using national benchmarks to confirm and challenge professional judgements and to ensure appropriate pace and challenge for all children.   - Staff will continue to review pedagogy used across the school in order to ensure children's learning needs are met.   - Learning visits and professional dialogue will show that high quality literacy and numeracy learning and teaching strategies through SEAL, Active Literacy and Dialogic teaching are being implemented effectively to support children's attainment.   - Sustained improvement gains in reading and further improvement in writing attainment across early, first and second levels evidenced by data from SNSA, Suffolk and class based assessments.   - Parents/carers engagement in reviewing their child's progress across learning will be more effective through increasing their knowledge in learning and teaching strategies and effective reporting.   - Staff will show an increased confidence in the use of and planning of play pedagogy in Primary 1.   - Nursery practice will reflect early level literacy and numeracy development in both English and Gaelic and through moderation with early level colleagues, staff knowledge and understanding of the benchmarks will reflect in children's progress through early level.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
• Consistent planning of learning across the school which includes clear identification of the learning which will happen in the core online learning and the supporting work.	While remote learning is in place	Teaching staff	Regularly reviewed by SMT
• Staff planning group will modify the planning formats to make them more user friendly for parents.	By Jan '21	Digital coordinators	
• Continue to provide guidance for parents to support children's engagement while remote learning is in place.	While remote learning is in place		
• Provide purposeful learning activities and experiences both online and offline while providing high quality teaching and learning	While remote learning is in place	Teaching staff	
• On return to full time education after lockdown 2 deliver the recovery curriculum agreed by teaching staff.	Jan '21 – June'21	Teaching staff / SMT	
Continue to support the accessibility and equity of digital offer to support learning at home. Audit availability of devices and accessibility to wifi at home • Link with support agencies to identify possible solutions to the lack of devices • Address any issues of digital poverty and ensure this is factored in to the planning.	While lockdown is in place	SMT	Availability of digital devices and connectivity which may be available for loan
• Consolidate the nursery's pedagogical approach in response to remote learning. Develop and provide early learning packs for use at home	By Jan '21	Nursery staff	Prep time for pack development Admin time and stationery

• Continue to Upskill the knowledge and understanding of whole school staff to new and current terminology e.g blended learning, remote learning, flipped classrooms and digital terminology and ensure all staff continue to be confident in the use of and delivery of new procedures and protocols related to Covid 19 situation.	Jan '21 – June '21	SMT and digital co-ordinators	
• **Gaelic** – targeted intervention for children in both the school and nursery to recover the Gaelic language lost and the requirement for the reciprocal nature of this. Focus on full immersion.	Jan '21 – June '21	Gaelic teachers	
• **Nursery** – provide appropriate remote learning for children age 3-5 on a weekly basis. Support parents through phone call on a weekly basis	While remote learning in place	Nursery staff	
• Build on the experience gained in lockdown and develop a suite of video clips to exemplify and support parents' understanding of how children learn at Whinhill e.g. SEAL and active literacy.	Aug '21 – June '22	ICT co-ordinators Impact coaches CMO – ICT	ICT Equipment Website
• Review and re-establish visible learning strategies and training with a focus on - Review action plan - Feedback - Inspired and passionate teachers - Learner dispositions	Aug '21 – June '22	SMT Impact coaches Osiris trainers Teaching staff	Continued engagement with Osiris training and materials to complete the 3 yr cycle
• Through co-operative teaching upskill all new teaching staff in the pedagogy and practical application of dialogic teaching	By Dec '21	All new staff PT	Opportunities for shadowing and for modelling of high quality practice
• Through learning visits audit the level of dialogic practice in classes	By Dec '21	SMT	
• Ensure consistency of number talks across the school by providing CPD for new staff members	By Dec '21	Teaching staff AC numeracy staff SMT	Opportunities for peer observation

