

**Communities and Education Directorate**

**Elderbank Primary, Early Years, Supported Learning and Enhanced Deaf Provision**

**Improvement Plan**

**2024-2025**





**Our Vision, Values and Aims were reviewed in the session 2022-2023 and agreed by all stakeholders**

**Vision**

At Elderbank we grow and learn together; learners, staff, families and our local community, in a culture of mutual respect to enable all to thrive and reach their full potential in an ever changing and challenging world.

**Values**

Building our school community is a work of **ART…**

**A**cceptance

**R**espect

**T**eamwork

**Aims**

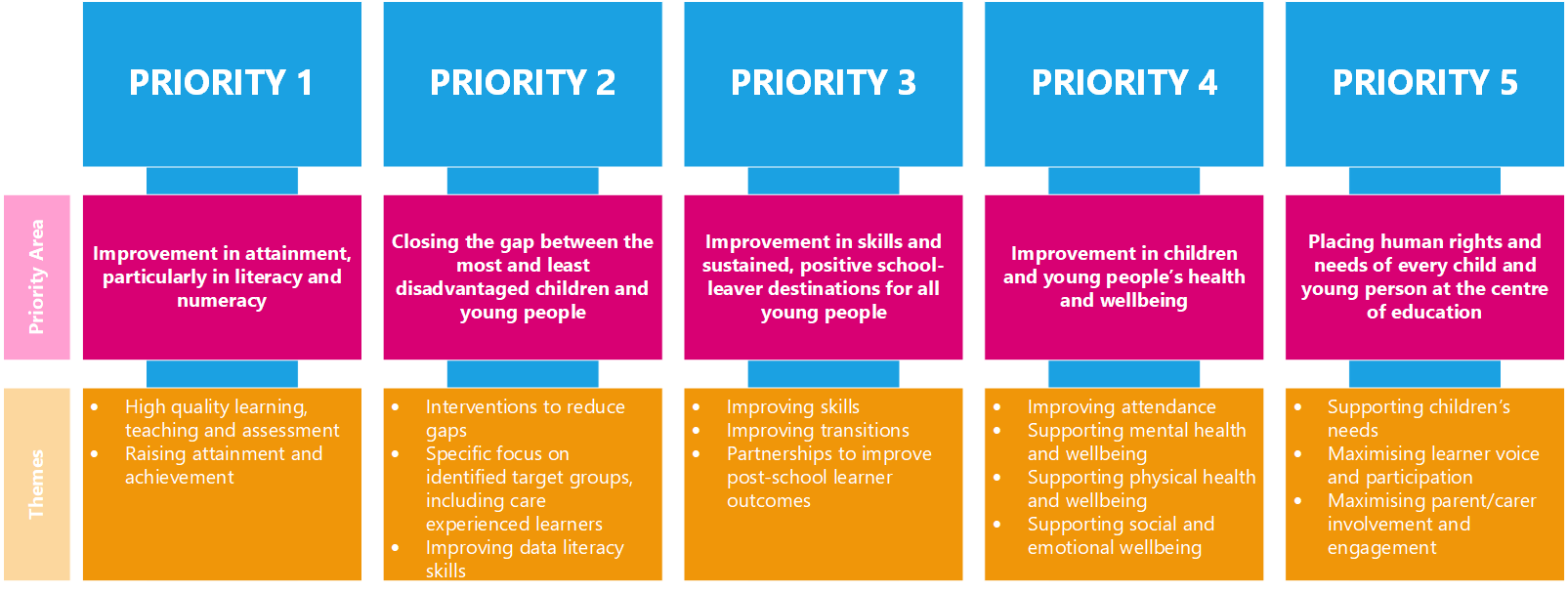
To provide a fully inclusive, safe, welcoming and nurturing learning environment which encourages learners to take responsibility for their learning.

To encourage positive interactions and mutual respect.

To build a curriculum framework that recognises, supports and meets the needs of every child through appropriate, high quality active learning opportunities.

