



Wallace Primary School

School Improvement Plan 2023/24

Planning framework

As part of Children's Services, Wallace Primary School and 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

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.	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.	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.	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.	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
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Vision - Happy Together. Learning Together. Succeeding Together.

Values - Ambition Friendship Kindness Honesty Respect

Aims

We aim to provide a broad spectrum of educational opportunities for all pupils by:

- Providing a curriculum consistent with National and Local Authority guidelines which is broad, balanced, coherent and progressive
- Enabling all pupils to achieve a standard of achievement which is appropriate to age, attitude and ability
- Providing learning, teaching and assessment procedures which take account of the needs of all pupils and the views of their parents
- Providing effective support for all pupils to meet their educational, pastoral, personal and social needs
- Promoting an ethos of equality, fairness and achievement which respects and values all members of the school community
- Supporting effective learning and teaching by providing high quality, appropriate and well organised resources within the budget that is devolved to the school
- Improving school effectiveness through using efficient systems for delivering, monitoring and self-evaluation operated by all members of the staff team led by the Head Teacher

Who did we consult?

Who did we consult?

To identify our priorities for improvement, we sought the views of Wallace Primary and ELCC. We used a variety of methods of getting the views of those who are involved in the life and work of Wallace Primary and ELCC such as

<p>Pupils:</p> <ul style="list-style-type: none"><input type="checkbox"/> Ongoing participation by pupils in school committees<input type="checkbox"/> Monthly Pupil Voice sessions<input type="checkbox"/> Formal and informal discussions about life of the school<input type="checkbox"/> Pupil Learning Conversations by SMT in classes<input type="checkbox"/> Pupil profiling and target files in P6 and P7 (returning this year)<input type="checkbox"/> Regular use of learning conversations to review individual progress in review of the week.<input type="checkbox"/> Pupil Council meetings<input type="checkbox"/> Special focus evaluations, for example Home learning<input type="checkbox"/> Tracking wellbeing through Glasgow Motivation and Wellbeing Profiling tool	<p>Parents :</p> <ul style="list-style-type: none"><input type="checkbox"/> Parental questionnaires<input type="checkbox"/> Annual pupil reports<input type="checkbox"/> Parent Evenings – discussion of pupil’s progress, twice a year<input type="checkbox"/> Parent Council meetings<input type="checkbox"/> Class open afternoons and feedback, both formal and informal<input type="checkbox"/> Website and Twitter<input type="checkbox"/> Consultation stalls at parents evening and voting tubs<input type="checkbox"/> Parent meeting in September to ‘Meet the Teacher’
<p>Staff:</p> <ul style="list-style-type: none"><input type="checkbox"/> Staff meetings / In service days / Curriculum Development Sessions<input type="checkbox"/> Use of HGIOS and HGIOELC for self-evaluation and regular use at staff sessions<input type="checkbox"/> Review and update policies and practices<input type="checkbox"/> Participation on working parties/committees<input type="checkbox"/> Individual Forward Plan feedback/Target Setting/ Monitoring feedback<input type="checkbox"/> Extended support team, transition and interagency meetings<input type="checkbox"/> Formal and informal individual discussions about any concerns<input type="checkbox"/> Individual Professional Review and Development and Professional Update meeting	<p>Partners:</p> <ul style="list-style-type: none"><input type="checkbox"/> Educational psychology attending TAC meetings and supporting school improvement priorities through service level agreement.<input type="checkbox"/> Regular meetings with SDO regarding budgets and funding<input type="checkbox"/> Active schools staff participation and support in school improvements through formal and informal methods.<input type="checkbox"/> Regular consultation with community council through meetings with HT, chairperson attending Parent Council meetings and HT attending Community Council meetings.

