



**Communities and Education Directorate
St John Ogilvie Primary and Early Years
Improvement Plan
2021-2022**



Vision, Values and Aims

OUR VISION

At St John Ogilvie Primary our vision is to work together, help and support each other to be the best we can be and reach our full potential.

OUR VALUES

- Equality
- Honesty
- Inclusion
- Nurture
- Respect
- Responsibility
- Trust

OUR AIMS

1. To create a safe, healthy and welcoming school.
2. To ensure our children feel happy, valued and secure within our community.
3. To support children and families educationally, emotionally and socially.
4. To provide a wide variety of opportunities through high quality learning and teaching experiences in order to maximise each child's potential.
5. To provide a sound Catholic education within a Christian environment.
6. To encourage our children to be independent and take responsibility for their own learning.
7. To equip our children with the knowledge and skills to make healthy choices now and in the future.

The North Ayrshire Annual Improvement Plan

The North Ayrshire Education annual improvement plan sets out our priorities for the year ahead in pursuit of the joint aims of achieving excellence and equity for our learners. It takes account of the feedback from consultation with our stakeholders across the Council and community and ensures the delivery of the locally agreed priorities of the Council Plan and the nationally agreed priorities of the National Improvement Framework. In the delivery of this plan, we will work in close partnership across the Council and communities of North Ayrshire and as part of the South West Educational Improvement Collaborative (SWEIC).

The COVID-19 pandemic has presented us with a fresh set of challenges and this plan reflects this new evolving context. Therefore, this is a plan like no other previously devised. However, as well as the context, it draws on the rigorous self-evaluation undertaken in establishments and across the service of the progress towards the previous year's plan. The process of arriving at the service level priorities and strategic actions included engagement of Head Teachers and the service leadership team in evaluation and planning sessions. At school level, this exercise was repeated with pupils, staff, parents/carers and key partners.

Council Priorities:

The Council strategic priorities for 2019-24 are detailed below:

Aspiring Communities

- ▶ Active and strong communities
- ▶ Children and young people experience the best start in life
- ▶ Inclusive, growing and enterprising local economy
- ▶ People enjoy good life-long health and well-being
- ▶ People and communities are safe

Inspiring Place

- ▶ Effective infrastructure and digital connectivity
- ▶ Affordable, modern and well-designed homes that meets residents' needs
- ▶ Vibrant, welcoming and attractive places
- ▶ A sustainable environment

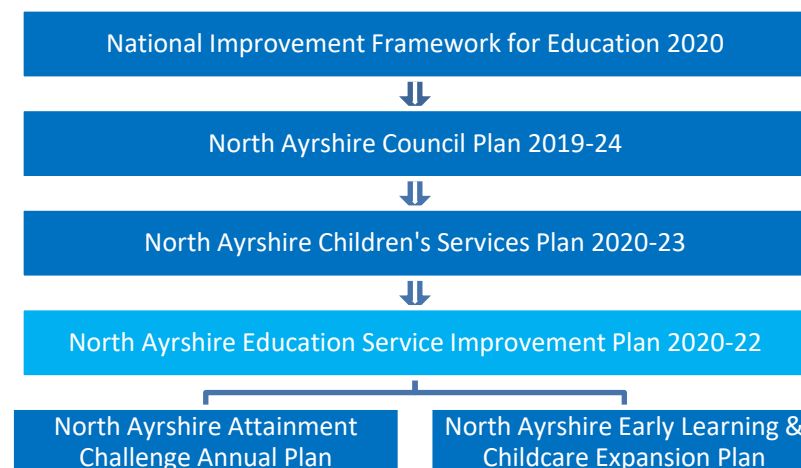
National Improvement Framework:

The National Improvement Framework for Education is designed to help us deliver the twin aims of excellence and equity; galvanising efforts and aligning our collective improvement activities across all partners in the education system to address our key priorities. These priorities remain as:

1. **Improvement in attainment, particularly in literacy and numeracy**
2. **Closing the attainment gap between the most and least disadvantaged children**
3. **Improvement in children and young people's health and wellbeing**
4. **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

Alignment to Local and National Plans

This plan is aligned to local and national plans as follows:



COMMUNITIES & EDUCATION DIRECTORATE

COUNCIL PLAN 2019-24

Education Service Delivery Plan 2021-22

Aspiring Communities - A society where everyone has the same life chances to grow, prosper and have fulfilling and healthy lives.

What we'll do to ensure our children and young people experience the best start in life

We will create the conditions for our children and young people to access the highest quality learning experiences from ages 3-18.

1. We will create high quality indoor and outdoor learning experiences and environments that are fit for the purpose of delivering an innovative education service, including an expansion of Early Learning and Childcare to 1140 hours across the NAC early years estate.
2. We will ensure our learning estate provides a safe environment in the context of COVID-19.
3. We will develop continuous professional learning pathways that build the capacity of our staff and create future leaders of service delivery and learning that ensure high quality experiences and the best possible outcomes for our children and their families.

We will support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.

