

Strategic Priority	Year 1 2023-2024	Year 2 2024-2025	Year 3 2025-2026
1.	<i>To further embed play pedagogy throughout the school as an effective way to engage and challenge learners.</i>	<i>To introduce 'Maths Recovery' as part of our approach to teaching numeracy.</i>	<i>To evaluate and improve the teaching of reading and writing throughout the school.</i>
2.	<i>To ensure consistent high-quality teaching, learning and assessment throughout the nursery and school by engaging with the LTA moderation cycle.</i>	<i>To further embed our nurture practices by implementing the Circle Framework and Emotion Coaching. To further develop our inclusive ethos through increasing understanding of UNCRC and the Global Goals. These steps will aid our journey to being Attachment Informed Trauma Sensitive accredited.</i>	TBC
3.	<i>To develop pupils' ability to discuss themselves as learners and identify personal targets through the implementation of SLC Skills Framework.</i>	<i>To work with staff, pupils and parents to further enhance the digital literacy and computing science curriculum throughout the school and nursery.</i>	TBC

Carnwath Primary School and Nursery Class is situated in the village of Carnwath. The school has a current roll of 128 with 25 nursery children. There are currently 6 classes and a nursery class in the school. The local area is a mixture of social and privately owned housing. Access to transport and facilities is limited. We moved into our new school building in April 2015. It provides a fantastic, purpose-built environment for the children to learn in. The outdoor area continues to be developed in order to provide a range of learning opportunities for our children as well as areas for them to relax and have fun in. Currently 21% of our children are entitled to Free School Meals and 35% of children live in SIMD Quintile 1. However, we are aware that these indicators are not definitive when identifying children who are living in poverty or families who are struggling. Nurture is an integral part of our curriculum and there are currently 2 Nurture Groups for identified children that meet once a week. In addition, all staff actively incorporate the principles of nurture into their daily practice. Last year, we were awarded our official 'Nurturing Schools' award.

Carnwath Primary School Vision, Values and Aims:

During the 2021-2022 session, the pupil council led a consultation to identify new values for the school. All stakeholders were consulted, and our refreshed values are:

- Safe
- Respect



- Happy
- Friendship

Our motto is closely linked to the local community and is displayed on our badge:

- *I dare*

With the full statement being:

- *I dare to challenge myself to be the best I can be*

At the beginning of session 2022-2023, the staff worked together to create a vision that informs all stakeholders of what we aim to provide for our children. It is:

Our goal is to support and nurture our children in a happy and safe environment. We strive to develop a respectful school community where every child feels loved and is encouraged to achieve their full potential.

Working as a team and with our community we aim to:

- Create an ethos that includes an inclusive environment
- Encourage children to reach their full potential through opportunities and challenge
- Equip children with the skills for learning, life and work
- Develop a positive mindset that embeds resilience respect and citizenship
- To encourage happy, confident individuals to believe in their dreams and work to achieve them!

Strategic Priority 1 **Improvement Planning** and **Standards and Quality Reporting** for 2024/2025

To introduce 'Maths Recovery' as part of our approach to teaching numeracy.

