

**St Charles' Primary School
& Early Learning Childcare Class**
School Improvement Plan
2024/25

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 and Aims

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 School Motto "*Where you are Loved, Included and Respected*" reflects our vision.

Our Values



Our Aims

In **St Charles' Primary School** we aim 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.
- 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
- Enable learners to realise their full potential through the provision of high-quality learning opportunities which encourage independence & co-operation in learning.
- Support children's growth in all aspects of their intellectual, physical, spiritual, social and emotional development affording all children equality of opportunity.
- Ensure all pupils value learning & achievement and are motivated to participate in the wider life of the school community.
- Provide highly effective personalised support for learners to minimise the impact of potential barriers to learning.
- 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.
- 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 involving pupils at all stages • Individual Pupil Learning Conversations (with HT) • Pupil Focus Group Meetings (with HT) • Pupil Target Setting P1-P7 • 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 annual Working Time Agreement. • 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 • 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"> • Various Personnel who have engaged with school & ELCC this session eg Flexible Learning Resource (West & St Paul's), Home Link, English as Additional Language & Sensory Support Teams. • Educational Psychology Service annual service level agreement used to support training, research & development. • Collaborative working with ONE REN staff Active Schools Co-ordinator & Active Schools Coaches • Programme of regular meetings HT/Service Delivery Officer to ensure 'Best Value' in use of School Budget and Pupil Equity Fund (PEF) • St Charles' RC Church Saint Vincent De Paul Group to support individual children & families. • Cluster Headteacher Meetings • Transition Meetings with Secondary Colleagues • School review process in partnership with link Education Manager

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

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

How will we know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan.

We do this through a planned programme of quality assurance activities which is devised and agreed by all staff at the beginning of each new session. In 2024/25, this will include some, if not all, of the following monitoring and evaluation strategies.

- 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.
- Staff Collegiate Meetings
- Senior Leadership Team (SLT) & Extended Leadership Team (XSLT) Meetings
- Pupil Leadership Group Meetings
- Individual Learner Conversations
- Pupil Focus Groups
- Pupil Assemblies
- 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 by XSLT
- Termly Professional Dialogue & Attainment Meetings – HT/Departmental DHTs/Class Teachers
- Termly Planning, Assessment & Moderation (PAM Teams) meetings
- Additional moderation activity with stage partner
- Individual Child’s Plans regularly reviewed and revised (including Co-ordinated Support Plans)
- 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/complaints* 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.