**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 – Raising attainment in Numeracy** | | | | | | |
| **Strategic Objective:** To raise attainment in numeracy and maths through consistent approaches in planning, assessment and the delivery of strategies within the classroom. | | | | | | |
| **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 | **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**   * In session 2023/24 we participated in a Numeracy Engagement project which targeted 60 families across 3 classes. The aim was for 50% engagement but we only achieved 25% engagement. * Numeracy has not been an improvement focus for a few years. Staff feedback (94%) and focus meeting discussions indicate that planners/skills progressions require to be revised in line with NAC Numeracy and Mathematics framework. * Attainment over time indicates that there was a dip post COVID and we have been unable to recover this thus far. Current data shows a 3% decrease in attainment within numeracy since last session and an 8% decrease when compared to pre-Covid data. * Achievement of the numeracy milestones for pre-school children has declined from 79% to 48%. | | | | | | |

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| PRIORITY 1: Raising attainment in Numeracy 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 £* |
| Lesson content will be better suited to meeting the needs of individual learners | Staff will be better trained in use of data analysis to identify gaps in learning. This will be reflected in improved targeted planning.  Improved use of moderation will help to increase accuracy in teacher professional judgement.  Tracking meetings will scrutinise data and challenge teaching staff to make timely professional judgements on progress with increased confidence. | SMT: Term 1  SMT: Terms 1 – 4  SMT: Terms 1 - 4 | Increased staff confidence in the utilisation of data will be measured through pre- and post- training evaluations.  Planning documents will reflect a greater degree of accuracy in meeting the needs of learners – reviewed at Focus Meetings.  Regular reviews of attainment data will demonstrate a more accurate ‘real time’ snapshot of progress across all stages. |  |  |
| Pupils will experience greater challenge and increased pace of learning | Planning documents will be reviewed and developed to integrate the NAC Numeracy Progression Framework.  Opportunities for play, application of skills and problem solving will be more readily identified within Numeracy and Maths planning documents.  There will be increased opportunities for pupils to lead learning and have greater independence in the development of their Problem Solving and Enquiry skills. | Numeracy Working Party: Terms 1 – 4  Numeracy Working Party: Terms 1 – 4  All Staff: Terms 1 – 4 | Professional dialogue during focus meetings will identify how teaching staff have increased pace and challenge through planning.  Classroom observations, learning walks and pupil focus groups will collectively demonstrate improvement in pace and challenge.  Assessment and attainment data will show an increase within cohorts based on a year on year comparison. |  |  |
| Taught numeracy strategies will be consistent across the school | Staff will have opportunities to attend a comprehensive range of in house and PLA organised CLPL sessions with a focus on the delivery of numeracy strategies.  P7 teaching staff will undertake a transition project based on the pedagogical approaches to numeracy strategies.  Improved planning documents will link to available teaching and learning resources, ensuring consistency in materials being used to support within classes. | Numeracy Working Party / PLA: Terms 1 – 4  G. Caldwell  K. Hercus  J. Gillen  A. Drummond  Terms 1 – 4  Numeracy Working Party: Terms 1 – 4 | Increased staff confidence in the teaching of numeracy strategies will be measured by a collection of pre- and post- training evaluations.  P7 project data will confirm consistency of strategies being taught.  Classroom observations, learning walks and pupil focus groups will collectively demonstrate improvement in consistency of strategies being taught and resources being used across the school. |  |  |
| PRIORITY 1A: Raising attainment in Numeracy (Early Years) 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 £* |
| Learning experiences will be tailored to individual needs and will provide more opportunities for increased pace and challenge. | Numeracy Early Level Framework will be utilised to plan and evaluate learning experiences.  Opportunities for EY-P1 moderation in numeracy will be sought to best support all staff in making professional judgements about learner achievements. | Terms 1-4  J. Auld/G. Carruthers  Terms 3 and 4  J. Auld | Professional dialogue during focus meetings will highlight common use of language supported by the framework.  Quality assurance visits will highlight high quality learning experiences that challenge learners.  Milestone data will show an increase in numeracy attainment. |  |  |