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

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 and Evaluation of pupils' learning is an on-going process throughout the year by using the following methods:

- ☐ Forward Plan monitoring in school and ELCC with evaluations, consultation and feedback to staff.
- ☐ Pupils' work – looking at sample jotters/ workbooks/learning profiles in a variety of subject areas throughout the year with feedback to staff.
- ☐ Class and ELCC visits in various subject areas to monitor pupil's learning experiences and interaction with staff and other pupils.
- ☐ Learning conversations with pupils across the school and ELCC to evaluate their learning and their understanding of their strengths and next steps and the impact of school improvements.
- ☐ Range and variety of assemblies where pupils show and explain a wide variety of very good work across the curriculum, this includes achievements attained out with school.
- ☐ Evaluation of PEF interventions with clear targets and measurable success criteria.
- ☐ Using our newly developed tracker system we will rigorously track attainment, achievement and wellbeing for all pupils.
- ☐ Use Early Level Progression Tool to assess progress in the ELCC.

Assessment and Moderation

- ☐ Implementation of the SNSA assessments at Primary 1, 4 and 7.
- ☐ ASN meetings as part of tracking with Depute Head Teachers with each teacher and ELCO, taking place twice throughout the year to look at pupils' progress and discuss any possible concerns.
- ☐ A variety of forms of summative and formative assessments, including running records, STAR reading tests, yearly standardised spelling test along with classroom/playroom observations and practices. Information is used to identify progress and monitor pace of learning as a child progresses throughout their primary school years.
- ☐ We will be moderating in writing across the school to support implementation of Talk for Writing.

Attendance / Late-coming

- ☐ On a daily basis, any unexplained absences are followed up by a text, then a phone call to parents /carers.
- ☐ Attendance in the school is monitored by the Head Teacher on a monthly basis for absence and late coming. This will be extended to the ELCC next year.
- ☐ Concerns are raised with parents when appropriate.

Overall we have continued to develop and evaluate the systems we have in place for monitoring and tracking all areas. We will continue to further build upon and develop these, next session.

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 – Inclusion and wellbeing (SCHOOL and ELCC)

HGIOS/HGIOELC QIs 1.5 2.4 3.1 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">1. School and ELCC Leadership2. Teacher and Practitioner Professionalism3. Parent / Care Involvement & Engagement4. Curriculum and Assessment5. School and ELCC Improvement6. Performance Information	
Rationale for change		Outcome and Expected Impact	Measures	Interventions
Who Cares Scotland are working in partnership with Renfrewshire Council to create more supportive, understanding, care-aware communities. This is in response to the Morgan Report and the Council commitment to the Promise.		<p>By October 2023, staff have a deeper understanding of the term care experienced and the impact of being care experienced on academic achievement and behaviour in the school setting.</p> <p>By June 2024, teachers have confidently delivered the lessons, particularly supporting care experienced pupils.</p> <p>By June 2024, pupils have developed their knowledge of Care Experience and developed empathy towards their care experienced peers.</p> <p>By June 2024, all staff adopt simplified nurturing language in line with new policy.</p>	<p>Staff engagement in Professional Learning.</p> <p>Increase in use of appropriate terminology linked to new policy.</p> <p>Improvements in staff knowledge of care experience is evident from self-evaluation data of HGIOS4 3.1.</p>	<p>Who cares Scotland ‘Care awareness’ training for all school and ELCC staff (August 2023)</p> <p>Who cares Scotland ‘Curriculum delivery’ teacher training (November 2023)</p> <p>Updates provided by Promise Keeper (DHT)</p> <p>Implement the Renfrewshire Language Policy.</p> <p>Word of the week on staff bulletin to promote and raise awareness of the new policy.</p>

