

**Communities and Education Directorate**

**Corsehill Primary School and Early Years Class**

**Improvement Plan**

**2023-2024**



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**Vision, Values and Aims**

Our vision is to develop a curiosity about our world and enable our children to contribute positively now and in the future.

Our aims for our children

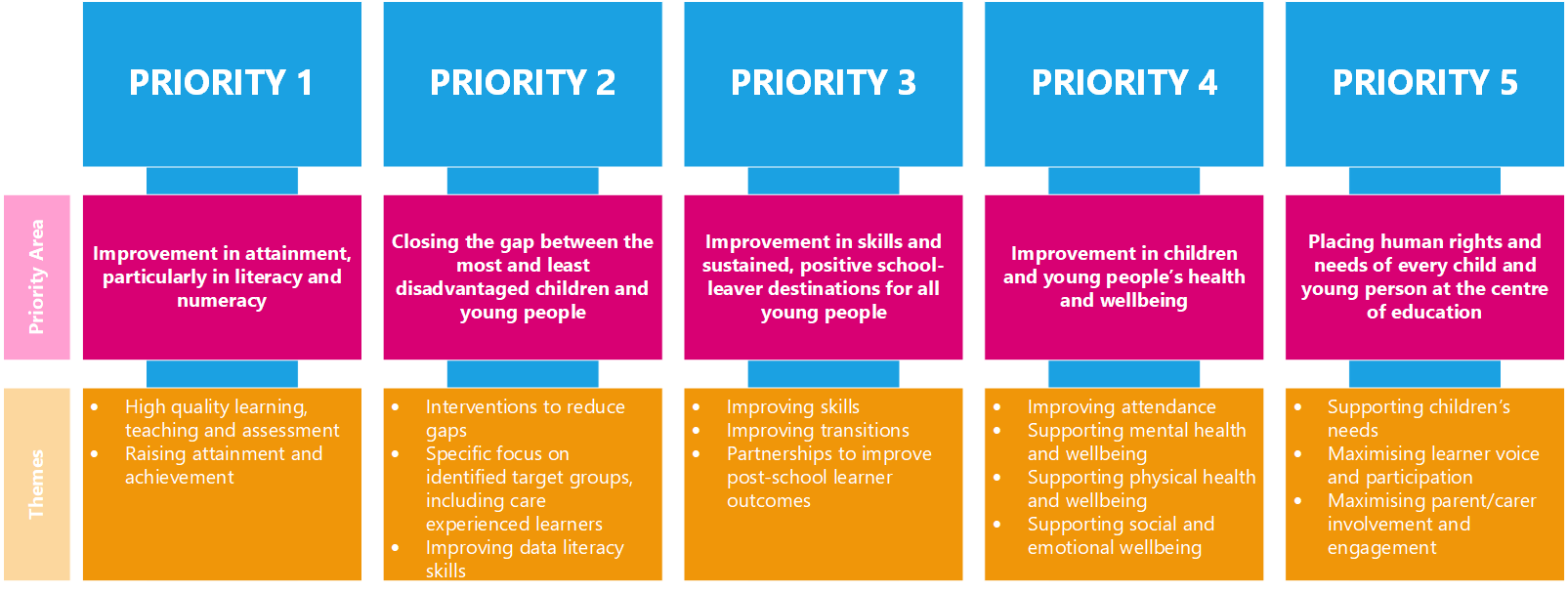
* To enable our children to become ambitious and motivated lifelong learners with a passion to succeed.
* To equip children with well-developed literacy and numeracy skills in order that they can be successful in life.
* To nurture a sense of wellbeing in our children so that they grow into respectful young people able to make sound judgements and choose a healthy lifestyle.

Our aims for our families and the community

* To support and inform our parents so that they can work in partnership to help their child be ambitious and achieve success.
* To be engaged in the life of the school in order that they can contribute to school decision making and our improvement journey.
* To develop partnerships between staff, parents and the wider community which promotes a positive ethos and image

**EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2023/4 – 2025/6**

The Education Service Improvement Plan is aligned to the 5 priorities of the National Improvement Framework. Individual establishments should create their own plan under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan. In the diagram below, the orange boxes show the thematic areas under each priority which the service intends to focus on in the year ahead.