1. In response to COVID-19, we will redesign and implement programmes to achieve excellence and equity for our learners, with a clear focus on reducing the poverty-related attainment gap.
2. In the context of COVID-19, we will maintain a focus on high quality learning, teaching and assessment in our schools, including in-school and remote learning contexts.
3. We will ensure our children and young people are equipped with the right skills for learning, life and work and that high numbers of our school leavers are entering positive and sustained post-school destinations.

We will offer opportunities to our young people and their families to play a more active role in school life and encourage more participation in learning.

1. We will further refine our draft Parental Engagement Policy.
2. We will build on our well-established programme to support families with their child's learning, considering the additional demands resulting from COVID-19.
3. We will ensure our children, young people, staff and communities are empowered to shape the education service in our schools.
4. We will develop and implement a clear communications strategy to ensure all stakeholders are kept informed of developments, strategy and policy.

We will work with all young people to build their resilience, supporting their mental health and physical well-being.

1. We will develop a range of wellbeing supports and advice for staff to ensure they are able to meet the needs of our children and young people.
2. We will develop a comprehensive approach to supporting mental health and wellbeing in partnership with other agencies, cognisant of the impact of COVID-19.
3. We will continue to develop our nurturing approaches and review provision in light of the potential impact of COVID-19.
4. We will focus on promoting positive relationships.

Strategic Plan 2021 - 2022: St John Ogilvie Primary and Early Years

School Priorities	1. We will enrich the quality of learning experiences both indoors and outdoors for all and raise attainment in Literacy and Numeracy.	2. We will offer opportunities to all children and their families to play a more active role in school life and encourage more participation in learning.	3. We will prioritise and promote the positive health and wellbeing of children, parents/carers and staff in response to the impact of COVID-19 in our community.	4. We will enrich the quality of learning experiences both indoors and outdoors for all early years' children.
High Level Objectives	<p>a) Embed the teaching of Reading using SHORS.</p> <p>b) Implement PLA intervention strategies:</p> <ul style="list-style-type: none"> - <i>Phonological Awareness</i> - <i>Attention and Listening</i> - <i>Talk Boost 1 (P1-P3)</i> - <i>Talk Boost 2 (P4-P7)</i> <p>c) Early identification of the need for early intervention.</p> <p>d) Implement PM Writing Resource at all stages.</p> <p>e) Embed a phased approach to the 1+2 agenda including L3.</p> <p>f) Identify and address any gaps in learning / omissions in Early and First Level Planners. Implementation of Second Level Planner.</p> <p>g) Create high quality outdoor learning experiences for all children.</p>	<p>a) Children will be actively involved in self-evaluation and school improvement.</p> <p>b) Link rights of the child to school vision, values and aims.</p> <p>c) Ensure our children are equipped with the right skills for learning, life and work.</p>	<p>a) We will ensure that our school provides a safe environment in the context of COVID-19.</p> <p>b) We will ensure time and space is provided to actively promote staff and pupil health and wellbeing.</p> <p>c) To further develop targeted approaches that support children's mental health and wellbeing.</p>	<p>a) Further develop planning, assessment, self-evaluation and a robust monitoring system.</p> <p>b) Further develop the outdoor environment to maximise learning experiences for all.</p> <p>c) Enhance literacy experiences indoors and outdoors for all children.</p> <p>d) Embed the Early Level Numeracy Framework and enhance numeracy experiences indoors and outdoors for all children.</p> <p>e) Develop parental engagement through online platforms and remote learning opportunities.</p> <p>f) Effective implementation of 1140 hour delivery in 2021/2022 session.</p>

Strategic Plan 2021 - 2022: St John Ogilvie Primary and Early Years

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

SCHOOL PRIORITY 1: Literacy & Numeracy

NESSY software to enhance spelling and phonics at P4 - P7 stages for identified pupils.

Ebooks to develop and enhance reading skills.

Whole school approach using PM Writing Resource.

Purchase of all GL Assessments.

Family Learning Team resources aimed at specific classes.

CT 0.3 to focus on Literacy with P4-P7 pupils.

Targeted Classroom Assistant support to develop Literacy and Numeracy skills.

SCHOOL PRIORITY 2: Active Participation

UNICEF resources for Rights of the Child.

Seesaw to enhance communication between home and school. Also evidence of pupils' work and progress.

Buddy and picnic benches in playground.

Personalised jackets for Peer Mediators.

Enterprising resources.

Transport to visit local industries/businesses.

SCHOOL PRIORITY 3: Health and Wellbeing

Nurture Room resources.

Counselling for specific pupils including families.

Resources to fund Family Learning Team projects aimed at specific families.

Development of outdoor classroom / learning zones.

Outdoor storage for outdoor resources.