<p>The GIRFEC refresh agenda is a national priority and initially led to SLT training. Inconsistent approaches to planning for staged intervention across Renfrewshire led to Early Adopter trial and full authority roll out.</p> <p>Supporting all children to be emotionally regulated, included and ready to learn continues to be high priority at Wallace. Self evaluation highlighted an increase in children with communication difficulties and a few of our pupils continue to show dis-regulated and distressed behaviour.</p>	<p>By June 2024, there will be improved transitions for pupils with ASN including nursery to primary, stage to stage, primary to secondary and change of establishment within Renfrewshire.</p> <p>By June 2024, there will be improved transfer of information and multi-agency collaboration across the authority.</p> <p>By June 2024, staff to be equipped with the knowledge and skills to support all children.</p> <p>By October 2023, LGBTQ+ inclusion for staff, families and children is improved and equality and diversity is a priority.</p> <p>By June 2024, through tracking using our wider achievement tracker every pupil has had an extra-curricular opportunity and an opportunity for a wider personal achievement.</p>	<p>All pupils currently on a wellbeing plan will be moved to a staged intervention monitoring and planning document by June 2024.</p> <p>Staff self-evaluation and SLT monitoring reflects impact and positive change following training in our commitment to promoting effective and inclusive practice in:</p> <ol style="list-style-type: none"> 1. The environment (physical and social) 2. Routines and structures 3. Motivation 4. Skills <p>Recognition of successful RNRA implementation in RNRA Ruby Award.</p> <p>School is awarded LGBTQ+ charter.</p>	<p>Staged intervention planning and monitoring training for all teachers delivered by DHT. (August 2023)</p> <p>New plans introduced for staged intervention 1a, 1b, 2 and 3. (August 2023)</p> <p>All staff trained in CIRCLE resource and approaches. (October 2023)</p> <p>RNRA core group led by DHT to continue to develop RNRA.</p> <p>DHT leads work towards LGBTQ+ charter. LGBTQ+ Training Session 1 (June 2023) LGBTQ+ Training Session 2 (October 2023) LGBTQ+ awareness raising with pupil</p> <p>MVP Workshops for P6 and P7 to be delivered. MVP training for staff (date tbc)</p> <p>Further develop use of wider achievement tracker and targeted interventions to ensure all children have meaningful wider achievements.</p>
<p>United Nations Convention on the Rights of the Child (UNCRC) is incorporated into Scots Law and educating children about their rights remains a council and school priority.</p> <p>Wallace applied for Bronze award 'Rights Committed' in June 2023.</p>	<p>By June 2024 almost all children are beginning to see themselves as rights respecting global citizens and advocates for fairness and children's rights both locally and globally.</p>	<p>Rights Respecting Schools Silver award received.</p> <p>Learning Conversations and Pupil Voice activities demonstrate pupil awareness and understanding of UNCRC.</p>	<p>Principal Teacher and ELCC practitioner lead implementation of the Silver action plan.</p> <p>RRS pupil group lead activities throughout the year.</p> <p>Continue to embed through meaningful curricular links and assemblies.</p>

Improvement Priority 2 – Learning, Teaching and Assessment - FOCUS: Talk for Writing and Numeracy (SCHOOL AND ELCC)