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| **PRIORITY 1** | | | | | | |
| **Strategic Objective:**  **Ensure our staff are skilled in delivering consistent, high quality learning and teaching approaches.** | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
| **Service Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people 3. Improvement in skills & sustained, positive school-leaver destinations for all young people. 4. Improvement in children & young people’s health & wellbeing 5. Placing human rights & needs of every child & young person at the centre of education | **HGIOS□ & HGIOS ELC**  *Language specific to HIGIOELC is in green* | | | | | |
| **1.1** Self-evaluation for self-improvement  **1.2** Leadership for learning  **1.3** Leadership of change  **1.4** Leadership & management of staff  *(practitioners)*  **1.5** Management of resources to promote equity | | **2.1** Safeguarding & Child Protection  **2.2** Curriculum  **2.3** Learning, teaching & assessment  **2.4** Personalised Support  **2.5** Family Learning  **2.6** Transitions  **2.7** Partnerships | | **3.1** Ensuring wellbeingequality and inclusion  **3.2** Raising attainment & achievement  *(Securing children’s progress)*  **3.3** Increasing creativity and employability  *(Developing creativity and skills for life and learning)* | |
| **NIF Drivers of Improvement**   1. School & ELC Leadership 2. Teaching & Practitioner Professionalism 3. Parent/carer involvement & engagement 4. Curriculum & Assessment 5. School & ELC Improvement 6. Performance information   Performance Information | **Care Standards - Care Inspectorate Quality Indicators**  *Applicable within all early years settings* | | | | | |
| * 1. Nurturing care and support   2. 1.2 Children are safe and protected   3. Play and learning   4. Family engagement   5. Effective transitions | **2.1** Quality of the session for care, play and learning  **2.2** Children’s experience high quality facilities | | **3.1** Quality assurance and improvement are led well  **3.2** Leadership of play and learning  **3.3** Leadership and management of staff and resources | | **4.1** Staff skills, knowledge and values  **4.2** Staff recruitment  **4.3** Staff deployment |
| **Rationale for Change**  School context - Our demographic has 85% of our children living in SIMD 1 and 2 which has a direct correlation to educational attainment for our young people. Through SLT observations, staff self-evaluation and learner feedback, it has been identified that learners’ experiences are lacking in challenge, fun and excitement. As a result, low levels of learner participation and engagement in learning experiences is evident in less than half of the stages in the school.  Recent self-evaluation showing Inconsistent feedback from pupils regarding pupil choice, differentiation for learners, outdoor learning and use of digital technologies has led to a downgrading of 2.3 from very good to good.  PEF- allocation fo spend towards upskilling teaching staff on learning, teaching and assessment interventions. | | | | | | |

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| PRIORITY 1: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *How will we know the change is an improvement? Can you quantify this?*  *What data will be collated and analysed to demonstrate progress? Consider baseline data.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| Learners will be active participants in high quality, challenging and enjoyable learning experiences. | See plan attached | Aug-Jun  Cluster Staff | * Pre-post learner questionnaires will identify improvements across key themes * Pre-post parent questionnaires will identify improvements across key themes * GTCS self-evaluation wheel pre-mid-post will increase teacher efficacy * Classroom observations will identify learners are eager participants in learning * Leaven scale within early years class will identify children participating in experiences |  |  |
| Learners will benefit from accelerated quality of learning and teaching by ensuring immediate and sustained changes in classroom practice. | Engaging in the Osiris Teaching Intervention through a three-module structure, in cohorts of 2 identified teachers, cascading learning to teaching team.  **Module 1** (Engagement)   * Practical strategies to ensure all pupils are engaged in learning all of the time.   **Module 2** (Feedback)   * Identified teachers give feedback. The models of feedback teachers use are unpicked and then rebuilt to ensure all feedback is powerful and acted upon.   **Module 3** (Challenge)   * Meaningful and timely challenges for all learners. | Aug – Jun  All teaching staff  Identified Teaching Staff (DD / NK) | * Pre-post teacher questionnaires will identify confidence in delivering high quality learning and teaching * Pre-post learner questionnaires from identified teacher classes to identify impact of intervention * Attainment across all cohorts will show majority of learners will be on track across all areas of the curriculum. * Evidenced from filming sessions with identified teachers will provide specific feedback for improvement. * Identified teachers will receive written feedback, consisting of lesson commentary to identify strengths and areas for further development. * At the end of the intervention, an evaluation event will allow teachers to unpick their personal journey. They will outline how they will integrate these new habits in their day-to-day teaching. |  | **£3200** |
| Learners will experience learning experiences with creativity and learning and teaching at the foundation of our curriculum. | **Increase engagement with families and community**   * Area Inclusion Worker (AIW) to target identified families * AIW to run parent workshops in conjunction with teaching staff to support engagement at home   **Moderation**   * Peer observations of learning and teaching * Staff engage in three specific moderation sessions * Raising Attainment Teacher team teaching across all stages * Pupil Support Teacher team teaching with a focus on writing across all stages | Aug – Jun  All teaching staff  AIW  PS Teacher  PT  DD / EM | * Increased improvement on attendance with support of AIW. This will be reflected in the monthly attendance monitoring within school and NAC. * Increased levels of family participation – registers of events on offer as well as Microsoft form feedback. * Increased levels of engagement in learning in class evidenced through SLT QIF observations. * Pre and post teacher evaluation to demonstrate confidence in sharing practice in moderation. * Conversations with learners will reveal consistent practice. |  |  |
| Learners will benefit from a consistent approach to teaching and learning across the school. | Create a Learning, Teaching and Assessment Policy informed on best research from NAC policy. | Aug – Jun  All teaching staff | * Use of extracts from developed school policy as part of SLT feedback during observed teaching sessions to identify progress and next steps ensuring consistency. * Moderation of teacher planning using the developed school policy will demonstrate consistency across stages and whole school. |  |  |