Detailed Action Plan 2021 - 2022: St John Ogilvie Primary and Early Years

School Strategic Priority: 1		1. We will enrich the quality of learning experiences both indoors and outdoors for all and raise attainment in Literacy and Numeracy.					Linked to Directorate Priorities: 1 & 2
High Level Objectives	HGIOS 4 NIF	Supported through PEF?	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement	
a) Embed the teaching of Reading using SHORS.	2.3 3.2 NIF 1	Yes	<p>All teachers will continue to effectively implement SHORS approach focusing on all skills. Skills to be displayed on literacy walls in all classrooms and referred to on a weekly basis.</p> <p>All staff to evaluate the need for a progressive pathway with each strategy in order to ensure progression and deeper understanding.</p> <p>Continued use of Ebooks to reinforce reading skills at home and in school. Book banding will ensure appropriate reading level and challenge.</p>	<p>Aug-June 2022</p> <p><i>Teachers</i></p> <p><i>Teachers</i></p> <p><i>Teachers</i></p>	<p>Most children at all stages will be able to use various skills to help them comprehend fiction and non-fiction texts. Most P4 – P7 pupils will be able to discuss the various SHORS strategies with their peers.</p> <p>Progressive pathway will ensure depth and understanding at all stages.</p> <p>Progress in reading will improve at all stages. Access at home for all pupils. Raised attainment for majority of pupils.</p>	<p>PTE GL Assessment at P3, P5, P6. SNSA Results P1, P4, P7. PM Benchmark results.</p> <p>Termly Forward Planning Meetings. Termly Tracking & Attain Meetings.</p> <p>SHORS Progressive Pathway produced and adhered to. Literacy wall displays.</p> <p>Curriculum Development Focus. Termly Planners & Weekly Evaluation. Ebooks – track & achievement reports.</p>	
b) Implement PLA intervention strategies: - <i>Phonological Awareness</i> - <i>Attention and Listening</i> - <i>Talk Boost 1 (P1-P3)</i> - <i>Talk Boost 2 (P4-P7)</i>	2.3 3.2 NIF 1 & 2	Yes	<p>Phonological Awareness P1 – P3 will refer to the phonological awareness interventions outlined in P1 phonics planner. Resources found in SJO Files Group. Staff to review and evaluate P1 and P2 phonics planners to identify and address gaps. Relevant staff to attend PLA virtual session during In Service day on 18.11.21.</p> <p>Attention & Listening All teaching staff will continue to utilise and develop attention and listening skills previously undertaken with PLA. Staff will review these resources.</p> <p>Talk Boost Talk Boost 1 and 2 implemented effectively at appropriate stages: class lessons. EYP to support all P1 pupils.</p>	<p>Aug-June 2022</p> <p><i>P1-P3 CTs PST P1 EYP</i></p> <p><i>Teachers PST</i></p> <p><i>Teachers PST P1 EYP</i></p>	<p>Clear phonics progression at P1-P2 stages. Progressive spelling programme in place at P3 – P7 stages. Targeted P1 - P3 children given intense literacy support from PST. Increased progress in reading.</p> <p>Increased skills, knowledge and understanding of key strategies at all stages to support learning in reading, writing, listening and talking. Clear and consistent learning experiences.</p> <p>Children will develop attention, listening and communication skills. Effective intervention to help close the attainment gap. Appropriate support in place at an early stage to help in the development of literacy skills.</p>	<p>GL Assessment SWST P3-P7. SNSA Results P1, P4, P7. Termly Forward Planning Meetings. Termly Tracking & Attain Meetings. Curriculum Development Focus. Termly Planners & Weekly Evaluation.</p> <p>Listening Skills Rating Scale Assess – pre and post.</p> <p>P5-P7 Pupil Self-Rating Scale Assess – pre and post.</p> <p>Talk Boost 1 & 2 pre and post assessments.</p>	

