



Renfrewshire Council Children's Services

**St Catherine's Primary School  
School Improvement Plan**

**2021-2022**

# Planning framework

As part of Children's Services, St Catherine's 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. improve attainment, particularly in literacy and numeracy;**
- 2. close the attainment gap between the most and least disadvantaged pupils;**
- 3. improve children's health and wellbeing; and**
- 4. 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's Council Plan 2017-2027

Working together for a thriving and connected Renfrewshire, creating opportunities for all

Reshaping our place, our economy, our future

Building strong, safe and resilient communities

Tackling inequality, ensuring opportunities for all

Creating a sustainable Renfrewshire for all

Working together to improve outcomes

## 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

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments

Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people

Develop high quality leadership to promote empowerment at all levels

Improve employability skills and support all of our young people to enter positive and sustained destinations

## Our Vision, Values and Aims

**Our vision:** Attain Achieve Aspire!

**Our values:**

All children develop to be the best they can be, in both their learning and socially; the children being responsible, creative, tolerant and independent individuals who are aware of their role in the school and develop self-discipline through a focus on promoting positive behaviour.

**Our vision and values will be achieved through:**

- The development of an inclusive ethos based on the Gospel Values of The Church that will enable each child to develop their God given talents
- Providing our pupils with the appropriate skills for the world of work and how to contribute to the wider community
- Fostering and providing opportunities that develop effective partnerships with parents and our wider school community, partner agencies
- Acknowledging and celebrating wider achievements, pupils and staff, outwith school
- Ensure the provision of equal opportunities for pupils and staff to learn together within the school context.

**Our aims: In St Catherine's we aim to:**

- Create a welcoming, secure and inclusive atmosphere conducive to a positive attitude to learning and teaching.
- Raise attainment and develop lifelong skills by providing a stimulating and accessible curriculum for all children.
- Promote a sense of responsibility, tolerance, loyalty, self-worth, co-operation and care for our community environment.

## Who did we consult?

To identify our priorities for improvement, we sought the views of all of our stakeholders, namely our children, parents and carers, partners and staff. We used a variety of methods of getting the views of those who are involved in the life and work of St Catherine's Primary including:

<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• Staff meetings</li> <li>• In-Service Days</li> <li>• Curriculum Development Sessions</li> <li>• Regular children's progress/target setting meetings.</li> <li>• Attainment and GIRFEC meetings</li> <li>• Education Scotland Professional Learning materials</li> <li>• Collegiate consultation exercise 'Identifying Priorities for Improvement'</li> <li>• Evaluation of the service using How Good Is Our School (HGIOS) 4, How Good is our Early Learning and Child Care, Building the Curriculum 1-5 series, Education Scotland briefing notes</li> <li>• Regular review of School Improvement Plan priorities</li> <li>• Staff Questionnaires and HT 360 Questionnaire</li> <li>• Annual Professional Review and Development meetings</li> </ul>	<p><b>Parents/Carers</b></p> <ul style="list-style-type: none"> <li>• Annual Report feedback</li> <li>• Parental Questionnaires/Surveys</li> <li>• Parents' Meetings</li> <li>• Parent Council meetings</li> <li>• Monthly newsletters</li> <li>• Parents' Noticeboard</li> <li>• Website</li> <li>• Have your say box</li> <li>• Parental evaluations of school events</li> <li>• Induction Days</li> <li>• Parent Workshops</li> <li>• Team Around the Child (TAC) meetings</li> <li>• Family Learning Sessions</li> <li>• Open days</li> </ul>
<p><b>Learners</b></p> <ul style="list-style-type: none"> <li>• Pupil Council meetings</li> <li>• Pupil Citizenship Group consultations</li> <li>• Pupil questionnaires and feedback</li> <li>• Strengths and improvement consultation</li> <li>• Pupil Questionnaires</li> <li>• Learning conversations with their teacher and SMT</li> <li>• Focus Groups</li> <li>• Throughout planning for curricular activities (KWHL, Mind Mapping, Floorbooks and other appropriate methods)</li> <li>• Whole school and classroom rights-based learning activities</li> <li>• Playroom planning using mind mapping and floor books</li> </ul>	<p><b>Partners</b></p> <ul style="list-style-type: none"> <li>• Informal feedback through discussions</li> <li>• Termly meetings with Active Schools Co-ordinator</li> <li>• Regular collaborative meetings with Home Link Worker, Educational Psychologist</li> <li>• Partners' Questionnaire</li> <li>• Local and Central Admissions Panel Meetings</li> <li>• Cluster meetings</li> </ul>

