

**Communities and Education Directorate**

**ST JOHN OGILVIE PRIMARY & EARLY YEARS**

**Improvement Plan**

**2023-2024**





**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**

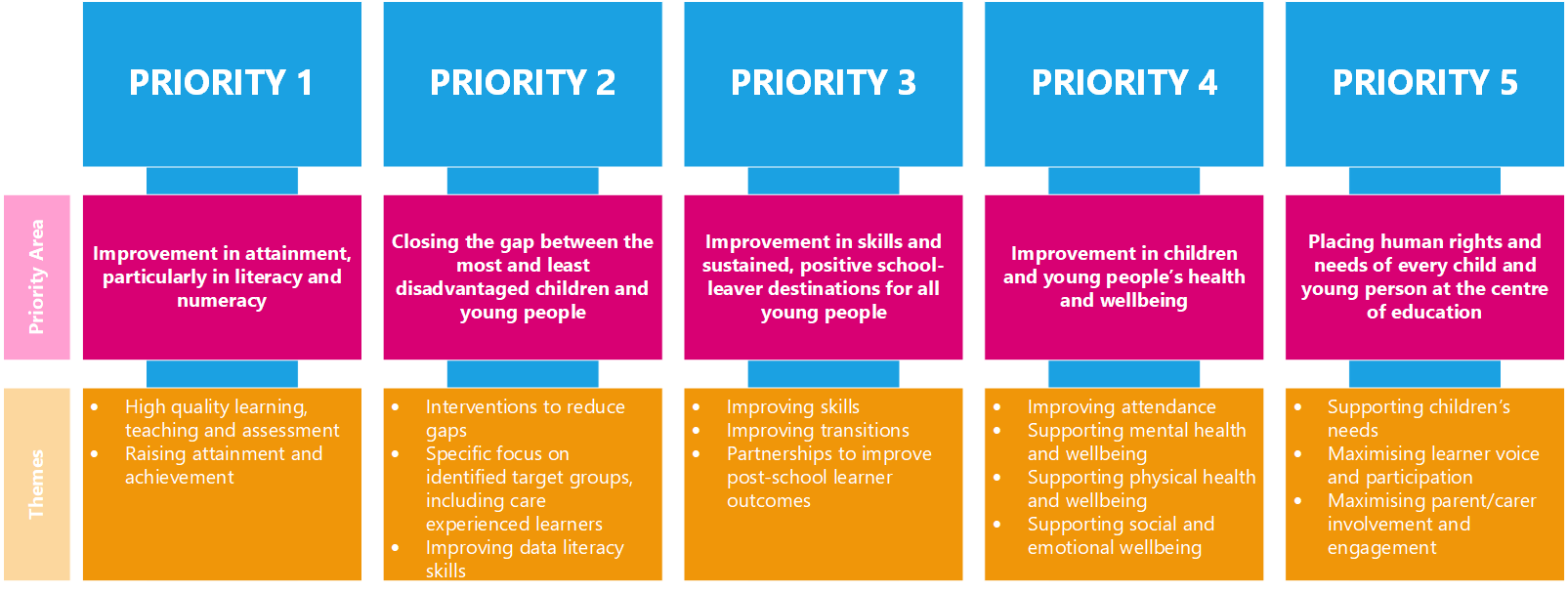
* Equality
* Honesty
* Inclusion
* Nurture
* Respect
* Responsibility
* Trust

**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.

**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:**  **We will raise attainment and achievement in literacy and numeracy through quality learning and teaching experiences.** | | | | | | |
| **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. Children are safe and protected   3. Play and learning   4. Family engagement   5. Effective transitions | **2.1** Quality of the setting for care, play and learning  **2.2** Children 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**  Interrogation of PTE and PTM GL Assessments (P3, P5, P6), SNSA (P1, P4, P7), Closing Literacy Gap (P2) and PM Benchmarking results (P1-P7) alongside professional judgement, highlighted the need to focus on reading at P4 stage and also writing at P4, P6 and P7 stages. GL Assessments will be centrally funded session 2023/2024.  Results from Homework Survey issued to all parents/carers as well as discussion with P4-P7 Focus Groups, revealed that there is a need to use actual books instead of eBooks (Rising Stars) and continue to use Sumdog for spelling and numeracy. Ebooks and Sumdog funded via PEF.  Self-evaluation from teachers revealed that we need to review Early and First Level Numeracy Planners in order to ensure clear progression and appropriate pace of learning. | | | | | | |