High Level Objectives	HGIOS 4 NIF	Supported through PEF?	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement
c) Early identification of the need for early intervention.	2.4 3.2 NIF 2	Yes	<p>PST to support targeted P1-P3 children in order to help raise attainment in Literacy. Focus on writing, grammar, phonics, spelling and SHORS.</p> <p>DHT to assess identified P2 pupils using 'Closing the Literacy Gap' strategies based on Marie Clay Reading Recovery Assessments. DHT to carry out small scale intervention with identified P2 pupils.</p>	<p>Sept-June 2022 <i>PST</i></p> <p>Nov - May 2022 <i>DHT</i></p>	<p>Gaps in learning identified and addressed at an earlier stage. Pupils will be able to link prior learning to current experiences.</p> <p>Identified children will be able to decode simple books with clear understanding of text read and produce simple sentence relating to book. Better understanding of the concepts of print.</p>	<p>GL PTE (P3) & SWST (P3). SNSA assess (P1).</p> <p>Closing Literacy Gap – pre and post assessments for P2.</p> <p>Termly Planners & Weekly Evaluation. Termly Tracking & Attain Meetings. Termly Forward Plan Meetings. Curriculum Development Focus.</p>
d) Implement PM Writing Resource at all stages.	2.4 3.2 NIF 1	Yes	<p>All staff to receive training in PM Writing Resource. Staff to become familiar with progression at all stages. Teachers to review and update current Writing Planners to ensure clear progression of PM Writing Resource and benchmarks.</p> <p>PST to focus on targeted groups at P1-P3 stages using Talk4writing approach.</p> <p>PEF CT to support small targeted groups at P4 – P7 stages using Talk into Writing approach.</p>	<p>Aug - Nov 2021 <i>All staff</i></p> <p>Aug – Jun 2022 <i>PST</i></p> <p>Aug – Jun 2022 <i>PEF CT</i></p>	<p>Clear progression in writing at all stages. Updated Writing Planners include PM Writing Resource and benchmarks.</p> <p>Targeted P1-P3 pupils receive high quality writing support in order to ensure progress at their own level and also help to raise attainment.</p> <p>Targeted P4-P7 pupils receive high quality writing support in order to ensure progress at their own level and help to raise attainment.</p>	<p>In-Service & Curriculum Dev Focus:</p> <ul style="list-style-type: none"> PM Writing Resource Updated Writing Planners <p>Termly Planners & Weekly Evaluation. Termly Tracking & Attain Meetings. Termly Forward Plan Meetings.</p> <p>PST and PEF CT:</p> <ul style="list-style-type: none"> Writing Timetables Termly writing evaluations All targeted pupils effectively progressing at own level.
e) Embed a phased approach to the 1+2 agenda including L3.	2.3 3.2 NIF 1	No	<p>Embed L2 (French) at all stages through enriching learning and teaching experiences ensuring the following:</p> <ul style="list-style-type: none"> Follow Year 1 – Year 7 on 1+2 Tile on NAC Glow page. Use topics on 1+2 Tile e.g. Harry Potter which incorporates reading and writing in French. <p>Implement L3 (Spanish) at P5–P7 stages following progressive planner on 1+2 Tile as well as guidance from Stacey Arneil, 1+2 Co-ordinator.</p>	<p>Aug-June 2022 <i>Teachers</i></p>	<p>All pupils will develop increased awareness of French language in context. Positive language learning ethos will be evident throughout the school. Increased confidence, motivation and enthusiasm for language learning.</p> <p>P5–P7 pupils will develop knowledge and understanding of Spanish. Progression of knowledge and skills in Spanish will be planned and implemented effectively at P5 – P7 stages.</p>	<p>Appropriate progression through language planner at all stages.</p> <p>Improvement in pace of learning and progress.</p> <p>All P5 – P7 pupils will develop an awareness of Spanish.</p>

High Level Objectives	HGIOS 4 NIF	Supported through PEF?	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement
f) Identify and address any gaps in learning / omissions in Early and First Level Planners. Implementation of Second Level Planner.	2.2 2.3 3.2 NIF 1	Yes	<p>All teachers to discuss, review and amend Early and First Level progression planners for Numeracy and Mathematics which DHT updated in June 2020.</p> <p>All teachers to familiarise themselves with new PLA Second Level Planners. Current Second Level Planners which includes benchmarks to be used until teacher wishes to transfer to new PLA planner. Full implementation by April 2022 at the latest.</p>	<p>Dec-Feb 2022</p> <p>Teachers</p> <p>Teachers</p>	<p>Clear progression, appropriate pace and challenge for all children. Gaps in learning / omissions identified and addressed in order to raise attainment.</p> <p>Smooth transition to Second Level Planner without any gaps or omissions.</p> <p>At P1, P4 and P7 stages most children should have achieved relevant Benchmarks.</p>	<p>In-Service & Curric Develop Focus:</p> <ul style="list-style-type: none"> Updated Early & First Level Numeracy Planners to show clear progression at all stages. Familiarisation of Second Level PLA Planner. <p>Termly Planners & Weekly Evaluation. Termly Tracking & Attain Meetings. Termly Forward Plan Meetings.</p>
g) Create high quality outdoor learning experiences for all children.	2.5 2.7 3.3 NIF 1	Yes	<p>Newly elected House Captains to take forward P1-P7 pupil suggestions regarding outdoor learning experiences in our school grounds. This will include curriculum development as well as interval and lunchtime sessions.</p> <p>All staff to identify ways in which we can creatively utilise our school grounds and local area to provide high quality outdoor learning experiences for all. Strong focus on developing STEM. All teachers to identify how best to incorporate skills for learning, life and work.</p> <p>Family Learning Team (FLT) will support families to achieve John Muir Discovery Family Award to enjoy and care for local wild spaces.</p> <p>Development of an orchard within school grounds.</p>	<p>Sept-Oct 2021</p> <p>House Captains</p> <p>All staff</p> <p>FLT DHT</p> <p>DHT</p>	<p>P7 House Captains will develop leadership skills. Clear pupil voice evident at all stages regarding the use of our school grounds in order to ensure effective learning experiences for all children.</p> <p>All pupils participating in high quality outdoor learning experiences with a strong focus on STEM.</p> <p>Eight families from P3 and P4 stages will participate in a 6 week session either during school day with pupils only and families digitally or with families after school. This is dependent on government Covid-19 guidelines.</p> <p>Joint partnerships with Eglinton Rangers, Street Scene, Irvine Clean Up Crew and Scottish Wildlife Trust. Learning linked to real life situations and experiences.</p>	<p>House Captain Meeting – minutes. Microsoft Form survey at all stages.</p> <p>Wall displays in main corridor:</p> <ul style="list-style-type: none"> Learning Together with a specific focus each term You said, we did <p>Photographic evidence of all classes utilising school grounds and local area.</p> <p>Education Scotland 'Building Your Curriculum Outside and In' toolkit.</p> <p>CLPL staff record.</p> <p>Outdoor Learning Experiences Policy produced in discussion with staff, pupils and parents/carers.</p> <p>Purchase of outdoor storage.</p> <p>Photographic scrapbook as evidence for John Muir Discovery Award.</p> <p>Orchard planted within school grounds.</p>