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

### **How we will 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:

- Monitoring calendar for school and nursery which ensures a rigorous and systematic approach to monitoring
- Regular staff meetings
- Monitoring of planning and evaluations of learning
- Responsive target setting for each child
- Monitoring and tracking of children's learning and attainment at termly attainment meetings
- Termly GIRFEC wellbeing meetings to monitor impact and/or identify early intervention and personalised support.
- Pupil learning conversations
- Analysis of assessment data from ongoing class assessments, summative assessments and standardised assessments (school)
- Collegiate and INSET self-evaluation activities using HGIOS 4, HGIOELCC and Education Scotland guidance/resources.
- Education Scotland and other in-house devised questionnaires to staff, parents, children and partners and analysis of results to inform improvements.
- Review of practices and impact of actions in relation to statutory duties of ASL, Parental Involvement, Equalities Act, Care Inspectorate National Care Standards and SSSC.
- Monitoring and moderation of standards of pupil/children's work and profiles, displays and evaluations.
- Monitoring of learning and teaching in classroom/playroom observations, including SMT learning conversations
- Peer learning visits
- Liaison with external partners who provide support for children and pupils (Speech and Language Therapy, PSADU) to ensure best provision for children.
- Staff review of policies (nursery and school) as required.
- A range of award assemblies where success within the four capacities and wider achievement are celebrated

### **Moderation**

- Cluster working across all levels within Literacy/Numeracy
- School based moderation within all curricular areas
- Education Scotland QA Moderation resources

### **Attendance**

- Attendance is monitored daily with unexplained absences followed up by texts and phone calls
- Absence and late coming are monitored on a monthly basis

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 Promote the positive health and wellbeing of children & young people, parents/carers and staff			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
Qis 2.1 – 2.4 QI 2.7 QI 3.1	<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
We continue to focus on the importance of supporting the wellbeing of all children, parents and staff. We will ensure that time and space is provided to actively promote health and wellbeing.	Children, parents and staff will feel supported through the schools robust Health and Wellbeing Strategy.	<p>Collegiate/INSET programme shows that a range of staff wellbeing activities and opportunities are being provided.</p> <p>Revisiting PRD meeting with staff will ensure wellbeing needs are being supported.</p> <p>Quality assurance activity including monitoring calendar, planning and tracking meetings and learner conversations will show progressive experiences for all pupils with depth of learning and enhanced opportunities for application will be evident.</p> <p>Monitoring and evaluation systems of family learning programmes will highlight a positive response to training. Revisiting families after training will evidence a positive impact on family life.</p>	<p>Continue to plan the collegiate calendar/INSET in collaboration with staff to include dedicated time for staff wellbeing activities including the opportunity to attend weekly fitness class led by our Assistant Active Schools Co-ordinator. <b>(PEF)</b></p> <p>Health and Wellbeing Champion will continue to disseminate good practice and training across the school, deliver professional learning to staff and take forward parental workshops in areas including, mindfulness, ice pack, psychology first aid support, emotional intelligence at work, medicine and the arts and understanding and suicide prevention in a global context.</p> <p>Family learning will be offered to targeted families based on developing good bedtime routines informed by training from Sleep Scotland.</p> <p>The Local Authority Health and Wellbeing Newsletter will continue to inform ongoing professional learning opportunities across the school year.</p> <p><b>Time scale - ongoing</b></p>

