

**Communities and Education Directorate**

**ST JOHN OGILVIE PRIMARY & EARLY YEARS**

**Improvement Plan**

**2024-2025**





**Vision, Values and Aims**

**OUR VISION**

To work together, help and support each other to be the best we can be and reach our full potential.

**OUR VALUES**

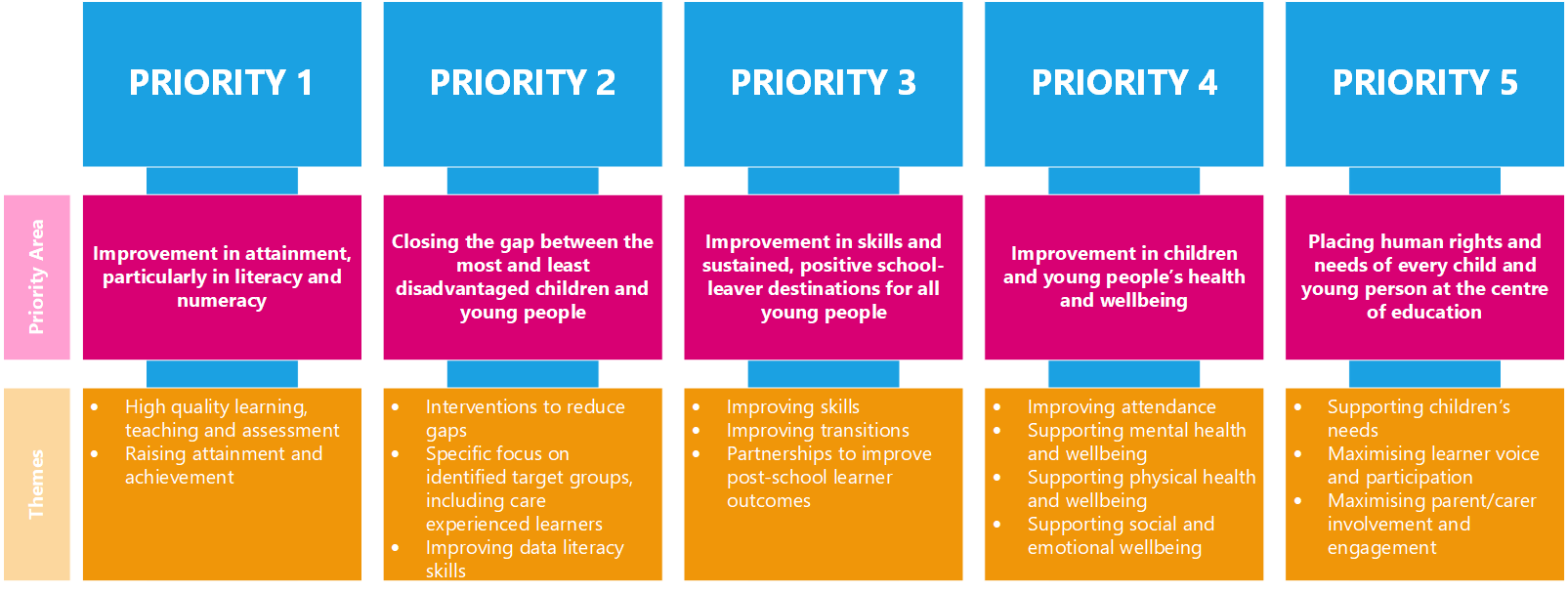
Equality Honesty Inclusion Nurture Respect Responsibility Trust

