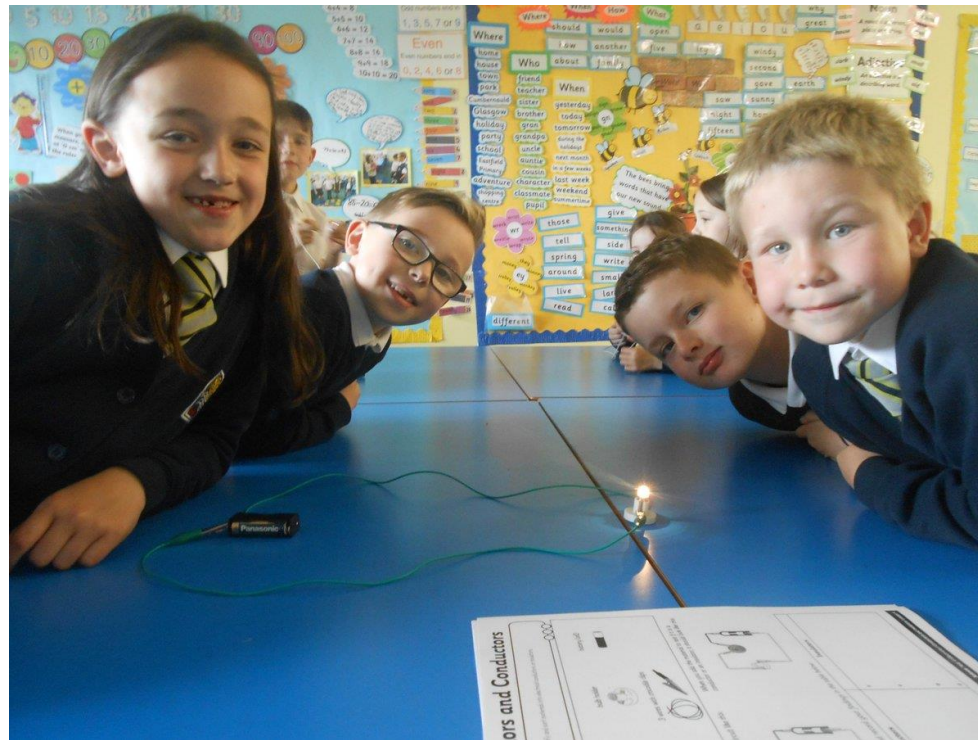


Eastfield Primary School & Nursery Class

Improvement Planning

Improvement Priorities 2019-2020



Together we will shine. ★★



Our School Context

Eastfield Primary School is a non-denominational, co-educational, multi cultural school serving Balloch/Eastfield, the Craigmarloch area of Cumbernauld and the village of Croy. The school and nursery roll at present is 408, around 18% of pupils receive school transport and 7% of pupils are entitled to free school meals. 2% of our young people live in an SIMD 1-3 area. There are currently 18 FTE teaching staff. This includes the Senior Leadership Team of 1 Headteacher, 1 Depute Headteacher, 2 Principal Teachers and 1 Acting Principal teacher. The nursery operates as 40am/30pm and has 1 senior Early Years Practitioner, 4 FTE Early Years Practitioners. The school and nursery have 1 Classroom Assistant and 4.9 FTE Additional Support Needs Assistants. Our school is inclusive from nursery to Primary 7. Our cluster secondary school is Greenfaulds High School.

Our support around the school extends to working with a variety of partnership agencies.

These include:

- Head of Service/Education Officer
- Continuous Improvement Officers
- Additional Support Manager
- Educational Psychologist
- SLT (Speech & Language Therapy)
- ELCAT (Early Learning & Communications Transitions Team)
- Occupational Health
- Physiotherapy
- Inclusion Support Base
- Visual Impairment Support
- CAMHS (Child and Adolescent Mental Health Services)
- Supported Assisted Media (SAM) Group
- Community Paediatrician

We also have business partners to support Developing the Young Workforce.

Our Vision

"At Eastfield, we are committed to promoting a learning community where everyone is valued, respected and included. We will provide a learning environment to inspire, engage and motivate all learners to reach their full potential. By experiencing a stimulating and challenging curriculum and developing sustained partnerships, we aspire to develop skills for learning life and work to ensure a bright future for all!"