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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 £* |
| *Reading*  Pupils will experience high quality learning experiences in reading across the school.  Pupils will be able to use various skills to help them comprehend fiction and non-fiction texts.  Identified P1-P3 pupils will develop phonological awareness skills which will have a positive impact on reading and writing.  Most P3 – P7 pupils will be able to discuss the various SHORS strategies with their peers.  Pupils will develop motivation and enthusiasm for reading. | At all stages, Reading Circles and Reading Buddies will help to develop phonological awareness, reading skills, confidence, promote higher order thinking, develop listening and talking, and help pupils to transfer their learning into other contexts.  PST will support P1-P3 pupils with phonological awareness and reading comprehension.  All classes will regularly undertake ERIC (Everyone Reading in Class) time. Format will be age and stage appropriate.  Reading homework will consist of home readers / library books instead of Ebooks. Benchmarking and professional judgement will ensure that all pupils are reading at an appropriate level and suitably challenged.  Reading observations undertaken by SMT.  Update Reading Policy in consultation with pupils, parents/carers and staff. This will ensure a consistent approach for all pupils. | **HT & DHT**  **PST**  **CT**  **CT**  **HT & DHT**  **HT & DHT** | Reading observations undertaken by SMT will reveal that:   * Pupils are experiencing high quality learning experiences in reading at all stages. * Pupils are able to use various skills to help them understand fiction and non-fiction texts. * Reading Circles and Reading Buddies are helping to develop reading skills, oracy and confidence.   Overall progress and attainment in reading will improve as evidenced using data from the following assessments:   * PTE GL Assessment -P3, P5, P6 * SNSA Results - P1, P4, P7 * P2 Closing Literacy Gap Assess * PM Benchmark results P1 – P7   Pupil Focus Groups with SMT will reveal that pupils report the positive impact of Reading Circles, Reading Buddies, ERIC time and home readers / library books for homework in developing reading skills, oracy and confidence. |  | Resources for school library and homework boxes  £1000  Dyslexia Toolkits £500  Nessy £550  Twinkl £900  Sumdog subscription  £890  Targeted CA support  £21,000 |

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| PRIORITY 1: Action Plan - continued | | | | | |
| 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? Lead?* | *How will we know the change is an improvement? Can you quantify this?* | *How do we know that the experiences & outcomes for learners have improved?* | *Please enter £* |
| *Writing*  Pupils will experience high quality learning experiences in writing across the school.  Pupils’ motivation and enthusiasm for writing will increase.  P4-P7 pupils will be able to identify specific writing targets which will support their progress and attainment. | All teachers will undertake peer writing observations.  Collegiate sessions, led by SMT will be prioritised to focus on CLPL and planning for improvement in writing.  P4-P7 pupils will discuss, identify and evaluate individual writing targets each term with their teacher. A consistent format will be evident in writing jotters.  PST will support P1-P3 pupils during Writing Time using ‘Talk into Writing’ approach. Attainment Teacher will support P4-P7 classes.  CAs will be effectively timetabled to assist P1-P7 classes during Writing Time.  Update Writing Policy in consultation with pupils, parents/carers and staff. This will ensure a consistent approach for all pupils. | **HT / DHT**  **HT / DHT**  **CT**  **PST**  **AT**  **HT**  **DHT** | Peer writing observations will reveal that:   * All pupils are experiencing high quality learning experiences. * Input from PST at P1-P3 stages and Attainment Teacher at P4-P7 is having a positive impact on progress and attainment. * P4-P7 writing targets ensure that pupils have a good understanding of their progress and next steps.   Most pupils will achieve the expected level in writing.  Almost all pupils will show progress in writing and achieve individual targets set. |  | Dyslexia Toolkits £500 |
| *Talking and Listening*  Pupils will have opportunities to develop effective oracy skills throughout the curriculum.  Their confidence and skills in talking and listening will increase. | Teachers will develop oracy best practice across the school utilising approaches demonstrated the previous session by staff from Professional Learning Academy.  Oracy Lead will advise / support staff in order to embed effective oracy skills through the curriculum at all stages.  Review current use of Talk Boost 1 and 2 in order to ensure a consistent approach. | **CT**  **Oracy Lead**  **HT / DHT** | Most pupils will achieve the expected level.  Almost all pupils will show progress in talking and listening and achieve individual targets set as evidenced during termly Attainment Meetings. |  | Twig  £330 |
| *Numeracy*  All pupils will experience high quality learning experiences in numeracy and maths.  Pupil confidence in application of mental strategies will increase. | Collegiate sessions, led by SMT will be prioritised to focus on:   * Dyscalculia – input from Educ Psychologist. * Early and First Level Numeracy and Maths Planners - review and update. * Pace of learning through Early, First and Second Level Planners. | **HT / DHT** | All staff will have a deeper understanding of dyscalculia and how to effectively support pupils.  Pace of learning will increase at all stages. All pupils will show progress as evidenced during termly Attainment Meetings.  Most pupils will achieve the expected level. |  | Sumdog subscription  £890  Dyscalculia  Toolkits £500  Textbooks £2,000 |

