

 

Renfrewshire Council Children’s Services

**St Catherine’s Primary and Early Learning and Childcare Class**

**Improvement Plan**

 **2023-2024**

#####  Planning framework

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

**National Priorities**

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

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

**Renfrewshire’s Education Priorities**

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

**Pupil Equity Funding**

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

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

 **Renfrewshire’s Council Plan 2017-2027**

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

Reshaping our place, our economy, our future

Working together to improve outcomes

Creating a sustainable Renfrewshire for all to enjoy

Tackling inequality, ensuring opportunities for all

Building strong, safe and resilient communities

 **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**

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

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

**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 stakeholders. 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 and Early Learning and Childcare Class such as:

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

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| **Staff** * Staff meetings
* In-Service Days
* Curriculum Development Sessions
* Regular children’s progress/target setting meetings.
* Attainment and GIRFEC meetings
* Education Scotland Professional Learning materials
* Collegiate consultation exercise ‘Identifying Priorities for Improvement’
* 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
* Evaluation of Community Walk with class and HWO
* Regular review of School Improvement Plan priorities
* Staff Questionnaires and Acting HT 360 Questionnaire
* Annual Professional Review and Development meetings
 | **Parents/Carers** * Annual Report feedback
* Parental Questionnaires/Surveys
* Parents’ Meetings
* Parent Council meetings
* Termly newsletters
* Parent Council Noticeboard
* Website
* Have your say box
* Parental evaluations of school events
* Induction Days
* Parent Numeracy Workshops
* Family Learning Sessions - Reading Cafes
* Open days
* Team Around the Child meetings
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| **Learners** * Pupil Council meetings
* Pupil Citizenship Group consultations
* Pupil questionnaires and feedback
* Strengths and improvement consultation
* Pupil Questionnaires
* Student Researchers - Belonging/Not Belonging and What is it like around here drawing tools and analysis
* Learning conversations with their teacher and SLT
* Literacy and Numeracy Focus Groups
* Digital Leaders Group
* Community Walk with teacher/Health & Wellbeing Officer
* Throughout planning for curricular activities (KWHL, Mind Mapping, Floorbooks and other appropriate methods)
* Whole school and classroom rights-based learning activities
* Playroom planning using mind mapping and floor books
 | **Partners** * Informal feedback through discussions
* Termly meetings with Active Schools Co-ordinator
* Regular collaborative meetings with Home Link Worker, Educational Psychologist, Place2Be
* Partners’ Questionnaire
* Local and Central Admissions Panel Meetings
* Cluster meetings
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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 ELCC 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 and Engagement, 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 (ELCC 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
* Educational Scotland QA Moderation resources

**Attendance**

* Attendance is monitored daily with unexplained absences followed up by phone calls, emails and letters
* 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

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| **Improvement Priority 1 Literacy – Developing high quality learning, teaching and assessment leading to improved attainment and achievement in literacy.** |
| **HGIOS/HGIOELC Qis****QI 1.2****QI 2.2, 2.3****QI 3.2** | **NIF Priorities*** 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 Highlight as appropriate

