****



**Communities and Education Directorate**

**St. Palladius Primary School**

**Improvement Plan**

**2023-2024**



**St. Palladius Vision, Values and Aims**

**Our current Vision, Values and Aims will be refreshed throughout this academic year.**

**Vision**

*‘We have a nurturing and inclusive ethos at St. Palladius that ensures that all children are safe and happy. Working together and across the community, children are engaged in activities that allow them to reach their full potential and give them the skills needed for life, learning and work.’*

**Values**

*The St. Palladius’ Pupil Council worked together to describe what they thought of school and how it made them feel. They liked the idea of using St. Palladius as an acrostic to create our new Values:*

Safe Awesome

Together Determined

Partners Inclusive

Active Understanding

Leaders Successful

Loving

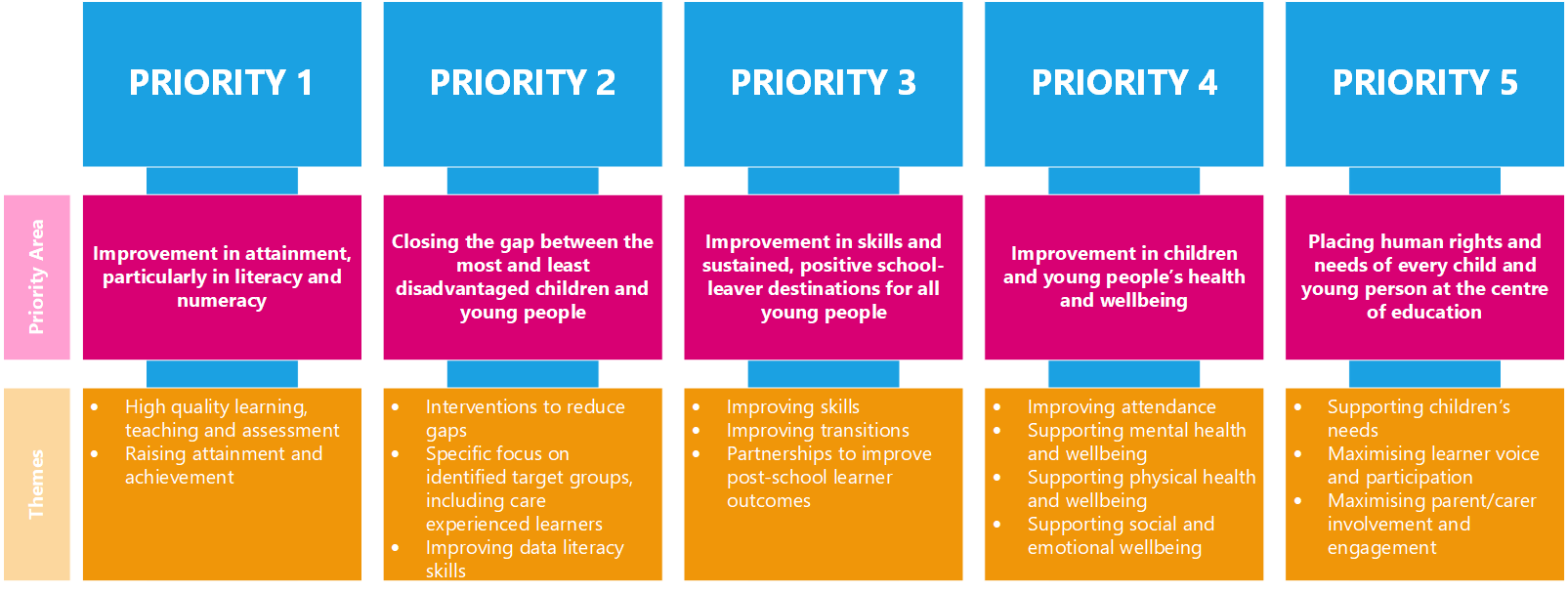
**Aims**

*The staff discussed what they want for our children at the school and this helped to create our new Aims:*

* Be the best we can be
* Celebrate successes
* Respect ourselves and others
* Work together
* Make a difference

