[](https://www.google.co.uk/url?esrc=s&q=&rct=j&sa=U&url=https://backtoschooluniforms.co.uk/index.php?route%3Dproduct/product%26product_id%3D250&ved=2ahUKEwjd2Li5kvf-AhWsQvEDHWDOD0EQqoUBegQIExAB&usg=AOvVaw2DjjcxtjsmOyUKW8aQjM0U)



**Communities and Education Directorate**

**St. John’s Primary & EYC**

**Improvement Plan**

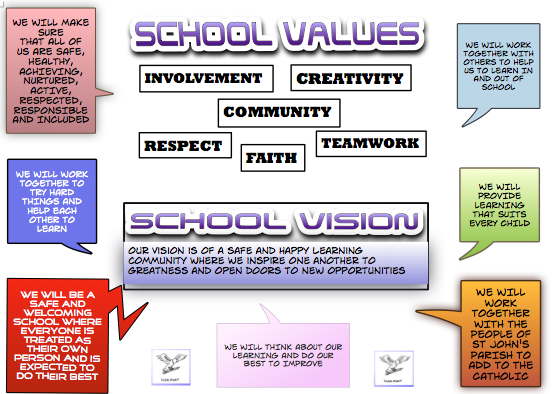
**2023-2024**





[](https://www.google.co.uk/url?esrc=s&q=&rct=j&sa=U&url=https://backtoschooluniforms.co.uk/index.php?route%3Dproduct/product%26product_id%3D250&ved=2ahUKEwjd2Li5kvf-AhWsQvEDHWDOD0EQqoUBegQIExAB&usg=AOvVaw2DjjcxtjsmOyUKW8aQjM0U)

**Vision, Values and Aims**



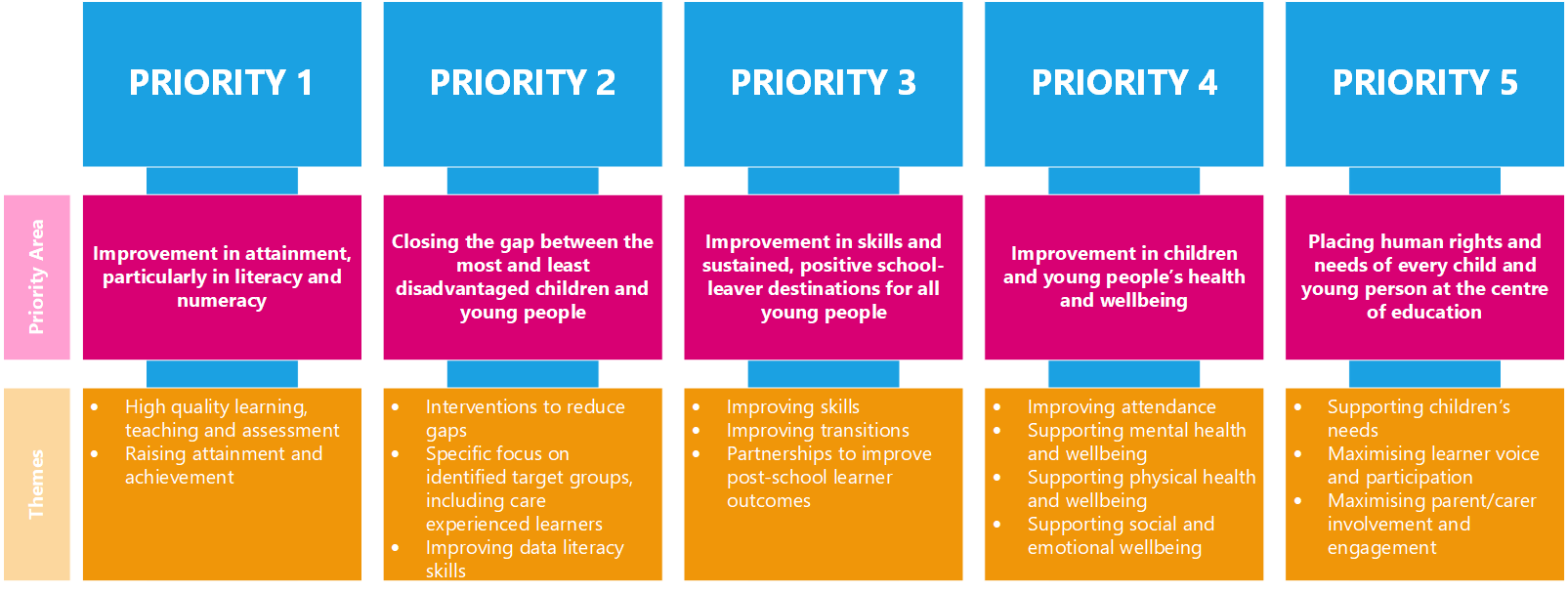
**The Catholic Charter**

St. John’s Primary School, in honouring Jesus Christ as the Way, the Truth and the Life, will seek to feature the following characteristics as highlighted in the Catholic Charter:-

* a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
* an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
* a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person’s unique God-given talents;
* a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
* the provision of religious education programmes which will enable young people to develop their
* understanding of Gospel values and of how to apply them to life;
* a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
* a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
* a commitment to ecumenical action and the unity of Christians;
* the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
* a commitment to support the continuing professional and spiritual development of staff.