Together we will shine!

Examples of engagement with parents/carers

How good is Our School? Survey
Vision Values and Aims
Pupil Equity Fund Parent Council engagement
Parent Council Meetings
Newsletters/Newsflashes/text service/Class glow blogs/ website/ Twitter
Meet the Teacher P2-P7
Parent/Teacher Consultations
Snapshot jotters/learning Journey's and feedback target setting opportunities
Home/school communication diaries
Parent helpers
School trips (incl: 30 parents to Belfast/Titanic trip for family learning experience)
Nursery Class Parent Group
Parent Council consultation on *Relationships and Anti-bullying Policy*
Curriculum Rationale development with Parent Council/Forum
Whole School Global Showcase
New School Uniform and tartan design consultation
Parental Workshop for P1 Parents
Transition Programme for New Entrants

Examples of engagement with learners

How Good is Our School? Whole school self-evaluation with learners through assemblies/ Master Classes

Survey of Pupil Attitudes P3, P5 and P7

Election of House Captains/Vice Captains and Head Boy/Girl

New School Uniform and tartan design consultation

House Team Meets and Events

Junior Road Safety Officers

School Meals Consultation/Mystery Shopper Programme

Engagement with Pupil Voice groups

Snapshot Jotters

Learning Conversations

Celebrating Success and Achievement Assemblies

To achieve our vision it is essential that we develop a structured curriculum which ensures that all children are provided with learning opportunities that recognise and celebrate their uniqueness, develop their full potential, allow them to fulfil their aspirations within and beyond the school gates and prepare them to meet the challenges of the 21st century. We aim to deliver excellence and equity in learning and teaching and expect all learners to be actively engaged in their own learning. We strive to ensure that we work in partnership with our whole school community to deliver the best outcomes for our children. Our curriculum focusses on the child as learner, and allows for breadth and depth of learning, offering challenge and enjoyment. We offer choice and personalisation as well as progression through levels, allowing the opportunity for attainment at the highest level.

At every level, an ethos of high aspirations and ambition for all our learners is encouraged.

Improvement Priority 1 - Literacy and Numeracy

IMPROVEMENT PRIORITY 1:

Improvement in attainment in Literacy and Numeracy through effective use of assessment

Person(s) Responsible Who will be leading the improvement?		Laura Duddy (Acting DHT 0.5), Alexander Rutherford (Acting DHT 0.5), Kay Smith (PT Numeracy), Fiona Kelly (PT Literacy) (Acting PT Assessment/Moderation/Pedagogy TBC), Class Teachers, Early Years Practitioners			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	EYC Priorities	RRS Article(s)
2.3 Learning, teaching and assessment	Targeted approaches to literacy and numeracy Promoting a high quality learning experience Differentiated support Using evidence and data Engaging beyond the school Partnership working Professional learning and leadership	School Leadership	Improvement in attainment, particularly in literacy and numeracy	Improvement in attainment, particularly literacy and numeracy	Article 28 (Right to an education) Article 29 (Goals of education) Article 3 (Best interests of the child)
1.3 Leadership of change		Teacher Professionalism			
3.2 Raising attainment and achievement		Assessment of Children's Progress			
2.7 Partnerships		School Improvement			
3.1 Ensuring wellbeing, equality and inclusion		Performance Information			
2.2 Curriculum					
1.4 Leadership and management of staff					
2.6 Transitions					