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	<p>Almost all parents will be aware of and understand the supports available to improve mental and emotional wellbeing.</p> <p>Positive impact of Place2Be on children's mental and emotional health and wellbeing.</p> <p>We will be able to get "more children, more active, more often" having <b>all</b> children participating in regular sports and physical activity throughout the school day and <b>most</b> participating in afterschool clubs (including breakfast and lunchtime clubs.)</p>	<p>Parental Attitudinal Survey will show almost all parents are aware of and supportive of the Place2Be Counselling Service.</p> <p>Counselling service monitoring and evaluation systems will highlight the positive impact of the service on children's mental health and wellbeing.</p> <p>Wellbeing indicator results demonstrate that almost all children in target groups, score 8 or above in all wellbeing indicators by Dec. 2021.</p> <p>Active Schools Co-ordinator will monitor and evaluate pupil engagement in clubs and competitions.</p> <p>Wellbeing indicators results demonstrate that almost all children in target groups score 8 or above in all wellbeing indicators by Dec. 2021.</p>	<p>Counselling service will continue and will be promoted through class contact, assemblies, collegiate sessions and participation in parent event. Referrals will be made for targeted children. <b>(PEF)</b> <b>Timescale – Term 1</b></p> <p>The Active Schools Co-ordinator will continue to offer children the opportunities and motivation to adopt active, healthy lifestyles. Active schools will support teachers to deliver quality physical activity and sports and to plan and implement outdoor activities. Targeted support in health and wellbeing, including the Fizzy Programme will continue to be embedded in wellbeing conversations. We will continue to adopt a strategy to get more pupils to participate in regular, frequent, safe and fun sports and physical activity with a particular focus on pupil achievements. <b>(PEF)</b> <b>Timescale - ongoing</b></p>
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<p>Following on from the period of home learning and a challenging year for our children we will introduce a Nurture Drop-in session that will allow all children further access to a trusted adult to discuss their feelings if required.</p> <p><b>Early Learning and Childcare</b></p> <p>We currently have a large team of practitioners who are actively developing leadership at all levels. Practitioners will further benefit from their own Career long professional learning (CLPL) and routinely engage in a broad range of professional learning activities to build on and sustain practice.</p> <p>We are taking opportunities to be proactive in extending and deepening our knowledge through research, pedagogy, literature and policy which is evident in practice</p>	<p>All children have further access to pastoral support from a trusted adult. This can result in sign posting to other services such as targeted nurture, friendship groups, Place 2Be, etc. Children have a positive start to the week and can share any worries they have.</p> <p>All practitioners have confidence and ownership of their career-long professional learning (CLPL) this will support each practitioner in their current and future roles.</p> <p>Practitioners who are dedicated to working continuously on professional learning will have a positive impact on quality experiences for children, their progress and wider achievements.</p> <p>Practitioners will feel confident, supported and empowered to be involved and actively develop leadership at all levels maintaining high standards and the overall capacity of St Catherine's ELCC</p> <p>Practitioners will utilise all training opportunities and professional learning with the use of Scottish social services council (SSSC) open badges.</p>	<p>Support staff will monitor and evaluate pupil registers.</p> <p>Wellbeing indicator results demonstrate that almost all children in target groups, score 8 or above in all wellbeing indicators by Dec. 2021.</p> <p>We are and continue to support Practitioners to identify their strengths, interests and areas for development through daily communication, planning meetings and professional development reviews (PRD). PRD will assist in planning future training tailored for each practitioner.</p> <p>Professional learning, monitoring and self-evaluation will result in a skilful ELCC team facilitating learning. This will have a positive impact on high quality learning, interactions, experiences and care for all children.</p>	<p>To re-introduce Nurture Drop-in sessions. Children will have access to drop-in sessions on a Monday morning allowing a positive start to their week in school.</p> <p><b>Timescale – Term 1</b></p> <p>Participation in Professional review and development meetings (PDR). Professional learning opportunities are well planned and matched to identify needs and draw on local, national and international priorities.</p> <p>Practitioners will be supported to practice high quality levels of communication, sharing understanding of early years pedagogy and assessment. Opportunities to share practice, role modelling and learning from and with each other, both in and beyond St Catherine's ELCC.</p>
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**Priority 2: Develop high quality learning, teaching and assessment leading to improved attainment and achievement in literacy.**