**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.

****

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **PRIORITY 1 - To embed play pedagogy across classes and learning environments.** | | | | | | |
| **Strategic Objective:**   * Further develop our environments throughout the school to support and develop high quality teaching, learning and play pedagogy. * Enhance the use of space to promote learning both within the school and outdoors. * Improved staff confidence in developing an inclusive learning environment to support all needs. * Practitioners will have increased knowledge in developing opportunities for play and improving learners’ 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 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**  *“Curriculum for Excellence (2007) gives prominence to play, particularly across the early level and the transition between ELC and primary school. This transition will likely be smoother for the child if play remains and continues as the main vehicle for their early learning in P1 and beyond.”*  Realising the Ambition, 2020  *“Play is essential to consider as it helps young children’s brains to develop and for their language and communication skills. Playful pedagogy makes play experiences central to learning, engaging learners in personally meaningful activities, learning about themselves and others, and encourages autonomy and motivation. Settings should aim to create learning spaces for learners, which contain a variety of play areas or zones based on learners’ needs and interests. This will allow learners to have opportunities to engage in a range of free play and self-chosen investigation and exploration, which will support them to develop a wide range of knowledge and skills. Play is the child’s work, and it requires both effort and application of skills to achieve successful outcomes. The areas or zones can vary from setting to setting to suit the needs and interests of the learners with varying examples of continuous provision.”* NAC ‘Learning, Teaching and Assessment Policy’ 2022/23  Through continuing to develop our environments, we are striving to create spaces to learn which are motivating, exciting, different, relevant and easily accessible; supporting all learners. As St. Palladius is a small school with limited space, we have to be creative with how we utilise our learning spaces. The benefit for having an extra classroom available this year means that it can be utilised for developing play pedagogy. We believe that the freedom and experience of extra transitions will prepare our learners for moving onto high school and enable them to better transition into different areas in an organised manner. Funding from PEF will enable us to fund a classroom assistant that will be used to support Play Pedagogy in Primary 1/2 and support learners as they engage in play throughout the school.  Looking outwards at cluster schools who have piloted play pedagogy, their data demonstrates the positive impact play based learning environments has had on learners. Transitions have been smoother and children were more ready to learn. This was observed by practitioners, parents and partner agencies. The formative data shows an increase in attainment in literacy and numeracy as well as developing physical, cognitive, social and emotional skills. *“Play is essential to healthy development from birth to adulthood contributing to capacity for learning, resilience and the development of physical, cognitive, social and emotional skills.”* (Play Strategy for Scotland, 2013)  UNICEF sets the foundation for the development of critical, social and emotional knowledge and skills. Outdoor environments with natural features can support concentration and self-discipline (Play Scotland). We have developed our outdoor learning and it was a priority on our school improvement plan for session 22/23. As a community, we want to build upon the work that we have done to further develop outdoor learning. *“The journey through education for any child in Scotland must include opportunities for a series of planned, quality outdoor learning experiences.”* (CFE, Outdoor Learning, 2010) | | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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 £* |
| Through high quality interactions, children will:   * Have a positive attitude towards learning. * Develop imagination, curiosity, creativity, problem solving and enthusiasm. * Build their resilience and persistence. * Foster cognitive growth * Develop social and emotional skills. * Improve literacy and numeracy. | Rationale of play understood by staff.  High quality interactions and observations of staff supporting the learning.  Training from cluster staff who have completed pedagogy of play, PLA and further training opportunities. | PLA input Sept in-service  (All staff)  Cluster collegiate opportunities  (All staff) | Milestones used as baseline data  Early Years 28 days  transition information from EYC practitioners and teachers  Classroom observations  Leuven scale  PASS data  Tracking and monitoring | Almost all learners will have achieved appropriate level.  Learners will have a positive attitude to school and their learning.  Learner participation will be evident through pupil voice and interactions. |  |
| All learning environments will ultimately meet the needs of learners.  Staff will use a variety of strategies to support all learners.  Learners will have increased opportunities to enjoy and choose from a wide variety of resources and alternative learning environments,  Cater for a wide range of learning styles.  All learners participating in a range of progressive and creative learning experiences which are clearly part of the curriculum. | Use The Environment Tool and The Circle to self-evaluate indoor and outdoor environments.  Classroom assistant funded through PEF to support play pedagogy throughout the school.  Staff will implement NAC ‘Learning, Teaching and Assessment’ POP  Develop learning environments, rich in literacy and numeracy which provide stimulus for play to flourish.  PLA framework to be used.  Enhance spaces to play and learn through development of resources.  Visit other establishments to share positive examples of resources and space. | Termly  (All staff)  Aug – June  (All staff)  Visits to be arranged Oct – May  (All staff) | Completed self-evaluations using The Environment Tool and The Circle  Class observations    Environments developed based on observations and learner interests  Floor books | Improved child led environments.  Almost all learners will have achieved appropriate level  Learners will be engaged in their learning and interacting positively with learning environments | Classroom Assistant £18,678 (5 days per week) |