**OUR AIMS**

* To create a safe, healthy and welcoming school.
* To ensure our children feel happy, valued and secure within our community.
* To support children and families educationally, emotionally and socially.
* To provide a wide variety of opportunities through high quality learning and teaching experiences in order to maximise each child’s potential.
* To provide a sound Catholic education within a Christian environment.
* To encourage our children to be independent and take responsibility for their own learning.
* 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: To raise attainment in literacy and numeracy** | | | | | | |
| **Strategic Objective:**  **We will raise attainment and achievement in literacy and numeracy through high quality learning and teaching experiences for all pupils.** | | | | | | |
| **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 data SNSA (P1, P4, P7), Closing the Literacy Gap (P2) and PM Benchmarking results (P1-P7) alongside professional dialogue during Termly Planning and Tracking Meetings with SMT, highlighted the need to focus on the following areas:   * ‘Tools for Reading and Writing’ particularly at Early and Second Level. * Numeracy at all levels with a particular focus on the 4 operations, fractions and time. * Formalised handwriting at all stages to improve legibility as well as spelling. This will be particularly beneficial for children who are dyslexic / struggle with spelling. Romana Pieroni and Linda McNeill, both NCCT will focus on this area session 2024/2025.   Pupil Equity Fund (PEF) will be used to continue to fund Pupil Support Assistants (2 fulltime and one 0.4) plus increased hours for an additional 2 PSAs. All Pupil Support Assistants (PSA) will be deployed effectively in order to raise attainment. Depute Head Teacher (DHT) will continue to support targeted writing interventions for P7 pupils and Attainment Teachers (AT) will support targeted writing interventions at P1 – P6 stages during focused Writing Time. | | | | | | |

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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 needs will be better met through creative teaching strategies.  There will be a clear rationale for the school’s approach to reading.  Pupils will report an increase in confidence in their reading skills, using listening and talking, and reading strategies, to understand, analyse and evaluate texts.  Pupils will develop motivation and enthusiasm for reading.  Children’s attainment will rise and data will show they are making progress. | Tasks, activities and resources will be effectively differentiated and provide appropriate pace and challenge for pupils.  Staff will ensure a strong focus on the development of ‘Tools for Reading’ at all stages.  Collegiate sessions, led by SMT will be prioritised to focus on CLPL and planning for improvement in reading.  Development of Play Based Learning at P1 and P2 stages.  DHT will undertake ‘Closing the Literacy Gap’ with targeted P3 and P4 pupils.  Pupils will have increased opportunities to read: Reading Buddies, ERIC, class libraries, recently developed school library and enriched literacy environments which will promote a positive reading culture across the school. Access to Dyslexia friendly core readers and novels.  Reading observations undertaken by SMT.  Update Reading Policy in consultation with pupils, parents/carers and staff.  Moderation activities with St Mark’s staff throughout the session in literacy and numeracy. | CT  (Aug – June)  DHT  (Aug – Sept)  CT P1 & P2/1  (Aug – June)  DHT  (Aug – Sept)  CT  (Aug – June)  HT & DHT  (Oct – Nov)  DHT  (September)  CT  (Sept - May) | 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 * SWST at P3-P7 stages   Attainment and progression discussed during Termly Planning and Tracking Meetings with SMT.  Reading observations and Focus Groups undertaken by SLT will reveal that:   * Pupils are experiencing high quality learning experiences. * Pupils are able to use various skills to help them understand fiction and non-fiction texts. * Reading Buddies are helping to develop reading skills, oracy and confidence.   Updated Reading Policy will ensure a consistent approach at all stages.  Moderation activities will ensure consistency, fairness and reliability in assessing pupil performance via professional dialogue, collaboration and use of pupil exemplars at organised meetings. |  | Library books - non-fiction and graphic novels  £1,000  Core readers – dyslexia friendly  £1,000  Dyslexia Toolkits £200  Nessy £550  Twinkl £900  Targeted PSA support  £45,137 |