<p><b>HGIOS/HGIOELC QIs</b></p> <p>QI 1.2 QIs 2.2 &amp; 2.3 QI 3.2</p>	<p><b>NIF Priorities</b></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<p><b>NIF Drivers</b></p> <table border="0"> <tr> <td>4. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>5. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>6. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	4. School Leadership	4. Assessment of Children's Progress	5. Teacher Professionalism	5. School Improvement	6. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>To build on the success of the school's Literacy Strategy we will apply for the Scottish Book Trust Reading Schools Award.</p> <p>Reading will continue to be prioritised to allow pupils to access the full curriculum offered and further opportunities for challenge.</p>	<p>All pupils will engage in 'Drop Everything and Read' in class and almost all in Reading for Pleasure at home.</p> <p>We will raise awareness of recommended books/quality texts to pupils/parents and staff.</p> <p>We will attain the Silver Reading School's Award by April 2022.</p> <p>Increased pupil enjoyment, satisfaction, excitement and relevance through their learning, with greater connection to UN sustainable development goals.</p>	<p>Reader Engagement Survey results demonstrate that almost all children will score above 65% by March 2022.</p> <p>Successful accreditation of the award.</p> <p>Reader Engagement Survey results demonstrate that almost all children will score above 65% by March 2022.</p>	<p>We will introduce a Reading Leadership Citizenship Group.</p> <p>Staff will participate in training for Reading for Pleasure (Scottish Book Trust) disseminated by the Literacy Champion.</p> <p>All staff will promote Reading for Pleasure as a homework task.</p> <p>We will engage with parents through website/social media to promote book recommendations.</p> <p>We will reintroduce Reading Café sessions universally promoting reading for pleasure at home.</p> <p>We will engage with 'Authors Live' via the Scottish Book Trust.</p> <p><b>Timescale – Term 3</b></p> <p>Libraries will be refreshed, and a wider range of texts purchased.</p> <p>Pupils will have a wide range of texts to choose from in their class libraries. The texts chosen will provide challenge for the more able pupils.</p> <p>Texts will reflect the UN Sustainable Development goals.</p> <p><b>Timescale – Term 2</b></p>

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<p>We will continue to apply targeted, inclusive and enriched strategies which are designed to improve outcomes for all children.</p> <p>To refresh literacy planning to include the use of digital technology platforms used throughout the period of home learning.</p>	<p>Individual, class and whole school attainment in literacy will improve as a result of supporting target groups/individuals to close the attainment gaps in literacy.</p> <p>At first level attainment will increase by 3%.</p> <p>At second level attainment will increase by 3%.</p> <p>All staff will record the use of digital technologies within literacy planning.</p>	<p>Teachers' planning will demonstrate skilled use of assessment to inform appropriately differentiated learning and teaching to meet the needs of individual children.</p> <p>Attainment and tracking data for almost all children shows that they are making progress in literacy with a trend towards closing the identified attainment gaps.</p> <p>Quality assurance activity including monitoring calendar, planning and tracking meetings and learner conversations demonstrate clear impact of professional learning on the quality of teaching and learning.</p> <p>Teachers' planning will demonstrate skilled use of digital technology in learning and teaching to meet the needs of individual children.</p>	<p>Continue to make skilled use of assessment information to inform and access CLPL, provided targeted interventions, professional reading to these approaches, where required. <b>(PEF)</b></p> <p><b>Timescale – ongoing</b></p> <p>Literacy planning will reflect the use of digital platforms such as Literacy Planet and how it is used for assessment. <b>(PEF)</b></p> <p><b>Timescale – Term 1</b></p>
<p><b>Early Learning and Childcare</b></p> <p>Continue to develop high quality early learning and childcare to enhance children's progress and achievement as they grow and learn. We aim to improve the quality of observations and interactions to make accurate judgements about children's progress being made.</p>	<p>All children's learning and development will significantly improve. Practitioners will gain confidence when recording and sharing children's progress to then plan next steps. Children will make very good progress through experiences that promote holistic learning. Children will benefit from making very good progress in Literacy, numeracy and health and wellbeing appropriate to their developmental age.</p> <p>Practitioners are confident when making judgements about children's progress and</p>	<p>Planning meetings where practitioners discuss and share children's learning and progress will ensure we are reflecting on the quality of information shared. Observations are high standard and formative to plan next steps for each individual child. Professional dialogue will be practiced maintaining high quality communication with the support of role modelling and senior practitioner's support.</p> <p>Practitioners promote learning in a skilful way and learning is facilitated with a blend of adult supported and child-initiated experiences.</p>	<p>Senior practitioners will support and guide practitioners when observing and recording children's learning and play.</p> <p>Practicing professional dialogue, which is informative, shared and agreed through appropriate discussions will have a positive impact on all children's learning and development.</p> <p>High levels of communication and interaction with all parents will help parents to be fully involved in understanding their child's progress which can be achieved through face-to-face communication, open</p>

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	<p>this is shared and agreed through discussions, planning and wellbeing meetings.</p>	<p>Practitioners make sound professional judgements about children's progress and how well children are learning and developing, this will be evident through practitioners being responsive, planning, recording high quality observations and interactions.</p>	<p>days, one to one meetings parent workshop and with use of Class Dojo app.</p>
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**Priority 3 Develop high quality learning, teaching and assessment leading to improved attainment and achievement in numeracy.**