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Improvement Priority 1 – Develop high quality learning, teaching and assessment leading to improved attainment and achievement in numeracy & reading																			
HGIOS/ HGIOELC QIs QI 2.3 QI 2.4 QI 2.5 QI 3.2	NIF Priorities	NIF Drivers	Developing in Faith Themes																
	<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<ol style="list-style-type: none"> School Leadership Assessment of Children's Progress Teacher Professionalism School Improvement Parental Engagement Performance Information 	<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																
Local Authority School Review conducted in February 24 highlighted the need for greater consistency in learning & teaching across the school. It was recommended that "Collaborative planning across levels using the national benchmarks to improve teachers' professional judgement and moderation processes" should be introduced.	<p>By September 24 collaborative planning across levels using the national benchmarks will be introduced to improve teachers' professional judgements. More robust professional judgement will ensure learners' experiences in the classroom are closely matched to next steps in learning.</p> <p>A new policy for staff on "Highly Effective Learning & Teaching "will be devised to ensure consistency of practice across the school.</p>	<p>PAM team leads to collect feedback from staff termly. (October/January/April)</p> <p>PAM team leads to attend one extended Senior Leadership Team each term meeting to share feedback. (October/January/April)</p> <p>Termly Professional Dialogue & Attainment Meetings – HT/Dept DHT/Class Teacher(s) to demonstrate progress made in meeting attainment targets</p>	<p>Teaching staff will plan for learning, assessment & moderation across levels. Planning / Assessing /Moderating (PAM) Teams will be established.</p> <p>PAM Teams will meet termly in line with WTA to collaborate & share progress. (September/December /April)</p> <p>A PAM lead practitioner will be identified in each team.</p> <p>To maximise opportunities for collaborate planning at Early Level PAM team will include representatives from the ELCC.</p>																
<p>Reading</p> <p>In current academic session 23-24 Achievement of a Level (ACEL) data shows the following %, & number of children who did not achieve expected levels in reading.</p> <table border="1"> <thead> <tr> <th>Stage</th> <th>% of pupils on track</th> <th>No of pupils not on track</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>89%</td> <td>6</td> </tr> </tbody> </table>	Stage	% of pupils on track	No of pupils not on track	P1	89%	6	<p>We aim to improve reading levels of attainment & by June 25 the follow will be achieved: -</p> <table border="1"> <thead> <tr> <th>Stage</th> <th>Aspirational Target</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>Not yet set</td> </tr> <tr> <td>P2</td> <td>90%</td> </tr> <tr> <td>P3</td> <td>92%</td> </tr> <tr> <td>P4</td> <td>86%</td> </tr> </tbody> </table>	Stage	Aspirational Target	P1	Not yet set	P2	90%	P3	92%	P4	86%	<p>GL standardised assessment scores SNSA results Formative assessment information</p> <p>Termly Professional Dialogue & Attainment Meetings – HT/Dept DHT/Class Teacher(s)</p>	<p>Collegiate time will be allocated for upskilling teaching staff on teaching reading strategies at all stages.</p> <p>Introduce a new reading scheme to raise attainment for all through increased motivation & engagement. (PEF Purchase)</p>
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<table border="1"> <tr><td>P2</td><td>92%</td><td>5</td></tr> <tr><td>P3</td><td>81%</td><td>10</td></tr> <tr><td>P4</td><td>81%</td><td>11</td></tr> <tr><td>P5</td><td>68%</td><td>17</td></tr> <tr><td>P6</td><td>93%</td><td>5</td></tr> <tr><td>P7</td><td>76 %</td><td>12</td></tr> </table>	P2	92%	5	P3	81%	10	P4	81%	11	P5	68%	17	P6	93%	5	P7	76 %	12	<table border="1"> <tr><td>P5</td><td>86%</td></tr> <tr><td>P6</td><td>73%</td></tr> <tr><td>P7</td><td>94%</td></tr> </table>	P5	86%	P6	73%	P7	94%	<p>Reader Engagement Surveys (November 24 & May 25)</p> <p>Reading Schools accreditation</p> <p>Evaluations of New Reading Resource</p> <ul style="list-style-type: none"> • Children • Parents • Staff <p>Professional enquiry presentations outlining impact on learning and/or learners.</p>	<p>Targeted Intervention Groups (TIG) to further develop reading skills for pupils identified using performance data. (PEF)</p> <p>Teachers will access & analyse pupil performance data to plan & provide high quality interventions for improvement in the classroom.</p> <p>All teaching staff will engage in professional enquiry relating to reading pedagogy & will be able to demonstrate positive impact on learners and/or learning & teaching approaches within their own class.</p> <p>Literacy Lead Practitioner will</p> <ul style="list-style-type: none"> *Progress Reading Schools accreditation in line with action plan devised collaboratively with learners. *Provide advice, guidance & training to support teaching staff in using specific reading strategies (PEF 0.1 FTE Teacher) *Devise Parent Prompts -to support home-learning activities for school-aged pupils.
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<p>Targeted interventions will be actioned session 24-25 with learners in P6 in response to lower attainment levels in P5 reading this session.</p> <p>Over the next two school sessions there will be a renewed focus on the teaching of reading skills across the school & ELCC.</p> <p>An 8.7% PRAG in reading attainment which currently exists across the school needs to be addressed.</p>	<p>We aim to reduce the PRAG in reading attainment by 4%.</p> <p>During Session 24-25 a new reading scheme will be introduced to staff supported by training & will then be launched with families to improve engagement & motivation which will lead to improved reading skills.</p> <p>Reading Schools GOLD accreditation will be achieved by January 25 ensuring the profile of reading continues to be central in our school.</p>	<p><i>Playroom tracking information for all learners</i></p> <p><i>Early Years Progression reading information for Pre-school learners</i></p> <p><i>Termly Professional Dialogue & Attainment Meetings –DHT/Graduate, Keyworker(s)</i></p> <p><i>Floorbooks & Planning documentation</i></p> <p><i>Playroom Observations & information from monthly Wellbeing meetings</i></p>	<p><i>ELCC team will plan targeted interventions to close the gender related attainment gap for pre-school learners. ELCOs will plan interventions collaboratively in response to learners’ needs.</i></p> <p><i>We will extend learning opportunities for all children relating to specific literacy milestones (syllables, rhyme & letters) both indoors & outdoors.</i></p> <p><i>ELCOs will observe & record progress of all learners in playroom trackers. Early Years Graduate will monitor & use tracking information diagnostically to identify gaps & support team in developing learning interventions based on common themes eg gender gap</i></p>																								