**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:** **Improvement in attainment, particularly in literacy and numeracy.** | | | | | | |
| **Strategic Objective: To raise attainment in numeracy and mathematics through improved approaches across learning, teaching and assessment**  Articles 12, 13,17, 28 and 29 | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
| **Service Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people 3. Improvement in skills & sustained, positive school-leaver destinations for all young people. 4. Improvement in children & young people’s health & wellbeing 5. Placing human rights & needs of every child & young person at the centre of education | **HGIOS□ & HGIOS ELC**  *Language specific to HIGIOELC is in green* | | | | | |
| **1.1** Self-evaluation for self-improvement  **1.2** Leadership for learning  **1.3** Leadership of change  **1.4** Leadership & management of staff  *(practitioners)*  **1.5** Management of resources to promote equity | | **2.1** Safeguarding & Child Protection  **2.2** Curriculum  **2.3** Learning, teaching & assessment  **2.4** Personalised Support  **2.5** Family Learning  **2.6** Transitions  **2.7** Partnerships | | **3.1** Ensuring wellbeingequality and inclusion  **3.2** Raising attainment & achievement  *(Securing children’s progress)*  **3.3** Increasing creativity and employability  *(Developing creativity and skills for life and learning)* | |
| **NIF Drivers of Improvement**   1. School & ELC Leadership 2. Teaching & Practitioner Professionalism 3. Parent/carer involvement & engagement 4. Curriculum & Assessment 5. School & ELC Improvement 6. Performance Information | **Care Standards - Care Inspectorate Quality Indicators**  *Applicable within all early years settings* | | | | | |
| * 1. Nurturing care and support   2. 1.2 Children are safe and protected   3. Play and learning   4. Family engagement   5. Effective transitions | **2.1** Quality of the session for care, play and learning  **2.2** Children’s experience high quality facilities | | **3.1** Quality assurance and improvement are led well  **3.2** Leadership of play and learning  **3.3** Leadership and management of staff and resources | | **4.1** Staff skills, knowledge and values  **4.2** Staff recruitment  **4.3** Staff deployment |
| **Rationale for Change**  What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.  *To implement North Ayrshire’s Numeracy Strategy in order to:*   * *improve attainment in maths and numeracy, for all children - CfE data, SNSA data and GL assessment data, staff professional judgement, tracking data* * *establish consistent whole school approaches/strategies for learning/teaching maths and numeracy, particularly through a play based pedagogy at early level – observation feedback and pupil sampling feedback* * *improve practitioner confidence in identifying achievement of a level – staff knowledge base and confidence based on senior manager visit, PRDs and minutes from Planning and Attainment meetings* * *data action plans* | | | | | | |