| Children able to confidently verbalise their achievements in learning and next steps  Learners involved in leading and planning their learning.  Learners will be learning at their own pace through a balance of child initiated, adult initiated and adult directed experiences, according to need. | Use framework from PLA to plan for play at Early Level  Opportunities for personalisation and choice through forward plan  Tracking and monitoring meetings to discuss individual learners, levels of achievement, next steps  Assessment calendar  Collegiate planning for assessment through developing high quality assessments ensuring learner participation.  Moderation opportunities at school level  and cluster level  PLA EYP to support implementation. (Term 2) | Aug - June  (All staff)  Termly  (SLT and staff)  January – collegiate crafting of high quality assessment.  May – collegiate moderation of assessment practices. | Attainment and achievement data  Focus groups (learners, staff, parents)  Staff and SLT discussions around planning, tracking and monitoring  Cluster based discussions to support colleagues in development of understanding and skills | Almost all learners will have achieved appropriate level  Staff feel upskilled and better equipped to support personalisation and choice through play based learning  Raised attainment in literacy and numeracy  Improved quality of learning opportunities |  |
| Make use of outdoors for learning.  Children will take ownership of developing outdoor areas. Children will have improved physical fitness, mental health and self-esteem.  Community involvement will be enhanced. Increased opportunities to learn in the community taking advantage of local parks and woodlands. | Timetable for outdoor areas.    Funding application to ‘Food for Thought’ | All staff  Eco committee | Successful funding application.  Resources to promote outdoor learning and play.  Learning and teaching observations.  Teaching evaluations focus on outdoor learning. | Learners will be engaged in their learning and interacting positively with learning environments. |  |
| Learners will be able to communicate their learning with parents and carers. All stakeholders have a shared understanding of the benefits of learning through play. | Parent information/workshop  Stay and play opportunities | Teaching staff  Family Learning Team | Parent /Carer questionnaire in September and June  Parent/carer Feedback  Parental Engagement/Attendance Data | There will be an increase in parent/Carer engagement. |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **PRIORITY 2 - Implement NAC’s ‘Learning, Teaching and Assessment Policy’ to ensure a consistent approach to raising attainment.** | | | | | | |
| **Strategic Objective:**   * To ensure a consistent approach to quality learning, teaching and assessment. * To ensure staff positively engage with moderation, professional learning and activities led by nominated Moderation Leads. * To develop a system of high-quality assessment and moderation to ensure accurate Teacher Professional Judgement and a consistency of approach across the school. * Improve attainment through moderation and data to inform interventions. | | | | | | |
| **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**  It is of vital importance that staff, learners, parents, carers and all stakeholders share a clear understanding of what high quality learning, teaching and assessment looks like at St. Palladius. Through our self-evaluation it was clear that there needed to be consistency across the school with regard to high quality learning, teaching and assessment. After having read North Ayrshire Council’s ‘Teaching, Learning and Assessment Policy’ as a staff we acknowledged the need for a more consistent approach to our practices.  A change in staff, both in the leadership team and also in class teachers resulted in the need to revisit this area of improvement in order to ensure that best practice was being adopted by all. By having a more robust approach to learning, teaching and assessment we will raise attainment and support the needs of all learners whilst providing evidence for all stakeholders about achievements and progression. Practitioners will be able to use assessment data to inform future planning and ensure learners are involved and informed in planning their learning and next steps. Through our parent/carer questionnaire, the need for assessment was highlighted as an area for development.  Assessment is an integral part of daily learning and teaching and is planned alongside the learning experiences to ensure that learners have opportunities to demonstrate breadth, challenge, and the application of learning. Through our school improvement plan we want to enable learners to be fully involved in the assessment of their learning. Learners should feel confident discussing their next steps and they should have a clear understanding of their successes and achievements.  Assessment approaches used flexibly can help to identify strengths, gaps in learning and areas for support. A variety of assessment approaches allow learners to demonstrate their knowledge, understanding, skills, attributes, and capabilities in different contexts across the curriculum. This will ensure that teachers are confident in their judgement of achievement of a level. Having recently received our Digital Schools Award, teachers want to continue to develop their skills and ensure that digital learning and planning for assessment are intertwined. | | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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 £* |