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			<p>Graduate will populate Early Years Progression tool for Pre-school learners.</p> <p>Literacy Lead Practitioners & SNR ELCO will devise Parent Prompts -to support home-learning activities for ELCC learners.</p>
<p>Writing in ELCC Learner observations have identified low motivation for, & engagement with, writing. Increasing staff understanding of effective writing pedagogy and exploring how to create a culture of writing for pleasure will ensure we increase learner motivation, engagement & ultimately enjoyment of writing.</p> <p>The Talk for Writing approach which has proved successful in raising attainment in writing for school-aged pupils will be extended to include ELCC learners.</p>	<p>By June 25 almost all relevant practitioners will be more confident and skilled in the use of evidence-based writing pedagogy at early level using the Talk for Writing process.</p> <p>By June 25, almost all children will demonstrate increased engagement, enjoyment, perseverance and skill in writing activities. High quality responsive experiences and planned intentional experiences to support the progression of writing skills at early level will be evident in both playrooms.</p> <p>By June 26 a clear, structured, progressive, consistent approach to writing will be evident using the Talk for Writing approach in combination with existing reading and writing pedagogies.</p>	<p>Staff CLPL records</p> <p>Evidence from Practice & Provision Audit</p> <p>Termly Professional Dialogue & Attainment Meetings –DHT/Graduate, Keyworker(s)</p> <p>Termly update will be provided by Lead Practitioners to Senior Leadership Team detailing progress of implementation.</p> <p>Practitioner confidence survey focussed on Writing (September 24 & February 25)</p>	<p>A Project Lead Practitioner (Graduate) will undertake initial CLPL on leading, developing, maintaining, and embedding Talk for Writing. One lead practitioner in each playroom will be identified to lead developments & support implementation. (Talk for Writing Team)</p> <p>The Project Lead will participate in ongoing CLPL alongside staff from other establishments to support implementation of the Talk for Writing approach. Early Years Teacher sharing of Good Practice sessions will also support implementation.</p> <p>All staff will contribute to a full audit of practice informed by the ‘Early Years Practice and Provision Audit’ to identify areas of strength and areas for future development in Writing.</p>