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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*  CTs will provide clear explicit instructions on different types of writing so pupils can experience quality learning and teaching across the school.  There will be a clear rationale for the school’s approach to writing.  Children will improve writing skills, including sentence structure across the school.  Handwriting skills will improve to enable pupils to think about the words, how they are spelt and the structure of their writing.  Children will have more opportunities to write independently and have a choice about what they write.  Pupils will report an increase in confidence in their writing skills.  Children’s attainment will rise and data will show they are making progress. | Staff will reflect on their own practice and work collaboratively with others to build capacity to meet the needs of learners: actively seeking out and sharing good practice within and beyond the school.  Staff will focus on the development of ‘Tools for Writing’ at all stages.  Staff will participate in peer observations in writing.  Collegiate sessions, led by SMT will be prioritised to focus on CLPL and planning for improvement in writing.  Development of Play Based Learning at P1 & P2 stages.  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.  DHT will support P7 pupils and ATs will support P1 – P6 classes during focused Writing Time.  PSAs will be effectively timetabled to assist P1-P7 classes during focused Writing Time.  Update Writing Policy in consultation with pupils, parents/carers and staff. This will include a formal approach to handwriting.  Moderation activities with St Mark’s staff throughout the session in literacy and numeracy. | CT  (Aug – June)  HT to organise cover using SPLIT days  (Oct – Feb)  DHT  (Aug – Sept)  CT P1 & P2/1  (Aug – June)  CT P4 - P7  (Aug – June)  DHT & AT  (Aug – June)  HT  (Aug – June)  DHT  (September)  CT  (Sept - May) | Peer writing observations and Focus Groups with SMT will reveal that:   * All pupils are experiencing high quality learning experiences. * Input from DHT at P7 stage and Attainment Teachers at P1-P6 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.  Updated Writing Policy will ensure a consistent approach at all stages.  Jotter audits by SMT will highlight an overall improvement in handwriting at all stages.  Moderation activities will ensure consistency, fairness and reliability in assessing pupil performance via professional dialogue, collaboration and use of pupil exemplars at organised meetings. |  | Dyslexia Toolkits £200  Targeted PSA support  £45,137 |

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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 £* |
| *Numeracy*  Children will have the opportunity for progressive experiences with depth of learning, appropriate challenge and support.  Children will be more confident and fluent in numeracy.  Ensure pupils who meet the definition for Dyscalculia are identified and supported in their learning.  Outdoor learning acts as a rich stimulus for creative thinking and learning. This will give our pupils opportunities for challenge, enquiry and critical thinking.  Children’s attainment will rise and data will show they are making progress. | Collegiate sessions, led by SMT will be prioritised to focus on:   * Analysis of data reports from P1, P4 and P7 SNSA Numeracy Assessments. * Practical workshops on lesson planning for certain numeracy / mathematical concepts highlighted from data analysis.   Tasks, activities and resources are effectively differentiated and provide appropriate pace and challenge for all learners.  Earlier identification of pupils with Dyscalculia and Maths Anxiety in order to effectively support them. Continue to embed the use of Dyscalculia personal kits to support learning.  Further develop Play Pedagogy at P1-P2 stages to improve the teaching of Numeracy and Maths.  Collegiate time allocated for staff development in outdoor learning e.g. scrutinise all forward plans and generate ideas for more outdoor learning opportunities. Tim Dreyer, STEM Co-ordinator will be contacted to support with this.  Staff to engage with Education Scotland outdoor learning resources to assist planning.  Moderation activities with St Mark’s staff throughout the session in numeracy. | SLT  (Oct – Dec)  CT  (Aug – June)  SLT/CT  (Aug – June)  CT P1 & P2/1  (Aug – June)  SLT/CT  (Aug – June)  CT  (Aug – June) | 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 Planning and Tracking Meetings.  Most pupils will achieve the expected level.  Observations and pupil voice will highlight that outdoor learning experiences led to better retention of information as pupils are more likely to remember and understand concepts with a memorable outdoor activity.  Moderation activities will ensure consistency, fairness and reliability in assessing pupil performance via professional dialogue, collaboration and use of pupil exemplars at organised meetings. |  | Sumdog subscription  £1000  Dyscalculia  Toolkits £200 |