• Further develop children's access to learning pathways across more stages in the school	Aug '21 – June '22	Class teachers	Pathways
• Audit staff confidence and knowledge of teachers of reading and equip them with the skills needed to teach children to be accomplished and keen readers.	Aug '21 – June '22	SMT Class teachers	Active literacy reading resources Anne Glennie professional reading
• Develop an understanding of reciprocal teaching of reading and implement strategies across the school and nursery	Aug ' 21– June '22	SMT Class teachers Attainment challenge team	Collegiate development supported by AC team CMO if available
• Review quality, quantity and use of reading materials available to children at all stages of the school and nursery.	By Feb '22	SMT Teaching staff Support staff	Existing school resources
• Review the pedagogical approaches to the teaching of writing with a particular focus on the tools for writing. Ensure continuity of approach	Aug ' 21– June '22	SMT Class teachers Attainment challenge team	Collegiate development supported by AC team CMO if available
• Engage with opportunities for moderation at school, cluster and authority level (when appropriate in line with Covid advice.	Aug '21 – June '22	Class teachers Cluster schools Nursery staff	Moderation cycle materials
• Raise profile and understanding of expectations of BGE for other curricular areas and with a particular focus on the Scottish dimension. Establish focus group comprising Early, First, Second level teachers	Aug '21 – June '22	SMT Teaching staff	
• Re-establish Early Level working group to include P1 and P2 teaching and support staff and nursery practitioners.	By Sept '21	Teaching, nursery and support staff	
• Develop staff knowledge and understanding of current early level policy and guidance in relation to play pedagogy.	Aug '21 – June '22	Early level staff	All available guidance and CPD
• Engage in detailed self-evaluation of current early level practice using HGIOEL&C	By Feb '22	P1 teachers SMT	

• Review resources currently available for use in play pedagogy and supplement where appropriate.	By Feb '22		Budget considerations
• Early level working group to create action plan for the development of play pedagogy in P1.	By Nov '21	Working group	Collegiate time
• **Gaelic** – continue to develop support for parents to increase their knowledge and use of conversational Gaelic language. This will move to a digital platform.	Aug '21 – June '22	Gaelic teaching staff Parents	Language support materials
• **Gaelic** – re-launch the school produced Gaelic 'padlet' which provides a menu of support to aid parents in engaging with their children	By Oct '21	Gaelic teaching staff Parents	Language support materials
• **Gaelic** –develop and organise BGE Gaelic resources / topic boxes for Health and Wellbeing and Sciences	Aug '21 – June '22	Gaelic teaching staff Support staff	
• **Gaelic** – create a Gaelic writing assessment toolkit • Translate writing criteria where appropriate and create elements that apply only to Gaelic • Create a range of resources explaining VCOP in Gaelic with examples of high quality language use • Develop guidance for moderation of Gaelic writing linked to Inverclyde moderation information/Education Scotland	Aug '21 – June '22	Gaelic teaching staff	Collegiate time
• **Nursery** – support Gaelic staff in extending their knowledge of spoken Gaelic through participation in Fàs programme.	From May '21	Gaelic nursery staff	
• **Nursery** – further development of dialogic strategies, reciprocal reading and SEAL	Aug '21 – June '22	Acting Depute All nursery staff	Development time
• **Nursery** – continue to develop nursery outdoor play facilities	Feb '21 – June '22	Nursery staff Partnerships	Development time Opportunities for visits to other nurseries
• **Nursery** – introduction of Story Grammar	By Dec '21	Nursery Acting Depute Nursery staff	
• **Nursery** – introduction of learning journals	By Sept '21	All nursery staff	CPD and training time

Evidence of Impact

- Oral feedback, written feedback through training survey (visible learning)
- Action research projects and impact cycles carried out by staff engaged in leadership programmes
- Quality and impact of leadership at all levels within the school.
- Sharing practice across classes and stages
- Detailed analysis of all available assessment data including SNSA,
- Minimum of a year's progress for a year's teaching
- Percentage of children achieving CfE levels at P1, P4 and P7 will increase.
- Most children across school will make expected or better progress in Literacy and Numeracy
- Increase in number of partnerships to support children and families in need.
- Minutes of school and cluster activities showing record of moderation
- Minutes of staff meetings showing strategic focus on pupil attainment and progress.
- Record of data meeting identifying both progress through and attainment of a level.

