



**St Charles' Primary School
& Early Learning Childcare Class**

Improvement Plan

2023/24

Planning framework

As part of Children's Services, **St Charles' Primary School & ELCC** 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

Our Vision

The vision of **St Charles' Primary School** is for all to be safe, happy, and confidently engaged as learners in an environment where all individuals are respected; where the message of Christ is central in all that we do; where parents and carers are highly valued as partners and where everyone is motivated and encouraged to do their very best.

Our Values

We value **GOD'S LOVE**

We will endeavour to live our lives according to the life & teachings of Jesus Christ.
We will demonstrate our faith in words & actions, through prayer & worship.

We value **INCLUSION**

We will recognise and celebrate our own uniqueness and that of others.
We will encourage everyone to develop in their own individual way.

We value **EACH OTHER**

We will listen to and appreciate the opinions and contributions of others.
We will show consideration and kindness to others, especially those in need.

We value **RESPECT**

We will treat each other, with kindness & courtesy, as we would like to be treated.
We will be mindful of the feelings of others & try to make our school a happy place for all.
We will take care of ourselves, each other, our property & surroundings.

We value **HONESTY**

We will always be truthful & accept ownership of our own words and actions

We value **HARD WORK**

We will strive enthusiastically to do the best we can in all that we do.
We will take pride in our achievements.

Our Aims

To provide a broad general education that meets the needs, expectations and aspirations of pupils and parents supported by well-trained motivated staff and well organised modern education resources.

To create a welcoming atmosphere and a positive ethos, allowing all children to be educated according to their needs in a safe, secure, happy and health-promoting environment based on Christ's Gospel values

To enable learners to realise their full potential through the provision of high-quality learning opportunities which encourage independence & co-operation in learning.

To support children's growth in all aspects of their intellectual, physical, spiritual, social and emotional development affording all children equality of opportunity.

To ensure all pupils value learning & achievement and are motivated to participate in the wider life of the school community.

To provide highly effective personalised support for learners to minimise the impact of potential barriers to learning.

To develop a genuine partnership with parents & other service users where every member of the community holds a deep respect for all others and their personal wellbeing and happiness.

To ensure the school's approach & commitment to improvement through self-evaluation, and high-quality leadership at all levels, maximises pupil attainment & achievement.

Who did we consult?

To help identify our priorities for improvement, we sought the views of **pupils, parents, staff members & other partners**. We used a variety of methods to collect the views of those who are involved in the life and work of **St Charles' Primary School & ELCC** such as

Pupils	Parents
<ul style="list-style-type: none"> • Pupil surveys/questionnaires • Class discussions about specific aspects of school life • Regular Golden Ticket Tea Parties with HT • Individual Pupil Learning Conversations (with HT) • Pupil Focus Group Meetings (with HT) • Pupil Target Setting • Participant Evaluations from special events 	<ul style="list-style-type: none"> • Parental surveys/questionnaires • Monthly Newsletters • Annual pupil reports • Bi-Annual Teacher/Parent Appointments • Parent Hub Meetings • School App & Twitter • SeeSaw • Individual Home Visits • 'Meet the Teacher' Appointments for pupils with additional support needs • Team Around the Child (TAC) Meetings for pupils with additional support needs
Staff	Partners
<ul style="list-style-type: none"> • Planned Programme of Collegiate Activity supported by Working Time Agreement which is re-negotiated annually • Staff meetings / In service days / Curriculum Development Sessions • Use of HGIOS/ HGIOELC for self-evaluation and regular use at staff collegiate sessions • Continuous review and update of policy and practices • Individual Leadership Roles & Practitioner Enquiry • Participation in working groups • Individual Forward Plan feedback/Target Setting/ Monitoring feedback • Team Around the Child, Transition and Interagency meetings • Formal and informal individual discussions • Individual Professional Review and Development /Professional Update meetings 	<ul style="list-style-type: none"> • REN 10 – Various Personnel have engaged with school & ELCC this session eg SCOT Team/ Flexible Learning Resource (West), Home Link, English as Additional Language & Sensory Support Teams • Educational Psychology Service annual service level agreement used to support training, research & development • Regular SLT meetings with ONE REN staff Active Schools Co-ordinator & Active Assistant Schools Coach to review partnership working arrangement & data in line with Sports Scotland objectives. • Programme of regular meetings HT/Service Delivery Officer to ensure 'Best Value' in use of School Budget and Pupil Equity Fund (PEF) • Collaborative working with St Charles' RC Church Saint Vincent De Paul Group to support individual families with issues relating to food & fuel insecurity • Cluster Headteacher Meetings

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 monitor and evaluate the progress we are making to achieve the key outcomes set out in this plan. We will do this through a planned programme of quality assurance activities which is devised and agreed by all staff at the beginning of each new session. In 2023/24, this will include some, if not all, of the following monitoring and evaluation strategies.