 *Highlight as appropriate* | **NIF Drivers**School Leadership Curriculum & Assessment of progressTeacher Professionalism School ImprovementParental Engagement Performance Information |
| **Rationale for change**  | **Outcome and Expected Impact** | **Measures** | **Intervention** |
| Evidence from collated monitoring, pupil voice surveys and student literacy focus group has identified a need to focus on pupil engagement in writing. We will continue to participate in Talk for Writing non-fiction training. This will be a leadership focus across the school through practitioner enquiry, moderation and robust monitoring to inform gaps and identify next steps.Planning and tracking minutes also reflected a need to take a closer look at progression in non-fiction writing. Staff also identified Talk for Writing non-fiction as an area of improvement through their peer observations and evaluation of the curriculum.Through our Reading Café parental evaluation questionnaire, our parents/carers identified a desire to continue participating in these sessions as they gained a greater understanding of the strategies needed to support their children’s reading skills. This will be to improve our attainment in literacy and to maintain our engagement with Book Trust Scotland Gold Reading Award.The Parents’ Evening survey highlighted that parents/carers would welcome support to help their children with their literacy homework, as well as with the use of digital technology. | By Dec 2023, all teachers will be more confident and skilled in the learning and teaching of writing through participating in Talk for Writing non-fiction training and implementing this pedagogy within their classroom practice. All support staff will enjoy greater confidence and be more skilled in providing bespoke targeted interventions.Children will be more engaged in their writing as teaching and learning will be enhanced through the Talk for Writing professional learning.By April 2024 we will have produced a pathway and Talk for Writing assessments which will outline a clear progression in fiction and non-fiction writing to support transition to secondary school.In Term 3 all parents will have the opportunity to engage in support for learning through access to Reading Café sessions to help support their children’s learning in reading and to promote reading for engagement at home.The parents of children receiving targeted support will be individually contacted and encouraged to take part in the Reading Café Workshops. The workshops will focus on the tasks and strategies connected to the Renfrewshire Literacy Programme and will promote reading for enjoyment at home.All parents will have access, in-person through workshops and on-line (video tutorials), to engage in learning to support literacy homework, including the effective use of digital technologies.Though promotion and engagement with the on-line video tutuorials, parents will be more able to support their children’s literacy learning at home.Children will be more engaged in their literacy work as teaching and learning will be enhanced through staff training in digital technologies. Learner engagement will improve through teachers providing support and access to tools for dyslexia, EAL learners and children who require visual aids and prompts when accessing the curriculum. We will, through the Stage Intervention Process, accelerate progress for targeted individuals:* 9% at first level reading
* 9% at first level writing
* 3% at second level writing

We will, through the Staged Intervention Process, provide bespoke targeted interventions to ensure continued progression at nationally expected levels for:* All children at early level (early intervention approach)
* 31 children at first level reading
* 20 children at first level writing
* 20 children at second level reading
* 10 children at second level writing
 | * Pre/ post teacher judgement data to measure confidence in teaching Talk for Writing non-fiction.
* Standardised writing assessment data including SNSA P4 and P7 to ensure pupils on track
* Writing assessment scores Term 1/3/4 – ensuring progress throughout the year
* Levels of staff engagement with CLPL and evaluation of impact – improved confidence scale
* Pre/ post pupil engagement in writing surveys/learning conversations
* Record of learning conversations with focus group children to measure engagement. To ensure the pupil’s voice is impactful.
* Evidence from practitioner enquiry. To ensure continued professional development within writing for all teachers.
* Evidence from collated cluster moderation in writing. To improve confidence through having a shared understanding of learning, teaching and assessment related to the Talk for Writing Programme.
* SLT learning visit feedback to ensure quality writing throughout all stages

 * Parental confidence level/evaluation by scale pre/post attendance at Reading Cafes
* Reader engagement survey scores – almost all children should maintain/improve from prior score
* Record of learning conversations with targeted learners’ focus group children
* Post questionnaires with children/parents to measure the impact of digital resources in supporting learning
* Standardised reading/writing assessment data pincluding SNSA P4 and P7 to ensure pupils on track
* Reading Running Record scores Term 1/3/4 – ensuring progress throughout the year
* Writing assessment scores Term 1/3/4 – ensuring progress throughout the year
 | Provide professional learning for teaching and support staff (Talk for Writing non-fiction) 2023/20240.5FTE teacher to provide targeted interventions to identified groups/individuals. **(PEF funded- £20,335.11)**0.5 classroom assistant to provide targeted interventions to identified groups/individuals. (**PEF funded- £7,276.32)**All staff to have in school training on using digital accessibility tools using office 365 to increase pupil engagement. Children, with specific ASN or targeted interventions, will be given the opportunity to use immersive reader, dictate and translate tools to help meets learners needs.Staff will collegiately decide the big question to inform a whole school approach to practitioner enquiry in non-fiction writing and decide how this will be recorded and measured.Practitioner enquiry in writing will inform the focus for cluster moderation and ensure shared high standards of learning and teaching, consistency of approach and continuity across the cluster. (February 2024)The SLT learning visit will focus on pedagogy and engagement in non-fiction writing and evaluate the impact of professional learning, identify gaps in teaching and learning and identify next steps to inform future priorities. (Term 3)Refreshing the current literacy planners to reflect a more progressive approach to the teaching of non-fiction genre. High level styles of writing will progress appropriately through the levels to support better transition to secondary school.Working parties at CfE stages to create writing assessments that reflect the skills and genres taught within Talk for Writing (fiction and non-fiction).Staff will participate in training for Reading for Pleasure (Scottish Book Trust) disseminated by the Literacy Champion. We will provide Reading Café sessions universally and to targeted families, promoting reading for pleasure at home.Parental engagement through Reading Café sessions for families will focus on the supporting parents/carers to engage in reading at home and access the Skoobmobile library. Targeting of parents of children who are in receipt of targeted support.Parental engagement through providing digital workshops and on-line video tutorials; in order for parents to gain greater confidence when supporting their children at home with literacy.We will engage with parents through podcast/website/social media to promote book recommendations. Continuation of community reading partnership with Gallowhill Primary School and engagement with the wider community e.g., children’s/adult’s library within St. Mirin’s Cathedral.All staff to receive training on using digital Office 365 accessibility tools and Widgit resource to increase pupil engagement and access to the curriculum. 0.5FTE teacher to provide targeted interventions to identified groups/individuals. **(PEF funded- £20,335.11)**0.5 classroom assistant to provide targeted interventions to identified groups/individuals. (**PEF funded- £7,276.32)**Targeted Support staff will be provided with in-house CLPL for Talk for Writing to support the identified targeted learners’ writing skills. |