School Strategic Priority: 2		2. We will offer opportunities to all children and their families to play a more active role in school life and encourage more participation in learning.					Linked to Directorate Priority: 3
High Level Objectives	HGIOS 4 NIF	Supported through PEF?	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement	
a) Children will be actively involved in self-evaluation and school improvement.	1.1	Yes	Engagement with ‘How Good Is OUR School? Part 1’ to enhance opportunities for children to play an active role and lead changes within the school. Staff and pupils will work together to evaluate what is working well and consider what would support increased pupil participation.	Sept-Dec 2021	Staff will work collaboratively with all pupils with a clear focus on developing the 4 capacities. All pupils will have a clear voice which is respected, listened to and suggestions acted upon. Child-centred approach in our thinking, planning and communication. Staff will actively seek out and listen to children’s voices.	Weekly Evaluation. Dialogue with pupils. Survey results - Microsoft Forms.	
	1.2						
	3.1						
	NIF 3		Pupils will be asked for their opinions on what is working well in our school and what we could do better. They will be asked for their suggestions on how we can make improvements throughout the session. Strong focus on outdoor learning experiences, class community and restorative approach when dealing with conflict.	Aug-June 2022 Teachers	Pupil voice strengthened by actively promoting and supporting pupil participation in discussions about our school community. Genuine respect for our children is at the heart of developing an inclusive ethos. Pupils at all stages will be given the opportunity to take forward specific areas of improvement in our school which children have identified. Positive relationships in place with children involved in decision making.	Weekly Assemblies – pupil voice noted during discussions. Collated responses from discussions. Developments undertaken by Class Groups – wall displays in class. Wall displays in main corridor: <ul style="list-style-type: none">• SIP in pupil voice• Learning Together with a specific focus each term• You said, we did	
			Introduce P7 Peer Mediators (PM) in playground. Input from Active Schools in developing this.	Sept-June 2022 HT Active Schools	House Captains will be Peer Mediators in playground. They will use a restorative approach to help younger children express how they are feeling, talk about their problems and work out a solution for themselves. Leadership skills developed.	Buddy Benches used effectively. Calmer playground environment. Survey results - Microsoft Forms. Mosaic Project evaluations.	

High Level Objectives	HGIOS 4 NIF	Supported through PEF?	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement
b) Link rights of the child to school vision, values and aims.	2.2 3.1 NIF 3	Yes	<p>Teachers to regularly highlight / discuss our school vision, values and aims. Teachers to include school value icons on wall displays in classroom. SMT to consistently highlight school vision, values and aims during weekly assemblies. School values are now included in our pupil report format to parents.</p> <p>Teachers to build on the positive start made with class charters and the emerging social conscience of children. Teachers to refer and link rights of the child and our school values throughout the session during class lessons when appropriate.</p>	<p>Aug-June 2022</p> <p>Teachers SMT</p> <p>Teachers</p>	<p>All pupils will develop a deeper awareness and understanding of our school vision, values and aims and the crucial part they play in our school community. School values embedded in our school community.</p> <p>All pupils will develop a deeper understanding of their rights and how their rights are met. Pupils will develop their understanding of inclusion, equality and fairness. Most pupils will be able to link the rights of the child to our school values.</p>	<p>Class Charter at all stages.</p> <p>Pupil / staff dialogue during restorative conversations.</p> <p>Weekly Evaluation – reference made to UNCRC Articles.</p> <p>School value icons on wall displays in all classes.</p> <p>SHINE evaluations.</p>
c) Ensure our children are equipped with the right skills for learning, life and work.	2.2 3.3 NIF 4	Yes	<p>Teachers will read:</p> <ul style="list-style-type: none"> Aberdeenshire: Skills for Learning, Life & Work Guidance Dec 2015. Perth & Kinross: A Skills Framework 2015. Educ Scotland: Developing the Young Workforce Career Educ Standard 2015. <p>Teachers will collaborate to ensure whole school understanding of the skills involved in Developing the Young Workforce.</p> <p>Teachers will effectively plan for all pupils to develop skills for learning, life and work in a variety of contexts and in a range of different ways appropriate to children's needs.</p>	<p>Sep-June 2022</p> <p>Teachers</p>	<p>Pupils will develop skills in leadership, working with others, problem solving, thinking skills across learning and enterprise.</p> <p>Most pupils will be able to transfer and apply these skills elsewhere.</p> <p>All pupils will be able to self-assess how their own skills are developing – age and stage appropriate.</p>	<p>Overview of Curric Dev Meetings.</p> <p>CLPL – personal reading.</p> <p>Weekly Evaluation.</p> <p>Positive links developed with industries / businesses.</p> <p>Development of a growth mindset.</p> <p>Weekly Assemblies.</p> <p>WHOOSH WALL</p> <p>PRD discussions.</p>