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state if cost is being met from PEF.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
<p><i>Improve the attainment and experience of all children in writing.</i></p> <p><i>Increase ACEL data in writing, and results by 5% (ACEL data) for P4, P7 and S3</i></p>	<ol style="list-style-type: none"> 1. Roll out of training for Pedagogy Practitioner in each establishment. 2. Raising awareness at cluster level and plan events to inform all ELPs and teaching staff of the practice. 3. CIOs to support HTs with robust dialogue around attainment and engage in discussions regarding ACEL, future predictions in line with the National average, data and barriers to improving attainment results. Looking at planned interventions and possible positive outcomes for children. 4. SMT developing robust conversations with all staff to identify ACEL data and predictions/projected levels. 5. Identified times/opportunities for staff across the school community (ELPs/Primary Teachers and Secondary teachers) to meet at regular intervals to plan the process of Moderation 6. Staff to facilitate the Moderation process making use of the agreed west Partnership paperwork. 	<ol style="list-style-type: none"> 1. Teacher confidence/implementation/ consistency of AiFL and MTV thinking routines strategies within the classroom. 2. Refreshed AiFL school/cluster policy. (Pedagogy Practitioners to create collegiately) 3. Teacher confidence with planning a Periodic Assessment using connecting Experiences and Outcomes, Learning Intentions and Success Criteria. 4. Teacher confidence/ability to Moderate the plan and make any adjustments/advice before implementation. 5. Teacher awareness/understanding of reliable/valid/robust evidence to match/underpin the planned assessment. 6. Teacher confidence around completing the Practitioner Moderating Template and matching it to the standard. 7. Teacher confidence around discussions with colleagues in relation to understanding the standard/Benchmarks for each level. 8. Improving Teacher professional Judgement which in turn will lead to more robust/confident ACEL data over time. 	<ol style="list-style-type: none"> 1. Pedagogy Practitioner training- £25 per staff member. CPD Manager- Codes- 10001 or 10002 2. Purchase of recommended books- <ol style="list-style-type: none"> a. Cambridge Education- Assessment for Learning- A Practical Guide for primary and secondary teachers. b. The Black Box- Dylan Williams c. Embedding Assessment-??? <p>Data information from CEM and SNSA downloaded and compiled.</p> <p>Data linked to SIMD 1-3 highlighted. Addressing attainment gaps with appropriate and timeous interventions eg Malt, Number box etc</p> <p>Time for cluster moderation sessions (10 hours from WTA)</p>	<p>Pedagogy Practitioner to implement Sessions 1,2 and 3 between Sept – Nov/Jan - Apr</p> <p>Complete the Self Evaluation E's and O's Practitioners - individually</p> <p>(A1)</p> <p>After Session 1</p> <p>Repeat after cluster moderation event.</p> <p>Pedagogy Practitioner to implement Sessions 4, 5 and 6 between Dec – Feb/May - Sept</p> <p>SMT to complete the Education Scotland Experiences and Outcomes for</p>

	<p>AML led Assessment and Moderation Activities at cluster level will provide opportunity to build capacity through Professional Dialogue. SNSA testing and additional standardised testing as and when necessary.</p>	<ul style="list-style-type: none"> • Teacher judgement information • CEM Data • SNSA Data • Class assessments • Periodic Assessments • Moderation feedback 		<p>practitioners/senior managers (A2)</p> <p>Before and after training has been delivered- to measure short, medium and long term impact.</p> <p>Pedagogy Practitioner to plan and implement a moderation event after Session 6 in partnership with the cluster</p>
<p><i>Evidence the increase in staff understanding and application of the standard through pre and post evaluation. Measure of improvement pre/post questionnaire.</i></p>	<p>Complete all audits and evaluate responses.</p>	<p>Evaluate individual and collective responses to show the gap in schools/clusters/schools communities.</p>		<p>January 2019 & August 2019 Pre questionnaires</p> <p>May 2020 Post questionnaires</p>
<p><i>Improve the range of robust and reliable assessment opportunities to improve outcomes for all when moderating children and young people's work within the school, cluster and beyond. Develop a more consistent approach across all levels</i></p>	<p>Complete the Education Scotland- Moderation Hub sections on the following areas-</p> <ol style="list-style-type: none"> 1. E's and O's 2. LI and SC 	<p>Workshop – Moderation Event using evidence gathered across the cluster for learners on track, exceeding</p>		<p>May 2020</p>

<p><i>and stages of when/what evidence should be gathered.</i></p>	<ol style="list-style-type: none"> 3. Learning, teaching and assessment. 4. Gathering a wide range of appropriate, robust evidence 5. Evaluate and monitor pupils' progress. 6. Feedback linked to SC and next steps 	<p>expected level of requiring support at each stage.</p> <p>This will begin to increase knowledge and understanding around the standard for achievement of a level.</p>		
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Improvement Priority 2 - Closing the Gap