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| **Improvement Priority 1- Learning, engagement and effective use of assessment by introducing Mosaic Approach and Circle Framework. To be embedding throughout ELCC practice.**UNCRC – Article 12 – Right to an opinion, for it to be listened to and respected. |
|  | **NIF Priorities*** 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 Highlight as appropriate

 *Highlight as appropriate* | **NIF Drivers**School Leadership Assessment of Children’s progressTeacher Professionalism School ImprovementParental Engagement Performance Information |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | **Intervention** |
| The collated evaluations from Environments CPL demonstrated that almost all staff identified that they would benefit from further development and understanding of the importance of environments, interactions, provocations, and the theoretical approaches we strive to embed within our setting. As well as how the afore going can impact improved levels of wellbeing and involvement for all children. Through SLT play visits monitoring it was identified that children would benefit from wider involvement in the process of change. Thereby ensuring that the children’s own perspectives are integral to the decision making within the ELCC.  | Children will benefit from taking part in 1:1 or small nurture group situations. Most children will enjoy improved levels of wellbeing with a rise of 18%, within the HWB section of the Progression Tool,by June 2024. All staff will feel supported by the SLT when observing and scaling the environments, interactions, and wellbeing of the children and this will have a positive impact on the staffs’ professional knowledge and understaning.By April 2024 all staff will be confident in taking children’s perspectives into account and will have a good knowledge and understanding of the Mosaic Approach. The ELC children will develop a sense of belonging, ownership and high levels of confidence during the development and change processes by engaging with the Mosaic Approach Thereby ensuring the 6 elements:* Multi-methodic
* Participatory
* Reflexive
* Adaptable
* Focused on children’s lived experiences
* Embedded into practice

Which will be recorded throughout the ELC floor books. | * Equity and Excellence Lead along with senior ELCCO will monitor and track Health and wellbeing of individual children using the Progression Tool.
* Staff will have the knowledge to support children to be part of all planning and development processes.
* Pre and post evaluations will be completed by staff measuring their levels of knowledge and confidence.
* Children will be monitored and tracked in the areas of Wellbeing and involvement using the Circle Framework and Ferre Laevers Approach.
* Using the Mosaic Approach children will feel included and heard. Children’s voice will be visible throughout all areas of the environment and recorded within the Floorbooks.
* Through improved measures of health and wellbeing, we aim for an 18% rise within the HWB section of the Progression Tool,by June 2024.
 | Equity and Excellence Lead will run Nurture groups, and in collaboration with the senior ELCCO will monitor and track the health and wellbeing of individual childrenAll staff will engage in CPL to use the Circle Framework and revisit the Ferre Laevers approach. With support being provided from SLT to develop further knowledge of ways to monitor, track and record the measuring of the environment, wellbeing and involvement of all children.All staff will have the opportunity to participate in, in-house training learning about the Mosaic Approach and allowing all children to become explorers of their environment. The SLT will support, review and monitor all staff in the implementation of the Mosaic approach to encourage children to be part of changes and developments throughout the ELC. Through staff scaling their learning zones, children will demonstrate a deeper engagement with their learning experiences and develop confidence when exploring the wider environment. With the ELCOs ensuring that the children’s voice is heard and acted upon. SLT will support, monitor, and track this process analysing the benefits and impact this has on the ELC children. |