- Staff Collegiate Meetings
- Self-evaluation activity using a variety of documentation & tools including 'How good is our school 4?' 'How good is our early learning and childcare?' 'The National Care Standards, The Scottish Social Services Council Codes of Practice & The General Teaching Council's Professional Standards.
- Senior Leadership Team (SLT) & Extended Leadership Team (ELT) Meetings
- Pupil Leadership Group Meetings
- Individual Learner Conversations
- Pupil Focus Groups
- Pupil Assemblies
- Peer Observations of Learning & Teaching
- SLT/ELT Observations of Learning & Teaching
- "Show Me What You Know" Playroom visits by SLT
- Scrutiny of Whole School Data Set by SLT
- Scrutiny of Class Group & Individual Pupil Data information by Classteachers
- Sampling of pupil work / learning targets/ assessment profiles by SLT
- Termly Professional Dialogue & Attainment Meetings – Departmental DHTs/Class Teachers
- Writing Moderation activity with stage partner
- Writing Moderation with staff from partner school (St Mary's)
- Individual Pupil Support Plans reviewed and revised as required – IEPs/CSPs
- Parent, staff, learners & partners' questionnaires/surveys
- Professional Review and Development Process for all staff
- Practitioner Enquiry & Sharing Good Practice Sessions for teaching staff
- Observations/feedback from professional collaborators - Educational Psychologist, Home link Worker, EAL Teacher, Early Years Teacher
- Review and update of policy and practices in school & ELCC, as required

As well as these strategies *pupil attendance & behaviour, exclusion statistics and parental concerns* are all monitored on an ongoing basis. The school's staged intervention framework provides a forum for partnership working with external partners to facilitate this. 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 - Develop high quality learning, teaching and assessment leading to improved attainment and achievement as well as narrowing the poverty related attainment gap in Reading & Writing

HGIOS/HGIOELC QIs 1.2 2.3, 2.4 3.2	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 <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information
	Developing in Faith Themes <ol style="list-style-type: none"> Honouring Jesus Christ, as the Way, the Truth & Life Developing as a community of faith & learning Promoting Gospel values Celebrating & Worshipping Serving the common good 	