IMPROVEMENT PRIORITY 2:		Closing the attainment gap between the most and least disadvantaged children			
Person(s) Responsible Who will be leading the improvement?		Lesley McPhee HT, DHT, Laura Duddy (Acting DHT 0.5), Alexander Rutherford (Acting DHT 0.5) Alan Miller (Acting PEF PT), Denise Gallagher CT, Ashley Wilson CT, Class Teachers, Early Years Practitioners			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	EYC Priorities	RRS Article(s)
1.5 Management of resources to promote equity	Early intervention and prevention	School Leadership	Improvement in attainment, particularly in literacy and numeracy	Closing the attainment gap between the most and least disadvantaged children	Article 29 (Goals of education)
2.3 Learning, teaching and assessment	Targeted approaches to literacy and numeracy	Teacher Professionalism	Closing the attainment gap between the most and least disadvantaged children;		Article 2 (Non-discrimination)
1.3 Leadership of change	Promoting a high quality learning experience	Parental Engagement			Article 5 (Parental guidance)
3.2 Raising attainment and achievement	Differentiated support Using evidence and data	Assessment of Children’s Progress			Article 3 (Best interests of the child)
2.7 Partnerships	Employability and skills development	School Improvement Performance Information			Article 12 (Respect for the views of the child)
3.1 Ensuring wellbeing, equality and inclusion	Engaging beyond the school				
2.2 Curriculum	Partnership working				
1.4 Leadership and management of staff	Professional learning and leadership				
2.5 Family Learning	Research and evaluation to monitor impact				
2.6 Transitions					

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state if cost is being met from PEF.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
<p><i>Improve attainment and experience for all learners, including those from SIMD 1-3/FME/LAAC and those not meeting expected outcomes within literacy.</i></p> <p><i>(As above) Improve attainment and experience for all learners, including those from SIMD 1-3/FME/LAAC and those not meeting expected outcomes within literacy.</i></p>	<p>Focus groups of children, including those from SIMD 1-3/FME/LAAC who are not reaching expected outcomes, will have further opportunities through the following interventions:</p> <ul style="list-style-type: none"> * Additional reading activities using Rainbow Reading (P3-7) /Mini Rainbows (Nursery to P2)/ Rapid Readers (P2-7)/ Red Rockets (P1) /Guided reading cards *Read, Write, Inc. / Fresh Start (P4-7) *Teach Your Monster to Read (P2) * Touchtronics (P1) *IDL Spelling (P3-7) * Additional reading/phonics support groups and challenges (whole school) * Family learning literacy events/clubs including 	<p>All learners, including focus groups will be working at the appropriate level for their age and stage or have a plan of interventions in place in order to close the attainment gap.</p> <p>(Data/Pupil Discussion/Staff Discussion/Evidence from moderation activities)</p> <p>Formative feedback comments</p> <p>Use of PHAB2, POLAAR and YARC assessments to identify areas requiring intervention and further support.</p> <p>(Data/Pupil Discussion/Staff Discussion/Evidence from moderation activities)</p>	<p>Acting PT (PEF £4000)</p> <p>Ongoing purchase of assessments when required</p>	<p>on-going throughout session 2019/20 and will include the use of our annual collegiate calendar.</p> <p>Reviews of progress will be tracked and documented during:</p> <ul style="list-style-type: none"> * November 2019 * February 2020 * May 2020

	<p>bespoke homework tasks /challenges (whole school)</p> <p>* Staff training on the use of literacy assessments to ensure appropriate early intervention (whole school)</p>	<p>Formative and summative assessments particularly standardised assessment data and periodic, collaborative moderation activities are planned for, relevant to the learning and recorded systematically to show progress and inform next steps.</p> <p>(Data/Pupil Discussion/Staff Discussion/Evidence from moderation activities)</p>		
<p><i>Improve attainment and experience for all learners , including those from SIMD 1-3/FME/LAAC and those not meeting expected outcomes within Numeracy & Maths.</i></p>	<p>Focus groups of children, including those from SIMD 1-3/FME/LAAC who are not reaching expected outcomes, will have further opportunities through the following interventions:</p> <p>* Daily additional maths activities using Big Maths</p>	<p>All learners, including focus groups will be working at the appropriate level for their age and stage or have a plan of interventions in place in order to close the attainment gap.</p>	<p>Acting PT (PEF £4000)</p>	<p>on-going throughout session 2019/20 and will include the use of our annual collegiate calendar.</p> <p>Reviews of progress will be tracked and</p>