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| PRIORITY 1: To raise attainment in numeracy and mathematics through improved approaches across learning, teaching and assessment | | | | | |
| 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 £* |
| Embed whole school approach to numeracy and maths pedagogy. | | | | | |
| * An increase in staff confidence levels in the teaching of numeracy and planning for progression will ensure greater consistency for our learners * Learners will have a greater understanding of numeracy skills: number sense and 4 operations * Increase in pupil confidence through hands-on techniques being used to further develop numeracy skills * Staff will have a clearer understanding of progression across early, first and second level * Teaching staff will create their own HQA for numeracy * Staff will have opportunities to share good practice with others * P1 transition will include sessions on numeracy and mathematics practical tips for parents/carers * Family Learning Team will support families with Numeracy and Mathematics and Outdoor Learning * Enhanced learning experiences and outcomes for children through effective use of Outdoor Learning * Learning and teaching is enriched and supported by the use of digital technologies in Numeracy and Mathematics | * All teaching staff and classroom assistants will receive numeracy training from Maths Recovery trained teacher * All teaching staff will receive training from SMT on the addition and subtraction and multiplication and division strategies * All staff will engage with North Ayrshire’s Numeracy Strategy * Staff will participate in Numeracy Moderation Activities and planning HQA | **SMT**   * 18th September 2023 * Collegiate Sessions – Numeracy Strategy   ( September – O32 **Ayrshire Leads**   * Cluster Moderation Activities - HQA   + Tuesday 26th September 2023   + Wednesday 8th November 2023   + Tuesday 6th February 2024   + Wednesday 1st May 2024   **SMT**   * Pupil Sampling at P1,P4 and P7 using the benchmarks * September 2023 * January 2024 * May 2024   **All Staff**   * August 2023- June 2024 Collegiate Sessions   **SMT and P1 Staff**   * P1 Transition Dates * Wednesday 1st May ( HT presentation) * Wednesday 8th May ( Teacher presentation) * Wednesday 15th May (Teddy Bears Picnic) * Wednesday 22nd May (Lunch) * Wednesday 29th May ( A day in the woods)   **FLT Numeracy and Mathematics**   * Term 2 - P1 – P3 * 4 sessions * Pirate theme and/or Lego Club * Term 2 P4 – P7 * 4 sessions * Active stations   **FLT Outdoor Learning**   * Term 1 - P1 – P3 * 4 – 6 sessions * Term 1 - P4 – P7 * 4 – 6 sessions   **Numeracy Leads**   * Create home /school information leaflets (fortnightly sessions Wednesdays)   **Class Teachers**   * Two blocks Term 1 and Term 3   **Class Teachers**   * August 2023-June 2023   **Numeracy Leads**   * Create Numeracy and Mathematics Policy (fortnightly sessions Wednesdays)   **Kim Whitehead**   * Dyscalculia input Tuesday 13th February 2024 | * Staff questionnaires on Number sense and 4 operations training to measure confidence levels. Data collated. * Microsoft form on staff feedback from in-service input * Pupil Sampling at P1,P4 and P7 using the benchmarks September 2022, January 2023 and May 2023) * Self-evaluation tasks will outline impact mental agility strategies are having on teaching and learning * Minutes of Staff Meetings * SMT will record professional dialogue meetings and monitoring and tracking meetings * Staff to complete class attainment trackers – data interrogated to show number of pupils on track * Analyse and interrogate Numeracy and mathematics data (CfE, SNSA and GL) * Seesaw journals evidence Numeracy and Mathematic targets * Almost all children will be able to identify their numeracy targets and next steps * Outdoor Learning assessments and pupil voice * Quality Assurance paperwork from classroom observations and pupils focus groups. |  | Classroom Assistant  Resources |
| * Time will be regularly allocated at collegiate sessions for sharing of good practice * SMT classroom observations will note greater consistency in the teaching of numeracy across the school * The needs of all learners will be met through the effective use of teaching methodologies and differentiation * Assessment activities will document pupil progress * Greater focus across the school on mental agility/number sense * % learners achieving expected levels by the end of P1, P4 and P7 will increase. * Increase % of pupils on track for numeracy * Increase in pupil attainment in numeracy and mathematics * Greater consistency in teaching approaches. * Parents/carers supporting same strategies at home with home school information leaflets * Continuation of vertical Outdoor Learning Groups * Digital learning permeates Numeracy and Mathematics * Children have access to digital devices and tools * Develop/ Review consistency guide for Numeracy and Mathematics * Develop a Numeracy and Mathematics policy * Continue to develop staff’s awareness of Dyscalculia through the NAC policy |

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| **PRIORITY 2: Improvement in children and young people’s health and wellbeing** | | | | | | |
| **Strategic Objective:** **We will support our children to be successful learners, confident individuals, effective contributors and responsible citizens**  Articles 2, 3, 6, 12, 16, 17, 19, 20, 23, 24, 25, 27, 28, 29, 31, 35, 36, 37 and 39 | | | | | | |
| **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. 1.2 Children are safe and protected   3. Play and learning   4. Family engagement   5. Effective transitions | **2.1** Quality of the session for care, play and learning  **2.2** Children’s experience high quality facilities | | **3.1** Quality assurance and improvement are led well  **3.2** Leadership of play and learning  **3.3** Leadership and management of staff and resources | | **4.1** Staff skills, knowledge and values  **4.2** Staff recruitment  **4.3** Staff deployment |
| **Rationale for Change**  What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.   * + *Continuation of previous SIP priority to embed Outdoor Learning across the school – see Outdoor Learning Feedback*   + *Introduce / Further develop Play Pedagogy - Research based Education Scotland initiative*   + *In line with North Ayrshire ASN review implement new Staged Intervention policy and procedures- ASN review feedback*   + *Introduce and embed new Positive Relationships Policy – Self-evaluation documentation/ ongoing policy review*   + *Gold/Silver accreditation for Rights Respecting Schools – To empower our children to be the change makers in our school community and beyond / Scottish Government Policy* | | | | | | |