<p><b>HGIOS/HGIOELC QIs</b>  <b>QI 1.1,1.3</b>  <b>QI 2.3</b>  <b>QI 3.1,3.2, 3.3</b></p>	<p align="center"><b>NIF Priorities</b></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<p align="center"><b>NIF Drivers</b></p> <table border="0"> <tr> <td>7. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>8. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>9. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	7. School Leadership	4. Assessment of Children's Progress	8. Teacher Professionalism	5. School Improvement	9. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Building on our commitment to improve our school's numeracy strategy we participated in a course built around The Learning Framework series of literature by Bob Wright. This programme developed teachers' knowledge and skills in using continual diagnostic assessments to identify gaps in learning and to deploy effective, research-based interventions.</p> <p>Enhancing Professional Learning in STEM via Education Scotland's Grants Programme. This programme is to support and develop the teaching, learning and assessment within STEM, with a focus on numeracy, through enhanced professional learning being participated in by practitioners in St</p>	<p>Teachers will gain a greater understanding of how to implement the assessment, teaching, learning, moderation and evaluation associated with the Education Scotland Numeracy and Maths Recovery and Improvement pilot, by sharing good practice build on previous involvement in SEAL, Mindset Maths and CPA.</p> <p>Teachers will develop an increased understanding of the use of continual, diagnostic, formative assessment to accurately identify the exact stage of conceptual understanding that their learners operating at.</p>	<p>Quality assurance activity including monitoring calendar, planning and tracking meetings and learner conversations will show the impact of this professional learning on the use of formative assessment to support targeted interventions and improved attainment.</p> <p>The baseline assessments, using coded assessment sheets and follow up assessments will demonstrate an improvement for almost all targeted learners.</p> <p>All staff will complete a practitioner enquiry that demonstrates a positive impact from this professional learning.</p> <p>Ongoing assessment data will be captured in line with the framework and used to evaluate the impact of the programme as part of local and nationwide research projects.</p>	<p>A whole school numeracy intervention framework will be put in place. This focus on diagnostic assessment, will allow the development of formative assessment approaches to inform numeracy interventions. The interventions are aligned with the S.E.A.L. approach and focus providing a depth of understanding and flexibility in thinking, making use of visual strategies such as ten frames and other CPA tools. This will build on the school's very successful numeracy strategy and previous professional learning.</p> <p><b>Timescale – ongoing</b></p> <p>All staff will participate in practitioner enquiry as part of the Education Scotland Numeracy and Maths Recovery &amp; Improvement Professional Learning Pilot in order to effectively share their practice with colleagues within the school and with peers from other schools who are also participating in the pilot . This will impact on the professional knowledge and understanding of the teachers and improved learner attainment.</p>

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<p>Catherine's and our partner school, St Anthony's.</p> <p>The whole school and partner school approaches to this programme will maximise the impact of numeracy interventions to improve outcomes for all children.</p>	<p>Teachers will feel more confident in planning interventions to help close identified gaps in numeracy.</p> <p>Assessments will go beyond the learners' ability to generate answers and instead focus on diagnosing their stage of conceptual development so that support can be tailored to match the learners' needs.</p> <p>Teachers' confidence in identifying the attainment gaps in numeracy will increase.</p> <p>Individual, class and whole-school attainment in numeracy will improve as a result of supporting target groups/individuals to close attainment gaps in numeracy.</p> <p>At second level attainment will increase by 3%.</p>	<p>Teacher survey will show improved confidence in identifying gaps, addressing gaps through applying interventions and the use of maths recovery resources to support this process.</p> <p>Improved attainment for targeted children at second level.</p> <p>Maths Engagement Survey results demonstrate that most children will score above 70% by January 2022.</p>	
<p>To build on our Skills Development Programme by introducing Skills Development</p>	<p>Teachers and Learners' to think about and develop more positive attitudes towards all learners</p>	<p>Before and after attitudinal surveys, for both teachers and learners, in terms of STEM careers</p>	<p>Skills Development CLPL with a focus on using and adapting the Skills Development Scotland World of Work to all stages and incorporate this teaching and</p>