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<p>Numeracy</p> <p>In current academic session 23-24 Achievement of a Level (ACEL) data shows the following %, & number of children who did not achieve expected levels in numeracy.</p> <table border="1" data-bbox="107 295 566 603"> <thead> <tr> <th>Stage</th> <th>% of pupils on track</th> <th>No of pupils not on track</th> </tr> </thead> <tbody> <tr><td>P1</td><td>95</td><td>3</td></tr> <tr><td>P2</td><td>91</td><td>4</td></tr> <tr><td>P3</td><td>86</td><td>8</td></tr> <tr><td>P4</td><td>84</td><td>9</td></tr> <tr><td>P5</td><td>65</td><td>19</td></tr> <tr><td>P6</td><td>87</td><td>9</td></tr> <tr><td>P7</td><td>80</td><td>9</td></tr> </tbody> </table> <p>Universally there will be a renewed focus on numeracy with specific focus in P6, due to the higher % of learners in current P5 cohort not achieving expected level of attainment. A 6.5% PRAG in numeracy attainment which currently exists across the school needs to be addressed.</p> <p>Research indicates that using Concrete-Pictorial-Abstract (CPA) approaches can improve outcomes for young children in maths, by building a deeper understanding of mathematical concepts and making learning more interactive and engaging. Evidence suggests that the use of Number Talks programme, which focuses on sharing reasoning and strategies for mental maths, can have a positive impact on children's mathematical abilities, particularly their fluency, flexibility and confidence. It can also provide valuable formative assessment information. While Number Talks are in use in some classrooms there is a need for a more consistent and planned approach across all classes to raise attainment for all.</p>	Stage	% of pupils on track	No of pupils not on track	P1	95	3	P2	91	4	P3	86	8	P4	84	9	P5	65	19	P6	87	9	P7	80	9	<p>We aim to improve numeracy levels of attainment by June 25 as follows: -</p> <table border="1" data-bbox="638 231 1064 507"> <thead> <tr> <th>Stage</th> <th>Aspirational Target</th> </tr> </thead> <tbody> <tr><td>P1</td><td>Not yet set</td></tr> <tr><td>P2</td><td>94%</td></tr> <tr><td>P3</td><td>95%</td></tr> <tr><td>P4</td><td>85%</td></tr> <tr><td>P5</td><td>86%</td></tr> <tr><td>P6</td><td>69%</td></tr> <tr><td>P7</td><td>90%</td></tr> </tbody> </table> <p>By June 25 we aim to reduce the PRAG in numeracy attainment by 3%.</p> <p>By June 2025 almost all teachers & support staff will have greater understanding of CPA & be more confident in making maths more interactive & engaging for learners in order to secure improved numeracy outcomes.</p> <p>By September 2024 Number talks involving dot patterns, (5/10 frames, Numicon, Rekenrek etc) will take place daily in P1-3 through class routines/games/adult-initiated discussions. Number Talks will be evident in all P4-7 classes 3-5 times weekly.</p> <p>By June 2025 almost all teachers & support staff will be more confident and skilled in delivering Number Talks and almost all children will demonstrate increased ability to think flexibly within their number range.</p>	Stage	Aspirational Target	P1	Not yet set	P2	94%	P3	95%	P4	85%	P5	86%	P6	69%	P7	90%	<p>Primary 6 GL standardised assessment scores P1 & P4 SNSA results Formative assessment information</p> <p>Termly Professional Dialogue & Attainment Meetings – HT/Dept DHT/Class Teacher(s)</p> <p>Teacher confidence survey focussed on CPA & Number Talks (September 24 & February 25)</p> <p>Ongoing staff evaluation of bespoke professional learning programme</p> <p>Pupil Focus Groups feedback on CPA & Number Talks (November 24 & April 25)</p> <p>Termly update by MCO to Extended Senior Leadership Team on implementation of programme & pupil progress.</p> <p>Learning observations by MCO/NDO</p> <p>Participant evaluations from parental numeracy sessions. (October 24 & February 25)</p>	<p>A member of teaching staff will be identified as In-house Modelling & Coaching Officer (MCO) to work collaboratively with Renfrewshire Council Numeracy Development Officer (NDO) to develop a bespoke professional learning programme (“Grow Your Own MCO”) focussed on maths pedagogy for all teachers & support staff.</p> <p>Protected time weekly for MCO to undertake training, model & coach peers, team-teach, observe pupil learning & track progress across targeted cohort. (P6) (PEF 0.1 FTE Teacher)</p> <p>MCO will work with P6 class teachers to identify specific actions that can raise the attainment of individual children as well as upskilling teachers in all stages throughout the course of the year in best practice pedagogy using a CPA approach.</p> <p>Collegiate hours will be protected for MCO & NDO to provide refresh sessions on Number Talks with staff. All teachers will participate in professional learning & implement Number Talks, ensuring that a progressive and uniformed approach is implemented across the school.</p> <p>MCO to offer monthly drop-in surgeries for all teaching and support staff to further professional learning in maths pedagogy (1 hour each month-September 24-April 25 - attendance optional)</p> <p>Numeracy sessions will be offered to parents by school and/or partners (October 24 & February 25)</p>
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<p><i>Numeracy performance information in the ELCC was collated using the Early Years Progression Tool. Scrutiny of this data set illustrated:</i></p> <ul style="list-style-type: none"> -a need to raise attainment in numeracy performance for pre-school learners. -a need to focus on specific numeracy milestones: shape, money and position. -a need to monitor progress more closely to ensure consistency of approach -a need to consider 5% performance gap relating to gender with girls outperforming boys. 	<p><i>An increase in pre-school children consistently meeting the milestones relating to shape, money and position will result in an overall increase in Numeracy attainment. By June 25 current performance level (68%) will increase by 10%.</i></p>	<p><i>Playroom tracking information for all learners.</i></p> <p><i>Early Years Progression numeracy information for Pre-school learners</i></p> <p><i>Termly Professional Dialogue & Attainment Meetings –DHT/Graduate, Keyworker(s)</i></p> <p><i>Floorbooks & Planning documentation</i></p> <p><i>Playroom Observations & information from monthly Wellbeing meetings</i></p>	<p><i>ELCC team will plan targeted interventions to close the gender related attainment gap for pre-school learners. ELCOs will plan interventions collaboratively in response to learners’ needs.</i></p> <p><i>We will extend learning opportunities relating to specific numeracy milestones (shape, money & position) both indoors & outdoors.</i></p> <p><i>ELCOs will observe & record progress of all learners in playroom trackers. Early Years Graduate will monitor & use tracking information diagnostically to identify gaps & support team in developing learning interventions based on common numeracy themes.</i></p> <p><i>Graduate will populate Early Years Progression tool for Pre-school learners.</i></p>
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Improvement Priority 2 – Ensure that children will experience inclusive learning & supportive relationships which lead to positive life outcomes.