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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 £* |
| *Digital Technologies*  Pupils will benefit from high-quality learning experiences from practitioners who are increasingly confident in delivering learning experiences to develop digital literacy.  Ensure all pupils have better access to and use of digital technologies to support their learning in a creative way.  Pupils will develop effective keyboard skills.  Alongside the commitment to skills development, ensure that children have the knowledge and understanding of technology and how to keep themselves safe in an increasingly digital world. | New P1-P7 Technologies introduced. Digital Co-ordinator to support roll out of new planners.  Survey all staff on skill set.  Staff training sessions built around identified needs.  Collegiate time allocated for staff development in the uses of Digital Technologies in Literacy and Numeracy lessons to support and challenge children in their learning. Including the use of Coding and Green Screening to raise attainment.  IT equipment provided for those who require it to close the poverty related attainment gap. | DHT  (Aug – Sept)  Survey - Oct  DHT / CT  (Oct – May)  DHT / CT  (Aug – Sept)  DHT  (Aug – June) | Staff survey via Microsoft Forms.  Increase in pupil and staff skills and confidence using digital technologies.  Increase in engagement in digital technologies through inter-disciplinary learning.  Development of leadership skills through Digital Leaders.  Pupil Focus Groups with SLT. |  | £0 |
| *Data Analysis*  Upskill staff in gathering and interpreting data to improve learning outcomes and identify gaps. | Termly Planning and Tracking Meetings to discuss data, plan interventions, look at trends and plan for improvement. These meetings will have a clearer focus on pupils beyond expectation, on track, almost on track and not on track with clear identification of next steps.  Data literacy training for staff to increase confidence and skills. | SLT & CT  (Aug – June)  DHT / CT  (Aug – Sept) | Staff able to confidently articulate data and understand next steps.  Increased pace of learning.  Quicker and more appropriate interventions to meet individual needs.  Confidence in moderation with a variety of data.  Clearer understanding of the needs of individuals and how to collectively plan to support and for improvement. |  | £0 |

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| **PRIORITY 2 To improve the effectiveness of learner participation and engagement with families** | | | | | | |
| **Strategic Objective:**  **We will increase and enhance pupil participation within and across our schools as well as maximising family 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**   * To create the right culture for meaningful learner participation in self-evaluation and school improvement activities thus impacting on pupil participation levels. * To create opportunities for children to influence approaches taken to learning, teaching and assessment thus impacting on the curriculum on offer. * To implement the Young Leaders of Learning programme, developed by Education Scotland, to give children and young people an increasing say in their education and their schools, building upon the UNCRC Rights of the Child and meta-skills.   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. | | | | | | |

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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 staff and children will work together to evaluate a range of aspects of school life including teaching and learning (QI 1.1)  All pupils participate in self-evaluation from HGIOURS: Theme 2, Our Learning and Teaching (page 12). Pupils will have the opportunity to ask questions, answer questions, provide feedback leading to positive change. | Staff and children will self-evaluate their understanding using the Participation Mapping Tool.    4 arenas of Pupil Participation to be completed by staff and each class.  HGIOURS feedback collected from each class. | 23rd Sept  In-service (staff)  Week beginning 26th Sept (pupils)  Aug – Sept ‘24 | Self-evaluation: Participation Mapping Tool (pre and post assessment completed by staff and pupils)  4 arenas of pupil participation used to identify key strengths and areas for development.  HGIOURS feedback collated from each class and high level messages shared, next steps developed and evaluated. |  | £0 |
| Staff increased confidence in their understanding of North Ayrshire’s policy on Learner Participation ensuring greater consistency and opportunities for our children.  This will empower children to participate and use their voice, make them feel valued and listened to, and see themselves as the change makers in our schools. | Learner Participation Policy: staff focus & methods of participation (7 Golden Rules).  Staff complete ‘Readiness Checklist’ and develop a learner participation framework for implementation. | 23rd Sept In-Service  (staff)  23rd May  In-Service (staff) | Written feedback from staff:   * Staff identify the main aspects of the policy. * Key take-away points. * Potential impact identified from the policy. * Challenges raised from the policy with identified CLPL required to support implementation in practice.   Pre and post readiness checklist and mapping tool completed, analysed and high level messages gathered and shared.  Staff evaluate the impact of learner participation framework on school development. |  | £0 |