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| **PRIORITY 2** | | | | | | |
| **Strategic Objective:**  **We will maximise pupil voice and participation as well as maximising parent/carer involvement and engagement.** | | | | | | |
| **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*** | | | | | |
| * 1. Nurturing care and support   2. Children are safe and protected   3. Play and learning   4. Family engagement   5. Effective transitions | **2.1** Quality of the setting for care, play and learning  **2.2** Children 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**  P4-P7 Focus Groups identified that although pupils feel their voice is heard in our school they wish to play a greater part in identifying what we need to do to improve our school community. We need to ensure that we seek the views of P1-P3 pupils in an age appropriate manner. House Captains identified that they would like a stronger role in supporting change throughout the session.  The Family Learning Worker provided a Summer Club, Gardening Club, Homework Club and Christmas Crafts Club after school for all pupils and their families. She also organised Read, Write, Count events for P2 and P3 pupils and their families after school. Parents/carers are asked for their feedback following each session which the FLW summarises in a report. Although all feedback was extremely positive, attendance at these sessions was disappointing. We need to identify ways to encourage more parents/carers to attend these sessions.  Self-evaluation from teachers identified that we need to focus on working towards Rights Respecting School status which will ensure that a child rights approach is embedded into all aspects of school life. | | | | | | |

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| PRIORITY 2: 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? Lead?* | *How will we know the change is an improvement? Can you quantify this?* | *How do we know that the experiences & outcomes for learners have improved?* | *Please enter £* |
| All pupils will be more involved in decision making regarding school improvements.  All pupils will be actively involved in:   * Evaluating what is working well in our school. * Identifying necessary changes / developments. * Supporting these developments.   House Captains will have increased responsibility for leading areas of school improvement throughout the year. They will develop confidence and leadership skills. | Teacher 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 identify areas for development.  In each class, 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.  P6 leadership skills and confidence developed by input from Active Schools Coordinator which will support them in working with Early Years Buddies.  House Captains will carry forward areas for improvement identified by pupils. Regular meetings with HT to discuss suggestions and action to take. | **CT**  **CT**  **Active Schools**    **HT** | P4-P7 Pupil Focus Groups will reveal that pupils feel actively involved in identifying what is working well in our school, what we need to develop and play a part in supporting these developments.  Collated responses from discussions with pupils during P5-P7 weekly assemblies.  Wall displays in main corridor will highlight pupil voice at all stages:   * SIP-Literacy, Numeracy & HWB focus * Learning Together with termly focus * You Said, We Did – monthly updates   During meetings with HT, House Captains will report that they have led specific areas of improvement and developed confidence and also leadership skills. |  | Transport cost  £2,000 |
| Whole school community will work effectively together to achieve Bronze Award and work towards a Silver Award of Rights Respecting School (RRS) Award Programme. | Collegiate sessions, led by RRS Leads will focus on RRS priorities. Teachers will refer to and link rights of the child and our school values throughout the session during class lessons when appropriate.  SMT to focus on rights of the child during weekly assemblies with P5 – P7. | **RRS Leads**  **HT / DHT** | Almost all pupils will develop a deeper understanding of their rights and how they are met - age and stage appropriate. Pupils will develop their understanding of inclusion, equality and fairness.  School will achieve Bronze and Silver RRS Awards. |  | N/A |
| Parents/carers will feel included and valued within our school community. | Survey will be issued to parents/carers asking them what we are doing well, how included they feel within our school community and what we need to improve on. House Captains will play an active part in addressing these developments.  Family Learning Worker will provide all families with various after school activities. The focus will be on reading, numeracy and outdoor learning at all stages. | **HT / DHT**  **DHT** | Survey issued to parents/carers will identify that they feel included within our school community and that their views / suggested areas for development have been listened to and acted upon.  Positive feedback given to FLW with increased uptake in number of families participating in activities. |  | N/A |