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| **Improvement Priority 2 School Numeracy – Developing high quality learning, teaching & assessment leading to improved attainment achievement in numeracy.** |
| **HGIOS/HGIOELC QIs****QI 1.1, 1.3****QI 2.3****QI 3.1, 3.2, 3.3** | **NIF Priorities*** 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 Highlight as appropriate
 | **NIF Drivers**School Leadership Assessment of Children’s progressTeacher Professionalism School ImprovementParental Engagement Performance Information |
| **Rationale for change**  | **Outcome and Expected Impact** | **Measures** | **Intervention** |
| We are committed to improving our numeracy strategy. The teachers’ curriculum evaluations identified a need to further develop our professional learning and expertise with a focus on the following areas:* Percentages
* Decimals and
* Fractions

The themes from the staff evaluations also identified the benefits of working collaboratively, therefore we will engage with our cluster partners, as well as being part of a cluster working party to develop and embed The Learning Framework – The Maths Recovery in order to raise attainment for all, whilst closing the Poverty Related Attainment Gap. This programme will focus on improving transition to S1 and involve the sharing and development of teachers’ knowledge and understanding in the continual use of diagnostic assessments to identify gaps in learning and to deploy effective, research-based interventions.The Quality Assurance visit from the Education Manager reflected a need for all staff to continually engage with early, first and second level professional learning to ensure sustainability and consistency of quality across all stages. We will introduce Renfrewshire’s Numeracy and Maths refreshed End of Pathway and End of Topic assessments to ensure a shared understanding of pedagogy, knowledge and understanding, quality of teaching and learning and continuity and progression across all stages.Through our parental evaluation questionnaire our parents/carers identified help with maths as an area that they would benefit from, when supporting their children’s mathematical skills. We will further develop our parental engagement in numeracy by providing numeracy and math workshops with a focus on ‘Engaging Mathematical Games’. This will be to improve our attainment in numeracy and maths. | By December 2023 all staff (teaching and support staff) will gain a greater understanding of how to implement the assessment, teaching, learning, moderation and evaluation associated with percentages, decimals and fractions through engaging with the Renfrewshire Numeracy and Maths Development Team’s CLPL, and sharing good practice that builds upon our previous involvement in the Maths Recovery Programme, SEAL, Mindset Maths and CPA; in order to achieve a high-quality consistent approach to planning, teaching and learning in numeracy throughout the school.All teachers will continue to develop their understanding of the use of continual diagnostic and formative assessment to accurately identify the exact stage of the conceptual understanding of their learners. This engagement will enable all teachers to feel greater confidence in planning bespoke interventions to close identified gaps in numeracy.Assessments will continue to be developed and will focus on diagnosing the learners’ stage of conceptual development so that support can be targeted to match the learners’ diagnosed needs and inform bespoke interventions. We will promote the professional learning being offered by the Numeracy and Maths Development Team (early, first and second level) to all staff, to ensure we continue to improve and embed high-quality teaching and learning in numeracy and maths. By April 2024 all staff will have engaged in at least one local authority continual professional learning offer.Engaging in CLPL and supporting targeted individuals and groups will allow us to raise attainment and close specific attainment gaps in numeracy.By December 2023 all teachers will have engaged with professional learning that focuses on an evaluation, adaptation and adoption of the maths assessments developed by Renfrewshire’s Numeracy and Maths Development Team.In Term 2 all parents will have the opportunity to engage in support for learning through access to in-person maths workshops on mathematical games, resources and access to on-line tutorial videos to help support their children’s learning in numeracy This will be led by the Numeracy Champion. The parents of children receiving targeted support will be specifically contacted and encouraged to take part in the Mathematical Games Workshops. The workshops and on-line resource will focus on the games connected to mental maths strategies. We will, through the Staged Intervention Process, accelerate progress for targeted individuals:* 3% at second level