HGIOS/HGIOELC QIs 2.3 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 educationImprovement in attainment, particularly in literacy and numeracyClosing the attainment gap between the most and least disadvantaged childrenImprovement in children's and young people's health and wellbeingImprovement in employability skills and sustained, positive school leaver destinations for all young people	NIF Drivers <ul style="list-style-type: none">1. School and ELCC Leadership2. Teacher and Practitioner Professionalism3. Parent / Care Involvement & Engagement4. Curriculum and Assessment5. School and ELCC Improvement6. Performance Information														
Rationale for change		Outcome and Expected Impact	Measures	Interventions												
<p>Writing attainment remains a whole school priority in order to embed the Talk for Writing methodology.</p> <p>Implementation of Talk for Writing in Session 2022-23 demonstrated improved attainment in the school and ELCC. An increase of 10% or more in 6 stages and an increase in the assessment in writing measures in the ELCC.</p> <p>Whilst improvements are evident writing is still lower than listening and talking in all stages, reading in 4 stages and Numeracy and Mathematics in 5 stages.</p> <p>In the ELCC the percentage of children achieving 60% or above consistently in literacy measures is lower than in both Numeracy and Mathematics and Health and Wellbeing.</p> <p>Data from staff confidence surveys 22-23 showed areas for improvement (where staff confidence surveys showed 40% or more staff rating themselves confidence level 1 or 2 out of 4)</p> <ul style="list-style-type: none">Writing / adapting a model text (88%)Reading as a Reader – Booktalk (53%)Short burst writing – warming up tools (44%)		<p>By June 2024, target year groups will demonstrate increase in teacher judgement writing data:</p> <table><tr><td>P2</td><td>87-92%</td></tr><tr><td>P3</td><td>86-94%</td></tr><tr><td>P4</td><td>88-93%</td></tr><tr><td>P5</td><td>91%</td></tr><tr><td>P6</td><td>86-89%</td></tr><tr><td>P7</td><td>66-74%</td></tr></table> <p>By June 2024, almost all children will achieve 60% or over in literacy measures. With an increase from 66% to at least 75% in the ELCC.</p> <p>By June 2024, a clear, structured, progressive, and consistent approach to writing will be evident at all stages including the ELCC using Talk for Writing (Fiction and Non-fiction) approaches in combination with the introduction of a reading spine.</p> <p>Practitioner judgement in the ELCC will improve and staff will be more confident when assessing Literacy measures within the Early Level Progression Tool.</p>	P2	87-92%	P3	86-94%	P4	88-93%	P5	91%	P6	86-89%	P7	66-74%	<p>Repeat Talk for Writing staff confidence survey and compare with results from March 2023.</p> <p>Pre/post teacher judgement data, writing assessments scores and SNSA and Early Level Progression Tool data will validate improvement.</p> <p>Peer observation feedback.</p>	<p>Targeted work from Class Teachers with small groups and individuals for support and challenge. (PEF 0.4 Class teacher £22,000)</p> <p>Project lead will provide ongoing professional learning activities throughout the session during collegiate sessions.</p> <p>Talk for Writing will be a consistent item on termly departmental meetings.</p> <p>Introduce authority planning and assessment documents.</p> <p>Peer observations to support identified aspects of Talk for Writing (see rationale) which staff identified through the confidence survey in March 2023 as areas for development.</p> <p>All classes in the school and ELCC will undertake 4/5 projects by June 2024.</p> <p>In the ELCC, incorporate Early Level Progression Tool Literacy measures in to shared planning/focus sessions to inform assessments.</p> <p>ELCC practitioners to undertake quality moderation activities to ensure robustness of data in assessment of children’s progress in writing measures.</p> <p>Confidence survey to be reviewed with teaching staff and introduced to ELCC staff.</p> <p>Project leads / SLT meet 4 times with 4 project schools to share good practice and plan for joint working for 2024-25.</p> <p>Project leads / SLT to resource and introduce reading spine and resource boxes for Tfw.</p>
P2	87-92%															
P3	86-94%															
P4	88-93%															
P5	91%															
P6	86-89%															
P7	66-74%															

<p>The New Renfrewshire Maths Planners have been devised to incorporate key methodologies (including SEAL), streamline skills across a level, and support effective teaching by using high-quality rich tasks that provide breadth and depth.</p> <p>Most class teachers use SEAL, Number Talks, active approaches and concrete, visual and abstract approaches in their classrooms but there is a need for a refresh to staff and a more consistent and planned approach throughout the school to raise attainment.</p> <p>Staff self-evaluation in June 2023 highlighted areas for further training as Number Talks, SEAL and assessment.</p> <p>The evidence suggests that the use of these approaches, can have a positive impact on children’s mathematical abilities, particularly their fluency, flexibility, and confidence. It can also provide valuable formative assessment information.</p>	<p>By June 2024, percentage increase of maths and numeracy attainment across specific stages and SIMD levels.</p> <table><tr><td>P2</td><td>86-94%</td></tr><tr><td>P3</td><td>87-94%</td></tr><tr><td>P4</td><td>94-98%</td></tr><tr><td>P5</td><td>86-91%</td></tr><tr><td>P6</td><td>84-90%</td></tr><tr><td>P7</td><td>85-90%</td></tr></table> <p>Full transition to the new Renfrewshire Maths Progression Planners will be evident at all stages by June 2024, to ensure a structured, progressive and consistent approach to maths and numeracy.</p> <p>By June 2024, there will be a more consistent approach to the learning and teaching of numeracy, in particular mental, active and concrete resource led approaches.</p>	P2	86-94%	P3	87-94%	P4	94-98%	P5	86-91%	P6	84-90%	P7	85-90%	<p>Pre and post teacher judgements on pupil attainment. Standardised assessment data including SNSA/ACEL at P4 and P7. Tracking meetings to monitor target children.</p> <p>Ongoing evaluations will assess staff confidence and understanding of the pedagogy employed in implementing the new planners. This will be measured through professional dialogue at departmental meetings, tracker meetings and SLT monitoring including class visits.</p> <p>Staff level of engagement/impact from CLPL training on CPA approaches which will support transition to the new planners. This will be evident in discussion through Curriculum Development Session</p> <p>Teacher engagement with new Renfrewshire Maths Assessments where pedagogy is line with the planners. Evidenced through number of teachers using new end of pathway assessments and/or end of topic assessments which are linked to the new planners</p>	<p>The school as a whole will transition to the Renfrewshire Maths planners in session 23/24. This transition will incorporate elements of the revised end-of-pathway and end-of-topic assessments, aligning with current methodologies.</p> <p>Authority training and guidance on rationale and how to use new planners will support whole school transition. The training will also cover SEAL, Number Talks, active approaches and concrete, pictorial and abstract approaches. (Angela Stevenson – August 2023)</p> <p>Opportunities for staff to review numeracy planners and approaches and undertake collegiate approach to improvements, including peer observation. (Collegiate calendar - various dates)</p> <p>Audit resources for numeracy (whole school and targeted). Identify and purchase/create resources required.</p>
P2	86-94%														
P3	87-94%														
P4	94-98%														
P5	86-91%														
P6	84-90%														
P7	85-90%														