School Strategic Priority: 3		3. We will prioritise and promote the positive health and wellbeing of children, parents/carers and staff in response to the impact of COVID-19 in our community.				Linked to Directorate Priority: 4
High Level Objectives	HGIOS 4 NIF	Supported through PEF?	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement
a) We will ensure that our school provides a safe environment in the context of COVID-19.	1.4 3.1 NIF 3	No	<p>Develop, build and share school COVID plans, arrangements and expectations with staff and pupils in line with Scot Govern guidance.</p> <p>Ensure there are clear channels of communication so that all staff are fully informed of policies, procedures, risk assessments and arrangements.</p> <p>We will maintain good public health behaviours in our establishment in line with Scot Govt guidance to reduce the incidence of the virus.</p>	<p>Aug-June 2022</p> <p>SMT</p>	<p>Staff and pupils will feel safe and confident in our school when following and adhering to policy and guidance.</p> <p>All pupils will have a clear understanding (age and stage appropriate) regarding routines in place. Pupil suggestions and ideas actively sought and acted upon.</p> <p>Policies and procedures issued to staff are discussed and agreed at collegiate meetings.</p> <p>Evidence that clear and consistent messages are being provided and adhered to by all staff and pupils.</p>	<p>Minutes of collegiate meetings show that time is set aside to allow for full discussion of policies and procedures to alleviate any staff concerns.</p> <p>Observations on adherence to COVID arrangements.</p>
b) We will ensure time and space is provided to actively promote staff and pupil health and wellbeing.	1.4 3.1 NIF 3	No	<p>All staff to undertake following modules of Nurturing North Ayrshire's Recovery (NNAR) as required and in response to emerging staff and pupil needs:</p> <ul style="list-style-type: none"> • Module 2 – Learning is understood developmentally. • Module 4 – Nurture is important for the development of wellbeing. • Module 5 – Language is a vital means of communication. <p>Collegiate calendar / INSET will include dedicated time for staff wellbeing activities.</p>	<p>Sept-May 2022</p> <p>SMT</p>	<p>All staff will recognise the importance of their own mental health and emotional wellbeing.</p> <p>Staff will feel confident about spotting the signs of changed behaviour associated with the COVID crisis in pupils and colleagues and signposting them to appropriate help.</p> <p>A focus on Mental Health and Wellbeing will effectively support and promote the wellbeing for all.</p>	<p>Curriculum Development Meetings – overview.</p> <p>Weekly Evaluations.</p> <p>Pastoral Monitoring Booklet.</p> <p>Collegiate / INSET programme shows that a range of staff wellbeing activities / opportunities are being provided.</p>

High Level Objectives	HGIOS 4 NIF	Supported through PEF?	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement
c) To further develop targeted approaches that support children's mental health and wellbeing.	2.2 2.3 2.4 2.5 2.7 3.1 NIF 3	Yes	<p>Staff to evaluate current Health and Wellbeing (HWB) resources in school and include in current planners: SHINE, Ice Pack, PATHS, Bounce Back, Fischy Music, Respect Me, etc.</p> <p>All staff to utilise a nurturing, restorative approach with all children. Target Board and Target Time replaced with specific focus on promoting positive relationships and building class community. Class systems in place to encourage positive behaviour within an inclusive environment. Each class has their own strategy to promote positive behaviour in an inclusive manner – no name and shame system in place.</p> <p>Afternoon nurture group re-established twice/three times each week with P4-P7 pupils. Core morning nurture remains in place for identified P1-P3 pupils.</p> <p>Combination of questionnaires, discussion time topics and lessons to identify children who require targeted support. Effective support from external agencies for identified children and their families when needed throughout the session e.g. Family Learning Team, Children & Families Team, Children 1st, etc.</p> <p>P5-P7 pupils will have the opportunity to receive individual, targeted support if and when required from Area Inclusion Worker / Counsellor.</p>	<p>Jan - Mar 2022 <i>Teachers</i></p> <p>Aug-June 2022 <i>All Staff</i></p> <p>Oct-June 2022 <i>NT & NA</i></p> <p>Aug-June 2022 <i>HT & DHT</i></p> <p>Aug-June 2022 <i>HT</i></p>	<p>All pupils will successfully engage in a variety of effective HWB learning experiences in order to support their mental health and wellbeing. Learning and teaching promotes resilience and safeguarding of children who feel safe and valued within our school community.</p> <p>All classes will build a positive community ethos to ensure all children feel safe, valued and respected. All children will participate in community building activities to ensure an inclusive approach permeates all classrooms. Teachers will take this opportunity to use a nurturing, restorative approach to address any issues within the class community. Most children respond positively to our nurturing, restorative approach when dealing with issues.</p> <p>Positive outcomes and progress for all pupils attending nurture. All pupils will achieve their personalised targets. Regular communication between home and school to ensure a consistent approach.</p> <p>All staff have increased knowledge and understanding of the supports available to support children's mental health and wellbeing and draw upon these supports as required.</p> <p>Individual counselling sessions / input from Area Inclusion Worker available for senior pupils to support their mental health and wellbeing.</p>	<p>Teachers' planning will demonstrate an increased focus on mental health and wellbeing. There is an improvement in children's overall health and wellbeing.</p> <p>All pupils participating in Class Community Time. Welcoming, inclusive ethos evident in all classes. All staff using restorative approach to resolve any issues. All pupils familiar with this approach. Focus Group discussions will evidence this.</p> <p>Boxall results. Nurture observation data. Glasgow MHWB Scale – pm children. Parental SDQs & feedback. Positive transition back to class for P1-P3 core children.</p> <p>Qualitative and quantitative information received from external agencies will show almost all children / families successfully participate and engage in programmes. Positive results / feedback</p> <p>Reports from Area Inclusion Worker / Counsellor will highlight positive participation during individual sessions. Post counselling session questionnaire will highlight overall positive impact.</p>