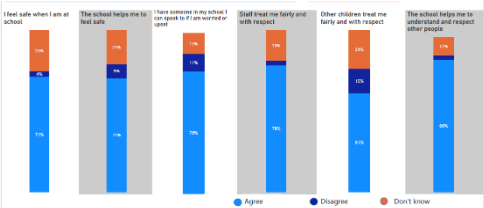
<p>HGIOS/ HGIOELC QI 1.1 QI 1.2 QI 3.1 HGIOURS Themes 1 & 5</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>NIF Drivers</p> <ol style="list-style-type: none"> 1. School Leadership 2. Assessment of Children's Progress 3. Teacher Professionalism 4. School Improvement 5. Parental Engagement 6. Performance Information 	<p>Developing in Faith Themes</p> <ol style="list-style-type: none"> 1. Honouring Jesus Christ, as the Way, the Truth & Life 2. Developing as a community of faith & learning 3. Promoting Gospel values 4. Celebrating & Worshipping 5. Serving the common good
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Pupil wider achievement has been promoted & celebrated in many ways during session 23-24. A robust tracking system is now required to ensure equity of opportunity especially for the most disadvantaged learners and to further promote achievement for all while ensuring links are made with skills for life & work.</p>	<p>A tracking system for all will be developed to measure success, & support planning, for future improvement will be fully operational by October 25.</p>	<p>Pupil Leadership Group -Self-evaluation & feedback based on HGIOURS (Theme Five- Our Successes & Achievements)</p> <p>HGIOURS Self-Evaluation Floorbook - Theme 5: Our Successes and Achievements</p> <p>Pre & Post questionnaires based on HGIOURS Theme 5 to be issued to wider pupil forum.</p>	<p>Headteacher will have regular meetings with the Pupil Leadership Group</p> <ul style="list-style-type: none"> - to support children in self-evaluation activity - to facilitate Pupil Leadership Group's involvement in monthly Golden Achievement Assemblies - solicit views & create a tracking system fit for purpose. <p>Engagement with active schools to establish a range of after school clubs which will prioritise inclusion of target group & to identify alternative pathways to community groups for all.</p>