<p><u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Teacher and practitioner professionalism Performance information</p>	<p><u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Support children and young people to develop their skills for learning, life and work</p>	<p><u>SLC Stretch Aims</u> ACEL Primary – Numeracy – P1, P4 & P7 combined <u>Choose an item.</u></p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 3.2 Raising attainment and achievement 2.2 Curriculum 2.3 Learning, teaching and assessment <u>HGIOELC QIs (select from drop down menus)</u> 3.2 Securing children's progress 2.2 Curriculum 2.3 Learning teaching and assessment</p>	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p>Although attainment is still good for maths and numeracy, it has dropped slightly over the last 2 years from 86% to 83.1%. We want to investigate the reasons for this. Maths Recovery is an approach for teaching numeracy which has been endorsed by the local authority. Almost all teaching staff have received training for this and we now need to audit our current practice, identify areas</p>	<ul style="list-style-type: none"> • Clear breadth, depth and progression will be documented in planning. • All classes will have adequate resources for each maths/numeracy lesson. • Maths attainment across the school will increase to 85% • As a result of appropriate interventions, all children who are not on track will make progress at their own level. There will be a particular focus on P2 for this. • There will be consistency in approach and a shared understanding of what a high-quality numeracy lesson/experience should be. 	<ul style="list-style-type: none"> • Introduce new local authority planners for use and work to create/collate a suite of relevant assessments that accurately monitor progress at all levels. • Audit the resources we currently have in school and nursery and purchase additional resources if required. • Ensure Maths Recovery approaches inform teaching practice from beginning of session. • Work with staff to formulate a template for a high-quality maths lesson. • Work with nursery staff to develop a shared understanding of what a high-quality numeracy experience is. 	<ul style="list-style-type: none"> • Forward plans will provide evidence for breadth, depth, challenge, progression. • Professional Dialogues will reflect work being completed in class, attainment data and interventions in place • Teacher judgements and assessment results will show improved attainment. (2% throughout the school) • Staff will work together to produce agreed expectations for and structure of a numeracy lesson. • Written notes from peer visits and classroom visits will show there is consistency of approach. • Feedback from parents who attend the maths recovery 	<p><i>Sharon Alexander (school)</i></p> <p><i>Rachel Gorman (nursery)</i></p>

for improvement and ensure consistency of approach throughout the school.	<ul style="list-style-type: none"> • There will be a smoother transition in Early Level Numeracy between Nursery and P1 • Parents will be aware of the numeracy approaches we use. • Attendance at PEEP sessions will be at least 6 parents. • You+Me maths workshops will increase parents' confidence for numeracy. • An updated position statement will accurately reflect what maths and numeracy looks like in our school. 	<ul style="list-style-type: none"> • Give staff time to implement this and embed it into their daily practice. • Provide a maths recovery session for parents. • Introduce PEEP sessions for nursery parents and ensure maths is a focus for some of these. • PT to attend You + Me training and implement sessions for parents. • Peer visits and classroom observations to evaluate consistency of approach and expectations. • Nursery staff working closely with P1 teacher on peer observations to ensure consistency throughout early level. • Evaluate the interventions in place for maths to ensure all children are receiving appropriate support. • Use the work completed to update the Maths and Numeracy Position Statement. 	session, PEEP or You + Me sessions will provide insight into their understanding and information on any further input required.	
Progress and Impact				Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda
<ul style="list-style-type: none"> • We have been using new, local authority planners throughout the school since August 2024. We have regularly discussed these and have evaluated the resources available to us against them. As a result, we purchased new Heinemann assessment resources for 2nd level. This provides the evidence required to show breadth, depth and appropriate pace. • Maths recovery approaches are used by almost all staff where appropriate. We also have a member of staff who has completed the White Book Training and used strategies for some identified children. Unfortunately, due to staffing and ASN, there were no other maths interventions offered this year. • Staff worked together to formulate and agree upon the template of a high-quality maths lesson, and this is followed in all classes. • Although we did not manage Perr Visits, as part of the Peer School Review process, teaching staff met with staff from Neilsland and Loch primaries to discuss good practice and share resources. Some staff now have email 				<ul style="list-style-type: none"> • <i>Peep sessions will be organized again next session. We will use the first round to allow parents to build relationships, then introduce curriculum-based input for the second round.</i> • <i>You + Me will run again in Term 1 of next session.</i> • <i>Maths interventions to be introduced next session if staffing allows.</i>

groups set up to keep in touch and continue sharing resources. All staff agreed the opportunity to meet with staff from other schools was beneficial. They felt discussing common issues and sharing solutions saved time for them all. There is also evidence of peer support and discussions around high-quality teaching in our CAT minutes.