<p>In the ELCC, feedback from staff moderation of numeracy and maths highlighted a need for training to provide practitioners with wider knowledge of bringing maths into the playroom and a more consistent approach to SEAL. Staff also highlighted the need for focussed learning time to allow for effective assessment opportunities.</p> <p>Feedback from HGIOELC parent survey highlighted that parents are looking for more opportunities on how to develop their child's learning at home.</p>	<p>In the ELCC learning and teaching within numeracy and mathematics will be more practical, in depth and consistent.</p>	<p>Attainment in numeracy will increase with most children (75% or over) consistently achieving 60% of numeracy measures in the Early Level Progression Tool.</p>	<p>ELCC staff will introduce small group time and incorporate Early Level Progression Tool numeracy measures in to shared planning/focus sessions to effectively inform assessment.</p> <p>Authority training and guidance on numeracy approaches, including SEAL, Number Talks, active approaches and concrete, pictorial and abstract approaches. (Angela Stevenson – August 2023)</p> <p>Purchase resources to promote learning in SEAL, outdoor mathematic and numeracy.</p> <p>Introduce family Learning opportunities in the ELCC focusing on mathematics and numeracy with the aim of developing parents' confidence and knowledge on how to support their child's learning at home.</p>
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Improvement Priority 3 – Learning, Teaching and Assessment – STEM (School only)

HGIOS/HGIOELC Qis 2.1 2.3 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 educationImprovement in attainment, particularly in literacy and numeracyClosing the attainment gap between the most and least disadvantaged childrenImprovement in children's and young people's health and wellbeingImprovement in employability skills and sustained, positive school leaver destinations for all young people	NIF Drivers <ul style="list-style-type: none">1. School and ELCC Leadership2. Teacher and Practitioner Professionalism3. Parent / Care Involvement & Engagement4. Curriculum and Assessment5. School and ELCC Improvement6. Performance Information	
Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>During session 2022-23 we had a number of high-quality STEM related sessions and CLPL opportunities for staff. Self-evaluation data and professional dialogue highlights the importance of cascading this to all staff for consistency and sustainability.</p> <p>Research is telling us that teaching STEM at a young age can help encourage more children to pursue a career in STEM. STEM related learning will deliver our children's ability to work across disciplines through project-based learning.</p> <p>In a recent staff survey most teaching staff scored confidence levels 3 or below in teaching the technologies curriculum (83%) and delivering engineering activities through STEM (83%). This highlights the importance of further STEM training and focus for teaching staff.</p> <p>Our STEM lead practitioner has participated in the SSERC PCP during session 2022/23.</p>	<p>By June 2024, Staff confidence in STEM has improved, self-evaluation framework shows progress by one grade across at least 2 focus HGIOS indicators.</p> <p>By June 2024, learning conversations with pupils and pupil voice activities show pupil experiences in STEM have improved.</p> <p>By December 2024 SLT monitoring shows high quality STEM lessons being delivered by all teachers.</p> <p>By December 2024, we should achieve 1 out of 5 elements of the STEM National Award programme.</p> <ul style="list-style-type: none">1. Leadership in STEM2. STEM Family Learning3. Employability and partnership working in STEM.4. STEM curricular and learner pathways5. Equity and equality in STEM	<p>Professional dialogue using Education Scotland Self Evaluation framework (https://education.gov.scot/media/ty0byqsk/sci43-stemselfevaluationframeworksummary.pdf)</p> <p>Pupil voice survey activities linked to STEM.</p> <p>SLT class visits, learning conversations reflect positive impact of STEM.</p>	<p>Using Education Scotland: STEM self-evaluation and improvement framework (Summary Version) to self-evaluate current position and next steps. (August 2023)</p> <p>Staff training, including,</p> <ul style="list-style-type: none">STEM input from SERC mentor including Sphero Indi training (Screenless coding)Technology input from Technology ChampionICT input from ICT Champion <p>(February 2024)</p> <p>Pupil Voice session house STEM challenge and learning conversation. (May 2024)</p> <p>Primary 6 staff and pupils take part in The Royal Society project (Ongoing to May 2025)</p> <p>Lead practitioners from West and Wallace will continue their role as STEM mentors at joint cluster events.</p> <p>Plan and implement showcase event for parents.</p>