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| **PRIORITY 2** | | | | | | |
| **Strategic Objective:**  Improvement in attainment in literacy with a specific focus on reading where learners have increased skills, knowledge and understanding to support their learning with reading. | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
| **Service Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people 3. Improvement in skills & sustained, positive school-leaver destinations for all young people. 4. Improvement in children & young people’s health & wellbeing 5. Placing human rights & needs of every child & young person at the centre of education | **HGIOS□ & HGIOS ELC**  *Language specific to HIGIOELC is in green* | | | | | |
| **1.1** Self-evaluation for self-improvement  **1.2** Leadership for learning  **1.3** Leadership of change  **1.4** Leadership & management of staff  *(practitioners)*  **1.5** Management of resources to promote equity | | **2.1** Safeguarding & Child Protection  **2.2** Curriculum  **2.3** Learning, teaching & assessment  **2.4** Personalised Support  **2.5** Family Learning  **2.6** Transitions  **2.7** Partnerships | | **3.1** Ensuring wellbeing, equality and inclusion  **3.2** Raising attainment & achievement  *(Securing children’s progress)*  **3.3** Increasing creativity and employability  *(Developing creativity and skills for life and learning)* | |
| **NIF Drivers of Improvement**   1. School & ELC Leadership 2. Teaching & Practitioner Professionalism 3. Parent/carer involvement & engagement 4. Curriculum & Assessment 5. School & ELC Improvement 6. Performance Information | **Care Standards - Care Inspectorate Quality Indicators**  *Applicable within all early years settings* | | | | | |
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| **Rationale for Change**  School context - Our demographic has 85% of our children living in SIMD 1 and 2 which has a direct correlation to educational attainment for our young people. Recent self-evaluation from our family community highlighted reading is not being promoted within the home for the majority of our families. Tracking data demonstrated a decline in attainment in reading compared to last session. More detailed analysis of tracking identified a noticeable decline in P4 to P7 learners.  From session 2020 – 2021/2021-2022, specific cohorts of learners missed the foundations of literacy through a high quality phonics programme which is having an impact as they move through the school.  Our school self-evaluation and evidence from classroom observations revealed an inconsistent approach to the delivery of reading and teaching of reading skills.  PEF – allocation of spend towards upskilling teaching staff and classroom assistants as well as resourcing of materials to support. | | | | | | |