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| PRIORITY 2: 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 £* |
| P6 pupils will have increased understanding of the role of a Leader of Learning and the meta-skills required to fulfil this role. Pupils will be able to transfer their meta-skills across the curriculum. Pupil awareness of role profile shown through pupil interviews.  Four P6 pupils will be selected and trained as Young Leaders of Learning (YLL). Children will become familiar with the language and processes of school improvement and will contribute to evidence gathering and reporting.  Pupils will have opportunities to develop their meta-skills in relation to their leadership role.  Pupils will take lead roles in taking forward lead actions from the peer school visits.  YLL pupils will show an increase in understanding of importance of pupil participation as part of school development and will showcase their learning on a display board within the school and will share their YLL journey at a whole school assembly. | P6 pupils create success criteria (including meta-skills) for Leaders of Learning role profile.  Cluster schools in pairs:   * St. Anthony’s & St. John’s * St. Bridget’s & St Palladius * St. John Ogilvie & St. Marks * St. Luke’s and St. Winning’s * St. Peter’s and St. Mary’s   Cluster Meetings: Learner participation will be a standing item.  All children from P6 are asked to apply for the Young Leaders of Learning role. Four children are chosen from each school.  All P6 Leaders of Learning will be trained using the @sparqs\_scotland materials.  Each pair of schools will host. Three sessions should be planned: half day in each school (this can be on the same day) and one day in each school. YLL visits. Focus questions will be agreed in advance to ensure consistency.  Pupils will take part in self-evaluation using HGIOURS: Theme 2, to explore what is working well, areas for improvement and work together to devise a short action plan.  Ideas for YLL visits: pupil focus groups: buddies and peer mediators, tour of school, look at pupil work (ensure no identifiers), look at displays, meet PSAs, look at school website / social media, participate in a learning walk, outside at break-time, look at school handbook and the school’s vision, values and aims and a walkthrough (if agreed by staff).  Children will meet with SMT to discuss how pupils will implement and evaluate their action plan to bring about school improvement. The vision for the implementation is to involve a wider pupil group. | Sept – Oct ‘24  Sept – Oct ‘24 (before Oct hols)  Training week beg 20th Oct 2024 TBC  Visits to be completed inT2  Complete self-evaluation and action plan during visits T2.  T2 during visits  SMT meet with YLL pupils in Term 2 after school visits to implement action plan and evaluate in Terms 3 & 4. | Evidence from P6 activity on the role of YLL (posters).  Evidence of application forms and interview notes for YLL positions.  Job role profile (created by pupils).  YLL pupils will receive a (digital) journal to record their notes, feelings and thoughts throughout the journey.  Pupil feedback on questionnaire related to the training and impact  Pupil voice gathered at the end of each YLL session by SLT on impact of this initiative.  Pupils complete journal after each visit.  Pupil voice collated and shared with paired school (on agreed format).  Evidence of feedback, action plan and implementation guide.  A variety of evidence gathered during visits.  Pupil journals to evidence learning journey.  Action plan and implementation plan, including evaluation.  Display boards within school highlighting YLL journey.  Evidence of showcase to the whole school e.g. PPT slides or photographs. |  | Transport costs for 3 journeys to and from St Mark’s Primary  £75.00 |

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| PRIORITY 2: Action Plan – continued 2 | | | | | |
| 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 to continue experiencing a range of leadership opportunities in class and across the school. | * EXEMPLARS linked to Sustainable Development Goals, UNCRC and meta-skills: * P1 – P7 Reading Buddies * P1 - P7 Bio Diversity Walks * P4 Water Conservation Project * P6 Young STEM Leaders * P6 Pope Francis Award   Overall, this links to Rights Respecting Schools and Fairtrade Awards. As a whole school, STEM Nation Award may be considered over the course of 3 years – this would incorporate YLL. | CT  (Aug – June) | * Pupil participation discussed during termly Planning and Tracking Meetings. * Pupil participation levels measured on a modified Leuven Scale. * Accreditation certificates and reports. * Pupil showcasing learning e.g. digital learning log, X (formerly Twitter). |  | £0 |
| Whole school focus on Learner Participation:  Children will have the right to shape their education across the four arenas of Learner Participation (children leading their learning). | Action plan devised for each school – specific to each school related to the four arenas of learning:   * Decision Making Process. * Opportunities for Personal Achievement. * Learning, teaching and assessment. * Connection with the Wider Community. | September ‘24 to  May 2025 | * Pupil and staff evaluation of the action plan. * Increased learner participation through greater focus on the 4 arenas of learning as evidenced in weekly evaluations. |  | £0 |
| Whole school community will work effectively together to achieve 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. | CT  (Aug – June) | 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 Silver RRS Awards. |  | £0 |