	<ul style="list-style-type: none"> * Wee Red Box Mental agility cards matched to appropriate level. * Additional numeracy support groups * 1-1 Bespoke support (where required) * Studyladder * Family learning numeracy events/clubs including bespoke homework tasks/challenges * Sumdog * NumberBox * Number Talks * Maths After School Club * Sumdog Club * Maths Apps on iPADS 	<p>(Data/Pupil Discussion/Staff Discussion/Evidence from moderation activities)</p> <p>Formative and summative assessments particularly standardised assessment data and periodic, collaborative moderation activities are planned for, relevant to the learning and recorded systematically to show progress and inform next steps.</p> <p>(Data/Pupil Discussion/Staff Discussion/Evidence from moderation activities)</p>		<p>documented during:</p> <ul style="list-style-type: none"> * November 2019 * February 2020 * May 2020
<p><i>Improve attainment and experience for all learners, including those from SIMD 1-3/FME/LAAC and those not meeting expected outcomes within Health & Wellbeing.</i></p>	<p>Focus groups of children, including those from SIMD 1-3/FME/LAAC who are not reaching expected outcomes, will have further opportunities through the following interventions:</p>	<p>All learners, including focus groups will be working at the appropriate level for their age and stage or have a plan of interventions in place in order to close the attainment gap.</p>	<p>Outdoor Learning Equipment /Areas (£1000) PC donation towards improvements and NLC support grants to fund enhanced outdoor spaces</p>	<p>On-going throughout session 2019/20 and will include the use of our annual collegiate calendar.</p> <p>Reviews of progress will be</p>

				<ul style="list-style-type: none"> Active Schools programmes, out of school clubs and events Indoor/Outdoor nurture experiences Solihull approach Growth Mindset Season's for Growth Mindfulness Family learning and parental engagement opportunities 	<p>(Data/Pupil Discussion/Staff Discussion/Evidence from moderation activities)</p> <p>Boxall Profile analysis and target setting</p> <p>(Data/Pupil Discussion/Staff Discussion/Evidence)</p> <p>NLC Resilience Toolkit target setting</p> <p>(Data/Pupil Discussion/Staff Discussion/Evidence)</p>		<p>tracked and documented during:</p> <p>* November 2019</p> <p>* February 2020</p> <p>* May 2020</p>
<i>Improve attainment and experience for all learners, including those from SIMD 1-3/FME/LAAC and those not meeting expected outcomes</i>				<p><u>CLUSTER/FAMILY GROUP PRIORITY</u></p> <p>"Making Thinking Visible" (MTV) to support children in metacognition and thinking routines to support deep learning.</p>	Formative feedback comments	<p>Making Thinking Visible" (MTV)</p> <p>Tapestry course -3 staff trained as facilitators to lead 15 month long School Learning Community (Year 2 of 2 PEF £3000)</p>	<p>Reviews of progress will be tracked and documented during:</p> <p>* November 2018</p> <p>* February 2019</p> <p>* May 2019</p>
<i>Improve attendance by 2% by June 2020 for identified children with less than 90% attendance.</i>	Improve engagement with target families via more direct communication (phone calls/face to face)	Monthly analysis of attendance statistics		<p>On-going throughout session 2019/20 and will include the use of our annual collegiate calendar.</p> <p>Reviews of progress will be tracked and documented during:</p> <p>* November 2019</p>			

				<ul style="list-style-type: none"> * February 2020 * May 2020
<p><i>Improve latecoming by 3% by June 2020 for identified children with less than 95% latecoming.</i></p>	<p>Improve engagement with target families via more direct communication (phone calls/face to face)</p>	<p>Monthly analysis of latecoming statistics</p> <p>(Data/Pupil Discussion/Parental Engagement)</p>		<p>Reviews of progress will be tracked and documented during:</p> <ul style="list-style-type: none"> * November 2019 * February 2020 * May 2020