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| **PRIORITY 3** | | | | | | |
| **Strategic Objective:**  **We will prioritise and promote the positive health and wellbeing of children, parents/carers and staff.** | | | | | | |
| **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* | | | | | |
| **1.1** Nurturing care and support  **1.2** Children are safe and  protected  **1.3** Play and learning  **1.4** Family engagement  **1.5** Effective transitions | **2.1** Quality of the setting for care, play and learning  **2.2** Children 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**  Self-evaluation from teachers alongside classroom observation findings identified that most pupils are able to self-regulate their emotions when feeling overwhelmed, angry or frustrated. Input required for those pupils who struggle to self-regulate and also those who lack confidence and self-esteem. Zones of Regulation will be developed and embedded to support these developments. Input from St Bridget’s ESR, Hayocks ESR, Area Inclusion Worker, Children 1st and Counsellor will support specific children who require more intense input. Specific support will help pupils focus on their work and progress in their learning which will have a positive impact on overall attainment.  PASS data at P4-P7 stages identified a need to focus on:  *perceived learning capability; self-regard as a learner; confidence in learning; attitudes to attendance.* | | | | | | |

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| PRIORITY 3: 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? Lead?* | *How will we know the change is an improvement? Can you quantify this?* | *How do we know that the experiences & outcomes for learners have improved?* | *Please enter £* |
| Pupils will experience a nurturing, restorative approach across the school. Our children will feel safe, valued and respected within our school community.  Pupils’ confidence in their own ability and self-esteem will increase.  All pupils will engage in a variety of quality HWB learning experiences to support mental health and wellbeing.  All children will participate in community building activities to ensure an inclusive approach. Staff will take this opportunity to use a restorative approach to address any issues within the class community. | All staff will utilise an inclusive, nurturing, restorative approach with all children. All staff will listen and seek to understand what children are saying and use simple, caring language at all times.  Staff will make effective use of the MHWB North Ayrshire Staff Glow tile.  Class systems will be in place in discussion with pupils to encourage positive behaviour within an inclusive environment.  Zones of Regulation will be introduced at all stages. Basics adhered to which were discussed and agreed in March 2023. | **CT**  **CT**  **CT**  **HT & DHT** | P4-P7 Pupil Focus Groups will identify that pupils:   * Feel safe, valued and respected in our class & school community * Feel that their confidence and self-esteem has increased. * Feel included within Community Time and in identifying reward systems in their class. * Feel that Zones of Regulation help most pupils to self-regulate.   P4-P7 PASS results will identify more positive results than previous session. |  | Nurture Teacher  £15,000  Nurture Assistant  £6,546 |
| Young Carers and Care Experienced children will feel supported, valued and listened to in our school. | We will ensure a consistent approach in the identification of Young Carers. We will advise parents/carers of available support for their child as a Young Carer.  We will use this support for pupils/families:   * Area Inclusion Worker * Children 1st * Counsellor * School Nurse * Family Wellbeing Team * St Bridget’s / Hayocks ESR | **DHT**  **HT / DHT** | Discussions with Young Carers and Care Experienced children will identify that they all feel supported, valued and listened to.  Feedback from agencies supporting children will be positive from both child and parent/carer.  All Young Carers and Care Experienced children will progress well in their learning with most attaining the appropriate level. |  | N/A |
| There will be an overall improvement in attendance and timekeeping at all stages.  This will support progress in learning at all stages as well as help to raise overall attainment. | HT will monitor attendance and timekeeping on a fortnightly basis.  House Captains will discuss and identify ways in which we can promote and sustain good attendance and timekeeping. | **HT**  **HT** | P4-P7 PASS results will identify more positive results in attitudes towards attendance.  Attendance and timekeeping data will show overall improvement in both areas. |  | N/A |