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| PRIORITY 2: Action Plan – continued 3 | | | | | |
| 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 £* |
| STEM Leader  Young STEM Leader Programme (YSLP):   * Pupils will develop an awareness of and will actively challenge STEM stereotypes. * Pupils will be given opportunities to develop and lead STEM learning in the school community. * Pupils will identify and develop Meta-skills required effectively prepare and lead STEM learning activities. * Pupils will show an increased awareness of STEM careers. | Cluster HTs attended a YSLP on 21/05/24 information session.  Staff to attend tutor assessor training and develop a network with other staff delivering YSLP Level 2.  YSLP Level 2 will be delivered to P6 pupils.  STEM pupil measurement tool and focus group interviews with YSLP learners to measure baseline STEM aspirations and stereotype bias.  Tim Dreyer to work with staff to showcase the second level science framework, including activities that could be used by learners to lead a STEM learning activity.  Where needed, Tim Dreyer can work with staff to support use of the STEM Ambassador portal to increase pupil awareness of and engagement with STEM careers. | Completed by  18 Sep 2024  Completed and verified by June 2025 – to be completed prior to beginning YSLP programme.  Tim Dreyer – timescale as directed by school.  Tim Dreyer – timescale as directed by school. | * Evaluation statements from staff following tutor assessor training re potential impact on school. * Updated impact statements in January and June 2025. * Number of pupils achieving YSLP L2. * Post YSLP pupil measurement tool and focus group interview data will show a greater awareness of STEM stereotypes and an increased number of pupils’ self-selecting/showing keen interest in STEM as a potential career path. * Teacher observation and pupil articulation / evaluation will demonstrate a raised awareness of the development of meta-skills through the YSLP. * Teacher evaluation of impact of 2nd level Science Framework on STEM curriculum offering including agreed actions on next steps. * Pupil feedback and teacher evaluation will be used to show evidence of impact of STEM Ambassador visits. * Parent feedback if pupils run STEM sessions for wider school community. |  | £0 |
| Increased parental and community engagement will promote shared understanding of our children and their needs.  Positive relationships between home and school will enhance the wellbeing of learners. | Survey issued to parents in May 2024 only completed by 9 parents. Reissue survey in August 2024 to gain further parent/carer voice.  Address information collated from survey and co-ordinate parent/carer workshops based on results. | **DHT**  **Survey Aug**  **DHT**  **(Sept – May)** | 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. |  | £0 |

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| **PRIORITY 3 – To develop as a community of faith and learning within our schools and across the Deanery** | | | | | | |
| **Strategic Objective:**  **We will develop as a community of faith and learning within our schools and across the Deanery.** | | | | | | |
| **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**  *“The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and o­ffering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.”* **Charter for Catholic Schools in Scotland**  Following the appointment of Bishop Frank, we were called as a Deanery to meet with fellow practitioners from across the Diocese where we reflected on our Catholic Mission on the wellbeing, equality and inclusion of pupils and our collaborative and partnership work. Our Catholic communities are going through times of change and challenge, including staff, parental engagement, changes within the Deanery and most importantly the needs of our children. As Catholic leaders, we are committed to embedding the Mission in our everyday lives with:   * A commitment to support the continuing professional and spiritual development of staff. * A commitment to ecumenical action and the unity of Christians. * The provision of religious education programmes which will enable young people to develop their understanding of Gospel values and how to apply them in life. * A commitment to the spiritual formation of the school community through the shared experience of prayer and liturgy, and in partnership with local parishes. | | | | | | |