School Strategic Priority: 4		4. We will enrich the quality of learning experiences both indoors and outdoors for all early years' children.					Linked to Directorate Priorities: 1 & 2
High Level Objectives	HGIOELC NIF	Supported through PEF?	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement	
a) Further develop planning, assessment, self-evaluation and a robust monitoring system.	1.1 2.2 2.3 NIF 1	No	A robust monitoring system by SMT to ensure current planning formats enhance the provision and meet the needs of all children aged 2-5 years. <				

High Level Objectives	HGIOELC NIF	Supported through PEF?	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement
b) Further develop the outdoor environment to maximise learning experiences for all.	2.2 2.3 2.7 3.2 NIF 1	No	<p>Continue to develop new outdoor area to encourage natural curiosity, creativity and exploration for the Caterpillar Room following recent adaptations, whilst assessing risk.</p> <p>Further development of new outdoor area which will be used effectively to deliver a variety of cross curricular learning experiences for Butterfly Room.</p> <p>Create defined areas to engage children in independent and/or collaborative, deep and meaningful learning opportunities whilst ensuring different groups of children remain separated during COVID-19 restrictions if applicable.</p> <p>Continue to develop environmental print throughout the new outdoor areas for both playrooms.</p>	<p>Aug-June 2022</p> <p>SEYP EEL EYPs</p> <p>Nov-June 2022</p> <p>SEYP EEL</p>	<p>Children to continue to engage in meaningful outdoor experiences throughout 1140 expansion implementation, which will encourage exploration, curiosity, inquiry, creativity, problem solving, risk taking, collaboration, independence and confidence.</p> <p>Outdoor environment effectively used to promote learning in literacy, numeracy and health and wellbeing. Opportunities for children in both rooms to develop social skills with staff and each other which will also assist with continuing smooth transitions between rooms despite COVID-19 restrictions if still applicable.</p>	<p>Photographic and written evidence of development of meaningful outdoor activities. Observations in outdoor environment. Staff evaluations of impact on learning.</p> <p>Observations and monitoring in outdoor environment and of special books evidencing development in literacy, numeracy and health and wellbeing skills being enhanced in the outdoor environment. Staff evaluations of impact on learning and identified lines of development.</p>

High Level Objectives	HGIOELC NIF	Supported through PEF?	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement
c) Enhance literacy experiences indoors and outdoors for all children.	2.2 2.3 3.2 NIF 1	No	<p>High quality literacy activities provided and embedded in planning and profiles in both playrooms. Literacy to permeate every area of the curriculum in both playrooms.</p> <p>Support and challenge provided to target children in the Butterfly Room via use of data collected from:</p> <ul style="list-style-type: none"> • I CAN Toolkit • Learning Language and Loving It Framework • Phonological Awareness input • Developmental Milestones 	<p>Aug-June 2022</p> <p>EYPs</p> <p>Sep-June 2022</p> <p>Comm Champ</p> <p>EEL</p>	<p>Children offered high quality learning opportunities by knowledgeable staff. Children will develop knowledge, skills and understanding by participating in these experiences.</p> <p>Specific children will be given targeted support to help the development of attention, listening and communication skills.</p> <p>Effective intervention to help close the attainment gap.</p> <p>Targeted support available to children who require challenge.</p>	<p>All indoor and outdoor areas will reflect environmental print.</p> <p>Observed children will be fully engaged in rich literacy activities.</p> <p>Children's profiles and learning environments will reflect rich language experiences and progress in literacy.</p> <p>Tracking of progress of specific children receiving input in relation to:</p> <ul style="list-style-type: none"> • I CAN Toolkit • Phonological Awareness input • Learning Language and Loving It • Developmental Milestones <p>Robust analysis of data to monitor and measure impact, progress and success. This will also be evident in planning, evaluations and profiles.</p>