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| **PRIORITY 4** | | | | | | |
| **Strategic Objective:**  **We will ensure that robust moderation of learning, teaching and assessment is in place at all stages with a specific focus on writing.** | | | | | | |
| **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*** | | | | | |
| **1.1** Nurturing care and support  **1.2** Children are safe and  protected  **1.3** Play and learning  **1.4** Family engagement  **1.5** Effective transitions | **2.1** Quality of the setting for care, play and learning  **2.2** Children 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**  Self-evaluation from teachers alongside monitoring of writing jotters, identified that we need to moderate writing at all stages, in particular descriptive writing. Our Moderation Leads led moderation discussions during collegiate sessions. These discussions highlighted the need for teachers to peer assess writing jotters at P1, P4 and P7 stages against the benchmarks. This will ensure a robust assessment of writing at these stages and raise attainment levels.  Moderation Leads have planned in house moderation sessions, which will be delivered early session 2023/2024.  All teachers in agreement that 12 hours for Moderation will continue to be allocated in their Working Time Agreement. | | | | | | |

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| PRIORITY 4: 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 £* |
| Pupils will receive improved quality of advice and feedback about the quality of their work and what they can do to make it better.  Pupils will receive feedback that is specific, accurate and clear in providing guidance on strategies for improvement.  Pupils will have increased involvement in planning learning, teaching, and assessment.  Use of a variety of assessment approaches will allow pupils to demonstrate their knowledge, understanding, skills, attributes, and capabilities in different contexts across the curriculum. | During collegiate sessions, Moderation Leads will lead bespoke professional learning in relation to moderation, learning, teaching and assessment including High Quality Assessments.  All practitioners will engage in a series of in house moderation activities across stages. This will ensure that assessments align with established criteria and standards and are equitable, fair and valid and that judgements are consistent, reliable and based on evidence within the task response or assessed work. | Moderation Leads  Moderation Leads | Pre and post practitioner evaluation will demonstrate:   * Increased practitioner confidence in sharing practice and moderation. * Improved practitioner confidence in planning High Quality Assessments. * Improved practitioner confidence in robust accurate teacher professional judgements, particularly in writing.   Pupil Focus Group at P4-P7 stages with SMT will reveal that pupils report:   * Increased involvement. * Quality feedback. * Opportunities to demonstrate skills, attributes and capability. |  | N/A |

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| **PRIORITY 5** | | | | | | |
| **Strategic Objective:**  We will prioritise and raise attainment in literacy, numeracy and health and wellbeing for our early years’ children through high quality interactions and experiences indoors and outdoors. | | | | | | |
| **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** | | | | | |
| **1.1** Self-evaluation for self-improvement  **1.2** Leadership for learning  **1.3** Leadership of change  **1.4** Leadership & management of 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** Securing children’s progress  **3.3** 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** | | | | | |
| **1.1** Nurturing care and support  **1.2** Children are safe and  protected  **1.3** Play and learning  **1.4** Family engagement  **1.5** Effective transitions | **2.1** Quality of the setting for care, play and learning  **2.2** Children 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**   * Increase in children enrolling with additional support needs and developmental delays in social communication, emotional regulation noted each year. * An improvement from 2021-2022 has been noted in numeracy and literacy, but intervention still required in data handling, money and positional language. * Analysis of milestone data has highlighted gaps in literacy and numeracy in children whose ante pre-school placement begins later in the academic year. i.e. January and April starts. * Collation of data in literacy has evidenced a gap in language comprehension and name recognition as well as fine motor skills. * Raised attainment in attention and listening skills would permeate the curriculum and promote learning and development in all areas of the curriculum. * Low uptake for numerous family learning opportunities throughout 2022-2023. Improved attendance would raise attainment and bridge the poverty related gap for our most disadvantaged children. | | | | | | |