We will, through the Staged Intervention Process, provide bespoke targeted interventions to ensure continue progression at nationally expected levels for:* All children at early level (early intervention approach)
* 11 children at first level
* 11 children at second level
 | * Pre/post teacher judgement data to measure progress
* The Learning Framework – collated Maths Recovery and Improvement assessment results – with improvement in pre and post results
* The collation of End of Level Pathway numeracy assessments for all classes
* Peer cluster moderation feedback – record of themes from professional dialogue between teaching staff
* Levels of staff engagement with CLPL and evaluation of impact – improved confidence scale
* Records of tracking and monitoring meetings/wellbeing conversations with class teacher and support staff
* Attendance at Mathematical Games Workshops with a focus on targeting the parents of the pupils in receipt of targeted support
* Parental confidence survey - improved levels on the scale pre/post
* Pre/post targeted pupil surveys - showing improved confidence scale through engaging in Maths Recovery Programme
* Record of learning conversations with focus group children
* Standardised assessment data including SNSA at P1, P4 and P7
 | Professional learning provided by the Renfrewshire’s Numeracy and Maths Development Team. Focusing on developing the staff’s understanding of the teaching and learning of percentages, decimals and fractions.To embed the newly adapted Renfrewshire Numeracy and Maths Development Team’s End of Pathway and End of Topic assessments .Promote opportunities for continual professional learning in numeracy and maths through professional review and development meetings.Cluster Working Party to support and develop transition to S1 and the use of the maths recovery and improvement assessments, tasks and strategies for all staff and learners within the cluster schools. Including collaborative working involving peer visits and professional moderation and dialogue. (November 2023)Promote opportunities for continual professional learning for all teaching and support staff in numeracy and maths through professional review and development meetings.To embed the newly adapted Renfrewshire Numeracy and Maths Development Team’s End of Pathway and End of Topic assessments .Parental engagement through providing digital and mathematical games workshops, resources and on-line video tutorials; in order for parents to gain greater confidence when supporting their children’s numeracy development. Targeting of parents of children who are in receipt of targeted support.Pupil led help videos/tutorials on using math strategies will be added to school website. Links will be shared with parents via school twitter account and on newsletter to raise awareness.0.5 FTE teacher to provide targeted interventions to identified groups/individuals. **(PEF funded- £ 20,335.11)**0.5 classroom assistant to provide targeted interventions to identified groups/individuals. (**PEF funded- £7,276.32)** |

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| **Improvement Priority 2- Develop a shared vision, values, aims relevant to ELC setting and community.**UNCRC – Article 29- You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people’s rights and values and to respect the environment. |
| **HGIOELC/QF QIs****Q.I 1.3****Q.I 4.1** | **NIF Priorities*** 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 Highlight as appropriate
 | **NIF Drivers**School Leadership Assessment of Children’s progressTeacher Professionalism School ImprovementParental Engagement Performance Information |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | **Intervention** |
| Through PRD meetings, staff requested opportunities to work and learn with and from their peers, children and families. Thereby building respectful relationships and collegiately agreeing, as a whole ELC community, upon a philosophy that reflects UNCRC Article 29. | To develop shared vision, values and aims, creating a philosophy relevant to the ELC setting and community. Children, families, practitioners, and partners will be actively involved and committed to an agreed shared philosophy for our setting and community, which will provide sustainable and positive outcomes for children and families. By May 2024, through our new Vision, Values and Aims, practitioners will feel confident, motivated, and inspired through having a shared understanding of the theoretical approaches to learning that are the foundations of the environment that relates to our new vision. | * Consultation asking the parents/carers for 3 words that they feel best describes the ELC