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		Tracking will demonstrate an increase in wider achievement and participation of the target group.	
Informal consultation with staff & children has identified that the current model of Citizenship groups adopted in Session 23-24 is not meeting expected outcomes. Current arrangements are operationally demanding on staff & do not impact positively on learner motivation.	By September 24 SLT will devise a new model & consult staff & pupils to allow implementation as soon as practical. This should alleviate pressures of operational demands associated with previous model & will consider & respect pupil choice.	New Model devised & evaluated end of Term 2. Staff & children’s survey of opinion after change has been implemented. End of year staff evaluation of individual Citizenship Groups action plans.	We will re-establish Citizenship Groups where every child P5-7 is a member & every child P1-4 is given opportunities to influence change and be involved in decision-making through Stage Reps. Members will be encouraged to select groups based existing skills & personal interest. All groups will provide updates/share progress regularly at departmental school assemblies to ensure whole school community is kept fully informed of developments.
As a school we need to raise the profile of “Laudato Si” & ensure the wider community are knowledgeable about Our Pledge & the work we undertake as a community of faith & learning to uphold this.	By October 24 Connections will be made in RERC lessons between the biblical concept of stewardship and the environmental agenda. Lesson content will reflect Laudato Si priorities at all stages.	Termly PAM Team discussions. Forward Planners Termly Professional Dialogue & Attainment Meetings – HT/Dept DHT/Class Teacher(s) “The Best Seat in the House” parent/partner evaluations. End of Year celebration video based on whole school “Laudato Si” journey.	We will ensure “The Best Seat in the House” events (October 24-April 25) will all have a Laudato Si’ focus to ensure parents & the wider community are knowledgeable about Our Pledge & the work we undertake to uphold this. Where possible links will be made to UNCRC article(s) children are currently learning about. By April 25 Digital Leaders will have collated snapshots of learning in all classes in the school to be used to create a “Laudato Si’ video to be shared with the wider community.

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<p><i>Self-Evaluation activity using HGIOELC identified the need for refresh learning in the beyond the playroom using the outdoors & local community as “the third teacher.”</i></p> <p><i>Staff recognise a need to explore the concepts of reusing, recycling, rethinking, and repurposing of resources, furniture and equipment to promote an awareness of sustainable practices. Opportunities for children to problem solve and be creative, in ways that develop their respect for the environment and thoughtful use of limited natural resources, need to be introduced. There is also a need to re-establish opportunities for learning to take place in the wider local community.</i></p>	<p>By September 24 an action plan for learning beyond the playroom will be devised by staff & children which will result in improvements to the learning opportunities on offer.</p> <p>By June 25 all staff will be confident in providing a curriculum which is flexible, hands-on, and engaging whilst allowing children to initiate and guide their own learning experiences beyond the playroom using the designated outdoor space & the local community.</p>	<p><i>Completed Outdoor Learning Audit</i></p> <p><i>Action Plan for learning beyond the Playroom</i></p> <p><i>Staff Confidence Survey (Pre & Post CLPL)</i></p> <p><i>Evaluation of Practitioner enquiries shared.</i></p> <p><i>Parent Volunteer Rota</i></p>	<p><i>We will establish a planned programme for community learning using outdoor space & local amenities involving parents where possible.</i></p> <p><i>We will provide responsive learning opportunities in the local area when possible.</i></p> <p><i>ELCC SNR will provide In-house CLPL allowing staff to explore & understand some pedagogical approaches which identify the environment as “the third teacher” with a focus on the outdoor environment.</i></p> <p><i>Protected time for ELCOs to undertake professional enquiry focussed on the outdoor environment & present findings/conclusions to the wider ELCC team.</i></p>
 <p>P4-7 Pupil Questionnaire this session tells us a very small number of our children (4% of 139 respondents = 6 children) do not feel our school is a safe and inspiring place to learn. We want ALL our children to feel they are respected; their talents are nurtured, and they can thrive. We want to embed these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.</p>	<p>All children and staff will have a greater understanding of the UNCRC and how this affects their own lives in school, home and the wider community.</p> <p>By June 25 the school will achieve Rights Respecting Schools (RRS) Bronze Award Accreditation from UNICEF UK.</p> <p>By June 27- We will achieve Silver Award.</p>	<p>Class Charters evident in all classes & ELCC</p> <p>Pupil evaluations of UNCRC focussed assemblies (December 24)</p> <p>Rights Respecting Schools-portfolio of evidence for accreditation.</p> <p>P4-7 Pupil Questionnaire (February 25)</p> <p>Assembly Planner- departmental assemblies with Anti-Bullying focus</p>	<p>UNCRC focus will be introduced to departmental assemblies led by DHTs. Regular input & presentations from Rights Respecting Schools (RRS) Citizenship Group</p> <p>UNCRC links will be introduced to family learning sessions (FAB CLUB) in Term 2.</p> <p>Rights Respecting Schools Action Plan will be devised shared with wider school community by RRS Citizenship Group prior to application for accreditation.</p> <p>We will raise the profile of our Anti-Bullying Policy regularly at departmental assemblies & ensure all children can recognise bullying behaviour & know what to do if they have any concerns.</p>