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| PRIORITY 2: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| Learners will experience consistent high quality learning experiences in literacy, with a focus on reading. | * **Developing the whole school reading consistency guide** * Raising attainment teacher to target identified cohorts based on attainment over time data with a focus on reading. * Raising attainment teacher is PT who is highly skilled in teaching phonics to support the gaps within learning in identified cohorts. | HT/DHT/All Staff  PT  Sept 23 – June 24 | Classroom observations  Pre/mid/post staff evaluations where staff benchmark their progress against the consistency guide. |  |  |
| Most learners will achieve appropriate levels and make progress in reading with a particular focus on P4, P5 and P6 cohorts. | * Review assessment calendar with all staff * Enriched opportunities to apply reading skills in all classrooms and learning zones. * Highly skilled differentiated experiences to meet learners needs. * PT supporting teaching of reading in identified cohorts. * Targeted interventions by PT on individual children. * Use of assessments and data to identify barriers within literacy and implement plan to reduce these. | Class teachers and classroom assistants  Class teachers  DHT  PT  Sept 23 – June 24 | * SNSA’s * PTE’s * ACEL data * Three tracking meetings throughout the session involving staff and learners * Ongoing observations, i.e, running records, phonological awareness assessments, standardised assessments through GL Assessment |  |  |
| There will be equity for all by ensuring differentiation and clear identification of learners’ needs. | * Clear teaching and learning approaches with a focus on upskilling staff on differentiation of reading. * Children who experience barriers with literacy will have resources in place to reduce and minimise these barriers. | Class Teachers  HT/DHT  Sept 23 – June 24 | Classroom monitoring and quality assurance activities will ensure:   * Appropriate resources are being used * Evidence of consistent approaches * Conversations about learning with learners reveal improved engagement * Teachers plans for literacy display consistent practice |  | £3000 |
| Learners will experience breadth, depth & challenge in lessons with enhanced opportunities for application. | Begin our Reading School journey to develop the reading culture across the school. | Hazel Slater – Literacy Coordinator  Sept 23 – June 24 | Self-evaluation with all stakeholders to evaluate pre/mid/post intervention. |  |  |
| Parental engagement and interaction in learners learning, particularly in reading, will be increased which will result in learners feeling valued. | * P1 Book Bug Family Bag * Read, Write, Count * Reading celebrations throughout the school year * Lending libraries * Book clubs for families | Family Learning Team  HT/DHT  Working party staff  Sept 23 – June 24 | Pre/post evaluations with families  Staff and learner voice collected through planned experiences linked to reading |  |  |

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| **PRIORITY 3** | | | | | | |
| **Strategic Objective:**  Improvement in learner participation to increase engagement with the curriculum, school community and partner agencies supporting work to reduce the attainment gap. | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
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| **Rationale for Change**  School Context - Our demographic has 85% of our children living in SIMD 1 and 2, children living in poverty are likely to have impaired working memory, short attention spans, high levels of distractibility, difficulty monitoring the quality of their work, and difficulty generating new solutions to problems, making school harder for them (Evans and Schamberg, 2009).  The evidence around the benefits of Learner Participation lead to improved teacher-pupil, peer to peer relations, improved wellbeing, improved learning and teaching, improved attainment and achievement including addressing the attainment gap between learners from more and less deprived backgrounds. | | | | | | |

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| PRIORITY 3: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| Arena 1 - Learning and Teaching  Increased opportunities for learners to influence approaches taken to learning and teaching and the curriculum. | * Learners to participate in planning meetings alongside staff to develop and influence key teaching themes within the learning zones in line with learners interests. * Focus group of learners to evaluate the progress of planned experiences within the learning zones * Learners showcase identified learning throughout the session with families. | Aug – June 2024  All teaching staff and children | * Pre and post learner questionnaire on influence in own learning within the class and learning zones. * Use of Jamboard to evaluate progress of influence in planned experiences within the learning zones from identified focus groups of learners * Class assemblies showcasing the learners engagement and participation. |  |  |
| Arena 2 - Opportunities for Personal Achievement  Learners will have opportunities for personal achievement shaped, designed or initiated by the learners themselves or provided in collaboration with teachers and community groups. | Learners will be offered a diverse range of learning experiences such as:   * volunteering, * award schemes, * visits and visiting speakers, * sport, music, dance and community events, * enterprise, * fundraising * developing the young workforces * After school clubs | Aug – June 2024  All staff  All children  Wider Community  AIW | * Tracker showing learners wider achievements across all cohorts from within and outwith school * Specific After School Club tracker to track participation and learned skills through these clubs. * Standing item in whole school assemblies – Celebration of Success * AIW to track engagement from families in workshops offered and use feedback to target further interventions to increase engagement throughout the session. |  |  |
| Arena 3 - Decision Making Groups  Continued embedding of UNCRC will ensure that leaners have a say in all aspects of the school and its improvement work. | This will include:   * Learner committee groups * Learner participation in their own tracking and monitoring journey * All staff members will have a leadership role in supporting learners in many kinds of decision making groups * SLT providing additional time to all staff members to support the decision making groups for learners. * Target setting will be allocated specific time within class timetables**.** | Aug – June 2024  All staff  All children  Wider Community  AIW | * Minutes on shared TEAMS page for each leadership group * Action plan and next steps for each leadership group on shared TEAMS page * Standing item on staffmeetings to feedback – recorded in staff meeting minutes * Evidence of target setting within staff weekly planners * Pre and post staff and learners questionnaires to measure impact of fortnightly target setting sessions. * Seesaw will document targets shared with families and the gathering of evidence to show completion of target |  |  |
| Arena 4 - Connection with the Wider Community  Learners will work in partnership with other services, families, carers and the wider community. | Learners will:   * Build links and collaborate with the wider community through an inter-generational project * Develop outdoor area to allow for growing and planting that can be used within our local community to support vulnerable families. | Jan 24 – June 24  All staff  All children  Wider community, for example, Retirement Club, Love Hall  AIW | * Floor book with photographic evidence annotated with learner voice to show progress and next steps of development of outdoor areas * Feedback from new partner links on engagement with school |  |  |