- A member of nursery staff spent time in P1 observing and supporting maths lessons and fed this back to other staff. Nursery staff have referred to a number of documents such as 'Core Provision Standards', their own agreed expectations for the playroom and CI and HMiE documents to evaluate the playroom and outdoors to ensure maths and numeracy are offered in all areas.
- Nursery PEEP sessions took place in Term 2. A member of staff completed the training and organized the sessions. There were only 2 parents who attended but both felt the opportunity to get together and discuss various aspects of parenting was beneficial.
- Two maths recovery sessions were offered to parents in February and April. Whilst only a few parents attended both, the feedback was positive. Children from each class attended to share how they used maths recovery in their class and the children really enjoyed sharing this with adults and other children.
- Parents were consulted about events they would like to attend. There were 76 responses. 47.4% of parents responded that it does not suit them to attend curricular events. Just under 40% said afternoons suited better so we will keep this in mind for next year. The most popular curricular event was digital technologies, so we'll consider how to bring other curricular areas in with this. When asked to suggest planned activities, respondents mainly suggested fun activities and fund-raising events.
- The PT completed the training for You + Me sessions in June 2024 and ran 6 sessions in Term 2. These were attended by 3 parents (7 pupils). The feedback for this was positive and some parents were keen to repeat the course.
- We planned a second session for term 4 but some parents were late with their responses. We have a list of around 7 families who are going to complete the You + Me course in term 1 of next session. This does not include parents of new P1s and we will encourage them to attend.
- The school's Maths and Numeracy Position Statement is in the process of being updated to reflect the changes and improvements made this year.
- Based on most recent data, attainment in maths and numeracy throughout the school has increased by 1.5%.

- *Updated position statement to be shared with stakeholders in term 1 of new session.*
- *We now have 21 children who are not on track for maths and numeracy. 7 of these children are 'amber'. We will focus interventions on trying to get these children on track whilst monitoring the progress of the remaining 14 and ensure this is maximized.*
- *5 of our children are recorded as making satisfactory progress for maths and numeracy. We will prioritise these children for intervention to improve this level of progress.*
- *Ensure all staff are using maths recovery strategies.*

Strategic Priority 2 **Improvement Planning** and **Standards and Quality Reporting** for 2024/2025

To further embed our nurture practices by implementing the Circle Framework and Emotion Coaching. To further develop our inclusive ethos through increasing understanding of UNCRC and the Global Goals These steps will aid our journey to being Attachment Informed Trauma Sensitive accredited.

<u>NIF Priority (select from drop down menus)</u> Placing the human rights and needs of every child and young person at the centre of education <u>NIF Driver</u> School and ELC improvement Teacher and practitioner professionalism	<u>SLC Priority (select from drop down menus)</u> Ensure inclusion, equity and equality are at the heart of what we do Empower learners to shape and influence actions on sustainability and climate change	<u>SLC Stretch Aims</u> ACEL Primary – Literacy – P1, P4 & P7 combined ACEL Primary – Numeracy – P1, P4 & P7 combined	<u>HGIOS?4 QIs (select from drop down menus)</u> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability <u>HGIOELC QIs (select from drop down menus)</u> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing children’s progress 3.3 Developing creativity and skills for life and learning	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
It is now 2 years since we achieved our Nurturing Schools Award, and it is important we maintain this level of practice. There are several approaches/interventions recommended by the local authority and we will work towards implementing these in the school to ensure our service is inclusive and supportive for all children. As a school	<ul style="list-style-type: none"> Children displaying distressed behaviour will have a range of strategies available to them: nurture groups, nurture lunchtime clubs, regulation stations, blue cog box resources, emotional check-ins every day. Emotion coaching will be used throughout the school to help children learn how to deal with emotions. Children will show an awareness of how to discuss incidents and explore their feelings. They will be able to make suggestions for ‘next time’. Classrooms and playroom will be evaluated using the circle 	<ul style="list-style-type: none"> All staff to be trained in Emotion Coaching then agree on a plan for incorporating this into practice (November inservice) All staff to be trained in the Circle Framework Approach and Up,Up, and Away for nursery. (November inservice) All classrooms to be evaluated against the criteria in the Circle Framework and improvements made. Playroom to be evaluated against the criteria in Up,Up and Away and improvements made. Children to be identified who would benefit from Circle 	<ul style="list-style-type: none"> GMWP Results and evaluations Consultations with children Circle Framework Evaluations and action plans Identified strategies for all children who display distressed behaviour (staged intervention & PPRUDB paperwork) Children will show an understanding of the regulation stations and access these when required. (observation and conversations with learners) Assembly plans will reflect coverage of UNCRC and Global Goals. Parent feedback after open afternoon workshop will provide 	<i>Jennifer Bradford & Kirsty Bailie (school)</i> <i>Barbara Slater (nursery)</i>