 * Staff self evaluation using HIGOELC/QF to develop their values and aims of the ELC.
* Staff questionnaire pre/post to evaluate the knowledge and understanding they have gained through research and training
* Analysis using Riley’s drawing tools to gather their views of the ELC children
* Attendance/engagement in-person and online in working parties. Most families will be involved in working parties.
* Minutes from the different working parties throughout the process.
* Parental questionnaires on ELC philosophy pre/middle/post introduction updated and embedded vision, values and aims.
* Circle Framework Tool completed pre/post to ensure our environement adheres to our updated philosophy.
* Ferre Laevers scale to ensure the environment and wellbeing of the children is met by the new vision, values and aims.
 | SLT will lead consultations (questionnaires, self-evaluation HIGIOELC/QF, drawing tools) with children, parents and staff to develop an understanding of the shared vision, values and aims of the ELC.Children, families, practitioners, and partners will be involved in regular reviews of our ELC philosophy through termly questionnaires and class dojo.Staff, parent’s/carers, and children will be invited to be involved in working parties ensuring high standards are met for all of our children in a sustainable manner.Staff will continue to research and gain knowledge in the theoretical approaches we strive to embed into practice. Following the Froebelian and Reggio Emilia approaches to learning and these will impact the philosophy. |

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| **Improvement Priority 3 To support the Health & Wellbeing of our community through promoting parental engagement, learning for sustainability (UNCRC Article 29) and ensuring ‘the right to have rest and leisure, to engage in play and recreational activities appropriate to their age and to participate freely in cultural life and the arts (UNCRC Article 31).** |
| **HGIOS/HGIOELC Qis****QI 1.3****QI 2.5, 2.7** | **NIF Priorities*** 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 Highlight as appropriate