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<p>Using the UN Convention on the Rights of the Child (UNCRC) we will adopt a whole school approach to child rights and human rights education. This involves learning about rights, through rights and for rights within a context of education as a right.</p>		<p>Additional Wellbeing meetings Sept, Nov, Jan, March & May to consider Keyworker Work plan & tracking of outcomes (Readiness, motivation & engagement) for individual pupils referred for support.</p>	<p>Recruitment of a part-time keyworker will improve children’s general sense of safety, inclusion & wellbeing & provide opportunities to be happy, healthy, responsible & active citizens. (PEF 0.5 FTE Keyworker)</p>
<p>We have scope to increase involvement of learners in evaluation processes using HGIOURS. Involvement in the Young Leaders of Learning (YLL) Programme presents an opportunity to involve learners in reciprocal visits to a partner school (West PS). This will allow children to identify what is working well, areas for improvement and effective practice and promote ways that children can be involved in school improvement activities in their own school. ‘Relationships’ (Theme One) from HGIOURS will be the focus of this work following feedback from our recent local authority school review which identified that relationships between all were positive and nurturing across the school & ELCC.</p> <p>The YLL programme links to the UNCRC work we are doing in school this session to obtain Rights Respecting Schools Bronze Award.</p>	<p>By September 2025 we will have an improved structure for the inclusion of learner voice into our self-evaluation processes.</p> <p>Young Leaders have improved leadership skills and are driving forward improvement in the school through an action plan they have ownership of.</p> <p>Young Leaders are confident to share practice in their school and are more familiar with the language and processes of school improvement.</p> <p>Young Leaders will have an enhanced range of skills including:</p> <ul style="list-style-type: none"> - communication - team work - resilience - time keeping - organisation - and social skills <p>Our Young Leaders will be excellent role models and will train a further group of Young Leaders to take part in the programme in 2025-26</p>	<p>Local authority staff and learner pre & post YLL programme evaluation</p> <ul style="list-style-type: none"> - shows improvement in pupil leadership skills and use of evaluative language - shows improvement in collaboration and sharing good practice with other schools <p>Progress in school action plan following the reciprocal visits – areas for development highlighted during the visit are addressed.</p> <p>HGIOURS Self-Evaluation Floorbook – Theme 1: Relationships</p>	<p>A YLL School co-ordinator will be identified.</p> <p>Our YLL Team (comprising 8 x P6 learners) will attend YLL training in August 2024 along with our partner school (West PS)</p> <p>Over a series of 3/4 planning meetings (online and face to face) our YLs will develop:</p> <ul style="list-style-type: none"> - a focus for the reciprocal visits from the Relationships theme in HGIOURS. - a set of questions to help them evaluate the focus during the visits. - a programme of activity for the visit to each school (Sept – Nov 2024) <p>YLs will take part in reciprocal visits in January 2025 and identify:</p> <ul style="list-style-type: none"> - strengths of the focus area in each school - areas for development in each school <p>YLs will produce an action plan to take forward the areas for development within their own school. This will be led by them. (Term 4 2025 onwards)</p>

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	<p>By August 2025 an enhanced relationship with West PS will allow:</p> <ul style="list-style-type: none">- further sharing of good practice- more collaborative opportunities and further YLL opportunities.		
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