Rationale for change	Outcome and Expected Impact	Measures	Interventions																
<p>Following introductory training in the Talk for Writing approach session 22-23, a strong focus is required to ensure full implementation of the approach and a consistent approach to writing across the school. This will maximise the impact on pupil engagement and attainment. Introductory training on this approach will now be offered to ELCC staff.</p> <p>June 2023 ACEL data for Key stages P1/P4/P7 show that although minimum targets set June 22 have been met in most areas these figures identify P4 as the lowest achieving key stage. P4 attainment in Reading & Writing shows a decline from last session.</p> <table border="1"> <thead> <tr> <th>% score</th> <th>P1</th> <th>P4</th> <th>P7</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>86</td> <td>71</td> <td>87</td> </tr> <tr> <td>Writing</td> <td>79</td> <td>67</td> <td>85</td> </tr> <tr> <td>Listening + Talking</td> <td>93</td> <td>94</td> <td>95</td> </tr> </tbody> </table>	% score	P1	P4	P7	Reading	86	71	87	Writing	79	67	85	Listening + Talking	93	94	95	<p>By December 2023, we will have developed a new assessment framework in the school & ELCC. This framework will support staff to document high quality evidence or learning which, considered alongside formative & other summative assessment information (including standardised test scores), will form the basis of robust & accurate professional judgements of pupil attainment levels.</p> <p>At key stages we aim to improve levels of attainment in: -</p> <p>Reading <i>P4 – 64-77% will achieve First Level</i> <i>P7 – 67%-76% will achieve Second Level</i></p> <p>Writing <i>P4 – 55-60% will achieve First Level</i> <i>P7 – 61-69% will achieve Second Level</i></p>	<p>Results from</p> <ul style="list-style-type: none"> -23-24 Reader Engagement Survey -23-24 Writer Engagement Survey <p>Staff evaluations of professional learning opportunities</p> <ul style="list-style-type: none"> -Talk for writing -Three Domain Model - IOC modelling & coaching -Phonics -Phonological Awareness <p>Pupil Focus Groups to include target group</p> <p>Learner conversations with targeted group to set learning targets</p> <p>Learning & Teaching observations</p> <p>Scrutiny of Class/Group/Individual Pupil Data information by Classteachers</p>	<p>Talk for Writing Lead Practitioner will offer monthly drop-in surgeries to all teaching and support staff to further professional learning in Writing (1 hour each month- attendance optional) Local Authority meetings will be accessed termly by Project Leads to determine & share best practice for dissemination to teaching & support staff.</p> <p>Additional Support staff hours secured to facilitate targeted interventions with identified groups of learners in P3 & P4. (PEF -1FTE Additional Support Needs Assistant)</p> <p>In-class modelling & coaching supports for teaching & support for staff delivered by Principal Teacher trained in "Improving Our Classrooms" approach. (PEF 0.2 FTE Teacher)</p> <p>Professional learning will be offered to all teaching staff on the "Three Domain Model of Teaching</p>
% score	P1	P4	P7																
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<p>Additional attainment information from other stages across the school shows similar pattern in P3 literacy attainment. Therefore, the focus for targeted literacy interventions during session 23-24 will primarily be at P3 & P4.</p> <p>In session 22-23 our school achieved Reading Schools Award, as we have successfully built a reading culture and effective reading pedagogy. Greater links now need to be established between the teaching of reading and writing to create a coherent, progressive literacy curriculum.</p> <p><i>The June 2023 Care Inspectorate visit identified that established tracking processes & moderation approaches in the ELCC required refinement.</i></p>	<p><i>Listening & Talking</i> <i>P4 –90-92% will achieve First Level</i> <i>P7 – 91-98% will achieve Second Level</i></p> <p>By Dec 2023, almost all support staff will be confident and skilled in providing in-class support to identified groups & individuals.</p> <p><i>By Oct 2023 moderation pairs/trios will be introduced in ELCC to support staff professional judgement of learner progress.</i></p>	<p>Sampling of pupil work / learning targets/ assessment information by SLT</p> <p>Termly Professional Dialogue & Attainment Meetings – Departmental DHTs/Class Teachers</p> <p>Primary 3 & 4 GL Standardised assessment scores</p> <p>Primary 4 SNSA Results</p> <p>Discussions at PR & D Meetings with Support Staff</p> <p><i>Termly monitoring of trackers, floorbooks, learning stories & profiles by Early Years (EY) Teacher & EY Depute Headteacher. Termly sampling by Headteacher.</i></p>	<p>Reading” alongside refresh sessions on phonics & phonology. (6 Collegiate hours) Literacy workshop sessions on reading & writing will be offered to parents.</p> <p>As detailed in Teachers’ Annual Working Time Agreement 23-24 four collegiate hours will be protected for in-school moderation with stage partners focussed on pupil writing. In addition, four collegiate hours for moderation with staff from partner school (St Mary’s) will be identified.</p> <p><i>Early Years Teacher will support ELCOs to re-assess monitoring & tracking of children’s progress in learning. Trackers, Learning Stories, Floorbooks & Profiles will be audited to develop a more streamlined & consistent approach used by all staff. (2-3yrs/3-5yrs)</i></p> <p><i>Initial Training from Early Years Teacher & termly moderation meetings focussed on Trackers, Learning Stories, Floorbooks & Profiles in use in ELCC. (2-3yrs/3-5yrs)</i></p>
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Improvement Priority 2 – Ensure that children experience inclusive learning & supportive relationships which will lead to positive life outcomes.