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| **PRIORITY 2 – High quality teaching and learning experiences for all** | | | | | | |
| **Strategic Objective: To improve the quality of learning experiences for all learners through effective planning, assessment, feedback and quality assurance.** | | | | | | |
| **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 | **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**   * This is a continuation of the improvement priority from 2023/24, which focussed on developing a consistent approach to the use of Learning Intentions and Success criteria. 2.3 Quality Improvement visit (TRIO), classroom observations and staff feedback (94%) indicate that this should continue with a focus on co-constructing success criteria, plenaries and effective differentiation. * There are some inconsistencies in the way staff are utilising the assessment data provided and focus meetings indicate the need to support professional judgements around ACEL. There is also a discrepancy in the way staff prepare for focus meetings and the depth of analysis provided. A consistent approach is needed to ensure transparent quality assurance procedures are in place. Staff feedback indicates that the assessment calendar should be updated. * Parental feedback indicates that reporting information is not always being received at the best time. Reporting to parents need to be addressed to ensure it meets the needs of all. | | | | | | |

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| PRIORITY : To improve the quality of learning experiences for all | | | | | |
| 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 receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.  Learners will have opportunities to reflect on their learning, time to talk about their progress and next steps. | -Share updated school assessment calendar.  -Develop teacher/EYP skills of data analysis which are focused on improvements.  -Professional judgements based on a quality body of evidence will be supported using a newly introduced benchmarking tool.  -SLT to share consistency guide for focus meetings to staff.  -Teaching staff to analyse data prior to focus meetings.  -Robust focus meetings three times per year (Sep, Jan and May) with SLT.  -SLT to engage in robust dialogue to ensure consistency.  -SLT to analyse GL Assessment Data for cohorts. | Term 1 Collegiate or September In-service day – Focus meeting consistency - DHT  Term 1 Collegiate or September In-service day  Data/Assessment – Gareth  Benchmarks – Julie | Class literacy and numeracy groupings  Forward planners for groups  Focus meeting dialogue and notes  Complete teacher data templates  Teacher professional judgement  5% increase in GL assessment data for Literacy and Numeracy. |  |  |
| Learners’ experiences will be appropriately challenging, enjoyable and well matched to their needs and interests.  Learners will be actively engaged with the success criteria throughout the learning.  Learners will be able to engage in evaluative dialogue. | Teaching/EYP staff CLPL on effective differentiation to best meet all learner needs.  Teaching/EYP staff CLPL on success criteria (including co-constructing) and effective plenaries. | Terms 1 - 2  Collegiate sessions - EP | Class literacy and numeracy groupings  SLT/Peer observations  PASS Survey Nov and May – maintenance or increase in positive responses  Sample of jotters  5% increase in GL assessment data for Literacy and Numeracy. |  |  |
| Learners will be able to articulate next steps in their learning. | -Scaffold a structure for the conversations highlighting progress and next steps in learning.  -Review format/ timescales for reporting to parents/carers | Terms 1-2  Collegiate  SLT | Feedback from parents  PASS Survey Nov and May – maintenance or increase in positive responses |  |  |
| Learners will exercise choice and take increasing responsibility as they become more independent in their learning.  Learners will know that their views are sought, valued and acted upon. | -Continue to further develop leadership groups and personalisation and choice groups across the school.  -Evidence of pupil voice in class planning.  - Monthly Leadership assemblies to share learning and focus on key skills including DYW. | Terms 1-4  DHTs  Pastoral Support Teacher | Staff feedback  Pupil views before/after  Parent feedback  Pupil choices  Planning documents  Leadership Assembly PowerPoints |  |  |