Improvement Priority 3- Health & Wellbeing

<div> <div>IMPROVEMENT PRIORITY 3:</div> <div>Improvement in children's Health and Wellbeing</div> </div>					
<div> <div>Person(s) Responsible</div> <div>Who will be leading the improvement?</div> </div>		Lesley McPhee HT, DHT, Alan Miller(Acting PEF PT), Class Teachers, Early Years Practitioners, ASNa Julie Baxter			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	EYC Priorities	RRS Article(s)
<div>1.5 Management of Management of resources to promote equity</div> <div>2.3 Learning, teaching and assessment</div> <div>1.3 Leadership of change</div> <div>3.2 Raising attainment and achievement</div> <div>2.7 Partnerships</div> <div>3.1 Ensuring wellbeing, equality and inclusion</div> <div>2.2 Curriculum</div> <div>1.4 Leadership and management of staff</div> <div>2.5 Family Learning</div> <div>2.6 Transitions</div>	<div>Early intervention and prevention</div> <div>Social and emotional wellbeing</div> <div>Promoting healthy lifestyles</div> <div>Promoting a high quality learning experience</div> <div>Differentiated support</div> <div>Using evidence and data</div> <div>Employability and skills development</div> <div>Engaging beyond the school</div> <div>Partnership working</div> <div>Professional learning and leadership</div> <div>Research and evaluation to monitor impact</div>	<div>School Leadership</div> <div>Teacher Professionalism</div> <div>Parental Engagement</div> <div>Assessment of Children's Progress</div> <div>School Improvement</div> <div>Performance Information</div>	<div>Improvement in children's and young people's health and wellbeing</div>	<div>Improvement in children and young people's health and wellbeing</div>	<div>Article 29 (Goals of education)</div> <div>Article 2 (Non-discrimination)</div> <div>Article 5 (Parental guidance)</div> <div>Article 3 (Best interests of the child)</div> <div>Article 12 (Respect for the views of the child)</div>

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state if cost is being met from PEF.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
<p><i>Further improve the physical health of children by embedding, sustaining and further extending, the range of active health initiatives and opportunities across the school and nursery class.</i></p> <p><i>(As Above) Further improve the physical health of children by embedding, sustaining and further extending, the range of active health initiatives and opportunities across the school and nursery class.</i></p>	<ul style="list-style-type: none"> Active Schools programmes, out of school clubs, events and competitions. Engagement with local community sports clubs eg: Tae Kwon Do taster sessions Family learning and parental engagement opportunities eg: Sports Day and Mini Movers 	<p>All pupils' level of fitness will increase as a result of increased opportunities for physical activity through PE, Active School's engagement and the 'daily mile'. (Data/Observation/Views)</p> <p>Programmes of study across the levels of Curriculum for Excellence ensure a clear progression of all learners' knowledge and understanding and skills development. (Data/Observation/Views)</p>	<p>Acting PT (PEF £4000)</p> <p>Ongoing costs for Active School from PEF/school budget (TBC)</p> <p>Class Teacher trained in Yoga to support the delivery of Yoga across the school</p>	<p>On-going throughout session 2019/20 and will include the use of our annual collegiate calendar.</p> <p>Reviews of progress will be tracked and documented during:</p> <p>* November 2019</p> <p>* February 2020</p> <p>* May 2020</p>
<p><i>Further improve the physical health of children by embedding and further extending the range of food technology and healthy eating initiatives across the school and nursery class.</i></p>	<ul style="list-style-type: none"> All learners will be given opportunities to develop their skills in food technology, practical cooking, healthy eating & food choices Skills Academy Community Café run by senior pupils to enhance skills and promote healthy eating "Eastfield Eats" 	<p>Programmes of study across the levels of Curriculum for Excellence ensure a clear progression of all learners' knowledge and understanding and skills development. (Data/Observation/Views)</p>	<p>Funding for Practical Cooking Sessions (PEF £500) and Food for Thought Grant £1650</p>	<p>On-going throughout session 2019/20 and will include the use of our annual collegiate calendar.</p> <p>Reviews of progress will be tracked and documented during:</p>

