

Renfrewshire Council Children's Services

Bushes Primary School and Early Learning and Childcare Class

Improvement Plan

2024-2025

Planning framework

As part of Children's Services, Bushes Primary School and Early Learning and Childcare Class has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families, and communities – Protecting, learning, achieving, and nurturing.*

National Priorities

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

- 1. place the human rights and needs of every child and young person at the centre of education;**
- 2. improve attainment, particularly in literacy and numeracy;**
- 3. close the attainment gap between the most and least disadvantaged pupils;**
- 4. improve children's health and wellbeing; and**
- 5. improve children and young people's employability skills so that they move into positive and sustained destinations.**

Renfrewshire's Education Priorities

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on the next page.

Pupil Equity Funding

Our school received Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

<p>Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.</p>	<p>Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.</p>	<p>Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.</p>	<p>Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.</p>	<p>Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes</p>
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Bushes Vision, Values and Aims

"Blossom at Bushes"

To create the happy environment our school community needs to thrive, all stakeholders have established a clear Vision and set of Core Values as well as our aims for the whole school community.

Our Vision

We believe that all children are created equal and are owed the best we have to give. As a whole school community, we will work together tirelessly to develop and advance the unique set of skills and talents each of our pupils have and encourage every one of them to believe they can be successful and empower them to achieve amazing things.

Our Values are at the **root** of everything we do at Bushes:

Build each other up through **KINDNESS** and **FRIENDSHIP**

Uphold **HONESTY**

Share **RESPECT**

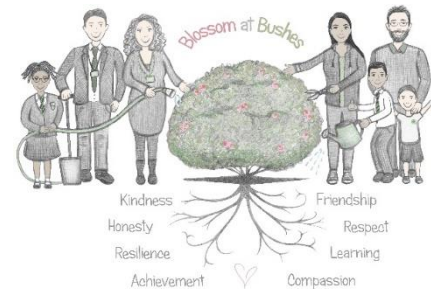
Have **RESILIENCE**

Encourage **LEARNING** and **ACHIEVEMENT**

Show **COMPASSION**

Aims for our Pupils

- To provide a happy, safe, stimulating, supportive and nurturing environment where children can meet their full potential as both learners and people, and can develop respect for themselves, others and their surroundings.
- To provide a rich, exciting and progressive curriculum which engages and motivates children and through which every child can develop fully as lifelong learners with skills to equip them for their future.
- To encourage children to be independent, motivated, curious, creative and resilient learners who have a love of, and are capable of leading, their own learning.
- To provide children with the opportunities to contribute their voice to, and play an active role in, the development of the School and ELC Class.
- To provide opportunities for every child to feel part of, and be able to positively contribute to, the school, local and global community, helping them to become responsible members of society.
- To actively promote good physical and mental health amongst all children.
- To celebrate children's achievements and ensure they receive recognition and praise for their efforts and achievements in all areas of their life, both within and out with the ELC Class and School.
- To provide equity for all children.



Aims for our Families and Community

- To provide a supportive and nurturing environment, working collaboratively and in partnership with parents and carers to help every child achieve their full potential.
- To empower parents and carers to play an active role in their child's education.
- To develop and sustain close links between parents and the local community to further children's learning.
- To promote, support, respect and value parental engagement in contributing to the ongoing development of the school.

Aims for our Staff

- To provide a supportive and nurturing environment wherein staff work collaboratively to provide the best educational experience possible for every child.
- To support them in keeping up to date with latest National and Council policies and procedures and continuing to develop their practice through Continual Professional Development opportunities.
- To nurture and respect each child as an individual and play an active role in their personal, as well as their educational development.
- To serve the community of Bushes with empathy, progressive learning and pride.

Who did we consult?

To identify our priorities for improvement, we sought the views of pupils, parents, staff, and services that support the work of the school. We used a variety of methods of getting the views of those who are involved in the life and work of Bushes Primary and Early Learning and Childcare Class such as:

Consultation with Pupils (School and ELC Class)	Consultation with Staff (School and ELC Class)	Consultation with Parents and Carers (School and ELC Class)	Consultation with Partners (School and ELC Class)
<ul style="list-style-type: none"> • Pupil questionnaires as part of wider self-evaluation process linked to HGIOURS • Pupil learning target setting and review with class teacher/ELC Officer • Planning in curricular areas (including mind mapping, floorbooks etc.) • Pupil leadership groups (including Pupil action group and House representatives) • Pupil Focus Groups • Child learner profiles in ELC Class 	<ul style="list-style-type: none"> • Staff questionnaires as part of wider self-evaluation process linked to HGIOS 4 • Regular staff and collegiate meetings throughout the session • Annual Professional Review and Development meetings • Evaluation of the service we provide using relevant professional documents and identification of strategic actions for the School Improvement Plan from this process • Staff consultation activities as part of In-Service and planned collegiate activity • Termly Tracking and Monitoring (TAM) meetings focussing on pupils' progress and targets • Team Around the Child (TAC) meetings • Curriculum leadership roles 	<ul style="list-style-type: none"> • Parent/Carer questionnaires as part of wider self-evaluation process • Induction days • Parent Council meetings regularly throughout school session • Parent/Carer feedback at events such as parents' night • Newsletters for school and ELC Class • Team Around the Child (TAC) meetings • Reporting to parents (School and ELC Class) through a meeting and written reports and transfers of information (ELC Class) 	<ul style="list-style-type: none"> • Team Around the Child (TAC) meetings • Local Area Admissions Panel Meetings (ELC Class) • Educational Psychology Service • Home Link Service • Cluster Schools (Heriot, Langcraigs, Brediland, Lochfield and Gleniffer High School) • Active School Coordinator • ELC Classes, primary schools and secondary schools around transition planning and support • Professional health and social care bodies who offer support to our children and pupils.

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities. All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How will we know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

- A Self-Evaluation and Monitoring Calendar is produced each year, outlining a detailed account of self-evaluation and monitoring strategies carried out to ensure a rigorous approach to monitoring improvement
- Regular staff meetings
- Tracking and monitoring of each pupil's progress through discussions and the use of data. This is discussed at a termly 'Tracking and Monitoring' meeting between teachers and SLT where current reading, spelling, reading, maths progress etc. are discussed and next steps identified and planned for. Health and wellbeing needs are also discussed as part of this process. Parents are contacted to discuss concerns or share success.
- Each child sets targets for their own learning and these are reviewed regularly.
- Analysis of assessment data from ongoing class assessments, summative assessments and standardised assessments.
- Scottish National Standardised Assessments have been carried out at P1, P4, and P7. Our continued work on moderation will help to ensure that we are focussing on achieving a level, as well as facilitating opportunities for moderation.
- SLT (Senior Leadership Team) meet regularly to discuss pupil progress in all areas including Health and Wellbeing.
- Monitoring of learning, teaching and assessment in classroom/playroom observations aligned to school, local and national improvement priorities including peer learning visits.
- Regular self-evaluation using relevant professional documents e.g., HGIOS 4 and HGIOURS 4 with all stakeholders with actionable next steps.
- Liaison with external partners who provide support for pupils (e.g. Occupational Therapists, Speech and Language Therapists) to ensure best provision for all children.

Each year we also complete a Standards and Quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff

Priority 1 - Raising attainment through developing pedagogy within identified areas of the curriculum			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
<p>Q.I. 2.2, 2.3</p> <p>Q.I. 3.2</p>	<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>20% of learners (66/335) across the school are not on track to achieve their expected level in writing. Talking and Listening is 7% (20/335), Reading is 14% (48/335) and Numeracy is 12% (40/335)</p> <p>Attainment in writing at First level is lowest followed by Second level. Approximately 22% of learners are not on track to achieve First level, compared with 14% at Early level and 19% at Second level.</p> <p>Within First level, P2 starting 24-25 at 86%, P3 starting 24-25 at 76%, P4 starting 24-25 at 79% on track. Within Second Level, P5 starting 24-25 at 79%, P6 starting 24-25 at 76%, and P7 starting 24-25 at 85%</p> <p>Attainment in writing is 86% in Early level; 78% at First level and 81% at Second level. This is lower than reading attainment levels at Early 90%, First 84%, Second 86%, and this gap needs to continue to narrow</p> <p>53% of the learners (9/17) in our ELCC who are attending P1 in 24-25 are meeting more than 80% of Literacy measures.</p>	<p>By June 2025, attainment in writing across the whole school will have increased by 2% from 80% to 82%</p> <p>By June 2025, attainment in writing of the pupils who are in P2-P7 in session 24-25 will have increased as follows: P2 by 4% to an end value of 90% P3 by 7% to an end value of 83% P4 by 9% to an end value of 88% P5 by 2% to an end value of 81% P6 by 2% to an end value of 78% P7 by 3% to an end value of 88%</p> <p>By June 2025, the gap between attainment in reading and writing at Early level will be to no more than 3% and 4% at First and Second level</p> <p>By June 2025, a clear, structured, progressive, consistent approach to the assessment of writing will be evident at all stages using the Talk for Writing approach in combination with additional evidence-based reading and writing assessments to support teacher judgement.</p> <p>For the same group of children coming from our ELCC into our P1 in 24-25 (17 children), attainment will increase from 53% (9/17) to 70% (12/17) for attainment of literacy measures at the end of Early level.</p>	<ul style="list-style-type: none"> Writing assessment scores will show an increase in attainment Pre/post pupil learning conversations (individual target setting, focus groups etc.) will highlight an increase in pupil confidence towards writing Standardised assessment data, including GL assessment (PEF Funded) and SNSA at P1, P4 and P7, conducted in January, will show an increase in attainment Class formative assessment Tracking meetings – discussions around attainment, interventions and next steps Class visit feedback from SLT will illustrate more consistency across the school in the implementation and assessment of Writing Early Years Progression Tool - Improved attainment data in writing Early Years staff confidence surveys 	<ul style="list-style-type: none"> Appointment of 0.9 FTE teacher (£58263 PEF Funded until Aug'25) with part of their time to provide tracked interventions to targeted pupils including a focus on children in First and Second level. (HT) Continue to provide professional learning in Talk for Writing approach for all teaching, Early Learning and Childcare staff and support staff. This will be further supported with curriculum development sessions throughout the school year. (HT) Project Leads (DHT-Donna and Literacy Champion) will continue to oversee the implementation across the school and ELC Class Project Leads (DHT-Donna and Literacy Champion) will support the implementation of new supports for assessing writing Audit resources for writing (whole school and targeted) by Dec '24. Identify and purchase/create resources required. (Potential PEF spending if appropriate) Parental information (QR Codes, Talk for Writing displays) shared at open evening/parents' evenings (School and ELCC staff) Learning visits (SLT) and peer observations will focus on Talk for Writing (once training is complete) (ELCC staff) Engage in moderation of writing – planned collegiate time (ELCC staff) Termly learning targets – continue to focus on emergent writing (ELCC staff) Create an ELCC reading spine (ELCC staff) Create home learning bags to encourage and support the Talk for Writing approach at home (ELCC staff)

(PEF) denotes interventions/activities funded through Pupil Equity Funding

<p>Staff Self-Evaluation highlighted the need for a requirement for the continued development of our approach to, and recording of, the delivery of the curriculum in key aspects, namely, play pedagogy; developing a skills-based approach; and outdoor learning.</p>	<p>All staff are more confident in the delivery of play; the planning process and in observing, assessing and evidencing children’s progress.</p> <p>Environments are well resourced</p> <p>Play based approach is extended into P5-7 stages as well as embedding of our approach in P1-4 stages</p> <p>Increased engagement with learning outdoors by all staff</p> <p>Increased learner engagement across all stages.</p> <ul style="list-style-type: none"> • Attainment will increase as follows: P3 23-24 Reading 76% to 88% Writing 76% to 83% Numeracy 81% to 83% P4 23-24 Writing 79% to 88% P5 23-24 Writing 79% to 81% P6 23-24 Writing 76% to 78% 	<ul style="list-style-type: none"> • Staff self-evaluation will demonstrate an increase in staff confidence in approach to Play and Learning Outdoors • Pupil focus groups will highlight increase pupil confidence and engagement towards learning • Tracking meetings to target areas of success and further development • Teacher’s planning documents • Peer class visit feedback • Class visit feedback will highlight elements of good practice that can be shared • Assessment Data • Monitoring of forward plans 	<ul style="list-style-type: none"> • Professional learning for teaching staff to be provided throughout the session including input and support on skills-based approach. Staff will work together with external supports to identify key skills at Bushes and how to practise these with pupils. (HT) • (PT-Scott) to model good practice of learning outdoors and offer opportunities to team teach. • Development of planning across the school to be undertaken in conjunction with teaching staff (HT) • Staff in P1-4 and ELCC to role model and support staff in P5-7 including ELCC sharing techniques to support quality observations. • Staff to participate in work with Lynda Keith to support play. (HT) • Purchase of required resources to ensure environments will be well resourced and conducive to the play and learning outdoors experience. (HT) (Support from Parent Council) • Staff to be given training and input on effective use of observations, assessment approaches and floorbooks for evidencing progress (HT) • ELCC staff to continue to support school staff sharing their knowledge and expertise. Teaching staff can observe ELCC colleagues and their good practice. Further inputs from ELCC at teaching staff collegiate time. (ELCC Staff)
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<p>From self-evaluation involving staff, pupils, and parents it is clear that the HWB of all stakeholders within the school and ELC Class is a priority and that supporting this is key to children's attainment.</p> <p>Emotional Literacy was identified from observations as a regular reason for pupils requiring further adult supports.</p> <p>Classroom visits, tracking and monitoring meetings and self-evaluation activities concluded that children with ASN are requiring time being supported out of class. They require a consistency of approach and support.</p> <p>59% (10) of the 17 children in our ELCC who are attending P1 in 24-25 are meeting more than 80% of Health and Wellbeing measures.</p>	<p>Almost all learners identified in need of emotional by class teachers are able to engage in restorative conversations and are able to talk about their emotions and identify how to deal with these in a positive way.</p> <p>There will be an increase in the engagement in the learning in class of children receiving input from Nurture Space.</p> <p>All learning environments will use a consistent approach to visuals, the physical environment.</p>	<ul style="list-style-type: none"> • Parent and Pupil questionnaires evidence approaches are supporting learners to deal with their emotions in a positive way • Staff self-evaluation evidences approaches are supporting learners to access their learning more readily in class. • Feedback from Class visits and peer observations evidence approaches are having a positive impact • Pupil HWB survey evidences that almost all pupils involved in the Nurture Space have a higher HWB score following input. • Detailed support plans that contain specific targets as well as pupil and parental voice • Evaluations in staff planners 	<ul style="list-style-type: none"> • Further input from PAtHs coach towards use of PAtHs resources across ELC Class and school. This will continue to support pupils in the development of their emotional literacy skills and dealing with challenging feelings and emotions. (PEF funded) • Nurture space to operate 2 days per week. Staff to use teacher judgement and HWB surveys to identify pupils in need of support. Once pupils have been identified, parents are involved, and a plan of support is put in place. This plan should be over a period of 6-8 weeks after which it should be reviewed, and next steps identified and actioned. Post input survey to be completed as part of this process. (Nurture staff and HT) • Nurture Space staff to share expertise with all staff to support consistency of approach. (Nurture staff and HT) • Class visits by SLT to have a focus on learning environments. (HT) • Nurture Space staff to share strategies with teaching staff who can in turn inform parents and help them to support pupils outside of school. (Nurture staff and HT)
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Priority 2 – Enhance self-evaluation and school improvement activities by further involving learners and parents in the process.

<p>HGIOS/HGIOELC</p> <p>QI 1.1, 1.2, 1.3 QI 2.2, 2.3 QI 3.2</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>NIF Drivers</p> <p>1. School Leadership 4. Assessment of Children's Progress</p> <p>2. Teacher Professionalism 5. School Improvement</p> <p>3. Parental Engagement 6. Performance Information</p>
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Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Feedback from our own self-evaluation process, as well as the Local Authority's Quality Improvement process, identified Pupil Voice and Leadership as an area of continued development across the school</p> <p>Improve opportunities where our pupils are listened to, and their views taken into account to ensure that they impact on our school evaluation processes and feed directly into our improvement priorities.</p>	<p>Our pupils will be more actively involved in our school improvement activities.</p> <p>By December 2024, Our Young Leaders of Learning (YLL) group will create a joint action plan with clear identified tasks.</p> <p>By the end of May 2025, our YLL group will have prepared a short report that will be included in our 2025 School Standards & Quality. This will also include next steps which have been identified for the YLL group of 25/26 and these will also be included in the school SIP 25/26, ensuring that pupils are involved on an ongoing basis in the improvement priorities at Bushes PS.</p>	<ul style="list-style-type: none"> • Pupil feedback at the end of the project provides evidence that they feel involved in the improvement of their school, and they feel that they are being listened to and that their views are being taken into account. • There is evidence of a joint action plan having been produced which will be evaluated on an ongoing basis. • YLL group can evidence what they have improved within in each school and can identify next steps for session 25/26. 	<ul style="list-style-type: none"> • Langcraigs & Bushes PTs will identify pupils within their establishment to form their YLL group, which will consist of 6-8 pupils from an agreed year group. (PT-Scott and HT) • Authority Lead/ Ed Scotland will deliver training to YLL pupils. Training will cover topics such as representing the views of others, respecting privacy, safeguarding and giving feedback. • YLL groups within their own establishment, will explore an identified improvement priority under the suggested themes from HGIOS part 2 (Pupil friendly version):

(PEF) denotes interventions/activities funded through Pupil Equity Funding

<p>Integrate UNCRC into the improvement framework of our school by empowering our pupils and giving them an opportunity to have meaningful participation in the development of Bushes School.</p> <p>Provide our pupils with greater opportunities to work with other pupils from a cluster school (Langcraigs PS) to plan and implement a joint improvement priority which will benefit both schools.</p>	<p>Develop our use of How good is OUR school (part 2.) to support and empower our pupils system and effective learner participation, while supporting the following UNCRC articles:</p> <p>Article 12 (respect for the views of the child): “Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child’s day-to-day home life.”</p> <p>Article 13 (freedom of expression): “Every child must be free to express their thoughts and opinions and to access all kinds of information.</p> <p>Pupils from Langcraigs and Bushes will have the opportunity reciprocal visits to take place. This will allow them to observe another school environment, suggest improvement priorities and also bring back ideas that could be utilised within Bushes.</p>	<ul style="list-style-type: none"> • Observations by school leads shows that YLL groups are displaying features of Articles 12 & 13. • A calendar of meetings has been agreed to ensure meetings take place between both YLL groups throughout the year. • Observations by school leads shows that pupils from Langcraigs & Bushes are working co-operatively. 	<p>✓ Theme 1 Our relationships (PT-Scott and HT)</p> <ul style="list-style-type: none"> • Langcraigs PT will liaise and arrange a ‘Meet/Greet’ session with Bushes YLL pupil group to introduce each other and discuss the programme (this can be done in-person or via a Teams meeting). • Bushes’ YLL group will meet on a regular basis to work on the identified improvement priority. (PT-Scott and Lynn for links to UNCRC and work towards our Silver Rights Respecting Schools Award) • Minutes of meetings will be kept to evidence progress made (PT-Scott) • Between September and October 2024, YLL reciprocal visits to take place between Langcraigs & Bushes and feedback from each visit shared. The YLL groups will then decide on a theme for the school session. (PT-Scott)
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<p>Feedback from our own self-evaluation process, as well as the Local Authority's Quality Improvement process, identified Pupil Voice and Leadership as an area of continued development across the school and ELCC</p> <p>Self-evaluation highlighted the need to increase parent/carer voice within the ELCC, particularly with self-evaluation and ongoing improvements.</p>	<p>Throughout session 2024-2025, all pre-school children will be part of a leadership group, making links with the wider community and ensuring that their voices and opinions are heard.</p> <p>Feedback from parents/carers will demonstrate that almost all of them feel that their voice and opinions are heard within the ELCC</p> <p>By June 2025, almost all parents/carers within the ELCC will have contributed their voice to the ongoing self-evaluation process and this will influence our identified next steps and areas of continued development.</p>	<ul style="list-style-type: none"> • EY Progression Tool – Improved attainment data in HWB • Leuven scale will demonstrate an increase in pupil engagement • Parent/Carer survey <ul style="list-style-type: none"> • Feedback from parents/carers will demonstrate that almost all of them feel that their voice and opinions are heard within the ELCC • Input from parents into to ongoing improvements within the ELCC is evident within improvement plan for session 25-26 	<ul style="list-style-type: none"> • Bushes ELC Class has registered to participate in the YLL pilot programme for Early Years and will implement actions from this when this pilot begins (ELCC Graduate) • Staff will work with the children to establish the following leadership groups: <ul style="list-style-type: none"> ✓ Pupil Council (ELCO - AM/RM) ✓ Digital Champions (ELCO -AB) ✓ Community Champions (ELCO - BG) ✓ Eco Committee (ELCO - SW) • Each group will make links with the wider community to improve the work of the ELCC. • Continue to work with existing parents/carers within focus group to develop the work of the ELCC • Establish connections with new parents/carers to join focus group • Monthly meetings with staff and parents/carers • Document journey in floorbook – making links to HGIOELC (DHT-Donna and ELCC Senior)
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Priority 3 – Improve access for pupils to extracurricular clubs and activities (Parent and Pupil priority)

<p>HGIOS/HGIOELC QIs</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>NIF Drivers</p> <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Pupil survey conducted in January 2024, identified that the minority of pupils within the school participate in after school clubs</p> <p>Parental survey conducted in January 2024, identified that the minority of parents who responded felt that their child benefits from school clubs and activities provided outside the school classroom</p>	<ul style="list-style-type: none"> • All pupils engage in the survey of their extra-curricular activities • Accurate database of pupils' extra-curricular activities is created. • At least 8 new clubs created and led by Primary 7 pupils • Increased extra-curricular participation by at least 50% of pupils who were identified as 'target pupils' • Sustained increase in club participation • Positive feedback from most of club participants 	<ul style="list-style-type: none"> • Pre and post participation surveys show an improvement in levels of participation within targeted group • Pupil and parental survey feedback Jan/Feb'25 • Feedback from participating pupils and Primary 7 pupils • Successes shared through newsletters, Seesaw, assemblies, etc. 	<ul style="list-style-type: none"> • Develop comprehensive online survey to assess pupils' current engagement in extra-curricular activities. Distribute to all pupils. (DHT-Alison) • Analyse data from above survey to identify pupils who do not participate in any extra-curricular activities. (DHT-Alison) • Conduct focus groups with students who don't attend any extra-curricular clubs to identify interests and potential club ideas (DHT-Alison) • Share initiative with parents and gather their support (DHT-Alison) • Meet with interested Primary 7 pupils and train them on running a club (DHT-Alison) • Monitor and support Primary 7 pupils in planning and executing clubs, promoting these through newsletters, Seesaw, assemblies, etc. (DHT-Alison) • Review progress of clubs termly and use data to track participation levels– meet with HT to do so (DHT-Alison) • Gather feedback from club attendees and non-attendees and improve club offerings based on this feedback (DHT-Alison) • Celebrate successes and highlight participation through newsletters, Seesaw, assemblies, etc. (DHT-Alison) • Re-survey pupils at end of session 24-25 to measure impact of intervention (DHT-Alison)

(PEF) denotes interventions/activities funded through Pupil Equity Funding