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

NIF Driver	**HGIOS?4**	**Other Drivers**
Teacher professionalism	3.2 Raising attainment and achievement	**HGIOELC?**
Performance information	2.3 Learning, teaching and assessment	2.3 Learning, teaching and assessment
Assessment of children's progress	2.4 Personalised support	3.2 Securing Children's progress
	1.5 Management of resources to promote equity	**RRS**
		Article 28: (Right to education):
		Article 29 (Goals of education):

Expected outcomes for learners which are measurable or observable

- Digital poverty in the community will be continually reviewed and support given when available and appropriate.
- Use of the nurture room will provide social and emotional support for targeted children with an emphasis on language development and communication to address identified barriers.
- Improvements in attainment for targeted pupils (SIMD 1 +2 and FME) evidenced by data.
- Improved processes to monitor attendance will result in increased overall attendance leading to improved attainment.
- Increased identification and implementation of targeted interventions will meet the needs of focused cohorts of children and their families.
- Further promotion and engagement in family learning and family participation will minimise the impact of poverty on learning and achievement and to improve life chances and increase aspirations for children as individuals and as a family (dependent on Covid guidance)
- Children identified as at risk of missing out are not experiencing barriers to participation in activities or experiences

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
On return from second lockdown identify a baseline for literacy and numeracy to • Identify learning that has been lost • Identify other types of learning that has been gained • Identify the gap between attainment levels at lockdown and starting attainment level in November (last assessment data)	Jan '21 – June '21	SMT Teaching staff	Collegiate time
• Continue to use clear procedures for managing attendance using the Inverclyde Attendance Matters policy	Jan '21 – June '21	School staff Barnardo's Social work	
• Continue to link with and support children with barriers to learning	Jan '21 – June '21	School and nursery staff and agencies associated with individual children	
• Identify children across the school not in SIMD 1+2 who may temporarily be placed there due to the economic and social circumstances COVID 19 and the second lockdown may have placed their families in.	Jan '21 – June '21	SMT + PT	
• Regularly audit the levels of digital usage by monitoring the data on home learning and uptake – where this is low, seek to find alternative options to support the learning	Jan '21	Teaching staff SMT	
• Continue to consider ways to address the inequality of experiences at home – link to outdoor learning	Jan '21 – June '21	Teaching staff Nursery staff	Outdoor classroom and areas Collegiate time Outdoor learning opportunities for each class
• Ensure rigor in the use of SIMD data to target resources and interventions to support children's learning	Jan '21 – June '22	SMT Teaching staff	

• Continue with our school based attainment challenge approach to support children's literacy and numeracy linked to SIMD 1+2	Jan '21 – June '22	SMT Teaching staff PT Lead	
• Revisit Catch Up Literacy programme and reintroduce strategies for identified pupils	Aug '21 – June '22	Support staff	Catch up training materials
• Continue to develop staff understanding of SIMD data to target resources and interventions. Focus on new staff.	Aug '21 – Dec '21	SMT Class teachers School attainment team	All available data
• Continued targeted Attainment Challenge approach to support children's literacy and numeracy linked to SIMD 1+2	Aug '21 – June '22	AC staff School staff PT	Regularly updated SIMD and attainment data
• Targeted support staff will use planned professional learning to support the delivery of literacy and numeracy across the school	Aug '21 – June '22	Support staff	Additional 2 FTE ASN Auxiliary
• Cost of the school day – continue to identify what costs are involved in all parts of the school and nursery day in the current situation and beyond, and identify the problems and barriers children and families face as they return to school. Refresher training from Cost of the school day champions for all staff.	Jan '21 – June '21	PT, SMT and Cost of school day champion	Collegiate time
• Review across the range of school experiences to identify those who are at risk of missing out. (as Covid 19 restriction ease)	Ongoing	SMT Teaching staff Support staff	
• Identify key strategies to minimise pressure on low income families while still offering a range of opportunities and experiences for children. Support all parents and signpost them to ensure access to all relevant benefits and money advice.	Aug '21 – June '22	SMT Partner agencies	Any materials to support parents financial status
• Wellbeing coach – continue to target children from families on low income and address barriers to participation	Aug '21 – June '22	Coach	Wellbeing coach to be appointed