community, we already share an established understanding of sustainability on a local level. The Rights of the Child and Global Goals will be used to extend this understanding whilst promoting the importance of every single person working together to achieve these.	<p>framework and therefore be more inclusive.</p> <ul style="list-style-type: none"> • Circle framework principles will be used for identified children who will be supported to maintain time in class. • GMWP results will show that most children score 8-10 for all areas and there will be supports in place for those scoring less than 8. • Almost all children will be able to discuss most of the UNCRC and Global Goals and how these relate to them. • Achieve at least the first 2 pledges for Attachment Informed Trauma Sensitive Accreditation. 	<p>Framework Focus in school and nursery.</p> <ul style="list-style-type: none"> • Parent workshop to be provided to raise awareness of strategies in place and resources we have. • Regulation stations to be researched and created (in consultation with children). • Nurture resources within classrooms to be audited and renewed/replaced if required. (Blue Cog Boxes, Safe Spaces, Emotional Check-ins) • UNCRC and Global Goals to be the focus for assemblies throughout the year. • UNCRC and Global Goals to be incorporated into the Curriculum Rationale. • Nursery to incorporate UNCRC and Global Goals into their practice. 	<p>an insight into their level of understanding and information on any further steps required.</p>	
Progress and Impact				Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda
<ul style="list-style-type: none"> • <i>Almost all staff have received training on Emotion Coaching and either the Circle Framework or Up, up and Away.</i> • <i>Of the staff who attended, all bar 1 agreed or strongly agreed that Emotion Coaching positively impacted their practice. One staff member selected 'strongly disagree' but given they went on to say they used it for playground disputes, this might have been a mistake.</i> • <i>Most comments about emotion coaching were positive but there were questions around what to do if children do not respond to it. This will be discussed with staff at the beginning of next session.</i> • <i>All staff who attended the Circle Framework and Up, Up and Away training agreed it had a positive impact on their practice. Children are identified for focus for next session.</i> • <i>Quote from member of staff: It sharpened my focus with regards to the physical lay out of my classroom and the accessibility to resources etc. I was able to make sure that I had all the relevant areas/spaces to help ensure my classroom was fully accessible to all.</i> • <i>Due to the poor attendance at the maths workshop for parents, we decided to repeat that instead of doing the attachment workshop but will ensure this is done next session.</i> • <i>Our regulation station is resourced and in use. Identified children can access this when they require it. There are 2 main options - a sensory den where they can desensitize and have some quiet time or some puzzles that they can</i> 				<ul style="list-style-type: none"> • <i>Complete a quick refresher for Emotion Coaching and Circle Framework/ Up, Up and Away at August inset to ensure this practice continues.</i> • <i>Attachment session for parents to be held next session.</i> • <i>Continue the work on UNCRC and Global Goals in school and nursery.</i> • <i>In GMWP, focus on Autonomy (agreed guidelines for target setting will support this) and Healthy and Safe (cover anti-bullying through assemblies in Term 1).</i>

use to focus their brains to help when they are feeling overwhelmed. We also restocked the blue cog boxes in all classes. The pupil council consulted the children and each class chose the resources they wanted in their box.

- All classes offer a daily emotional check-in (can be used more often for identified children) and a safe space.*
- Throughout the year, UNCRC and Global Goals have been a focus for assemblies and the Global Goals have been incorporated in our science and social studies overview. Children are becoming more confident when discussing these.*
- In nursery, the staff have been working within the learning community to develop their understanding for Children's Rights and the Global Goals and how to incorporate these into their practice. UNCRC articles are displayed throughout the playroom, there is a floor book dedicated to learning about them,*
- The nursery has a display to share what they are learning with parents/carers. 2 different rights are the focus each month.*
- Buddy the Bear goes home with the children along with his book about the rights to help raise awareness of them.*
- The nursery children still lack confidence when discussing their rights and this work will continue next session.*
- Children's HWB is monitored twice a session using GMWP. Staff analyse the results and put strategies in place for children who score below 30. This is recorded and progress is noted when we repeat the questionnaire in May.*
- This year, results throughout the school improved. Children scoring low for Agency fell from 14% to 6%, affiliation fell from 19% to 8%, Autonomy fell from 20% to 11% and Healthy and Safe fell from 15% to 10% indicating that the identified strategies for individual children are effective.*
- We have recently achieved the second piece of our jigsaw in our journey towards Attachment Informed, Trauma-Sensitive Accreditation. We have achieved the 'See the Whole Person' pledge.*
- The feedback from the assessors highlighted good practice such as our 'handle with care' cards and our use of the GMWP questionnaires. It stated they had no hesitation in awarding us the pledge.*