*Highlight as appropriate* | **NIF Drivers**School Leadership Assessment of Children’s progressTeacher Professionalism School ImprovementParental Engagement Performance Information |
| **Rationale for change**  | **Outcome and Expected Impact** | **Measures** | **Intervention** |
| Staff identified through scoping and scanning activity that increased parental engagement would be advantageous to our learners, thereby recognising that parental engagement has a positive impact on attainment (Goodall, 2013). Through West Partnership Families and Communities Self-Evaluation for Improvement Framework and the evaluations collated on Parents’ Evening, the parents/carers identified that they would welcome greater support and engagement in their children’s learning, in particular via increased involvement in school and community activities. The Student Researchers Group (that included all care experienced children and children who are carers) used drawing tools to carry out and analyse surveys of their peers’ thoughts regarding ‘belonging’ and ‘not belonging’ to the school, as well as ‘What it is like to live here?’ This identified that many of the children felt proud of the school and their community but there were few areas for them to enjoy in their leisure time.In Term 3 staff (teachers, support staff and the HWO) engaged and evaluated a Community Walk with their individual classes. This identified a paucity of places to safely access and play within. The students researchers and staff identified that a local nature trail was an area that could be developed and regenerated to benefit the whole community. This engagement from staff would support meeting the students’ rights as enshirined in UNCRC articles 29 and 31.Meetings involving the local councillors, members of the Parent Council, the Pupil Council, the Head Teachers of St. Catherine’s and Gallowhill Primary and the HWO identified that the local nature trail would benefit from being regenerated by the children, staff and parents of St Catherine’s and Gallowhill Primary Schools, as well as the wider community. Councillors suggested that setting up a Gallowhill Eco Working Group would be the most appropriate vehicle for this type of community involvement.Staff through Laudato Si self-evaluation identified that Outdoor Learning was an area that they found challenging and that they would benefit from further professional learning. Staff additionally highlighted that we needed to adopt and incorporate Quotes 4 (ecological learning) and 9 (tackling understanding of inequality) into our RME and CLP learning programmes. The aims of Laudato Si link to the UN Charter for the Rights of the Child Article 29 which includes the Right to Education with a focus on ... ’respect for the environment’ and ‘preparation for a responsible life where they treat other people with tolerance’. | Increased parental engagement will support improved attainment through through greater engagement in school and community activities (Goodall and Harris, 2008), including the planning, financing and creation of a nature trail and a school community garden. Through the creation of a Gallowhill Community Eco Garden Working Party, the group will engage with the regeneration of the nature trail and community garden. Thereafter the group will, in consultation with the local community, plan and carry out further projects aimed at improving the local environment, adopting a sustainable approach that benefits the whole community.The parents/carers and students will feel greater pride, belonging and engagement in the local community due improvements in the environment. Initially this will involve the regeneration of a local nature trail, for families and the wider community to enjoy and the planning, designing and financing of a community garden on the vacant grounds within the school.Family engagement with learning will be realised through engagement with the nature trail and community garden, impacting the learning and health and well being of our children and their families, e.g., enjoying outdoor learning in an informal setting.The local nature trail will be regenerated and tidied up, with fairy doors, painted stones lining the paths and QR codes that provide access to information about the fairies, the trail, the surrounding habitat and animals. Both schools (St Catherine’s and Gallowhill) will see the benefit of this regeneration initaitive through improved outcomes displayed in the pupils’ drawing tool evaluations of their community, with a greater connection to sustainability of the natural environment.Increased staff confidence through engaging in practical professional learning with the HWO involving their classes and citizenship groups. Thereby building capacity and ensuring sustainability for future outdoor learning. The Citizenship Groups (Pride in the Community, Digital Leaders, Eco Group, Laudato Si Group, Fairtrade Group, Faith in Action Group, Gardening Group, etc) will lead assemblies and activities on ecology and equality during the year with a focus on local (regenerating the local community nature trail), national (promoting and engaging in walk/cycle/scoot to school week) and world (Fairtrade Fortnight) issues.Quotes 4 and 9 of Laudato Si will be incorporated and included in the RME planners throughout the year.Assemblies throughout the year will promote knowledge and understanding of the issues of ecology and equality, for example UNICEF Rights of the Child, World Wildlife Week, WaterAid, etc. Along with awareness and fund raising through SCIAF, Missio and Mary’s Meals, as well as a physical record (photographs, video, blogs, etc.) and updates on the ongoing Gallowhill nature trail regeneration.The learners will develop an understanding of how we can protect the environment and how inequality has a greater impact on those who are living in poverty.  | * Attendance at the Gallowhill Eco Communty Garden Working Party and minutes of these meetings.
* Levels of parental/family engagement and evaluations of the nature trail initiative (through Microsoft form QR code) and future community involvement in sustainable projects.
* Students’ views being collected through engaging with the Greater Glasgow and Clyde Health Service Place Standard Tool (Children’s Version) ‘How good is my place?’
* Student Researchers’ pre/post children’s drawing tool evaluations and analysis of their community.
* Pupil Council annual survey to include collecting students’ views on how their decision making and efforts have impacted their local community
* Themes that emerge from the West Partnership Self-evaluation (parents and staff) to identify what has been successful and what areas of sustainability need further improvement.
* Staff’s collated responses to Community Walks
* Staff pre/post confidence survey on engaging in outdoor learning
* Teacher evaluation of Laudato Si and its impact
* Minutes of the Pride in the Community, Laudato Si, Gardening, Digital, Pupil Council, Faith in Action and Eco groups meetings
 | All parents/carers (St Catherine’s and Gallowhill P.S.), will be invited to engaged in the Gallowhill Community Eco Garden Working Party, with families of care experienced children and children who are carers, being individually targeted. This Working Party’s constitution will be focused on improving the local environment in a sustainable manner. We will also reach out to the wider community, through inviting other local groups to become involved, e.g. older person’s groups that meet within the community centre.The parents/carers (St Catherine’s and Gallowhill) will be invited to be active participants in the regeneration of the local nature trail, a community garden and to support our children to engage positively to help preserve the local environment.The initiative will be led by the HWO, with participation from the Pride in the Community, Laudato Si, Eco Citizenship and Digital Leaders groups, in partnership with Gallowhill Primary school. The initial project will be led by the HWO and involve regenerating the local nature trail and school community garden, with the children from both schools litter picking to tidy the area up, decorating fairy doors, painting stones to line the paths and researching and writing information that will be transposed onto wood, in the form of QR codes to be accessed by those using the trail. The HWO will lead professional learning for all class teachers within St Catherine’s to enhance their knowledge, understanding and practice within Outdoor Learning.Use the expertise of Health and Wellbeing Officer to support professional learning sessions. (**PEF - £25,982)****Any additional resources required funded from PEF/Sustainability Grants St. Catherine’s and Gallowhill Primary School**The RME and CLP planners will be updated to reflect the Laudato Si Quotes 4 and 9 and the UN’s Articles 29 and 31, in conjunction with Citizenship Groups leading assemblies and activities throughout the year to address ecological and inequality issues on a local, national and global level. Additionally there will be assemblies throughout the year focused on ecology and equality for example, UNICEF Rights of the Child, World Wildlife Week, WaterAid, etc. Along with awareness and fund raising through SCIAF, Missio and Mary’s Meals. As well as Citizenship Groups (Eco, Pride in the Community, Laudato Si, Charity Champions, Digital Leaders) engaging in the Gallowhill Nature Trail regeneration and community garden. |