	<ul style="list-style-type: none"> • “Table Talks” After School Parent/Child/table manners Cooking Club 			<p>* November 2019</p> <p>* February 2020</p> <p>* May 2020</p>
<p><i>Further improve the mental, social & emotional health of children by embedding and further extending the range of nurture based initiatives across the school and nursery class.</i></p>	<ul style="list-style-type: none"> • All learners will be given opportunities to be involved in setting personal target setting taking into account the SHANNARI indicators. • Further development of Nurture Classroom/Sensory Room • All staff continue to engage in professional dialogue to develop a shared understanding of the protective factors and developmental needs of all learners to provide appropriate and personalised support • Outdoor learning • Solihull approach throughout school and nursery class • Growth Mindset • Making Thinking Visible • Season’s for Growth • Resilience • Tree of Knowledge programme for children in P5-7, staff and parent workshops • ACEs Training for staff • Mindfulness and Self-care sessions for staff (Ed. Psych to lead) 	<p>All staff will continue to embed NLC ‘GIRFme’ and Statutory Child’s planning processes and procedures to ensure all learners with additional support needs receive appropriate support at the right time to access the curriculum. (Data/Views)</p>	<p>Tree of Knowledge workshops for children in P5-7, staff and parent workshops on resilience, growth mindset, self-confidence and self-esteem (£3,000 PEF)</p> <p>Making Thinking Visible (PEF £3000 year 2 of 2)</p> <p>New Outdoor Sensory Garden/Area (£1000)</p> <p>Class Teacher trained in Yoga to support the delivery of Yoga across the school</p>	<p>On-going throughout session 2019/20 and will include the use of our annual collegiate calendar.</p> <p>Reviews of progress will be tracked and documented during:</p> <p>* November 2019</p> <p>* February 2020</p> <p>* May 2020</p>

<p><i>(As above) Further improve the mental, social & emotional health of children by embedding and further extending the range of nurture based initiatives across the school and nursery class.</i></p>	<ul style="list-style-type: none"> • <i>We Eat Elephant's</i> (Mental health programme based on CBT) • <i>DO BE Mindful Mindfulness Programme</i> • YOGA • Regular input at weekly assemblies continue to encourage all learners to be actively engaged in the SHANARRI indicators. 		<p><i>We Eat Elephant's pilot</i> funded by NLC</p> <p><i>DO BE Mindful Mindfulness Programme</i> (PEF £2,500)</p> <p>YOGA: Teacher Training (PEF £250/ Parent Council £250)</p>	<p>On-going throughout session 2019/20 and will include the use of our annual collegiate calendar.</p> <p>Reviews of progress will be tracked and documented during:</p> <ul style="list-style-type: none"> * November 2019 * February 2020 * May 2020
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Improvement Priority 4 - Employability Skills/DYW

<div> <div>IMPROVEMENT PRIORITY 4:</div> <div>Improvement in employability skills and sustained, positive school leaver destinations for all young people</div> </div>					
<div> <div>Person(s) Responsible</div> <div>Who will be leading the improvement?</div> </div>		<div> <div>Lesley McPhee HT, Fiona Kelly PT, Jennifer Nicholson CT, Margaret Dickson CT, Alan Miller (Acting PEF PT), Class Teachers, Early Years Practitioners</div> </div>			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	EYC Priorities	RRS Article(s)
<div>1.5 Management of 1.5 Management of resources to promote equity</div> <div>2.3 Learning, teaching and assessment</div> <div>1.3 Leadership of change</div> <div>3.2 Raising attainment and achievement</div> <div>2.7 Partnerships</div> <div>3.1 Ensuring wellbeing, equality and inclusion</div> <div>2.2 Curriculum</div> <div>1.4 Leadership and management of staff</div> <div>2.5 Family Learning</div> <div>2.6 Transitions</div>	<div>Promoting healthy lifestyles</div> <div>Targeted approaches to literacy and numeracy</div> <div>Promoting a high quality learning experience</div> <div>Differentiated support</div> <div>Using evidence and data</div> <div>Employability and skills development</div> <div>Engaging beyond the school</div> <div>Partnership working</div> <div>Professional learning and leadership</div> <div>Research and evaluation to monitor impact</div>	<div>School Leadership</div> <div>Teacher Professionalism</div> <div>Parental Engagement</div> <div>Assessment of Children's Progress</div> <div>School Improvement</div> <div>Performance Information</div>	<div>Improvement in employability skills and sustained, positive school leaver destinations for all young people</div>	<div>Improvement in employability skills and sustained, positive school leaver destinations for all young people</div>	<div>Article 29 (Goals of education)</div> <div>Article 2 (Non-discrimination)</div> <div>Article 5 (Parental guidance)</div> <div>Article 3 (Best interests of the child)</div> <div>Article 12 (Respect for the views of the child)</div>