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| PRIORITY 5: 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? Lead?* | *How will we know the change is an improvement? Can you quantify this?* | *How do we know that the experiences & outcomes for learners have improved?* | *Please enter £* |
| Children will engage in rich learning experiences in literacy, in a high quality environment both indoors and outdoors. | Small targeted support groups led by EELP to provide challenge/support. High quality literacy experiences embedded in practice.  In-Service Training provided by EELP to upskill staff in literacy experiences.  Modelling of good practice by EYM, SEYP and EELP. | **EELP**  **EYPs**  **EELP**  **EYM/SEYP**  **EELP** | Baseline assessments collated.  Robust collection of termly data regarding literacy outcomes.  Observation of children engaged in literacy rich experiences.  Termly monitoring of planning and learning journals.  Regular monitoring of playroom environments will reveal a literacy rich environment both indoors and outdoors. |  | N/A |
| Children will engage in rich learning experiences in numeracy, in a high quality environment both indoors and outdoors. | Small targeted support groups led by EELP to provide challenge/support. High quality numeracy experiences embedded in practice.  In-Service Training provided by EELP to upskill staff in literacy experiences.  Modelling of good practice by EYM, SEYP and EELP. | **EELP**  **EYPs**  **EELP**  **EYM/SEYP**  **EELP** | Baseline assessments collated.  Robust collection of termly data regarding numeracy outcomes.  Observation of children engaged in numeracy rich experiences.  Termly monitoring of planning and learning journals.  Regular monitoring of playroom environments will reveal a numeracy rich environment both indoors and outdoors. |  | N/A |
| Children will thrive in a setting that promotes equality, children’s rights, positive relationships, inclusion, and individualised support to reach full potential.  Staff will build positive relationships with children and their families.  Parents/carers will be signposted towards appropriate support services in the local community. | Small targeted support groups delivered by all staff to promote health and wellbeing.  Progression Trackers ongoing for children with complex additional needs. SCERTs framework document used to plan for children with ASN.  Individualised PLPs to enhance learning. Individual targets set to support developmental milestones.  Parental Microsoft Form issued to evaluate service delivery and identify areas for development. | **EYPs**  **EYM/SEYP**  **EYPs**  **EYM/SEYP** | Observation by EYM of playroom practice will evidence UNCRC rights embedded in practice by all staff.  Use of quality Learning Journals will evidence the celebration of achievements and wider successes as well as reflecting the rights of the child.  Completed parental Microsoft Form evaluating service delivery. Areas for development will be taken forward.  Seesaw will evidence parents / carers directed towards appropriate support services throughout the year. |  | N/A |

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| PRIORITY 5: Action Plan - continued | | | | | |
| 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? Lead?* | *How will we know the change is an improvement? Can you quantify this?* | *How do we know that the experiences & outcomes for learners have improved?* | *Please enter £* |
| Families will have opportunities to engage in high quality learning experiences.  Parents/carers will play an active role in the life of the early years’ setting. They will be aware of the importance their involvement is making to their child’s progress. | Staff will provide regular updates regarding children’s progress. Information shared via Seesaw.  Various parenting groups offered to families throughout the year.  Open days to engage families in children’s achievements and progress.  Collaborative target setting alongside children and families. | **EYPs**  **EYM**  **EYM / SEYP**  **EYPs** | Improved attendance at Triple P Parenting Programmes. Higher uptake for PEEP parenting groups. Language and Numeracy Groups well attended by families.  Completed parental Microsoft Form evaluating parenting groups will evidence a positive response. Suggestions will be taken on board when planning future parent groups.  Seesaw will document children progressing in quality learning experiences. |  | N/A |
| Children will be confident when making vertical and horizontal transitions prior to, during, and following their life within the school and early years’ community. | P6 Buddy System developed which will aid a smooth transition from EY - P1.  Staff will follow and embed Transition Policy to ensure that children are safe, secure and confident within EY.  Effective collaboration between playrooms. Robust transition between keyworkers from Caterpillar to Butterfly rooms. Keyworkers will support visits from both rooms. Robust information sharing between keyworkers. Staff will be fluid in supporting children from room to room.  Enhanced transitions for children with additional support needs. | **SEYP**  **P6 Teacher**  **SEYP**  **SEYP**  **EYPs** | Pre-school children will settle quickly into their new P1 class. P1 teacher will provide positive feedback regarding transition from EY into P1.  Settling-in Policy individualised to suit the needs of each child.  Observation by EYM of playroom practice will evidence effective transitions in place.  Pre-admission visits undertaken which will inform staff of relevant needs and any support required for a smooth transition into early years.  Enhanced transition will be tailored for children with additional support needs. |  | N/A |
| Foster and maintain strong links with the school community which will improve outcomes and transitions for young children. | Weekly meetings with HT and EYM will ensure all relevant information is passed on.  Increased participation in whole school events i.e. performances, World Book Day, classroom visits, etc. | **EYM / HT**  **EYM / HT** | HT and EYM aware of events and relevant information regarding specific children.  Involvement within life of school on an ongoing basis for all children will develop closer links with the school community. |  | N/A |

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

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| **PEF contact - HT or DHT with responsibility for the plan:** | | |  | | |
| **Carry forward:** |  | **Total Allocation:** |  | **Total:** |  |

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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? |
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