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| **PRIORITY 3 Meeting individual learner needs** | | | | | | |
| **Strategic Objective: To improve the learning environment across the school and strengthen staff skill set to best meet the needs of individual learners and raise attainment.** | | | | | | |
| **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* | | | | | |
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| * 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**   * 10% of the learners in the mainstream provision and over 25% of learners in the Early Years have an identified additional support need. Through self-evaluation and staff consultation, all staff have expressed a need to focus on meeting individual learners needs with a focus on neurodiverse learners and those who have experienced trauma. * A focus on embedding the revised (2022/2023) school values was identified through focus meetings, staff discussions and self-evaluation. * The PASS survey indicates that 30% (P1-3) and 40% (P4-7) of pupils do not feel positively about feeling safe and happy in school. This links with the 50% increase in the number of bullying/incident reports this session in comparison to previous sessions. * Currently over 30% of pupils in the mainstream are on staged intervention. EU – 18 (6%), S1 – 59 (19%), S2 – 27 (9%). * The impact of Nurture interventions has been lower for our neurodiverse learners in comparison to our neurotypical learners. | | | | | | |

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| PRIORITY 3: Meeting Individual Learner Needs 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 able to fully engage in an inclusive, consistent learning environment across the school. | Collegiate sessions to focus on implementing the CIRCLE resource.  CIRCLE Inclusive Classroom Scale (CICS) implemented by all teaching staff in August and May.  CIRCLE Participation Scale (CPS) will be utilised by all teaching staff for identified pupils to track their engagement across the session. | J. Auld  Term 1  All Teaching Staff Term 1 and Term 4  All Teaching Staff across Terms 1-4 | CICS will show an improvement in the learning environment from August- May based on CLPL opportunities and collegiate working.  CPS will show an improvement in engagement for identified pupils from August – May based on changes made to the environment and approaches to teaching.  Focus meetings will indicate the use of a shared language around an inclusive approach to teaching and the learning environment. |  |  |
| Learners will fully understand and demonstrate the school values in turn feeling respected, accepted and part of the school community. | Targeted focus on school values during assembly, class and across the school. Target focus weeks will be introduced/reviewed during a Monday Meet.  Elderbank value cards to be distributed to learners who demonstrate school values. All members of the school community will have the opportunity to distribute cards. Values Ambassador Award ceremony to be held at the end of the school year. | Terms 1-4  J. Auld and L. Macfarlane to introduce focus values and set school task.  All Class teachers to embrace a focus on the values.  Terms 1-4  All school staff | There will be a reduction in incident reports logged on SEEMiS as learners will be more accepting and respectful of each other.  Increase in positive responses to feeling safe and happy in school through PASS survey in November and June.  Learners will indicate an increased knowledge and understanding of the values through questionnaires in August and May.  Through focus groups, learners will articulate their understanding of the school values and how they are demonstrates at Elderbank. |  |  |
| Staff who fully embed trauma informed practice and implement a neurodiverse friendly approach will support learners to achieve. | Pupil support staff will engage with PLA in-service training sessions.  Teaching staff will engage with Educational Psychologist, Speech and Language Therapists and specialist providers (Trauma Informed Parenting).  All teaching staff will participate in a Practitioner enquiry approach to enhancing their knowledge and measuring the impact of their CLPL. | Terms 1-4  PLA and PSAs  Terms 1-3  SMT and CTs  D. Ferguson, K. Walker, SMT and CTs  Terms 1-4  J. Auld and CTs | Pre and post CLPL questionnaires will highlight an increased level of confidence in staff supporting neurodiverse learners and learners who have experienced trauma.  Professional dialogue through focus meetings will indicate a positive implementation of strategies to best support individual learners.  Attainment and achievement of neurodiverse learners and those who have experienced trauma will increase. |  |  |