			<p>Apply for funding to support STEM resources, Armourers and Brasiers' Company. (August 2023)</p> <p>Audit and purchase resources as required from self evaluation and create a STEM resource area. (Ongoing to December 2023)</p> <p>Areas for action identified from self-evaluation to provide opportunities to develop and celebrate work in STEM across the school.</p> <p>Engage in Young Stem Leader Programme (by June 2024).</p> <p>Collaborate with Royal Navy for STEM activities (STEM engagement visits in October and November and March visit as part of British Science week)</p> <p>P5-7 will utilise the James Dyson education resources (Ongoing until June 2024).</p> <p>Engage with UKRI 'Borrow the Moon' resources (October 2023)</p> <p>Revisit Education Scotland: STEM self-evaluation and improvement framework Summary Version to self-evaluate current position and next steps. (June 2024)</p>
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Improvement Priority 4 – Raising Achievement in the ELCC

HGIOS/HGIOELC Qis 2.3 3.2 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 and ELCC Leadership Teacher and Practitioner Professionalism Parent / Care Involvement & Engagement Curriculum and Assessment School and ELCC Improvement Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>The Early Level Progression Tool identified the following:</p> <ul style="list-style-type: none"> Using SIMD as an indicator of poverty the assessment data identified a negative percentage point gap for literacy, numeracy and HWB. Attainment for boys was lower across literacy, numeracy and HWB. <p>Using this data identifies a need to create targeted Intervention groups for children living in the most deprived areas and for boys.</p>	<p>By June 2024, attainment gap for children living in poverty and the gender related attainment gap will reduce.</p> <p>By June 2024 practitioner judgement of numeracy, literacy and HWB measures within the Early Level Progression Tool will show:</p> <ul style="list-style-type: none"> A percentage point to zero or better when comparing using SIMD as an indicator of poverty. A percentage gap between 0-10% when comparing the gender related attainment gap. <p>Staff will be better informed as to how to plan targeted intervention to ensure equity for all.</p> <p>Staff will have an increased awareness of how to motivate boys and target interests in their learning – particularly in literacy and numeracy.</p>	<p>Professional dialogue of literacy, numeracy and HWB measures at staff meetings will lead to improved practitioner judgement within the Early Level Progression Tool.</p> <p>The percentage of pre-school children demonstrating consistently in 60% of measures increase to:</p> <ul style="list-style-type: none"> 70-80% in literacy 75-85% in numeracy 	<p>Appoint a member of staff who will focus on supporting targeted intervention groups. (August 2023)</p> <p>Staff to work alongside early years teacher to further develop knowledge and understanding of strategies to motivate boys in their learning. (September 2023)</p> <p>Set up targeted intervention groups for identified children, as appropriate. (September 2023)</p> <p>Set up systems to record and track progress of targeted intervention groups in line with the Early Years Progression Tool (January 2024)</p> <p>Provide purposeful home learning opportunities to increase opportunities for achievement for identified children, as appropriate. (January 2024)</p>