<p>Outcome(s) / Expected Impact</p> <p>Detail targets, %, etc.</p>	<p>Tasks/ Interventions to achieve priority</p>	<p>Measures</p> <p>What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)</p>	<p>Resources</p> <p>Please include costs and, where relevant, state if cost is being met from PEF.</p>	<p>Timescale</p> <p>What are the key dates for implementation? When will outcomes be measured? Checkpoints?</p>
<p><i>Increased opportunities for all learners to develop their skills for Learning, Life & Work by engaging in a range of world of work and enterprise opportunities.</i></p> <p><i>(As above) Increased opportunities for all learners to develop their skills for Learning, Life & Work by engaging in a range of world of work and enterprise opportunities.</i></p>	<ul style="list-style-type: none"> Skills Academy Community Café run by senior pupils to enhance skills and promote healthy eating and work with a local chef/hospitality manager (business partnership) Whole school progressive skill based planning to ensure opportunities to explore the World of Work Regular emphasis on curricular links to real-life learning opportunities through classroom learning and teaching P5 Social Enterprise “Bake My Day” company to raise funds in support of our business partner Strathcarron Hospice Links with Cabot Corporation/River Clyde Foundation (business partners) to support the delivery of “Clyde in the Classroom” project 	<p>All learner’s will develop their skills in food technology, practical cooking, healthy eating & food choices.</p> <p>(Data/Observation/Views)</p> <p>All learner’s will experience a curriculum rich in opportunities which link classroom learning to real life contexts and where appropriate make links to future employability</p> <p>(Data/Observation/Views/long term data)</p> <p>All learner’s will be given the opportunity to develop their financial management and entrepreneurial skills</p> <p>(Data/Observation/Views)</p> <p>All learner’s will demonstrate an awareness of their own personal</p>	<p>2x Acting PT (PEF £8000)</p> <p>ASNa to support practical cooking sessions</p> <p>Micro-loan from Parent Council</p>	<p>on-going throughout session 2019/20 and will include the use of our annual collegiate calendar.</p> <p>Reviews of progress will be tracked and documented during:</p> <p>* November 2018</p> <p>* February 2019</p> <p>* May 2019</p>

<p><i>Increased opportunities for all learners to develop their skills for Learning, Life & Work by engaging in a range of world of work and enterprise opportunities with a particular focus on literacy and numeracy.</i></p>	<ul style="list-style-type: none"> • P6/7 “Quid’s In” or “Virgin” 4 Week Challenge supported by micro loans (£1/£5) from the Parent Council • “Big Me!” days to focus on career education and world of work and raising awareness of personal skills, talents and aptitudes • Focus World of World week supported by local business and parental engagement • ECO Schools Whole School Programme of events to support a variety of aspects of ECO both locally & Globally • Opportunities to enhance pupil engagement and skills through implementation of stimulating opportunities for pupils to further enhance literacy and numeracy skills across learning 	<p>skills, talents and aptitudes and how these could link to future employability (Data/Observation/Views/long term data)</p> <p>Action Plan completed by Enterprise lead and Committees. (Data/Observation/Views/medium term)</p> <p>(</p> <p>All learner’s will have opportunities to showcase their talents and skills (Data/Observation/Views/long term data)</p>	<p>£800 Clyde in the Classroom” covered by Cabot Corporation as our business partners.</p> <p>“Quid’s In/Virgin” Challenge supported by micro loans (£1/£5) from the Parent Council</p>	<p>On-going throughout session 2019/20 and will include the use of our</p>
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<i>Increased opportunities for all learners to develop their knowledge and understanding within STEM subjects and enhance their skills for Learning, Life & Work</i>	SSERC STEM Primary Cluster programme	<p>All learner's will have increased opportunities to further develop their STEM skills and demonstrate an awareness of these could link to future employability</p> <p>(Data/Observation/Views/long term data)</p>	Staff Training to support professional learning in STEM/Science and a fully SSERC trained staff mentor to develop capacity and sustainability within the team.	<p>On-going throughout session 2019/20 and will include the use of our annual collegiate calendar.</p> <p>Reviews of progress will be tracked and documented during:</p> <ul style="list-style-type: none"> * November 2018 * February 2019 * May 2019

Together we will shine. ★★