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| PRIORITY 3A: Meeting Individual Learner Needs Action Plan (Early Years) | | | | | |
| 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 experience a consistent approach to positive interactions from all staff members. | Collegiate time will focus on a consistent approach to interactions.  Time to Talk meetings will be held at the start of the session to focus on development opportunities and time at the end of the session will be allocated for staff reflection on impact. | Terms 1-4  J. Auld/ G. Carruthers  Term 1  J. Auld | Quality assurance observations will show a consistent approach to interactions.  Staff confidence questionnaires will show an increase in confidence in interactions with neurodiverse learners.  Professional dialogue will indicate a positive impact on engagement through improved interactions. |  |  |
| Learners will be able to fully engage in an inclusive, consistent learning environment across the Early Years playroom and outdoor space. | Collegiate time will focus on a consistent learning environment.  Learning experiences will provide opportunities for all learners to achieve targets. | Terms 1-4  J. Auld/G. Carruthers | Quality assurance observations will show a consistent approach to the learning environment.  Quality assurance observations will show inclusive learning experiences that engage neurodiverse learners. |  |  |
| Learners with an identified support need will have a bespoke plan based on their individual communication needs which will provide more personalised learning experiences. | All EYPs will be supported in the creation and implementation of SCERTS plans.  ALL EYPs will engage in professional dialogue with SMT about SCERTS plans.  EYPs will have the opportunity to be further supported in using SCERTS through professional development opportunities. | Terms 1 & 3  G. Carruthers  Terms 1-4  J. Auld  Terms 2-4  J. Auld, D. Ferguson and L. Campbell | Quality assurance observations highlight clear links between SCERTS targets and inclusive learning experiences.  Neurodiverse learners will demonstrate an increased level of achievement through targets and milestones (as appropriate). |  |  |

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| PRIORITY 3B: Meeting Individual Learner Needs Action Plan (Supported Learning) | | | | | |
| 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 provided with learning opportunities which support their communication and social interaction. | Staff who have received SCERTS training will cascade information to teachers and EYPs within the department focused on good practice.  Staff will identify good practice and next steps in each classbase.  Staff will engage in collegiate sessions related to identifying communication levels, setting appropriate targets for each pupils and evaluating these targets.  EYPs will work collegiately to ensure SCERTS visuals are used | Terms 1-4  DHT  PT  All teachers  All EYPs | Learner’s Individual Plans with have clear links to SCERTS targets for identified learners.  Through staff questionnaires class teachers and EYPs will demonstrate increased confidence in using SCERTS in Action.  Achievement of Literacy and Communication targets will continue to increase through more focussed target setting for identified learners.  Focus Meeting discussions will highlight a shared language and understanding of SCERTS in Action. |  |  |

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| **PRIORITY 4 EDP learner confidence** | | | | | | |
| **Strategic Objective:**  To improve Deaf learner confidence and skill in using functional communication and social skills in a hearing world. | | | | | | |
| **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 | **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**  The assessment data in relation to language acquisition for Deaf learners shows an increase for each pupil at differing rates. Pupil evaluations reflect an increase in confidence in discussing pupil opportunity to learn in the community, and the desire to expand this. Direct observations highlight that Deaf learners lack confidence with social communication in unfamiliar contexts especially in a hearing world. Tea with the Teacher meetings also highlighted that parents and carers support the development of functional communication skills to improve the social interactions for their children. | | | | | | |

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| PRIORITY 4 : EDP learners confidence 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 become more confident in using functional communication and appropriate social skills in a hearing and Deaf world. | Two members of staff to be trained in SmiLE Therapy | First Course – October 2024  Mrs Quirk ToD  Second Course – March 2025 Mrs Montgomery ToD. | Use of baseline videos and observations  Use of post intervention videos and observations to demonstrate improvement  Learner evaluations of their interactions. Comparison between pre and post intervention |  | £644 |
|  | Staff to set up SmiLE modules for small groups and deliver the modules for learners | Modules to start following the first training course October 2024 |  |  |
|  | Staff to share the purpose of the therapy with parents and carers. | November 2024 | Parent evaluations of information session.  Parent feedback through TAC Meetings and evaluations |  |  |
|  | Build upon the experiences from session 2023-2024 and develop the opportunities for learners to use the functional communication they are developing in real life relevant contexts. This will include using public transport and visiting the signed performance of the pantomime. Learners to identify and plan a programme with staff | Teachers of the Deaf  September 2024 – June 2025 | Baseline data regarding language acquisition for each pupil based on the most appropriate assessment tool. An increase in language acquisition will be recorded for each pupil at an appropriate rate.  Increased confidence for learners observed through direct observation and pupil evaluations. |  |  |
| Learners will become more confident in identifying positive future destinations for them as Deaf learners | Increase in the number of Deaf role models visiting the Enhanced Deaf Provision in partnership with West of Scotland Deaf Children’s Society |  | Base line Data – record of each learners identification of Deaf role models  Pupil evaluations and identification of Deaf role models and positive destinations post school for Deaf learners |  |  |
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**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:** | | | GARETH CALDWELL (PT3) and JACQUELINE ROBERTSON (HT) | | |
| **Carry forward:** | -£1647 | **Total Allocation:** | £155,575 | **Total:** | £153,928 |