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<p>Scotland's World of Work Programme for Primary Learners and making real-life connections to our Enhancing Professional Learning in STEM via Education Scotland's Grants Programme.</p> <p>This programme will introduce the learners to thinking about their subject choice in S2 and future careers, entering college, university or apprenticeships, as well as identifying their own skill sets and matching these to their aspirations, with a focus on making connections to STEM careers.</p> <p>To promote STEM jobs equally to all learners to improve the gender balance within this career choice.</p>	<p>thinking about their subject choice in S2, STEM careers and further educational opportunities in these fields.</p> <p>For all learners to view STEM careers as an achievable aspiration.</p>	<p>being an aspiration and achievable for all learners.</p> <p>Aspirations Wall to reflect a greater range of career options.</p>	<p>learning into the Contextualised Learning Programme.</p> <p><b>Timescale – Term 2</b></p> <p>Using the materials within individual classes, including Animal Me, My Interests, My Profile, Partner Resources, the Market Place, Meet the Expert, lesson plans, powerpoints, and suggested follow-up activities.</p> <p><b>Timescale – Term 2</b></p>
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Priority 4 To enhance our ecological education with a focus on tackling poverty, inequality and injustice through the Laudato Si' Programme			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
QIs 2.1-2.4 QI 2.7 QI 3.1	<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	10. School Leadership 11. Teacher Professionalism 12. Parental Engagement	4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>To improve our learners' ecological knowledge, understanding and actions through reviewing, evaluating and enhancing our Ecological Education, throughout the school. With a focus on protecting the environment and tackling poverty, inequality, injustice and employing measures to ensure others have what they need to live.</p> <p>To connect to our teaching and learning within Religious Education, Contextualised Learning Programmes, citizenship groups and assemblies, by implementing the Laudato Si, programme with the aim of becoming a Laudato Si school.</p> <p><b>Early Learning and Childcare</b></p> <p>We aim to develop all children's ecological</p>	<p>Learners, throughout the school, have an increased ecological awareness regarding:-</p> <ul style="list-style-type: none"> <li>the impact that human activity is having on the ecology of the world</li> <li>how ecological issues disproportionately impact on those in the world who are experiencing poverty.</li> </ul> <p>Through whole school initiatives and individual class participation have:-</p> <ul style="list-style-type: none"> <li>a positive impact on the local, national and world environment by taking an active part in a variety of activities aimed at raising awareness raising funds that aim to help improve the environment for those suffering from poverty.</li> </ul> <p>Outdoor learning environments will be adapted to offer all children high quality</p>	<p>Quality assurance activities demonstrate a clear impact of professional learning on the quality of teaching and learning.</p> <p>An annual Pupil Council consultation/audit of fellow learners' awareness of ecological issues through a questionnaire.</p> <p>An annual staff review and evaluation of the ecological teaching and learning in relation to the Laudato Si goals and quotes 6 and 11.</p> <p>Individual Citizenship Groups reviewing and evaluating the impact of their group on the environment and ecological issues.</p> <p>Our outdoor learning environment and vegetable garden will include the provision of open-ended</p>	<p>A whole school focus and adoption of the teaching and learning concentrating on the the Laudato Si goals, in particular those relating to quote 6 – 'the teachings of the Gospel have direct consequences for our way of thinking, feeling and living ... spirituality can motivate us to a more passionate concern for the protection of our world and quote 11 – 'access to safe drinkable water is a basis and universal human right.'</p> <p>The whole school, each individual class and each citizenship group ensuring that they achieve these goals through each stage's Religious Education and Contextualised Learning Programmes, whole school assemblies and initiatives, and Citizenship Groups organising specific events throughout the year.</p> <p><b>Timescale – Term 1</b></p> <p>Children's ecological knowledge learning and development will be supported by adult and</p>

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<p>knowledge and understanding with a focus on developing our vegetable garden.</p>	<p>learning experiences enabling children to explore ideas and materials. Children will be supported to explore, plan design and evaluate solutions.</p> <p>All children can experience, be involved and have ownership of the vegetable garden, learning about the process of growing vegetables. Ecological knowledge will develop with the understanding of preparing and caring for the grounds and vegetable garden which will have many rewards. Children will feel a sense of achievement, skills and knowledge gained will have a lifelong impact.</p>	<p>and natural resources utilising space and encouraging creativity. Children will be supported to experience play and learn together, sharing ideas.</p>	<p>child led activities and interaction. Learning and playing within the nursery vegetable garden will support children to learn hands on and build on their knowledge.</p> <p>Practitioner's supporting the development of children's thinking skills, through scaffolding, modelling, questioning and children's own thinking.</p> <p>Local visits to Gardens and grounds to learn about different gardens and how to care for growing our own vegetables. Visits to local shops to learn about produce.</p>
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