- Continue to work towards the next pledge for Attachment Informed, Trauma-Sensitive accreditation.*

Strategic Priority 3 **Improvement Planning** and **Standards and Quality Reporting** for 2024/2025

To work with staff, pupils and parents to further enhance the digital literacy and computing science curriculum throughout the school and nursery.

<u>NIF Priority (select from drop down menus)</u> Improvement in skills and sustained, positive school-leaver destinations for all young people <u>NIF Driver</u> Curriculum and assessment Parent/carers involvement and engagement	<u>SLC Priority (select from drop down menus)</u> Support children and young people to develop their skills for learning, life and work Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy	<u>SLC Stretch Aims</u> ACEL Primary – Literacy – P1, P4 & P7 combined ACEL Primary – Numeracy – P1, P4 & P7 combined	<u>HGIOS?4 QIs (select from drop down menus)</u> 2.3 Learning, teaching and assessment 3.3 Increasing creativity and employability 2.2 Curriculum <u>HGIOELC QIs (select from drop down menus)</u> 2.3 Learning teaching and assessment 3.3 Developing creativity and skills for life and learning 2.2 Curriculum	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
A secure knowledge of Digital Literacy and Computing Science will prepare our children for life and work. This is a fast-paced area of the curriculum, and advances are happening all the time. It is imperative that as a profession, we keep abreast of the latest technology and how this can enhance our curriculum. This has been a CCC focus in	<ul style="list-style-type: none"> We will have a comprehensive 3-year rolling program for Digital Technologies. Children will have knowledge of and access to a variety of digital literacy resources that can be used throughout the curriculum. All teaching and nursery staff will have experience of teaching computing science. We will achieve our Digital Schools Award before Christmas 2024 	<ul style="list-style-type: none"> Every child will receive 90minutes of high-quality digital learning every week. Start using the SLC Technologies Progression Planners alongside the Education Scotland Technologies planners to ensure breadth, depth, challenge and progression. Staff training throughout the year will provide staff with the knowledge and confidence to take advantage of the children's digital literacy skills to enhance their learning across the curriculum. Term 1: Teaching staff will be supported to plan and deliver a 	<ul style="list-style-type: none"> Forward plans will show evidence of breadth, depth, challenge and progression Records of classroom visits will provide evidence of digital literacy being used effectively in a variety of curricular areas. Minutes from CAT and Inservice will provide evidence of staff training and support. Parental feedback following the showcase. Digital School Award. Assessments will provide evidence of achievement and progression. 	Sharon Alexander (school) Kathleen Lawrie (nursery)