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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? |
| Reduce the poverty related attainment gap in literacy and numeracy | Pupils will experience high quality, skills based, learning experiences in literacy and numeracy  Pupils will demonstrate improved ability to apply key reading and numeracy strategies across learning and within real life contexts  Learners will display increased confidence in their ability to articulate what they are learning, why they are learning it and what they need to do in order to be successful | Provide bespoke interventions in literacy and numeracy for identified pupils  Collegiate sessions will be offered with a focus on staff CLPL in key aspects of numeracy and literacy skills progression  Pupils will be involved in the planning stages of their targets to identify and agree upon the focus of their learning | PT/Pupil Support Staff  Aug ‘24 - June ‘25  PT/DHTs/CTs  Aug ‘24 - June ‘25  PT/ Pupil Support Staff / CTs  Aug ‘24 - June ‘25 | PT PT3: £12,490  0.4 FTE CT: £27,650  0.4 FTE CT: £27,650  Software Licences:  £1550  Staff training: £1650 | Attainment data will demonstrate improvement in individual pupil progress and an overall reduction in the poverty related attainment gap.  Staff Self-Evaluation, Focus Meeting feedback and Learning Walks will demonstrate that all staff have delivered high quality teaching experiences with a consistent skills based focus  Focus meetings reflect that almost all pupils demonstrate increased awareness of personal targets and an improved ability in their knowledge of what they need to do in order to be successful |  |
| Most pupils in Supported Learning have severe and complex communication needs, requiring regular therapeutic experiences to progress in this area. | Pupils in Supported Learning will benefit from a regular therapeutic experience designed to meet their physical, physiological and communication needs. | * Provide regular Rebound exposure for identified children within Supported Learning.   Trained staff will facilitate this experience, recording achievement. | Terms 1-4  A. Bain  S. Strang  Trained Rebound staff  Progress evaluated twice yearly | PSA 15 hours  £11,40 | Progression for each pupil in line with the Rebound programme.  Increase in joint attention with adults facilitating Rebound.  Increase in joint attention in class.  Decrease in dysregulation.  Increase in achievement of communication targets. |  |
| Transitions and learning experiences will meet the needs of all learners. | Learners will experiences consistent transitions across the day at key points in the year.  Learners will experience challenge and support tailored to their needs which will strengthen attainment which has declined due to reduced capacity following staffing restructure. | SEYP will work closely with P1 staff to plan and deliver an enhanced transition programme across the year.  SEYP will support EYPs to plan, deliver and evaluate enhanced experiences to support the attainment across milestones. | Terms 1-4  J. Auld  G. Carruthers | SEYP  £4,336 | Progression through milestones is improved and evident during tracking meetings.  Engagement in learning experiences evident through quality assurance observations.  Tracking of transitions and supports required. |  |
| Reduction of the social and emotional barriers, including aspects relating to anxiety, attachment, resilience and self- regulation. | Learners will have a more successful experience in the mainstream setting by developing the use of coping strategies. | Continue to support staff to embed Nurture Principles within practice across the school.  Targeted intervention groups and responsive support.  Set SMART targets.  Provide suitable environment i.e. small group, 1:1 support.  Tracking of intervention impact. | Terms 1-4  Claire Stewart | 0.8 FTE CT: £55,300 | Entry and Exit data (GMWP) will indicate an improvement in agency, affiliation, autonomy and feeling safe and healthy.  PEF Individual Pupil Profile.  Pupil feedback on interventions.  Parental feedback on interventions.  Staff feedback on interventions. |  |