| Learners will understand the purpose of lessons and the interconnectivity of their curriculum.  There will be a consistent approach for learners as they progress through school. | Collegiate time will be used to provide a clear understanding of what high quality learning and teaching looks like within St. Palladius Primary.  All staff will implement NAC ‘Learning Teaching and Assessment Policy’. | SLT - Aug – Dec  All staff | Learners’ pre/post questionnaire  Observations – staff to agree on essential elements to be seen in observations to show high quality teaching.  Staff questionnaire pre/post to ascertain understanding of what high quality learning, teaching and assessment looks like at ST. Palladius Primary. | Learners’ questionnaires will show an increase in understanding clear purpose of lessons.  Staff questionnaire will show increase in understanding what high quality learning, teaching and assessment looks like at St. Palladius. |  |
| Increased quality of learner involvement in planning learning, teaching, assessment and feedback. | St. Palladius Improvement Team to be established.  Nominate a Moderation Leads (MLs) and give time to plan and lead moderation activities within/during collegiate sessions for session 2023-24.  All staff will engage with assessment and moderation professional learning opportunities. Including input from Cluster QAMSOs | Children across a range of stages.  ML will lead three collegiate sessions.  Sep - initial input.  Jan – collegiate crafting of high-quality assessment.  May – Collegiate moderation of assessment activities. | September: St. Palladius Improvement Team (Children observe children in observations)  Pupil focus groups  Jotter audits  Classroom observations  May:  Pupil focus groups  Jotter audits  Classroom observations  Self-evaluation activities throughout the session. | Collated evidence will show that pupils are involved in planning teaching and assessment.  Self- evaluation activities will demonstrate:  • Increased teacher/practitioner confidence in sharing practice and moderation  • Improved teacher/practitioner confidence in planning high quality assessments  • Improved teacher confidence in robust accurate teacher professional judgements |  |
| Pupils will be able to demonstrate their knowledge, understanding, skills, attributes, and capabilities in different contexts across the curriculum. | Staff will be involved in developing clear assessment and moderation guidance.  ML will lead a collegiate self-evaluation of this priority.  Staff will collegiately develop a school assessment and moderation calendar | All staff    May 2024 | September: Audit of Records of Achievement from previous session.  May: Audit of Records of Achievement from current session. | Records of Achievement provide a range of evidence of learners’ knowledge skills and attributes within different contexts across the curriculum.  Records of Achievement will evidence the consistent approach to assessment across the school. |  |
| Pupils will benefit from a consistent approach to assessment through opportunities to influence and participate in decisions about the approaches taken in assessing their learning. | Refine curriculum pathways ensuring pathways/ benchmarks are used as an integral part of the planning, assessing and moderation process.  Teaching staff will plan for assessment with the children during whole, group and individual feedback sessions. | SLT – Term 1  Teaching Staff –  Term 2 | Pupil focus groups  Progress and Achievement Meetings  Self-evaluation activities | Evidence will show that pupils are confident discussing assessment and planning for next steps.  Teacher weekly and termly plans and evaluations will evidence the time planned for assessment.  Progress and Achievement meetings will evidence:  Accurate Teacher Professional Judgement  Improved levels of achievement and attainment. |  |
| Attainment in literacy will be raised through moderation, data and teacher professional judgement.  A variety of assessment approaches will allow learners to demonstrate their knowledge, understanding, skills, and capabilities in different contexts across the curriculum. | Moderation Leads will have led professional learning in relation to moderation, teaching and learning and high quality assessments.  All practitioners will have engaged in a series of moderation activities across all stages with other practitioners (school and cluster) | Term 4  All teaching staff | Pre and post practitioner evaluation will demonstrate:  An increased practitioner confidence in sharing good practice through the moderation process.  Practitioner confidence in planning high quality assessments.  Practitioner confidence in robust accurate teacher professional judgements. | Increase in professional discussion and moderation around achievement of a level and progression through a level.  Class based evidence will show a range of assessment opportunities for learners. |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **PRIORITY 3 – To fully embed children’s rights in the ethos and culture of St. Palladius through a refresh of our vision, values and aims.** | | | | | | |
| **Strategic Objective:**   * A shared understanding of St. Palladius new vision, values and aims. * Work with the whole school community to develop pupil voice and involved pupils in the decision making in the school. * Placing human rights and needs of every child and young person at the centre of education. * To refresh our whole school approach to building on positive relationships to strengthen our nurturing, inclusive and safe environment and ethos. | | | | | | |