the school for the last 2 years and after this year, we will have a comprehensive rolling programme that encompasses the 7 principles of CfE. The learning has been transferred into classes to some extent but we understand that Digital Learning needs to become an integral part of our Learning, Teaching and Assessment practices.		<p>series of 3 computing science lessons.</p> <ul style="list-style-type: none"> • Term 2-4: Teaching staff will be supported to introduce the use of at least one new aspect of digital learning each term. • Term 4: Nursery staff will be supported to plan and offer computing science activities. • Digital Leaders to work towards planning a showcase for parents and local business owners in Term 3 to share what we have been doing. • School will apply for the Digital Schools Award in Term 1. 		
Progress and Impact			Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda	
<ul style="list-style-type: none"> • <i>We have now completed year 3 of offering ICT as a CCC subject to ensure breadth, depth and coverage. We have used the SLC and Ed Scot planners. The SLC development officer visited to discuss how we offer digital in the school. Sharon Alexander is going to work with the development officer to work on planners for this subject.</i> • <i>Teaching and Nursery staff have received training and support for using Sphero Indi and AI and all teaching staff have used these resources for at least 3 lessons.</i> • <i>The nursery has extended their use of digital technologies to include Beebots, online maps, time lapse cameras and bird boxes.</i> • <i>Nursery children now all have their own QR code which allows them to add photos to their own learning journals.</i> • <i>Nursery children visited a local business to see how they use digital technologies.</i> • <i>Our digital leaders provided training for all teaching staff on how to use Lego Spike. This has been used by staff in all classes.</i> • <i>Teachers also received training for Teachmate AI in Term 4 and all teaching staff used this to plan some lessons.</i> • <i>Google Training for support assistants was made available throughout the year and support assistants were trained in a range of Google tools such as Drive, Calendar, Docs, Keep, Slides and Classroom.</i> • <i>Teaching staff were also supported to use Sphero Bolt and Adobe Express for class lessons.</i> • <i>The school became the first ever school to achieve all 4 digital awards at the same time! We now have our Digital Schools Award, Digital Well-being, Digital Schools Award Europe and our Equitable Creative Coding Award.</i> 			<ul style="list-style-type: none"> • <i>To work with LA to develop planners</i> • <i>To continue to provide ICT lessons as a CCC provision and support teachers to use what the children learn in their class lessons</i> • <i>To consult parents about digital newsletters to find out what they would like to see in them.</i> • <i>To provide a digital technologies event for parents.</i> • <i>To continue working closely with the parent council to keep our digital provision current and well resourced.</i> 	

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| <ul style="list-style-type: none">• <i>We have shared our journey with the parent council who are arranging events specifically to ensure our digital offering remains current and well provisioned.</i>• <i>Records of classrooms visits evidence the use of digital technologies on all classes.</i>• <i>Young Leaders of Learning shared their digital skills with their peers during the visit to the school.</i>• <i>We have moved to creating a digital newsletter using Book Creator.</i> | |
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PEF Improvement Planning and Standards and Quality Reporting for 2024/25

<p style="text-align: center;"><u>SLC Stretch Aims</u></p> <p style="text-align: center;">ACEL Primary – Literacy – P1, P4 & P7 combined ACEL Primary – Numeracy – P1, P4 & P7 combined Choose an item.</p>						
Rationale for PEF / PB Spend	Allocation of PEF / PB spend	Outcome (Intended impact)	Operational activity	Measures	Mid year review RAG	End of year review RAG
<i>Last year, we started to update the reading books we have available for progression through the reading bands. A lot of the books we had were outdated and in poor repair. After auditing the books we had, we decided all colours from blue upwards needed updating. Last year we updated blue and green and this year we plan to update orange and turquoise.</i>	£1636	<ul style="list-style-type: none"> • High-quality reading resources available to children. • Quality of resources reflects the importance of reading in our curriculum. • Raising the profile of reading resources with the children will help us in our bid to become a reading school. 	<ul style="list-style-type: none"> • Order new sets of books for orange and turquoise bands 	<ul style="list-style-type: none"> • We will achieve our Bronze Level Reading Schools Award • Children will have a wide range of texts to use to develop their reading. 	A	A
<i>We have allocated a budget to fund regulation stations, upgrading our school libraries and resourcing the upper</i>	£3000	<ul style="list-style-type: none"> • 2 Regulation stations will be available to children who require this support • Our libraries will be improved 	<ul style="list-style-type: none"> • Create action groups with children. • Allow children time to consult with the rest of the school, complete research and prepare a bid. 	<ul style="list-style-type: none"> • Pupil consultation results • We will achieve our Bronze Level Reading Schools Award 	A	G