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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 £* |
| Learners will experience an integrated education which encourages the formation of the whole person, where staff, Parish and parents have a shared common goal. | Communicate with families and consult them on a variety of aspects on learning and teaching through:   * Invitations to school and Parish events * Consultation opportunities (surveys, discussion groups, etc.) * Communication (newsletters, social media, etc.)   Creation of surveys at Cluster Meeting.  Use Catholic Education Week to revisit and promote our vision, values and aims. | Various times throughout year  Sept ‘24  May ‘25  Sept ‘24  Nov ’24 | Analysis of survey data and next steps identified.  Vision, values and aims are aligned with Catholic Charter:   * Pre and post Microsoft Forms – Developing in Faith questions. * Pupil focus groups based on HGIOURS.   Collation of Cluster data.  Pupils will have a deeper understanding of our vision, values and aims which reflect Gospel Values. |  | £0 |
| An inclusive ethos which aims to honour the life, dignity and voice of each person.  All stakeholders working in partnership to provide positive learning experiences enabling everyone in school community to reach full potential.  All will be committed to ensuring that everyone connected with our school feels warmly welcomed and a valuable part of the community, which will have a positive impact on children’s lives. | Following a process of discussion and reflection, we will have a clearer understanding of how inclusive we are as a school, how we honour the life, dignity and voice of each individual:   * Moderate Promoting Positive Relations policies in line with Gospel Values. * SLT observations to include focus on ethos, dignity, respect and inclusivity. * Survey for all stakeholders. * Pupil voice groups. | Various times throughout year  Sept Cluster Meeting -  Cluster HTs  SLT  T1 Parents’ Evening | High quality interactions and observations between all staff and pupils as evidenced in overview of observations.  Revised Promoting Positive Relationship policies which reflect a commitment to an inclusive, dignified community and reflect our Gospel Values.  Question “How Nurturing is Our School?” at Parents’ Eve.  PASS results – Sept & May. |  | £0 |

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| PRIORITY 3: 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 £* |
| A commitment to support the continuing professional and spiritual development of staff in order to develop a community of faith and learning for our children.  Clearer understanding of what it means for staff to teach within a Catholic community.  Though participation in CHAPs Conference and Good Shepherd Leadership pathway, HTs will increase their capacity as leaders of the Faith, share experiences and develop networks across the Catholic community. | We will use the Good Shepherd Leadership Pathway journal to explore a personal and collective reflection with colleagues in school and within our Deanery by:   * Using professional directed reading Covey 2012 “Perceptions of Catholic Identity”. * Work collectively as a Deanery to gather views, recognise and share views on key features within our schools.   Staff will engage in purposeful activities with a range of Church and Faith community partners:   * Cluster Masses. * Parish based activities. * Masses at SJO Church. * Bishop Frank to be invited to events within Deanery * SLT to attend CHAPs conference * SLT to attend Good Shepherd Leadership pathway online journal and network for SLT. * Standing item at Cluster HT meeting.   Promote a culture of health and wellbeing for all staff which includes approaches such as wellbeing walk and reflection in groups with specific questions. | September’24  In-service Day  All teaching staff  3rd/4th Oct ‘24  Various times throughout year  May 2025  In-service Day  All teaching staff | Pre and post questionnaire to ascertain views of perceptions of Catholic identity.  Jam board based on questions from The Good Shepherd Leadership Pathway journal, Relational Leadership: Reflective Journal (AUGUST – collective response).  Cluster strategic impact statement from participation in CHAPS and Good Shepherd Leadership Pathway.  Staff self-evaluation on wellbeing walk to identify strengths, learning and next steps. |  | £0 |