Evidence of Impact

- Current attendance figures compared with figures from previous years will have improved. Aim to increase attendance of most children to 90%+.
- Continued use of Boxhall assessments before and after intervention will show improvements in children's progress.
- Increased number of families attending family learning (not in operation during Covid restrictions).
- Improvement in attainment of targeted pupils from use of Literacy toolbox.
- Improvement in attainment of targeted pupils in both literacy and numeracy.
- Learning conversations between all stakeholders will support the use of target setting in literacy, numeracy and health and wellbeing. This will be monitored through pupil focus groups.
- Attainment of targeted children will be carefully tracked and monitored by class teachers and SMT.
- Attendance at after school activity (when restarted) will show an increased percentage for those children from low income families

Priority 3   Improvement in children and young people's health and wellbeing

NIF Driver	HGIOS?4	Other Drivers
Assessment of children's progress Parental engagement School leadership	3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion	**HGIOELC?** 3.2 Securing Children's progress 2.4 Personalised support **RRS** Article 28: (Right to education): Article 12 (Respect for the views of the child):

Expected outcomes for learners which are measurable or observable

- Transitions between nursery and school will be seamless and focussed on the development needs of individual children through robust transfer of information and professional dialogue opportunities.
- Through staff increased knowledge and understanding of nurture principles and approaches, children will experience appropriate interventions in response to wellbeing needs with a specific focus on Nurture Principle 2 and 3
- Using the principles of GIRFEC and the legislative framework surrounding it children will receive bespoke single or multi-agency support for all their universal and targeted wellbeing needs.

- Health and Wellbeing coach interventions will make a positive difference to playground experiences and incidents requiring restorative conferences will be reduced. (to be appointed)
- The PATHs programme will support improvements in relationships, pupil resilience and conflict resolution across all aspects of the school.
- Pupils' wellbeing will benefit from experiences of learning and teaching in a variety of outdoor settings including the establishment of an outdoor classroom and continued links with Clyde Muirshiel Rangers, Learning through Landscapes, Broomhill hub, Inverclyde Shed and local Inverclyde groups.
- Improved pupil wellbeing – pupils have ownership, direction and are leaders of their own learning
- Pupils will feel valued through their involvement in school and nursery decision making process.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
• Identify strategies to support children in school and nursery to deal with loss and bereavement	Jan '21 – June '21	DHT	Inverclyde bereavement policy Seasons for Growth
• Support children in school and nursery who will be dealing with challenging experiences including • Managing transitions • Reinstating and making new friendships • Disrupted or negative experiences at home • Disrupted attachments	Jan '21 – June '21	All school staff	
• Continue to support children in dealing with uncertainty about the future and address their understanding of the pandemic	Jan '21 – June '21	All school staff	PATHs programme
• Provide appropriate guidance and CPD to staff to support both their own wellbeing and that of the children	Jan '21 – June '21	SMT	CPD to be identified
• Increase pastoral support – ensure children know where and to whom they should go to for help	Jan '21 – June '21 And on return to school	All school staff	
• Youth counsellor/therapist will continue to support targeted middle and senior children to self-regulate and manage their anxieties	Jan '21 – June '22	DHT /Youth counsellor	
• Continue to develop staff expertise and practice in - trauma informed classrooms - Coping with adversity - Promoting positive behaviour	Aug '21 – June '22	SMT	Training from David Peden – Coping with adversity
• Continue to revamp and refresh our framework for children's use of GIRFEC to ensure they have depth of understanding and ownership of it.	Aug '21 – June '22	SMT and school staff	Collegiate time