High Level Objectives	HGIOELC NIF	Supported through PEF?	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement
d) Embed the Early Level Numeracy Framework and enhance numeracy experiences indoors and outdoors for all children.	2.2 2.3 3.2 NIF 1	No	<p>Early Years Practitioners to continue to become more familiar with Early Level Progression Framework as well as relevant resources. They will use these in their practice to support the delivery of high quality learning experiences. Staff who are unfamiliar with the framework to attend any training offered by the PLA.</p> <p>Provide targeted input for those children requiring support / challenge in relation to numeracy and mathematics. Provide challenge for children 3-5 years through numeracy rich experiences.</p> <p>More numeracy to be evident within Caterpillar Room playroom and outdoor area.</p> <p>Family numeracy/maths groups to be replaced with access to online resources and activities. Ideas to be shared with parents/carers to encourage families to explore numeracy and consolidate learning at home.</p> <p>Robust analysis of data to monitor and measure impact, progress and success. This will also be evident in planning, evaluations and profiles.</p>	<p>Sep-June 2022</p> <p>EYPs EEL</p> <p>Aug-June 2022</p> <p>EEL EYPs</p> <p>Aug-June 2022</p> <p>EYPs</p> <p>Jan-June 2022</p> <p>EEL SEYP</p>	<p>Staff will have increased knowledge, skills and understanding in relation to Early Level Numeracy. They will confidently deliver high quality learning experiences and play opportunities which support children in developing their mathematical knowledge and skills.</p> <p>Identified children will be given the support / challenge they require to ensure continual progression in numeracy/mathematics and bridge the attainment gap</p> <p>All children will experience an environment which encourages the development of early numeracy, mathematical and problem solving skills.</p> <p>Children will be supported by knowledgeable family member who can enhance the development of numeracy and mathematical skills outwith the early years' environment.</p>	<p>Effective use of NAC Early Level Framework and Planner. Assessments and observation techniques used by staff to monitor and record the impact of the strategies. Evidence of numeracy framework being used in monitoring of planning.</p> <p>Monitor and record progress of highlighted individuals and groups of children. Targeted support identified in planning and children's profiles.</p> <p>Effective data recorded and monitored by EEL and used to raise attainment for all children in 3-5 room in relation to CYPIC project and Maths Numeracy Framework. Knowledge to be cascaded to staff team.</p> <p>Room observations and planning will evidence the development of defined areas with numeracy permeating the whole environment in a meaningful way. Evidence of progression in mathematical skills in Special Books with particular focus on children aged 3-5 years.</p> <p>Online evaluations completed in relation to the impact of online numeracy tasks and online resources. Feedback from parents via Seesaw.</p>

High Level Objectives	HGIOELC NIF	Supported through PEF?	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement
e) Develop parental engagement through online platforms and remote learning opportunities.	2.5 2.7 NIF 3	No	<p>Staff will share a variety of family learning opportunities via the Seesaw for Schools platform. Parents/carers will continue to be encouraged to participate in Early Years experiences.</p> <p>EYM to monitor the impact of the remote learning platform through parental feedback and E-form questionnaires.</p> <p>Regular updates regarding planning and target setting to be shared via digital platform in a parent friendly format.</p>	<p>Aug - July 2022</p> <p>SEYP EEL EYPs</p> <p>Dec – May 2022</p> <p>EYM SEYP</p>	<p>Parents/carers will establish strong links with Early Years staff. Parents/carers will feel supported and will develop knowledge and skills which they can use to support their child's development whilst sharing their learning journey.</p> <p>Staff and children will share experiences from Early Years with families, consolidating their learning and developing parent/carer knowledge as well as the value of early learning indoors and outdoors.</p>	<p>Seesaw for schools app, school website and Twitter will support parents to actively embrace the benefits of early learning in the setting and at home.</p> <p>Online family participation, contribution and feedback regarding achievements in the setting and at home via forums such as the Seesaw for Schools app.</p> <p>Regular information shared via school website, Seesaw for Schools app and Twitter.</p> <p>Completed online family questionnaires and evaluations via E-forms shared on Seesaw for Schools app.</p>

High Level Objectives	HGIOELC NIF	Supported through PEF?	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement
f) Effective implementation of 1140 hour delivery in 2021/2022 session.	1.4 2.2 2.7 NIF 4	No	<p>SMT to liaise with NAC and other 1140 sites to discuss good practice with those in establishments who are currently delivering the new model effectively.</p> <p>HT and EYM will continue to liaise with NAC throughout the session as part of the 1140 Expansion Programme.</p> <p>EYM and SEYP to attend regular training in relation to Operational Guide and current policies and procedures pertaining to Early Years and the 1140 Implementation.</p>	<p>Oct-June 2022</p> <p><i>HT</i> <i>EYM</i> <i>SEYP</i></p> <p>Sept-June 2022</p> <p><i>HT</i> <i>EYM</i></p>	<p>Children to be engaged in high quality Early Years provision throughout the introduction of 1140 hours.</p> <p>Information shared regarding the implementation of 1140 hours will assist staff in effectively delivering new additionality, whilst introducing and embedding differing rotas and patterns for both staff and children.</p>	<p>A high quality, safe, attractive and stimulating environment. Consistency in approach and minimal disruption for children and families despite staff and children attending in varying patterns. This will be measured and evaluated on a daily basis within planning and room observations.</p> <p>Information from NAC to be cascaded to staff to ensure smooth transition throughout 1140 hours introduction.</p> <p>HT and EYM meetings to be recorded in Early Years evidence folder.</p> <p>Monitoring paperwork to be recorded in Early Years evidence folder.</p>