HGIOS/HGIOELC QIs 1.3 2.3, 2.4, 2.5. 3.1	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 <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information
	Developing in Faith Themes <ol style="list-style-type: none"> Honouring Jesus Christ, as the Way, the Truth & Life Developing as a community of faith & learning Promoting Gospel values Celebrating & Worshipping Serving the common good 	

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Through self-evaluation activity & continuous reflective practice staff in St Charles' have recognised the many challenges faced by a significantly increased number of children with additional support needs being educated in the mainstream learning environment. There is a need to ensure a consistent approach is adopted to address needs of all pupils in a responsive & age-appropriate way.</p> <p>In response to recent changes to our national & local communities there is a need to redefine our commitment to equality, diversity & inclusion and rearticulate of our school Vision, Values & Aims. Our current school population includes learners of various nationalities who speak many languages, as a RC school most of our children come from families with a tradition of Catholicism with an increasing number of our children from families with other faith traditions.</p> <p>The School Belonging Questionnaire 22-23 issued showed that 76% of respondents felt they did</p>	<p>By June 2024, all children in school & ELCC requiring a support plan will have documentation in place compliant with Renfrewshire Council's new Staged Intervention model to secure best outcomes.</p> <p>By June 2024, all staff will be more skilled in recognising and meeting children's social, emotional & learning needs & responding to these in the classroom/playroom setting. This will lead to a reduction in instances of escalating behaviours which potentially impacts negatively on the progress of all learners in class cohort.</p> <p>By October 2023, members of the school community will be given the opportunity to contribute ideas to redefine & rearticulate our school Vision, Values & Aims.</p>	<p>Pupil feedback from Focus Groups</p> <p>Learner conversations with SLT</p> <p>GMWP information</p> <p>Teacher feedback from termly Professional Dialogue & Attainment meetings</p> <p>CIRCLE Checklist- Tracking of individuals/groups demonstrating improvements secured over time</p> <p>Joint schools' project- Pre & post evaluations of pupil understanding of anti-sectarianism</p> <p>Feedback from parental involvement events eg "Best Seat in the House" & "After the Bell FAB Club"</p>	<p>Cluster CLPL for all school staff on Inclusive Learning & Collaborative Working (CIRCLE resource) provided by LA lead. (IS DAY 1)</p> <p>Cluster CLPL for all teaching staff on GIRFEC Refresh & Staged Intervention Processes & Procedures provided by LA lead. (IS DAY 1)</p> <p>In-house support for staff (Teachers & ELCOs) will be offered supporting practitioners with new GIRFEC planning paperwork & processes. (Termly Drop-in Surgeries)</p> <p>Staff Core Nurture Group will identify the next steps for our school & ELCC in Renfrewshire Nurturing Relationships Approach (RNRA). We will continue to promote Non-Violent Resistance (NVR) & introduce the concept of Renfrewshire Inclusive Classroom Environment (RICE) for all learners in school & ELCC. (IS Day 3 & 4 collegiate hours)</p> <p>Additional teacher hours secured to facilitate targeted interventions with identified groups & individual pupils (PEF: 0.6FTE)</p>