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• Ensure PATHs programme continues to be embedded across the school and nursery. Staff to share practice, identifying what works successfully including additional resources used.	On return to school – June '21	Class teachers Psychological services	PATHs resources training for new staff PATHs support materials
• Revisit and increase whole staff knowledge and understanding of restorative practice and the use of recording of restorative dialogue with pupils	Aug '21 – June '22	Teaching staff Support staff SMT	Collegiate time Peer working
• Create opportunities for senior pupils to support younger children in restorative conversations	Aug '21 – June '22	Senior class teachers Psychological services	In conjunction with Psych services training to be given to senior pupils.
• The nurture implementation team will gather recent data from a wide variety of sources to create a nurture action plan for 2021-2022	By June' 21	Nurture implementation team	All available relevant data
• Participate in the Nurture Self Evaluation for Recovery process	Aug '21 – June '22	SMT Educational Psychologist Nurture implementation team	Support documents
• Introduce and develop Nurture principle 3. The importance of nurture for the development of wellbeing and self-esteem and Nurture principle 6 – the importance of managing transitions in children's lives.	Aug '21 – June '22	PT Nurture implementation group	Collegiate time
• Continue to develop use of peer nurture observation across all classes and support new staff knowledge and understanding of the 6 nurture principles	Aug '21 – June '22	Teaching staff	Timetable of visits to be identified by staff and partner observer chosen when appropriate.
• Refresh awareness and understanding across school and nursery staff of visualisation strategies for all pupils. Review classroom displays and all visual aids used to ensure both consistency and appropriate support for pupil learning	By Oct '21	SMT Nurture implementation team Class teachers	
• Development of programme of outdoor learning opportunities for every year group.	Aug '21 – June '22	Whole school team	
• Continued development of outdoor classroom	Aug '21 – June '22	Whole school team	

• Develop links with external agencies to support outdoor learning development	Aug '21 – June '22	Whole school team	
• Re-establish pupil leadership focus group to meet with SMT on a regular basis	By Sept '21	SMT Pupils	Training for pupils
• Further develop learner participation and re-introduce 'How good is OUR school (pupil version) to senior pupils	Aug '21 – June '22	SMT Acting Principal Teacher	Pupil focus groups
• Revisit Participation Mapping Tool to identify where we are in terms of current participation activity	By Feb '22	DHT Teaching staff	
• Revisit the Upskilling of staff / children / parents re learner participation	Aug '21 – June '22	DHT Teaching staff	
• Review policy and planning documentation and ensure learner participation is included	Aug '19 – June '20	DHT Teaching staff	
• Cluster priority – Autism/Communication Friendly Schools status. Complete whole staff training – interrupted by Covid	Aug '21 – June '22	DHT Teaching staff Cluster colleagues	Autism friendly schools framework ICOS support for advice
• Develop Autism plan for the school and nursery	Aug '21 – June '22	Whole school team	

Evidence of Impact

- Increased inter-agency working which support positive outcomes for children.
- Increased positive relationships between families and school and partners.
- Effective use of pastoral notes will catalogue all experiences of pupils accurately
- Feedback gathered from children, parents and school staff.
- Targeted support learning logs will ensure learner participation is gathered and used to inform next steps for learners using SMARTER targets.
- Restorative conversation conferences recorded and actions reviewed and monitored
- PATHs programme evident at all stages and linked to the school HWB programme.
- Data collected based on number of incidents and required conflict resolution required in playground.
- All areas of the school will be 'Autism Friendly'
- Numbers of children using the outdoors to enhance learning will have increased. Through pupil focus groups children will articulated the benefit to them of outdoor learning.
- Increased learner participation will be evident over a range of school experiences from involvement in own learning to consultation on aspects of school life.
- Through staff increased knowledge and understanding of learner participation, children will experience appropriate meaningful opportunities to contribute to the direction of their learning and identify what has improved as a result of their opinions.
- Pupils will demonstrate high quality communication skills when sharing their views.
- All stakeholders will use the same language of children's rights in relation to wellbeing, equality and inclusion in all interactions.
- Targeted support learning logs will show that pupil voice is gathered and used to inform next steps for learners using SMARTER targets.