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| **Improvement Priority 3 – To support the health and wellbeing of our community through promoting parental engagement. leadership of play and learning, curriculum, and family learning** UNCRC – Article 29- You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people’s rights and values and to respect the environment. – Article 5 – You have the right to be given guidance by your parents and family. |
| **HGIOELC/ QF - QIs**Q.I 2.5Q.I 1.4Q.I – 2.2, 2.5Q.I – 1.4, 3.2 | **NIF Priorities*** 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 Highlight as appropriate
 | **NIF Drivers**School Leadership Assessment of Children’s progressTeacher Professionalism School ImprovementParental Engagement Performance Information |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | **Intervention** |
| Through analysing parental questionnaires, it was apparent that most of our parents identified that they wanted to continue to build upon this year’s engagement within the nursery setting. When this aspiration is contrasted with the data from our Stay and Play sessions (18% of families being engaged) it is evident that there is a need to improve parental engagement. It is evident through floor books and reflective planners that children have developed skills for life and learning when participating in gardening, baking, and sewing. These are activities that parents have intimated that they were interested and wanted engagement in, with their children.The Parents’ Committee minutes identified that they were interested in a new design and delivery of workshops to promote family learning. | Greater engagement in the ELC through hosting a variety of different experiences through workshops. Aim to engage at least 60% of our families.Increased numbers of families engaging with Home Link bags, thereby supporting greater family engagement with learning within the home environment. Staff will, using their knowledge and understanding of Article 29, deliver relevant real-life opportunities for the ELC children. Ensuring all children have a sense of achievement and ownership when actively involved in the development of the ELC garden.  | * SLT will carry out a before and after audit to identify the levels of parental/carer engagement with Class Dojo. Data will be collated and displayed in graph format, tracking progress on a termly basis.
* SLT will record the engagement of parents/carer’s when involved in workshops, activities and Home Link bags, with the aim of engaging 60% of our families.
* Parental evaluations and suggestion box will record parental evaluations of ELC activities, workshops, and Home Link bags.
* Eco Committee will record and display progress through pictorial evidence including a photographic timeline of the development of the garden.
 | EEL and SMT will engage with all parents ensuring they are aware of opportunities to be involved in the ELC setting and with their child’s learning within their home environment. This can be practised through daily verbal communication, Class Dojo, Twitter, displays and workshops.Staff leading working parties (gardening, sewing, baking) to engage with parents and families.SLT will hold monthly communication meetings with EEL and working party leads, communicating parental and carers involvement.Children will be supported to consult with staff, parents and each other when making the decision to choose the specific workshops they would like to attend, with particular dates and times, through the use of thumbprint surveys.Parents committee will plan to achieve a high rate of attendance from parents to participate in the workshops. Sending invites and communicating opportunities through the use of wall displays, leaflets and Class Dojo.Improved Home Link bags containing a greater variety of activities to engage in at home.The number of Home Link bags will be increased and made available for all children in the 2-3 and 3-5 room. Thereby increasing the amount of Home Link bags that can be accessed.As part of the ELC Eco Group, all children will take part in termly meetings, along with the Eco lead practitioners. St Catherine’s Primary School Eco Group will also support the ELC Eco group through raising awareness of eco projects including planting plants and vegetables, Forest schools and the community nature trail.Bi-weekly child-led consultation will take place using photographs and drawings, with the children’s voice being recorded within the 3-5 floor books, 2-3 reflective planners and the Forest school floorbook.Parents, extended family, and members of the wider community will be encouraged to take part in developing the ELC garden, sharing their knowledge and experience with the children, thereby creating a sense of community.Termly, planting and maintenance days to be organised and to include families and members of the community.All children will have the opportunity to visit local stores for gardening resources, baking ingredients, sewing materials, for example B&Q. As well as utilising local businesses and contacting local groups to engage in gardening e.g., invitation to local care home and groups within the local community centre. |