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| **PRIORITY 4 – To raise attainment in literacy and numeracy** | | | | | | |
| **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. | | | | | | |
| **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. * Analysis of milestone data 2023 / 2024 highlighted the following: * Overall decline in attainment in Literacy, Numeracy and HWB since previous session. * Overall attainment in Literacy, Numeracy and HWB is lower than North Ayrshire average. * Girls out performing boys in all areas. * Limited family learning opportunities throughout session 2023-2024 due to ongoing staffing issues. Regular opportunities will help to raise attainment and bridge the poverty related attainment gap for our most disadvantaged children. * Change of model from Model 1 (full year) to Model 2 (term time). This has resulted in new staff joining our team. | | | | | | |

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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 and numeracy, in high quality environments.  Children will experience enjoyment and choice in literacy and numeracy. | Small targeted support groups led by LP and EYPs to provide challenge/support. High quality literacy and numeracy experiences embedded in practice.  In-Service Training provided by LP to upskill staff in literacy and numeracy experiences.  Modelling of good practice by EYM, SEYP and LP. | **LP**  **EYPs**  **LP**  **EYM, SEYP**  **& LP** | Baseline assessments collated.  Robust collection of termly data regarding literacy and numeracy outcomes.  Observation of children engaged in literacy and numeracy rich experiences.  Termly monitoring of planning individual targets and learning journals.  Regular monitoring of playrooms will reveal literacy and numeracy rich environments. |  | £0 |
| Children will thrive in a setting that promotes equality, children’s rights, positive relationships, inclusion, and individualised support to reach their 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. PATHS approach implemented.  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 / SEYP 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. |  | £0 |

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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 and in person.  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. |  | £0 |
| 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 transition will be tailored for children with additional support needs. | **SEYP**  **P6 Teacher**  **SEYP**  **SEYP**  **EYPs**  **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. Evaluate effectiveness of strategies implemented and update as necessary.  Observation by EYM / SEYP 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 strategies regularly evaluated and amended as necessary to suit the needs of specific children. |  | £0 |
| Foster and maintain strong links with the school community which will improve outcomes and transitions for young children. | Regular meetings with HT and EYM / SEYP will ensure all relevant information is passed on.  Increased participation in whole school events i.e. World Book Day, Big Breakfast, etc. | **EYM / SEYP / HT**  **EYM / SEYP / HT** | HT and EYM / SEYP aware of events and relevant information regarding specific children and their families.  Whole school events including EY will be evident on Seesaw and Twitter. |  | £0 |

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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? |
| Embedding whole school nurture approaches to support children and their families. | Pupils will be able to discuss nurture in a knowledgeable and informed way and how it looks in our school.  Children will become more confident in talking about and managing their emotions to enable learning to take place. | Collegiate sessions, led by DHT and previous NT will be prioritised to focus on whole school nurture approach.  Pupils will be fully involved in the development of Calm Corners and Safe Spaces. | DHT  (Aug – June)  CT  (Aug – June) | £6,000  Reading Nook in Orchard  Calm Corners in all classrooms  Sensory Area in DHT Office | PASS Surveys  Questionnaires – staff, pupils parents/carers.  Calm Corners in classrooms and Safe Spaces in Ogilvie Orchard / DHT office used effectively to help pupils regulate their emotions. |  |
| Increase engagement with families. | Pupils will interact with their parents/carers in a variety of activities aimed at supporting their learning. | Family Engagement Sessions at all stages in response to survey issued to parents/carers in May 2024. Survey reissued in August 2024 due to previous poor response. | SLT  (Oct – March) | £2,000  Resources for ‘Sharing with Parents’ sessions | Questionnaires – staff, pupils parents/carers. |  |
| Pupil Support Assistant employed to raise attainment in Literacy and Numeracy (11 hours) | See Priority 1 | | | £5,580 | Raised attainment in Literacy and Numeracy. |  |
| Development of Play Based Learning at P1 and P2 stages. | See Priority 1 | | | £2,000 | Raised attainment in Literacy and Numeracy. |  |

**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:** | | | Pauline McCulloch | | |
| **Carry forward:** | £683.00 | **Total Allocation:** | £66,150.00 | **Total:** | £66,833.00 |