Priority 4	Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Driver	HGIOS?4	Other Drivers
Assessment of children's progress Parental engagement Assessment of children's progress	3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 3.3 Increasing creativity and employability	**HGIOELC?** 1.2 Leadership of learning 1.4 Leadership and management of practitioners **RRS** Article 28: (Right to education): Article 29 (Goals of education):

Expected outcomes for learners which are measurable or observable

- Through observation children will demonstrate a variety of leadership skills through participation and responsibility for tasks at class and whole school and nursery level.
- Children will model increased confidence in the all aspects of the four capacities to fully support their transition from nursery to P1, from class to class and from primary 7 to secondary school.
- Increased understanding and insight into industry and the skills required to become part of a future workforce.
- Increased learner participation will be developed over a range of school experiences from involvement in own learning to consultation on aspects of school life.
- Children will show creativity and entrepreneurship through partnership projects where they have solution orientated strategies embedded enabling them to be confident risk takers who can appreciate issues from different perspectives.
- Children will confidently engage in and make informed choices about the use of digital literacy and technologies to enhance and personalise learning.
- Children will show an understanding of cyber resilience and internet safety and this will be evident in their online usage.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
• Re- establish a framework for Awareness raising of 'Developing the Young workforce' across all stakeholders – responsibility of all.	By Feb '22	DYW Inverclyde primary working party PT School Lead	Access to any CPD Inverclyde Employability skills grid , Inverclyde guidance for schools – Employability skills development 3-18.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
• Liaison with Secondary school DYW coordinator to arrange transition and leadership opportunities to train 'My World of Work' ambassadors.	By Feb '22	PT School Lead, Primary 7 pupils.	Upper school staff and P7 to become familiar with My world of work. Inverclyde guidance for schools – Employability skills development 3-18.
• Continue to link with a variety of community and business partners and include focus on the importance of digital literacy and its links to employability skills	By April '22	Parents, guest speakers, business partners.	Staff to raise the profile of linking skills and abilities with future career options. Inverclyde guidance for schools – Employability skills development 3-18.
• Digital schools Award – mentor school. Support other establishments as required	Aug '21 – June '22		
• Cyber Resilience and Internet Safety Award– create action plan and fulfil award criteria	By June '22	Whole school team	Curriculum co-ordinator time
• Increase staff and parents knowledge and understanding of cyber resilience and internet safety through the development of support materials both paper and digital	Aug '21 – June '22		
• Investigate the link between cyber resilience and children's health and wellbeing. Identify strategies to support	Aug '21 – June '22		
• Incorporate digital skills development through the My World of Work programme.	Aug '21 – June '22	PT IT coordinators	
• Develop curriculum plans that explicitly teach safe, responsible and ethical online behaviours			
• Continue to develop school blog to share learning experiences, including digital literacy	Aug '21 – June '22	DHT ICT co-ordinators	IT Equipment

Evidence of Impact

- Increased use of digital technologies across school and curriculum.
- Increase in the number of industry links with school.
- Quality and impact of leadership at all levels within the school.
- Sharing practice across classes and stages
- Pupils can identify and articulate employability skills being developed through their learning experiences
- Increased use of digital technologies across school and curriculum.
- Pupils can identify and articulate digital skills being developed through their learning experiences and how this relates to the world of work.
- Staff use of a variety of digital technologies across the curriculum to enhance learning will have increased.