| **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**  Ensuring that St. Palladius is a nurturing environment for children is pertinent in supporting learning and engagement. We want to work with all stakeholders to explore what it means to be a nurturing establishment and promote positive relationships across all levels. At St. Palladius we are committed to continuing our Right Respecting Schools journey so that our adults and learners are confident in and committed to the right of children and thus gaining our RRS Gold award.  “*Learners will only be able to achieve their full potential when they feel happy, secure, and connected with their establishment*” NAC ‘Learning Teaching and Assessment Policy’ 2022/23  Due to a change in the senior leadership team and a significant change in staff across the school, it is vital that we shape the future of the school to reflect the current economic and social situation. We will benefit from having the expertise of an Area Inclusion Worker one day per week, who will contribute to establishing our vision, values and aims and encourage greater participation from our most reluctant learners. As a small school we want to increase the profile of our school and celebrate all the achievements and successes with the wider community. In supporting the wider achievements of our pupils we endeavour to develop a positive ethos and a culture of achievement. We aim to have a consistent approach to tracking these achievements in order to take action, to ensure all young people benefit from the broad range of opportunities that are available at St. Palladius and the wider community.    It was clear from self-evaluation that all stakeholders felt that a refresh of the school’s vision, values and aims was a priority. Adults in the school should ensure that they are consistently modelling the values through their daily interactions with all stakeholders. St. Palladius should have a clear approach to ensuring that children are knowledgeable about and confident in their school’s values and what this means to them. Our parents/carers survey highlighted the need to revisit our values to ensure they reflect the school community. This will in turn lead to higher learner engagement and overall participation in learning and in the life of the school. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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? 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 £* |
| Celebrate and respect our differences through our relationships policy which will be further developed by our pupils.  There is mutual respect based on shared values and expectations.  Whole school community will have a responsibility to recognise positive behaviours and celebrate success. | Refreshed policy will promote positive and respectful relationships linked to ongoing development work on RRS and Respect me policy | All staff  RRS Committee | Self-evaluation will highlight key areas for development and key strengths.  PASS survey results will show a positive difference.  Use of ICE packs and pre and post child surveys. | Children will be able to recognise and celebrate differences.  All stakeholders will be able to share our values and expectations. |  |
| Learners will be part of the community who will fully understand and commit to the St. Palladius’ Vision, Values and Aims. | Refresh our current vision, values and aims in consultation with all stakeholders.  Facilitation session led by Jo and Christine for parents and carers. | All staff  Pupils  Parents/Carers  Stakeholders | Classroom observations  Pupil voice  Learning conversations | Learners will voice positive opinions about their school. |  |
| Pupils will understand how their rights permeate the curriculum and contribute to the decision making process, providing ownership and ensuring an inclusive curriculum for all.  Learners will understand and be able to talk about the unique features of our school community.  House captains will be involved in termly self-evaluation of the quality indicators.  RRS Committee will be established and pupil voice will bring about positive change in St. Palladius and in the community. | Incorporate children’s rights into the decision making process.  Begin our whole school journey towards Rights. respecting Schools Gold Award.  Explore the use of HGIOURS.  Focus on UNCRC through Learning, Teaching and Assessment and in our school ethos. Rights will be visible on our planning walls. | RRS Committee  All staff  Termly – House captains and SLT | Rights Respecting Schools journey Gold Award  Self- evaluation through HGIOURS. | Learner participation and pupil voice will bring about positive change in St. Palladius. |  |
| Learners will be involved in leadership groups/committees.  Aspirations and ambitions will be increased through learning about the world of work. | St. Palladius’ vision will have a strong focus on developing the skills our learners need in the world of work.  A range of committees/leadership groups will be created to support key areas. Leadership groups will be set up and contribute to the life of the school on a weekly basis.  Effective leadership opportunities across the school, staff encouraged to lead initiatives such as community committee, Developing the Young Workforce, Learning for Sustainability, RRS. | Weekly – All staff, pupils, parents/carers, stakeholders, Area Inclusion Worker. | Committee minutes will evidence key action points and activities.  Termly action plans created in conjunction with learners.  Staff lead pupils in self -evaluation of impact and to identify next steps. | Positive change will be brought about as a result of the leadership groups. |  |
| Wider achievement will be celebrated and tracked to ensure equity.  Learners will take part in after school clubs and extra-curricular activities. | Wider achievement trackers to be updated.  Extra-curricular activities to be established (After school and lunch time)  John Muir award  Young STEM Leader | Term 1 - SLT  Term 1 –  Identified families/  FLT  Term 1 – Brian Ross (Area Inclusion Worker) | New trackers produced.  Evaluations from FLT  Evaluations from AIW | There will be an increase in the amount of children involved in extracurricular activities. |  |
| Children will be able to talk about the School Improvement Plan priorities and illustrate their improvement plan priorities as part of a whole school display. | Whole school display of School Improvement Plan | Termly - Classroom Assistants/children/  parents | Display will be visible to all stakeholders. | School Improvement Plan will be highlighted, celebrated and reviewed regularly by all stakeholders. |  |

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

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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? |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |