



St. Anne's Primary School and
Early Learning & Childcare Class

Establishment Improvement Plan 2023/24

Planning framework

As part of Children's Services, St. Anne's Primary School and ELC 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 pages 3 and 4.

Pupil Equity Funding

Our school receives 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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Our Vision, Values and Aims

Our Vision

Our children will reach their potential.
Our children will be supported, challenged and listened to, and have their rights respected in our school/ELC Class (where Christ is at the centre of all that we do – *School*).
Working in positive partnerships with all in our school/ELC community, highly motivated staff will strive to create a safe, happy and stimulating environment, and make learning fun.

Our Values

Compassion & Kindness

Wisdom & Courage

Justice & Integrity

Our Aims

- *Within a Catholic ethos, develop a community guided by gospel values of love, care and honesty (school)
- *To provide a safe, secure, stimulating, nurturing environment (ELC Class)
- *To enable our children to become successful learners by providing challenging and relevant programmes of work(school)/activities (ELC Class)
- *To enable our children to be confident individuals by encouraging them to play an active and increasingly independent part in their own learning (School and ELC Class)
- *To enable our children to be responsible citizens by taking an active part in the wider community, respecting people of all beliefs, cultures, background, and ethnic origins. (School and ELC Class)
- *To enable our children to be effective contributors by promoting an ethos of achievement for all, so that they may develop fully in all aspects of their life. (School and ELC Class)

Who did we consult?

To identify our priorities for improvement, we sought the views of staff, children, parents/carers and our partners. We used a variety of methods of getting the views of those who are involved in the life and work of St. Anne's Primary school and ELC Class such as:

Consultation with Staff: (School and ELC Class);

- Weekly staff meetings and/or collegiate meetings throughout the school session.
- Annual Professional Review and Development meetings (May/June 2023)
- Evaluation of the service using National Improvement Framework, How Good Is Our School (HGIOS)4, How Good Is Our Early Learning and Childcare (HGIOELC), Building the Curriculum 1-5 Series, Education Scotland briefing notes/sketchpads, Pupil Equity Fund planning.
- Identifying strategic actions for School Improvement Plan collegiately throughout the session – for example, through peer observation visits and stage meetings.
- Staff consultation activities as part of In-Service and planned collegiate activity.
- Quarterly children's progress/target meetings (September, November, January, and April)
- Team Around the Child meetings
- Empowerment (Curriculum leadership) roles and remits.

Consultation with Children

- Child/Pupil questionnaires and evaluations as part of planned learning experiences and wider self-evaluation (May).
- Pupil voice group meetings – How Good is OUR school, Laudato Si Steering Group, Reading Schools Award Steering group, Junior Road Safety Officer group, Gardening Club.
- Learning conversations, personal learning target setting and review with class teacher/ELC officer and parents, and Coaching for Performance (GROW) model feedback
- Throughout planning for curricular areas (KWHL/ Mind Mapping/ Floorbooks, learning task board activities) and other appropriate methods including Coaching for Performance (GROW) Strategies
- Whole school/ELC class and classroom/playroom rights-based learning activities
- Child/pupil learning journey profile folders (ELC Class and School)

Consultation with Parents

- Parent Council Meetings throughout session
- Parent/Carer Self-Evaluation Questionnaires (May 2023)
- Newsletters/SWAY communication (School and ELC Class) including monthly parent/carers comment sheet/Have Your Say
- Team Around the Child (TAC) meetings – school and ELC Class.

- Reporting to Parents (School and ELC Class) – *please note due to COVID19 closure, Parent’s evenings were replaced by Telephone call reporting (School and ELC Class Nov 2021) and online Reporting to Parents (school March 2022)*
- ELC Transfer of Information consultation with parents (May 2022)
- Bookbug sessions (ELC Class)

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities.

Consultation with Partners

- Local Area Admissions Panel meetings
- Team Around the Child (TAC) meetings
- Educational Psychology Service
- Home Link Service
- Cluster schools (St. Catherine’s, St. John Bosco and St. James’ Primary and Trinity High School)
- Local ELC establishments, primary schools and secondary school re transition planning and support
- Diocese of Paisley (School) – Diocesan Education Primary Representative and Head of School
- St. Bernadette’s Parish – parish priest and parish leadership team
- Barnardos – PAtHs Coordinator
- Renfrewshire Active Schools Coordinator

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:

- Self-evaluation calendar for school and ELC Class which ensures a rigorous monitoring approach.
- Staff meetings, monthly stage meetings and curriculum development meetings, and ELC planning meetings.
- Monitoring and tracking for learning, teaching, and assessment quarterly (Sept, Oct/Nov, Jan, March) – School and ELC Class
- Annual target setting for each child (school and ELC Class) to identify and build upon prior levels of attainment.
- Monthly GIRFEC meetings to monitor impact and/or identify early intervention and personalised support, including the monitoring of attendance, behaviour and support as identified in Child’s Planning.
- 6 weekly (Half-Termly) Pupil Equity Fund monitoring and tracking of impact of interventions and identification of next steps.
- Termly formal learning conversations and individual target setting between children and class teacher/ELC Officer.
- Daily GROW model targets in Literacy and Numeracy activities
- Analysis of assessment data from ongoing class assessments, summative assessments, and standardised assessments (school), and Early Years Progression Toolkit (ELC Class)
- Collegiate and INSET self-evaluation activities using HGIOS4, HGIOELC, National Improvement Framework, Education Scotland guidance/publications, Care Inspectorate guidance and publications (including A Quality Framework for Daycare of Children, Childminding and School Aged Children).
- Education Scotland questionnaires to staff, parents/carers, partners and children and analysis of results to inform improvements (annually in May)
- Review of practices and impact of actions in relation to statutory duties including, but not restricted to, Safeguarding, ASL, Parental Involvement, Equalities Act, Care Inspectorate National Care Standards and SSSC, and GTCS Professional Standards.
- Monitoring and moderation of standards of pupil/children’s work and profiles, displays and evaluations.
- Monitoring of learning, teaching and assessment in classroom/playroom observations aligned to school, local and national improvement priorities (SLT observations in Oct 23, Dec 23, Feb 24) and Peer learning visits (Sept 23, Nov 23, Jan 24, Mar 24)
- Leadership of Learning roles—remits and evaluation of activity/impact meetings (termly)
- Accessing pupil views within the 4 contexts for learning.
- Liaison with external partners who provide support for children and pupils (E.g Speech and Language Therapy, Home Link, Occupational therapy, CAMHS etc) to ensure best provision for children.
- Working parties including parents, staff and children regarding policy development and review.
- Parent Council meetings (6 weekly) and feedback

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

Improvement Priority 1 – Raise Attainment in Literacy with a priority focus on Writing

HGIOS/HGIOELC QIs QI 2.3 QI 2.4 QI 3.2 QI 2.5	NIF Priorities <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 style="text-align: right;">Highlight as appropriate</p>	NIF Drivers <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>Achievement of a level (ACEL) data at Early level demonstrates an increase in attainment (9% increase from prior school attainment data (2021) to 91% of pupils attaining expected levels in Literacy (Writing) at P1 stage. Overall attainment in Literacy (Writing) at the end of Early Level (P1) in June 2023 is higher than pre-Covid pandemic levels, where the percentage of pupils attaining expected levels in Numeracy was 78% in June 2017, 100% in June 2018, and 93% in June 2019. Pre-pandemic average levels of attainment from 2017-2019 is 90% of pupils, meaning that current level of attainment in June 2023 is 5% higher than pre-pandemic levels. Whilst this is positive, we continue to strive for excellence, where all children (100%) achieve expected levels for age and stage.</p> <p>Achievement of a level (ACEL) data at First level demonstrates only a very slight increase in attainment (1% increase from prior school attainment data (2021) to 74% of pupils attaining expected levels in Literacy (Writing) at P4 stage. Despite a slight percentage increase in attainment in June 2023 compared with June 2022, overall</p>	<p>By June 2024, the number of P2-P7 pupils (P1-P6 pupils in June 2023) not on track for expected levels in Literacy (writing) has decreased by 5-8%.</p> <p>By June 2024, the number of P2-P7 pupils (P1-P6 pupils in June 2023) living in 50% most deprived areas (SIMD 5 or 4) and/or in receipt of FME/CG, improves by 5-10% who are not on track for expected levels in Literacy (writing) will decreased by 5-8%.</p> <p>Attendance of children living in 50% most deprived areas (SIMD 5 or 4) and/or in receipt of FME/CG, is increased to 97% by June 2024.</p> <p>By June 2024, almost all teachers and Early Years Practitioners are more confident and skilled in the learning and teaching of writing across Early, First and Second level. Almost all support staff are more confident and skilled in providing in-class support to the identified group and universal support to all children.</p> <p>By January 2024, all class and playroom environments (linking to HGIOS/HGIOELC QI.1.5 and QI.2.3) support Literacy (Writing and Reading) rich approaches.</p>	<ul style="list-style-type: none"> Ongoing evaluation of staff confidence, understanding and progress with implementation using the "Confidence in Applying the Talk for Writing Process" survey (August 2023, Jan 2024, May 2024) Pre/post pupil reading and writing engagement surveys (August 2023 and May 2024) Big Writing assessment evidence (Baseline (Aug 2023), Interim 1 (Oct 2023), Interim 2 (Dec 2023), Interim 3 (March 2024), End of Year (May 2024)) Evaluation/monitoring of samples pupil work in writing (monthly) Daily/weekly pupil target setting – individual/focus groups Termly pupil learning conversation (September 2023, January 2024, April 2024) and review (November 2023, March 2024, June 2024). Class formative assessment Standardised assessment data including SNSA/ACEL at P1, P4 	<p>Appointment of 0.3FTE teacher (of 0.4FTE PEF funded- £16,268.09) to provide targeted interventions to identified group (5% of children living in 50% most deprived areas (SIMD 5 or 4) and/or in receipt of FME/CG, or suspected hidden poverty who are not on track for expected levels at P4 and P7.</p> <p>-0.3 FTE teacher time to be shared across identified learners to provide one to one coaching and additional support (personalised support) in writing as identified through formative writing assessment</p> <p>Ongoing throughout session 2023/2024</p> <p>*Monthly PEF progress and tracking meetings with PEF teacher and HT to monitor and evaluate impact and identify next steps in learning.</p> <table border="0"> <tr> <td>23.08.23</td> <td>20.09.23</td> </tr> <tr> <td>25.10.23</td> <td>22.11.23</td> </tr> <tr> <td>20.12.23</td> <td>24.01.24</td> </tr> <tr> <td>21.02.24</td> <td>20.03.24</td> </tr> <tr> <td>08.05.24</td> <td>12.06.24</td> </tr> </table> <p>* PEF Budget spend of £1500 to support purchase of additional fiction and non-fiction reading and writing materials to support Reading Spine and class library provision.</p> <p>Provide professional learning for all teaching (Talk for Writing- Non-Fiction as follows:</p>	23.08.23	20.09.23	25.10.23	22.11.23	20.12.23	24.01.24	21.02.24	20.03.24	08.05.24	12.06.24
23.08.23	20.09.23												
25.10.23	22.11.23												
20.12.23	24.01.24												
21.02.24	20.03.24												
08.05.24	12.06.24												

<p>attainment in writing at the end of First Level (P4) in June 2023 remains lower than pre-Covid pandemic levels, where the percentage of pupils attaining expected levels in Literacy (Writing) was 89% in June 2017, 80% in June 2018, and 90% in June 2019. Pre-pandemic average levels of attainment from 2017-2019 is 86% of pupils, meaning that current level of attainment in June 2023 is 11% lower than pre-pandemic levels.</p> <p>Achievement of a level (ACEL) data at Second level (P7) demonstrates a decrease attainment from prior school attainment data in June 2022, where 97% of pupils achieved expected levels in Literacy (Writing), compared to current attainment of 74% of pupils attaining expected levels at P7 stage in June 2023. Overall attainment in writing at the end of Second Level (P7) in June 2023 in either lower, or only slightly above, pre-Covid pandemic levels, where the percentage of pupils attaining expected levels in Literacy (Writing) was 70% in June 2017, 81% in June 2018, and 72% in June 2019. Pre-pandemic average levels of attainment from 2017-2019 is 74% of pupils, meaning that current level of attainment in June 2023 only demonstrates a maintenance of attainment rather than improvement over time.</p> <p>Projected attainment for June 2024 shows 86% of P4 pupils attaining, based on current P3 attainment data. This represents a projected 12% increase in attainment at end of First Level (P4) between June 2023 and June 2024. However, despite this projected increase, attainment would still only</p>	<p>By June 2024, almost all children will demonstrate increased engagement, knowledge and skill in the fiction and non-fiction writing process.</p> <p>By June 2024 a clear, structured, progressive, consistent approach to writing will be evident at all stages using the Talk for Writing approach for fiction and non-fiction, in combination with additional evidence-based reading and writing pedagogies.</p> <p>By June 2024, parental engagement for the target group living in 50% most deprived areas (SIMD 5 or 4) and/or in receipt of FME/CG, increases from 50-75% attendance at family learning events.</p>	<p>and P7, NGRT (P2-P7), PTE (P2, P3, P5 and P6)</p> <ul style="list-style-type: none"> • Forward Plan/ELC Planning monitoring (September 2023, October 2023, January 2024, April 2024) • Progress and Tracking meetings (September 2023, Late Oct/Early November 2023, January 2024, April 2024) • Levels of staff engagement with CLPL • School working group minutes • Minutes of cluster Talk for Writing project leads meetings • Moderation and Evaluation of Learning Experiences (MELE) visits by SLT and How Good is OUR School pupil group (October 2023) • Peer Learning visits (September 2023, November 2023) • Moderation of Writing (cluster) – 14th February 2024 (INSET 3) • Learner Focus Group meetings (September 2023, November 2023, February 2024, May 2024) • Feedback from parent/carers via Family Learning event (September 2023), Parent’s Evening (November 2023 and March 2024) and surveys (March 2024) 	<p><i>INSET 5 Session 2022/2023 -Tuesday 30th– all teaching staff training (Whole Day)</i> <i>21st and 22nd August – support staff training (9.15pm-12.00pm with HT Nuala Boyd and Project Lead Kirsty Fitzpatrick)</i> <i>4xCD sessions in Term 1</i> <i>20th September 2023</i> <i>11th October 2023</i> <i>1st November 2023</i></p> <p>Professional Learning for ELC Class staff on Phonetical and Writing Awareness (Jolly Phonics and Talk for Writing in the Early Years) - <i>Dissemination/cascade training to all ELC Class staff on and throughout session at ELC planning meetings by HT/Project Lead with Early Years Literacy Champion.</i> <i>INSET day 3 – 23rd October 2023 (am)</i> <i>Thursday 23rd November 2023</i> <i>Thursday 21st December 2023</i> <i>Thursday 25th January 2024</i> <i>Thursday 29th February 2023</i> <i>Thursday 28th March 2023</i></p> <p>Calendar of school and ELC Class collegiate and Self-Evaluation activities with focus on Talk for Writing Non-Fiction and Fiction writing: <u><i>In-house Peer Learning Visits and Feedback – September 2023,</i></u> <i>Talk for Writing Champion and individual staff member visits to classes to observe and share practice</i> <u><i>Monitoring of pupil work</i></u> <i>Big Writing/Talk for Writing pupil work and baseline cold assessments to SLT on 15th Sept 2023</i> <i>Big Writing/Talk for Writing pupil work and October interim assessments to SLT by 27th October 2023</i></p>
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<p>maintain, not better, pre-pandemic average levels of attainment between 2017-2019.</p> <p>Projected attainment for June 2024 shows 100% of P7 pupils attaining, based on current P6 attainment data. This represents a projected 26% increase in attainment at end of Second Level (P7) between June 2023 and June 2024. It should be noted that this year group is very small and have consistently benefited from lower teacher/pupil ratio due to this.</p> <p>Projected attainment data for June 2025 is anticipated as 86% of P4 pupils achieving expected levels in Literacy (Writing), based on current P2 data.</p> <p>This represents a projected 12% increase in attainment at end of First Level (P4) between June 2023 and June 2025. However, despite this projected increase, attainment would still only maintain, not better, pre-pandemic average levels of attainment between 2017-2019, and would further only maintain, not better, projected attainment in writing in June 2024.</p> <p>Projected attainment data for June 2025 is anticipated as 81% of P7 pupils achieving expected levels in Literacy (Writing), based on current P5 data.</p> <p>This represents a projected 7% increase in attainment at end of Second Level (P7) between June 2023 and June 2025. However, despite this projected increase, attainment would mean a 7% improvement on pre-pandemic average levels of attainment between 2017-2019. Whilst this is positive, we continue to strive for</p>			<p><i>Big Writing/Talk for Writing pupil work and December interim assessments to SLT by 15th December 2023</i></p> <p><i><u>ELC - Monitoring of Children's work (Literacy focus) Learning Journals to SLT on 15th Sept 2023</u></i></p> <p><i>Learning Journals to SLT by 27th October 2023</i></p> <p><i>Learning Journals to SLT by 15th December 2023</i></p> <p><i><u>SLT and Pupil Council/How Good is OUR School pupil group MELE visits – October 2023 – shared observation of Literacy (Writing: Non-Fiction) learning, teaching and assessment in all classes (P1-P7).</u></i></p> <p><i><u>ELC SLT MELE visits – October 2023</u></i></p> <p><i>Shared observation of Literacy (Writing) learning, teaching and assessment in ELC Environs</i></p> <p><i><u>Cluster Peer Learning Visits and Feedback – November 2023,</u></i></p> <p><i>Cluster school (St. Anne's, St. John Bosco) staff visits to classes to observe and share practice in Talk for Writing (Non-Fiction)</i></p> <p><i><u>ELC Cluster Peer Learning Visits and Feedback – November 2023,</u></i></p> <p><i>Cluster ELC (St. Anne's, St. John Bosco) staff visits to playrooms to observe and share practice – Literacy focus</i></p> <p><i><u>Forward Plan Monitoring and evaluation –</u></i></p> <p><i>1st Sept and target setting W/B 4th Sept 2023</i></p> <p><i>13th Oct and tracking meeting w/b 23rd Oct 2023</i></p> <p><i>19th Jan and tracking meeting w/b 22nd Jan 2024</i></p> <p><i>29th March and tracking meeting 15th April 2024</i></p> <p><i><u>ELC Planning) Monitoring and evaluation –</u></i></p> <p><i>W/B 4th Sept 2023</i></p> <p><i>w/b 23rd Oct 2023</i></p> <p><i>22nd Jan 2024</i></p> <p><i>15th April 2024</i></p> <p><i><u>Stage moderation of learning, teaching and assessment within Writing: Non-Fiction</u></i></p> <p><i>27th September 2023</i></p> <p><i>10th January 2024</i></p> <p><i><u>Cluster (St. Anne's and SJB) Moderation of Writing</u></i></p>
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<p>excellence, where all children (100%) achieve expected levels for age and stage.</p> <p>Attainment data also shows a disparity between Talking and Listening attainment, and writing attainment, where almost all pupils across P2-P6 achieve expected levels in Talking and Listening in contrast to Literacy (Writing) attainment detailed above. Continuation of Talk for Writing Fiction, and Non-Fiction development will continue to reduce the disparity between attainment in Talking and Listening, and writing.</p> <p>14% of current P1-P6 pupils are not on track for expected levels in Literacy (Writing). Of this number not on track, 17% live in 50% most deprived areas or less (SIMD 4 or 5) and/or are in receipt of Clothing Grant or Free School Meal Entitlement.</p> <p>Professional dialogue and learner conversations indicate a need to increase learner engagement and enjoyment in both Fiction and Non-Fiction writing by using effective writing pedagogy and creating a culture of writing for pleasure.</p> <p>Significant work has been undertaken in relation to building a reading culture and effective reading pedagogy (Reading Schools Award core accreditation May 2022 and Silver accreditation in May 2023). Greater links now need to be established between the teaching of reading, and in both fiction and non-fiction writing, to create a coherent, progressive literacy curriculum.</p> <p>Parent/Carer self-evaluation questionnaire data (March 2023) highlights that 17% of</p>			<p><i>Cluster moderation of writing (evidence submitted no later than Monday 5th February)- moderation event 14th February 2023</i></p> <p>Project Leads Talk for Writing and ELC Literacy Champion will participate in cluster working groups to support implementation, collaboration, and moderation of the Talk for Writing approach – <u>Forward Plan Monitoring and evaluation</u> –</p> <p>By August '23, all staff will be provided with evidence-based research relating to writing via the CLPE 'What We Know Works: Writing in Primary Schools' research document What We Know Works: Writing in Primary Schools. Allocation of cover budget to provide minimum of 1 day per term from ELC group/CT class responsibility to support professional reading.</p> <p><i>-all Class teachers and ELC officers leading on literacy to be released from class/playroom by</i> <i>Term 1 – 27th October 2023</i> <i>Term 2 – 26th January 2024</i> <i>Term 3 – 26th April 2024</i></p> <p>Creation of an operational plan, by October 2023, for implementation of the Talk for Writing approach (fiction and non-fiction) to include key features</p> <ul style="list-style-type: none"> - create a whole school reading spine - maintain a whole school overview with resource linked units - adapt templates for unit planning to align with existing planning approaches - establish teaching non-negotiables and ensure consistent implementation across the school - maintain effective procedures for quality assurance of the approach <p>Literacy Champion (School) to lead audit resources for writing: non-fiction and fiction (whole school and targeted) and spelling by Sep '23. Identify and</p>
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<p>parents who responded disagreed, strongly disagreed, or did not know that “The school organises activities where my child and I can learn together.” Further opportunity for family learning to support Literacy (writing) would respond to this.</p>			<p>purchase/create resources required. (PEF Budget spend of £3378 – see above)</p> <p>Talk for Writing Champion Leadership remit time 31st August 2023 22nd September 2023 26th October 2023 7th December 2023</p> <p><i>SLT led Family Learning event (Talk for Writing Fiction and Non-Fiction School and ELC Class – by December 2023 (Family learning event 29th September 2023 – School, 7th December 2023-ELC Class)</i></p>
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Improvement Priority 2 – Raise attainment in Numeracy through evidence based approaches, and improved use of community/outdoor spaces.

<p>HGIOS/HGIOELC QIs QI 2.3 QI 2.4 QI 3.2 QI 2.5</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>Implementation of evidence-based approaches (Maths Recovery, SEAL in Early Years) during session 2022/2023 demonstrated increasing confidence in learning, teaching and assessment in numeracy and subsequently improving attainment at some stages. Analysis of data (below) demonstrates the need for continuing use of evidence-based maths approaches at all stages to improve (or maintain) attainment):</p> <p>Achievement of a level (ACEL) data at Early level demonstrates a maintenance of attainment from prior school attainment data (2021) where 100% of pupils were attaining expected levels in Numeracy at P1 stage. Overall attainment in Numeracy at the end of Early Level (P1) in June 2023 is the same as pre-Covid pandemic levels, where the percentage of pupils attaining expected levels in Numeracy was 100% in June 2017, 100% in June 2018, and 96% in June 2019. Pre-pandemic average levels of attainment from 2017-2019 is 99% of pupils, meaning that current level of attainment in June 2023 is 1% higher than pre-pandemic levels.</p>	<p>By June 2024, attainment gap in Numeracy of P2-P6, including identified 5% of children living in 50% most deprived areas (SIMD 5 or 4) and/or in receipt of FME/CG is closed</p> <p>By June 2024, almost all P1, P4 and P7 (91-95%) will achieve expected levels for stage. Almost all P2, P3, P5 and P6 pupils will be on track to achieve expected levels for stage within Numeracy.</p> <p>By June 2024, all teachers across Early, First and Second level will continue to make confident use of Maths Recovery assessment and approaches within class for targeted pupils who require additional support and consolidation in numeracy.</p> <p>Within the ELC Class, "Playful SEAL" will be experienced by all children with ELC staff through planned numeracy learning experience within the ELC Class (and evidenced with learning journals and MELE peer and SLT observation).</p>	<ul style="list-style-type: none"> • Ongoing evaluation of staff confidence, understanding and progress with implementation of evidence based approaches (Maths Recovery) survey (August 2023, Jan 2024, May 2024) • Ongoing evaluation of staff confidence, understanding and progress with implementation of outdoor learning survey (August 2023, Jan 2024, May 2024) • Pre/post pupil numeracy engagement surveys (August 2023 and May 2024) • Evaluation/monitoring of samples pupil work/activity in numeracy (monthly) • Daily/weekly pupil target setting – individual/focus groups • Termly pupil learning conversation (September 2023, January 2024, April 2024) and review (November 2023, March 2024, June 2024). 	<p>Appointment of 0.1FTE teacher (of 0.4FTE PEF funded- £16,268.09)_to provide targeted interventions to identified group (5% of children living in 50% most deprived areas (SIMD 5 or 4) and/or in receipt of FME/CG, or suspected hidden poverty who are not on track for expected levels at P4 and P7 in numeracy.</p> <p>-0.1 FTE teacher time to be shared across identified learners to provide one to one coaching and additional support (personalised support) in numeracy as identified through formative numeracy assessment</p> <p>Ongoing throughout session 2023/2024</p> <p>*Monthly PEF progress and tracking meetings with PEF teacher and HT to monitor and evaluate impact and identify next steps in learning.</p> <table border="0"> <tr> <td>23.08.23</td> <td>20.09.23</td> </tr> <tr> <td>25.10.23</td> <td>22.11.23</td> </tr> <tr> <td>20.12.23</td> <td>24.01.24</td> </tr> <tr> <td>21.02.24</td> <td>20.03.24</td> </tr> <tr> <td>08.05.24</td> <td>12.06.24</td> </tr> </table> <p>Provide professional learning for all teaching and support staff in Numeracy</p> <p>INSET 3 -Monday 23rd October– all teaching staff and support staff in-house refresh training on Maths Recovery and Trinity Numeracy Working Party Shared Language.</p>	23.08.23	20.09.23	25.10.23	22.11.23	20.12.23	24.01.24	21.02.24	20.03.24	08.05.24	12.06.24
23.08.23	20.09.23												
25.10.23	22.11.23												
20.12.23	24.01.24												
21.02.24	20.03.24												
08.05.24	12.06.24												

<p>Achievement of a level (ACEL) data at First level demonstrates only a decrease in attainment (9% decrease from prior school attainment data (2021) to 91% of pupils attaining expected levels in Numeracy at P4 stage. Overall attainment in Numeracy at the end of First Level (P4) in June 2023 is slightly higher than pre-Covid pandemic levels, where the percentage of pupils attaining expected levels in Numeracy was 96% in June 2017, 83% in June 2018, and 86% in June 2019. Pre-pandemic average levels of attainment from 2017-2019 is 88% of pupils, meaning that current level of attainment in June 2023 is only 3% higher than pre-pandemic levels.</p> <p>Achievement of a level (ACEL) data at Second level (P7) demonstrates a decrease attainment from prior school attainment data in June 2022, where 81% of pupils achieved expected levels in Numeracy compared to current attainment of 71% of pupils attaining expected levels at P7 stage in June 2023. Overall attainment in Numeracy at the end of Second Level (P7) in June 2023 is lower than pre-Covid pandemic levels, where the percentage of pupils attaining expected levels in Numeracy was 88% in June 2017, 78% in June 2018, and 93% in June 2019. Pre-pandemic average levels of attainment from 2017-2019 is 86% of pupils, meaning that current level of attainment in June 2023 only demonstrates a 15% decrease in attainment in Numeracy at the end of Second Level in June 2023 compared with pre-pandemic levels (2017-2019).</p>	<p>By January 2024, all class and playroom environments (linking to HGIOS 1.5 and 2.3) support Numeracy rich approaches.</p> <p>By June 2024, effective use of outdoor and community spaces (linking to HGIOS/HGIOELC QI 2.3) is consistently evidenced in practice in learning, teaching and assessment across the school and ELC class.</p> <p>By June 2024, almost all children will demonstrate increased engagement, knowledge, and skill in Numeracy.</p> <p>By June 2024, all teaching staff will be confident in the use of Trinity Cluster Numeracy Working Party Shared Language, devised during session 2022-2023 for implementation during session 2023/2024</p> <p>By June 2024, the majority (50-74%) of parents/carers within the ELC Class and School will have attended family learning event to support numeracy learning at home with children</p>	<ul style="list-style-type: none"> • Class formative assessment – Maths Recovery and Heinemann Active Maths assessment. • Standardised assessment data including SNSA/ACEL at P1, P4 and P7, PTM (P2, P3, P5 and P6) • Forward Plan/ELC planning monitoring (September 2023, October 2023, January 2024, April 2024) • Progress and Tracking meetings (September 2023, Late Oct/Early November 2023, January 2024, April 2024) • Levels of staff engagement with CLPL • School working group minutes • Minutes of Trinity Cluster Numeracy Working Party • Tracking meetings • Moderation and Evaluation of Learning Experiences (MELE) visits by SLT and How Good is OUR School pupil group - Numeracy focus - January 2024, March 2024) • Peer Learning visits (February 2024, April 2024) • Moderation of Numeracy (cluster) – 22nd November 2023 • Learner Focus Group meetings (September 2023, November 2023, February 2024, May 2024) • Feedback from parent/carers via Family Learning event (February 2024), Parent’s Evening (November 2023 and 	<p>Provide professional learning for all teaching and support staff in development of Numeracy through outdoor learning <i>4xCD sessions in term 2 and 3</i> <i>17th January 2024</i> <i>24th January 2024</i> <i>21st February 2024</i> <i>6th March 2024</i></p> <p>Professional Learning for ELC Class Numeracy lead and 1x ELC Officer <i>Renfrewshire Attainment Challenge offer “Playful SEAL”</i> <i>Input 1 - 13th January 2024</i> <i>Input 2 - 31st March 2024</i> <i>Dissemination/cascade training to all ELC Class staff on Playful SEAL input 1</i> <i>INSET 4 14th February 2023 Dissemination/cascade training to all ELC Class staff</i> <i>Dissemination/cascade training to all ELC Class staff on Playful SEAL input 2</i> <i>Thursday 18th April 2023</i></p> <p>Calendar of school and ELC Class collegiate and Self-Evaluation activities -Term 2 and 3 focus of Peer Learning Observation, monitoring of pupil/child work, moderation of learning, teaching and assessment linked to Numeracy <u><i>In-house Peer Learning visit and Feedback –February 2024.</i></u> <i>Numeracy Champion (school and ELC Class) and individual staff member visits to classes/playrooms to observe and share practice</i> <u><i>Monitoring of pupil work</i></u> <i>Monthly Numeracy formative assessment (HAM) evidence (Sept, Oct, Nov, Dec, Jan, Feb, March, May)</i> <i>Monthly review of ELC Learning Journals with Numeracy focus</i> <i>Numeracy Learning Journals (School)– December, January, February and March</i></p>
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<p>Projected attainment for June 2024 shows 88% of P4 pupils attaining expected levels in Numeracy, based on current P3 attainment data. This represents a projected 3% decrease in attainment at end of First Level (P4) between June 2023 and June 2024. Projected attainment would still only maintain, not better, pre-pandemic average levels of attainment between 2017-2019.</p> <p>Projected attainment for June 2024 shows 100% of P7 pupils attaining, based on current P6 attainment data. This represents a projected 29% increase in attainment at end of Second Level (P7) between June 2023 and June 2024. It should be noted that this year group is very small and have consistently benefited from lower teacher/pupil ratio due to this.</p> <p>Projected attainment data for June 2025 is anticipated as 100% of P4 pupils achieving expected levels in Numeracy data. This represents a projected 9% increase in attainment at end of First Level (P4) between June 2023 and June 2025. This projected increase in attainment would better pre-pandemic average levels of attainment between 2017-2019 and would further o better projected attainment in Numeracy in June 2024.</p> <p>Projected attainment data for June 2025 is anticipated as 81% of P7 pupils achieving expected levels in Numeracy P5 data. This represents a projected 7% increase in attainment at end of Second Level (P7) between June 2023 and June 2025. However, despite this projected increase, attainment would mean a 7% improvement</p>		<p>March 2024) and surveys (March 2024)</p> <ul style="list-style-type: none"> • Audits of learning environments (ELC Class and school) 	<p><u>SLT and Pupil Council/How Good is OUR School pupil group MELE visits January 2024</u> <i>shared observation of Numeracy learning, teaching and assessment in all classes (P1-P7), including outdoor learning focus</i></p> <p><u>ELC SLT MELE visits January 2024</u> <i>shared observation of Numeracy learning, teaching and assessment in all ELC environs, including outdoor learning focus</i></p> <p><u>Forward Plan Monitoring and evaluation (including use of Trinity Numeracy Working Party Shared Language approach)</u> <i>1st Sept and target setting W/B 4th Sept 2023</i> <i>13th Oct and tracking meeting w/b 23rd Oct 2023</i> <i>19th Jan and tracking meeting w/b 22nd Jan 2024</i> <i>29th March and tracking meeting 15th April 2024</i></p> <p><u>ELC Planning) Monitoring and evaluation –</u> <i>W/B 4th Sept 2023</i> <i>w/b 23rd Oct 2023</i> <i>22nd Jan 2024</i> <i>15th April 2024</i></p> <p><u>Cluster moderation of Numeracy</u> <i>22nd November 2023</i></p> <p>Cluster Numeracy Working party- Quarterly implementation, collaboration and moderation of the Maths Recovery approach and Outdoor Learning and feedback to Cluster HTs</p> <p><i>Meeting 1– By October 2032 (feedback cluster meeting Monday 30th October 2023)</i> <i>Meeting 2 -by February 2024 (feedback cluster meeting Monday 4th March 2022)</i> <i>Meeting 3 -by May 2024 (feedback cluster meeting Monday 3rd June 2023)</i></p> <p><i>SLT led Family Learning event for Numeracy– by March 2023 (School and ELC Class)</i></p>
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<p>on pre-pandemic average levels of attainment between 2017-2019,</p> <p>Less than 10% of current P1-P6 pupils are not on track for expected levels in numeracy. Of this number not on track, less than half live in 50% most deprived areas or less (SIMD 4 or 5) and/or are in receipt of Clothing Grant or Free School Meal Entitlement.</p> <p>Professional dialogue and learner conversations indicate a need to increase the use of outdoor learning to provide meaningful and engaging learning environments.</p> <p>Self-Evaluation of How Good is Our School (4) (HGIOS4) Q12.3 highlighted that most teachers felt that individually and collectively more focus was required to ensure effective use of community and outdoor spaces.</p> <p>Self-evaluation of How Good is Our Early Learning and Childcare (HGIOELC) Q12.3 also highlighted the need to ensure that ELC learning environments provide further opportunities for development of numeracy through play.</p>			
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Improvement Priority 3 – Further Improve Digital Literacy and Creativity across the school and ELC Class

HGIOS/HGIOELC Qis QI 3.3 QI 2.3 QI 1.2	NIF Priorities <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 	NIF Drivers <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
1. School Leadership	4. Assessment of Children's Progress							
2. Teacher Professionalism	5. School Improvement							
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Whilst practitioner confidence in improving digital literacy and providing progressive learning experiences has improved during session 2022-2023 (supported by increased use of IT hardware resource, implementation of Renfrewshire Digital Learning Pathways, and staff attendance at CLPL offered throughout the session) almost all staff in collegiate self-evaluation across the ELC Class and School recognised that there is not yet consistency in development of digital literacy skills within planned learning experiences.</p> <p>Individual self-evaluation (as discussed at Professional Review and development) highlighted that almost all staff identified a need for continued professional learning within digital literacy to further increase professional knowledge, understanding and skill in integration and development of digital literacy skills within learning, teaching and assessment.</p> <p>Classroom and playroom observation (MELE and peer learning visits) throughout session 2022-2023 demonstrated increasing use of digital technology within planned learning</p>	<p>By September 2023, St. Anne's Primary School and ELC Class will have created a further pupil voice group "Digital Leaders" with representatives from P4-P7</p> <p>By June 2024, all teachers across Early, First and Second level will have undertaken further professional learning in digital learning, and evidence this in playroom/classroom practice.</p> <p>By June 2024, Digital Schools Award project lead (PT) and all teaching staff will have undertaken Google for Education Professional Development programme to further develop professional knowledge, understand and skill, leading to greater consistency and effectiveness of chromebook use across all stages of the school.</p> <p>By June 2024, ELC staff (supported by Digital Literacy Project lead) will have undertaken to further develop professional knowledge, understand and skill, leading to greater consistency and effectiveness of chromebook use within the ELC Class.</p>	<ul style="list-style-type: none"> Ongoing evaluation of staff confidence, understanding and progress with implementation of Digital Literacy Skills survey (August 2023, Jan 2024, May 2024) Pre/post pupil engagement surveys for Digital Literacy (August 2023 and May 2024) Digital Schools Award Self-Evaluation audit Digital Schools Award Action Plan Digital Leaders Pupil Voice Group minutes – school Digital Literacy Champion feedback – minutes of staff/stage meetings Google For Education Professionals programme evidence Evaluation/monitoring of samples pupil work/activity with focus on Digital Skills (Termly) Termly pupil learning conversation (September 2023, January 2024, April 2024) and 	<p><u>Establishment of Digital Leaders Pupil Voice Group</u> – By September 30th 2023</p> <p><u>Monthly Digital Leaders Pupil Voice Group meetings (excluding December and April)</u> – September 2023, October 2023, November 2023, January 2024, February 2024, March 2024, May 2024, June 2024.</p> <p><u>Digital Schools Award Action Plan for session 2023-2024 (based on Digital Schools Award Criteria and self-evaluation)</u> – created by Digital Leaders Pupil Voice group by end of October 2023. Action plan implemented from October 2023 onwards by all staff in School and ELC Class.</p> <p>Provide professional learning for all teaching staff (and support staff attendance at webinars) through Google for Education Professional Development programme</p> <p>Webinar 1 – June 8th 2023 (time taken from WTA session 2023/2024 CD1 on 23rd August)</p> <p>INSET 2 15th August 2023 – whole day training for teaching staff.</p> <p>Webinar 2 – 4th October 2023</p> <p>In person training – 15th November 2023</p> <p>In person training – 5th December 2023.</p> <p>Professional Learning for ELC Class staff with Digital Literacy champion lead</p>

<p>experiences, but this was not yet consistent within and across stages.</p> <p>Consultation with, and feedback from pupils through MELE visit, How Good is OUR school and learning conversations highlight children’ engagement and motivation in furthering digital literacy learning experiences within class and extra-curricular provision.</p> <p>Good improvements have been made in the promotion of Visible Learning, through the development of school Visible Learning Heroes. To further deepen and embed visible learning, increased promotion through visibility, communication and ethos will be required.</p>	<p>By June 2024, all class and playroom environments (linking to HGIOS 1.5, 2.3 and 3.3) support Digital Literacy culture and ethos.</p> <p>By June 2024, almost all children will demonstrate increased engagement, knowledge and skill in digital literacy.</p> <p>By June 2023, the majority (50-74%) of parents/carers within the ELC Class and School will have attended family learning event to support digital literacy learning at home with children.</p> <p>All Learning environments across the school and ELC Class will make explicit the skills for learning, life and work being focussed on, using Renfrewshire Skills’ Progression Framework. There will be consistent use across all stages of St. Anne’s Visible Learning Heroes to promote creativity and thinking skills, achieved through monthly Learning Hero focus.</p>	<p>review (November 2023, March 2024, June 2024)</p> <ul style="list-style-type: none"> • Forward Plan/ELC planning monitoring (September 2023, October 2023, January 2024, April 2024) • Progress and Tracking meetings (September 2023, Late Oct/Early November 2023, January 2024, April 2024) • Levels of staff engagement with CLPL • Moderation and Evaluation of Learning Experiences (MELE) visits by SLT and How Good is OUR School pupil group, with Digital Literacy focus alongside Literacy/Numeracy – (October 2023, January 2024, March 2024, May 2024) • Peer Learning Visits with Digital Literacy focus alongside Literacy/Numeracy (September 2023, November 2023, February 2023) • Evidence of learning within Digital Literacy pathway activity 	<p><i>-Digital Literacy champion input to ELC Staff at ELC planning meetings and Thursday 7th September Thursday 5th October Thursday 2nd November Thursday 7th December Thursday 11th January Thursday 1st February</i></p> <p><u>Pupil Digital Leaders visit to ELC Class to support ELC children’s use of IT</u> <i>Thursday 7th September Thursday 5th October Thursday 2nd November Thursday 7th December Thursday 11th January Thursday 1st February</i></p> <p>Calendar of school and ELC Class collegiate and Self-Evaluation activities -Term 2 and 3 focus of Peer Learning Observation, monitoring of pupil/child work, moderation of learning, teaching and assessment linked to digital literacy <u>In-house Peer Learning visit and Feedback –April 2023</u> <i>Digital Literacy Champion (school and ELC Class) and individual staff member visits to classes/playrooms to observe and share practice</i> <u>Monitoring of pupil work</u> <i>Evidence of pupil learning activity within Digital Literacy pathways Monthly review of ELC Learning Journals with digital literacy focus Digital Literacy Learning Journals (School)– January-June 2024 SLT and Pupil Council/How Good is OUR School pupil group MELE visits May 2023 shared observation of Digital Literacy learning, teaching and assessment in all classes (P1-P7). ELC SLT MELE visits May 2024</i></p>
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			<p><i>shared observation of Digital Literacy learning, teaching and assessment in all ELC environs</i></p> <p><u>Forward Plan Monitoring and evaluation –</u> <i>1st Sept and target setting W/B 4th Sept 2023</i> <i>13th Oct and tracking meeting w/b 23rd Oct 2023</i> <i>19th Jan and tracking meeting w/b 22nd Jan 2024</i> <i>29th March and tracking meeting 15th April 2024</i></p> <p><u>ELC Planning) Monitoring and evaluation –</u> <i>W/B 4th Sept 2023</i> <i>w/b 23rd Oct 2023</i> <i>22nd Jan 2024</i> <i>15th April 2024</i></p> <p><u>Digital Schools Award Family learning event for Early, First, and Second level parents (3 events) –</u> <u>March 2023</u> Event to give information to parents on Digital learning approach in school and ways to support digital literacy at home.</p> <p>Provide professional learning for all teaching staff in Visible Learning <i>Visible Learning refresh training with Visible Learning Champion (teaching and ELC Staff)</i> <i>13th September 2023</i></p> <p><i>Monthly Visible Learning Hero assemblies to whole school community, and communication to parents via SWAY/Website.</i></p>
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Improvement Priority 4 – Further develop approaches to ensure wellbeing, equality and inclusion, through RNRA and GIRFEC implementation.

HGIOS/HGIOELC Qis QI 3.1 QI 1.3 QI 2.4 QI 2.6	NIF Priorities <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 	NIF Drivers <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>4. 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	4. Parental Engagement	6. Performance Information
1. School Leadership	4. Assessment of Children's Progress							
2. Teacher Professionalism	5. School Improvement							
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Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>As we move into 2023-24 the National Improvement Framework reaffirms national, local and our commitment to achieving excellence and equity for all our children.</p> <p>The United Nations Conventions on the Rights of the Child (UNCRC) is central to Scotland's national approach to improving outcomes for children. Incorporating the UNCRC is critical to ensuring children's rights and needs are at the centre of our decision making.</p> <p>We continue to recognise the value that nurture, and nurture approaches play in supporting the health and wellbeing of children.</p> <p>Quantative data (number of referrals to Exchange Counselling during session 2022-2023, parent/carer responses in self-evaluation questionnaire (March 2023) where 28% did not know if the school dealt well with bullying) indicates that there is a need to further develop our nurturing approaches to ensure wellbeing for all.</p> <p>Following on from the relaunch of GIRFEC in Renfrewshire during Session 2022/2023,</p>	<p>By end of session, school will have relaunched a child's rights approach into aspects of school life.</p> <p>By August 2023, St. Anne's Primary School and ELC Class will have established our Renfrewshire Nurturing Relationships Approach (RNRA) Steering Groups comprising of staff (school/ELC Class), children and parents (school/ELC Class)</p> <p>By October 2023, St. Anne's Primary School RNRA Steering Group will have created an RNRA Action plan detailing how we will develop a nurturing relationship approach during session 2023/2024 through identified nurture principle focus.</p> <p>By October 2023, St. Anne's ELC Class RNRA Steering Group will have created an RNRA Action plan detailing how we will develop a nurturing relationship approach during session 2023/2024 through identified nurture principle focus.</p>	<ul style="list-style-type: none"> • Rights Respecting Schools Award Self-Evaluation audit • School RNRA Action Plan • ELC RNRA Action Plan • RNRA Steering group minutes – school • Minutes of INSET/staff/stage meetings, including "The Circle" training and Nurture Principle training. • NVR Level 2 training evidence • NVR Level 1 training evidence • Termly pupil learning conversation (September 2023, January 2024, April 2024) and review (November 2023, March 2024, June 2024). • Pre/post RNRA engagement surveys • Levels of staff engagement with CLPL • Ongoing evaluation of staff confidence, understanding and progress with implementation • Tracking meetings • Moderation and Evaluation of Learning Experiences (MELE) visits by SLT and How Good is 	<p>PEF Spend of £2520 to support development of nurturing space and environment across the school to ensure the environment provides a safe base and meets the needs of all learners.</p> <p><u>Establishment of School RNRA Steering Group</u>– By August 2023</p> <p><u>Establishment of ELC RNRA Steering Group</u>– By August 2023</p> <p><u>Monthly School and ELC RNRA steering group meetings (excluding December and April)</u> – September 2023, October 2023, November 2023, January 2024, February 2024, March 2024, May 2024, June 2024.</p> <p><u>Rights Respecting Schools Award Audit and Action Plan for session 2023-2024 (based on Rights Respecting Schools Award Criteria and self-evaluation)</u> – created by RNRA Steering with How Good is OUR School group by end of October 2023. Action plan implemented from October 2023 onwards by all staff in school.</p> <p>Provide professional learning for all teaching staff in RNRA (including "The Circle", "Who Cares" linking to The Promise, and Nurture Principle training)</p>

<p>there is now a need to ensure all staff (school and ELC) are both confident and skilled in implementing the staged intervention framework to ensure learner wellbeing and progression.</p>	<p>By May 2024, submitted evidence for the Rights Respecting Schools Award (RRSA) bronze award which shows our commitment to becoming a Rights Respecting School (RRS) and how we have undertaken this</p> <p>By October 2023, all school and ELC Class staff will have undertaken training in “Who Cares” Part 1 – Care Awareness (INSET 3 activity), with all class teachers further receiving training (CD 6 25th October to support implementation of “Who Cares” lessons from October 2023 onwards.</p> <p>By June 2024, all teachers across Early, First and Second level will have undertaken further professional learning in RNRA nurture principle 2 “The Environment offers a safe base2 (School), “Transitions are significant in the lives of children” (ELC Class)</p> <p>By June 2024, all practitioners in our ELC Class will have undertaken further professional learning in an RNRA nurture principle</p> <p>By December 2023, the Inclusive Pedagogy Champion will lead all teaching staff in further training on “The Circle” approach to improve the learning environment and to provide greater personalised support.</p> <p>By June 2024, 1x class teacher will be trained in NVR Level 2, and 2x Teachers (DHT and PT) trained in NVR level 1.</p> <p>By June 2024, all teaching and support staff (school) and ELC practitioners, will</p>	<p>OUR School pupil group throughout session</p> <ul style="list-style-type: none"> • Peer Learning Visits throughout session • Learner feedback • Staged Intervention process evidence including documentation, TAC meetings, IRD etc) 	<p>through WTA activities (please note, opportunity for all support staff)</p> <p>6th September 2023 – The Circle input</p> <p>20th September 2023 – Nurture Principle focus</p> <p>23rd September 2023 – INSET training (pm) Who Cares – School teaching and support staff, + ELC practitioners)</p> <p>25th October 2023 – “Who Cares” lesson implantation training (teaching staff only)</p> <p>31st January 2024 – RNRA Nurture Principle training/development.</p> <p>28th February – RNRA Nurture Principle training/development.</p> <p>27th March – RNRA Nurture Principle training/development</p> <p>17th April – RNRA session 2023/2024 planning.</p> <p><u>ELC Class RNRA development</u></p> <p>23rd September 2023 – INSET training (pm) Who Cares – School teaching and support staff, + ELC practitioners)</p> <p>Nurture Principle training at monthly ELC Planning meetings throughout session</p> <p><u>NVR training</u></p> <p>PT +DHT training in NVR Level 1</p> <p>21st September 2023</p> <p>28th September 2023</p> <p>5th October 2023</p> <p>Inclusive Pedagogy Champion NVR level 2 training</p> <p>30th October</p> <p>6th November</p> <p>13th November</p> <p><u>Local Inclusion Support Networks (School and ELC)</u></p> <p>DHT (school) and DHoC (ELC Class) attendance at LISN network meetings ongoing throughout session.</p> <p><u>Introduction to GIRFEC Staged Intervention Framework</u></p>
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	be knowledgeable and confident in the implementation of the staged intervention framework.		All ELC and School staff – INSET Training 14 th August 2023 and ongoing throughout session through: <u>Forward Plan Monitoring and evaluation –</u> <i>1st Sept and target setting W/B 4th Sept 2023</i> <i>13th Oct and tracking meeting w/b 23rd Oct 2023</i> <i>19th Jan and tracking meeting w/b 22nd Jan 2024</i> <i>29th March and tracking meeting 15th April 2024</i> <u>ELC Planning) Monitoring and evaluation –</u> <i>W/B 4th Sept 2023</i> <i>w/b 23rd Oct 2023</i> <i>22nd Jan 2024</i> <i>15th April 2024</i>
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