<p>belong, 20% felt they sometimes belonged & only 2% felt they did not belong. A further Parental Questionnaire issued showed that almost all parents want to be involved in school events/activities. While the school has made great improvement re-engaging with parents post pandemic, there remains a need for further parental engagement in relation to children’s learning. As well as a universal offer for all families, parents/carers of identified learners who are affected by poverty & are under attaining will be offered additional opportunities to support their child’s education, as well as those from other groups with protected characteristics.</p> <p><i>The need for ELCC to further develop partnerships with parents & re-establish links with the wider community was reflected in the staff questionnaire issued as part of Care Inspection visit June 23.</i></p>	<p>By October 2023, Flexible learning experiences will be developed for pupils with identified need to maximise engagement & attainment. Teaching staff & ASNAs involved in providing flexible learning experiences will work collaboratively to provide high-quality, targeted interventions based on robust assessment information.</p> <p>By March 2024, a new Inclusion Policy devised by representative group of pupils, parents, staff, community partners & stakeholders, will be fully implemented.</p> <p>At least 75% attendance will be recorded at all “After the Bell Club” sessions for target learners & families.</p> <p>By June 2024, almost all parents/carers in target group, involved in “After the Bell” Club will feel more involved in their child’s learning & have increased skills & confidence to support learning at home.</p> <p>By June 2024, inclusive practice is consistently implemented by all school & ELCC staff which will result in an ethos which honours the life, dignity & voice of each person made in the image of God.</p>	<p>Flexible Learning Pupil Profiles</p> <p>Evidence of stakeholder consultation re. revised Vision, Values & Aims</p> <p>Parent evaluations of universal activities offered in school & ELCC. Post participation Confidence Levels will be included where relevant.</p> <p>Goodall’s Evaluative Framework</p> <p>Strategic Framework for Parental Involvement, Parental Engagement, Family Learning and Learning at home will be developed by learners, staff, parents & other stakeholders.</p> <p>Attendance Information from</p> <ul style="list-style-type: none"> • Family Learning Events • Bi-annual Parent/Teacher interviews • “After the Bell” Clubs <p>Whole School Performance Data</p>	<p>Introduction of two Additional Support Needs Assistant posts to extend current support staff core team, to allow an increase in bespoke & enhanced interventions for individual learners. (PEF: 1.5FTE)</p> <p>Regular & planned UNCRC assemblies aligning with the “Best Seat in the House” approach introduced to share learning with parents & strengthen home/school relationships. At key points in the school year family learning events will be offered to promote equality and diversity.</p> <p>Primary Seven learners will be involved in an anti-sectarian project with neighbouring school.</p> <p>Self-Evaluation activity with cluster partners using Developing In Faith (IS day 4)</p> <p>The school’s Promise Keeper will cascade training & information to all staff as well as promote & endorse the rights of Care-Experienced learners. (2 collegiate hours)</p> <p>DHTS will continue to be active participants in Locality Inclusion Support Network (for school & ELCC) sharing best practice & developments with Ed Psych & partner establishments.</p> <p>A varied programme of family learning opportunities will be offered across the school through a universal offer & a targeted approach. All learners & families will be given access to universal offer with priority given to children who reside in SIMD 1-3 households.</p> <p>Minority groups within our school community will be offered additional opportunities as detailed in the newly devised Strategic Framework for Parental Involvement.</p> <p>Parents at all stages will be offered a curricular learning opportunity.</p> <p>Family Cultural Event will be hosted for all new families with English as an Additional language (EAL).</p>
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			<p>Every class will participate in an "Open Doors Day" & every stage will participate in a "Best Seat in the House" assembly where parents attending will share their own child's learning.</p> <p><i>Termly Stay & Play Sessions will be offered in both ELCC playrooms.</i></p> <p><i>Opportunities for learning in the community will be offered for all age groups; under 3s, ante-preschool, preschool & deferred learners.</i></p>
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Improvement Priority 3 – Ensure that all children will experience equity of opportunity & celebrate achievements

<p>HGIOS/HGIOELC QIs</p> <p>3.1, 3.2, 3.3</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> <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information
		<p>Developing in Faith Themes</p> <ol style="list-style-type: none"> Honouring Jesus Christ, as the Way, the Truth & Life Developing as a community of faith & learning Promoting Gospel values Celebrating & Worshipping Serving the common good.

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>While pupil wider achievement is promoted & celebrated in many ways a more effective & systematic approach is required to promote equity of success and achievement for all our children, especially for the most disadvantaged learners.</p>	<p>By June 2024, all children will have at least one achievement acknowledged to raise self-esteem & self-worth of the individual pupil as well as the profile & reputation of our school as a community of faith & learning.</p> <p><i>By June 2024, all ELCC Learners will have achievements regularly acknowledged in the playroom & though sharing the learning with parents on Seesaw. Learners will feature in the local press on at least 3 occasions to raise the profile of our service & promote our reputation as a high-quality learning environment.</i></p> <p>A Wider Achievement Framework will be developed to ensure consistency across the whole school community, with a tracking system developed to measure success & support planning for future improvement.</p>	<p>Termly monitoring of new tracking system to ensure all children are celebrated.</p> <p>Pupil Leadership group to lead on this change (supported by PT)</p> <p>Pupil voice at school assemblies</p> <p>Pupil Focus Groups to include all stages (facilitated by Headteacher)</p>	<p>Staff working group will develop Wider Achievement framework & facilitate consultation with pupils & parents. (6 Collegiate hours)</p> <p>Pupil Leadership group will work with PT to contribute to the development of wider Achievement framework, develop communications for other learners & provide regular updates at our monthly "Golden Achievement" Assemblies.</p> <p>We will continue to ensure pupil voice is heard & influences change & improvement in our school through committees & leadership roles & responsibilities.</p> <p>We will relaunch Laudato Si & focus some learning experiences at all stages on the relationship between God, humans, and the earth.</p> <p><i>A champion will be identified to promote learners' achievements in local press & the schools social media platforms. Learners' achievements will be celebrated in the playroom & shared with parents on SeeSaw.</i></p>