**This should only be completed for aspects of your PEF spend not included within your Improvement Plan priorities.**

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| **PEF contact - HT or DHT with responsibility for the plan:** | | | Nicola Collins | | |
| **Carry forward:** | £9770.00 | **Total Allocation:** | £69120.00 | **Total:** | £78890.00 |

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| PEF Action Plan | | | | | | |
| Poverty Related Gap | **Pupil Outcomes** | **Implementation Plan** | **Timescales/**  **Responsibility** | **Detail of Spend** | **Measures of Impact** | **Analysis & Evaluation of Progress** |
| Provide details of the gap or barrier you wish to address. | Specifically, what will change for our learners? | What do we plan to do to achieve this outcome? | What are our timescales?  Who will lead? | Record cost & provide concise detail of what this entails. | How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data. | What does the data tell us? How well is evidence from self-evaluation analysed to improve pupil outcomes? How is the spend contributing to narrowing our attainment gap? |
| Support identified learners who have attachment related social, emotional, behavioural and wellbeing needs which could otherwise become long-term barriers to learning | Identified learners will receive an intervention to develop their readiness for learning within the classroom environment | Deliver nurture intervention to specific groups of P1 -3 learners using the NAC model and wellbeing interventions for P4 – 7 learners | Aug – Jun 24  Nurture Teacher  Classroom Assistant | £24,984.00  0.3 FTE nurture teacher  0.3 FTE Classroom Assistant Grade 5 | * Boxall Profiles |  |
| Reduce barriers to learning and gaps within reading ability in identified cohorts | Increased number of learners will be on track for their reading attainment | Employ Classroom Assistant to deliver reading interventions within identified cohorts | Aug – Jun 24  All Teaching Staff  Classroom Assistant | £6196  0.5 FTE Classroom Assistant Grade 4 | * Tracking data * Tracking dialogue * GL Assessments - PTE * SNSA – P1, P4, P7 |  |
| Improve attainment in literacy and numeracy across all stages | Learners will have access to high quality resources in school and at home to support the delivery of the curriculum | Pay licence fees for access to software and planning/assessment resources | Aug – Jun 24  All Teaching Staff | £7000 Phonics Bug, Bug Club Active Learn, Heinemann Active Maths, Sumdog etc. | * Tracking data * Tracking dialogue * GL Assessments - PTE * Bug Club Assessments * Reading Running Records * Sumdog Assessments * SNSA – P1, P4, P7 |  |
| Attainment in literacy and numeracy across all cohorts | Learners will receive individual / small group interventions to reduce barriers within literacy and numeracy | Employ Classroom Assistants to deliver talk boost, reading boost, number talk, 5-min box interventions | Aug – Jun 24  All Teaching Staff  Classroom Assistant | £32690  1.7 FTE Classroom Assistant Grade 4 | * Pre and post assessments for Talk Boost and 5 Minute Box * Tracking data * Tracking dialogue |  |