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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? 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 £* |
| Rights Respecting School   * Maximising learner voice and participation * Continue to empower children to participate and use their voice to make positive decisions which affect them and others * Children feel valued and listened to and see themselves as Change makers | * Undertake Education Scotland Self-evaluation of Recognising and Realising children’s rights in Primary and Early Years and devise an implementation plan * Achieving a consistent approach to creation and implementation of Class Charters and review of these * Continuation of Rights Respecting Committee * Focus Articles to be integral to weekly lessons * Plan, implement and evaluate Rights Focus Weeks in collaboration with our whole school community * Further development of our school community’s understanding of children’s rights * Host an accreditation visit * Consultation with our whole school community to support the development of our rights respecting journey | **DHT**   * August In-service 2023 * September – all charters completed and review termly * Weekly Pupil councils – September 2023 * Weekly lessons * Termly Rights Focus Weeks   + Term 1- Outright Campaign 18th September 2023   + Term 2 - Celebrate World Children’s Day on 20 November.   + Term 3 – Climate Change 5th February 2024   + Term 4 – Soccer Aid 10th June 2024 * Information Sharing Parents’ Evening Thursday 28th September & EY parent session * Accreditation Visit – TBA * Microsoft form to whole school community August In-service 2023 | * Self-evaluation feedback * Pupil council evidence and displays Big Book * Class charters * Minutes of staff meetings/ Host Classroom * Weekly Plans/ Weekly PowerPoints * Rights Focus Week Planning and evaluation documentation * Feedback from information session * Report from accreditation visit * Next steps identified from Microsoft form feedback |  |  |
| ASN   * Children are fully supported in their learning ensuring, where possible, barriers to learning are removed and needs are met * Be child centred in our thinking, planning and communication | * Transfer of Seemis STINT records by the Data Team * Introduce new ASN policy and procedures to staff * Communicate new policy and procedure to parents/carers and children * Introduce and implement new STINT paperwork | * August 2023 * When received by Review Workstream * Communication to parents/ carers provided by Workstream * Introduce new STINT paperwork October/November 2023 | * Children’s needs are met and paperwork is fit for purpose * Contribute to feedback for ASN Review Workstream |  |  |
| Positive Relationships Policy   * Actively seek out and listen to children’s voices * Positive relationships in place with children involved in decision making * Positive relationships feature highly in our response to children | * Introduce new Promoting Positive Relationship Policy and seek feedback and views from the whole school community (staff, children, parents and carers) * Include feedback and view within the policy from the whole school community ( staff, children, parents and carers) * Implement policy and evaluate at the end of session | * In-service days -August 2023 for staff * Assembly - August 2023 for children * Stay and play session and shared finishing session -August/ September 2023 for parents and carers * Evaluation June 2024 | * Feedback from introductory session from all in the school community (staff, children, parents and carers) * Evaluations * PASS analysis |  |  |
| Play Pedagogy   * Ensuring a smooth transition in learning styles from nursery to P1 and from P1/2 to P2/3 * Motivated and engaged learners with strong peer relationships * Children are more independent and leading their learning and are curious, creative and can solve problems | * Adapt and develop indoor and outdoor learning spaces/ environments * Introduce responsive planning * Staff visit other establishments to see play in action * Staff working at early level further develop their understanding of play pedagogy through focused professional learning and engage with NAC play pedagogy resources * Engage in self-evaluation activities * Further develop Stay and Play sessions and extend to Primary 2/3 and Primary 4 | * August 2023- June 2024 * Termly Self Evaluations | * Teacher Observations * Floor books * SNSA data * PM Benchmarking * PASS analysis |  |  |
| Outdoor Learning   * Outdoor spaces will continue to enhance learning and wellbeing * Increased enjoyment of learning and teaching in the outdoors * All children will have the opportunity to participate in a range of creative outdoor learning experiences | * The school community will continue to make effective use of the outdoor learning environment * Introduction of an Outdoor Learning Policy * Continue weekly (Term 1 and Term 3) outdoor vertical learning groupings | **FLT Outdoor Learning**   * Term 1 - P1 – P3 * 4 – 6 sessions * Term 3 - P4 – P7 * 4 – 6 sessions * FLT John Muir Awards * Go Wild Award RSPB August 2023-2024 * ECO school Scotland accreditation * Picture News Impact Awards June 2024 | * FLT feedback and evaluations * Accreditation to   + John Muir   + RSPB   + ECO   + Picture News * Staff and Pupil evaluations |  |  |
| Tracking Successes and Achievements   * All children’s success and achievements are tracked and monitored * Barriers to participation and achievement are removed * Effective strategies are in place for children facing challenges or deprivation * Children are actively involved through active participation * Equity of success and achievement for all children | * Introduce a new tracking document * Monitor termly at tracking and attainment meetings * Analyse data and develop next steps | * Introduce August 2023 In-service * Completion of tracker on going August 2023-June 2024 * Termly Planning and Attainment Meetings | * Overview of our children’s interests and involvement * Minutes of Planning and Attainment Meetings and record of next steps |  |  |

**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:** | | |  | | |
| **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? |
| Attainment (early years): pupils not yet meeting their milestones | High quality learning and teaching through a play based approach | \*Adapt our environment to ensure number sense is nurtured |  | ? |  |  |
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