<i>school for play/STEM. Each of these areas will be researched by children who will then submit bids for funding to complete these pieces of work.</i>		<ul style="list-style-type: none"> <i>Upper classes will have access to at least 2 new resources that can be used for play and STEM activities.</i> 	<ul style="list-style-type: none"> <i>Listen to bids and allocate budget to each group.</i> <i>Support children to spend budget and carry out their plans.</i> 			
<i>Practical Maths Materials: Maths and numeracy is one of our priorities this year and maths recovery will be rolled out throughout the school. One of our identified tasks is to audit resources to ensure these are fit for purpose.</i>	<i>£415</i>	<ul style="list-style-type: none"> <i>All classes will be suitably resourced for maths lessons.</i> <i>There will be consistency in the teaching of maths throughout the school.</i> 	<ul style="list-style-type: none"> <i>Audit current maths resources and identify anything resources required to ensure effective implementation of maths recovery.</i> <i>Purchase resources.</i> <i>Ensure all staff know how to use the new resources.</i> 	<ul style="list-style-type: none"> <i>Peer visits and classroom visits</i> <i>Maths attainment will improve by 2%.</i> 	<i>G</i>	<i>G</i>
<i>Digital Technology has been identified as a priority for the school to ensure we are preparing children appropriately for the world of work. We have allocated 90minutes per week to digital learning. Supports will be in place to ensure this learning is transferred into other areas of the curriculum. The school has registered for its Digital Schools Award and expect to achieve this before Christmas. Competence with</i>	<i>£5800 (chromebooks) £2200 Computing science resources</i>	<ul style="list-style-type: none"> <i>Digital Literacy will be used throughout the curriculum.</i> <i>All staff will teach computing science at some point during the year.</i> 	<ul style="list-style-type: none"> <i>Chromebooks are being purchased in order to maintain the number we currently have (1 chromebook to 2 pupils)</i> <i>Computing science resources will be purchased.</i> <i>Staff will be trained to complete a series of 3 computing science lessons.</i> 	<ul style="list-style-type: none"> <i>Achieve Digital Schools Award</i> <i>Digital Learning Assessments</i> <i>Feedback from Staff</i> 	<i>G</i>	<i>G</i>

<i>digital technologies will have improved for all pupils and staff by the end of the year.</i>						
<i>The school values the impact the support assistants have on attainment and HWB of pupils. This year, our allocation was reduced and therefore have allocated funds to maintain the current level of support. This will be used to allow the 5-minute box continue to be used as an intervention as this has provided positive results previously.</i>	<i>April – August (2 days per week) £3359 August – March (5 days per week) £14675</i>	<ul style="list-style-type: none"> <i>Whilst maintaining support required in all classes for behaviour and attainment needs, there will also be time for focussed 1-2-1 support for children who would benefit from Stage 2 interventions and Nurture.</i> <i>We are hoping to increase attainment by 1% in maths and 2% in literacy.</i> 	<ul style="list-style-type: none"> <i>Children identified through discussions with teachers.</i> <i>Interventions such a NELI, 5-minute box and catch-up literacy and numeracy will be implemented regularly.</i> <i>Progress monitored, recorded, and celebrated</i> 	<ul style="list-style-type: none"> <i>Teacher judgements</i> <i>Attainment figures</i> <i>Intervention assessments</i> 	R	R
<i>Nurture has been identified by the school as being an effective HWB intervention to support children who have suffered adverse experiences. PEF has been used to supply a Nurture trained teacher 0.2 to allow nurture groups to run effectively within the school for 2 afternoons per week. The school currently has a Nurturing Schools Award and will now begin to work towards</i>	<i>£1500 (we only managed 6 days of this in Term 4. At that point one of the teachers went on maternity leave and we had to use the staff to cover that. We managed to maintain the nurture classes with trained support staff, and this is the plan for next session.)</i>	<ul style="list-style-type: none"> <i>All children who have been identified as requiring nurture will be part of a group and receive nurture at least once a week. Of the children who attend nurture, 80% of them will achieve all their nurture specific targets with the rest achieving at least one of their targets.</i> <i>Nurture lunchtime clubs will run regularly to provide extra support as and when required.</i> 	<ul style="list-style-type: none"> <i>Nurture groups will run on a Tuesday and Wednesday afternoon.</i> <i>Lunchtime clubs will run for P1-3 and P4-7 weekly</i> <i>School will work towards the Local Authority Attachment Informed Trauma Sensitive Accreditation and achieve at least the first 2 pledges.</i> <i>Nurture ambassadors will work in school to maintain profile in classes and at assemblies.</i> 	<ul style="list-style-type: none"> 	A	A

<i>the Local Authority Attachment Informed Trauma Sensitive Accreditation.</i>						
<i>Participatory Budget TBC</i>	<i>£1715</i>	<i>•</i>	<i>•</i>	<i>•</i>	<i>A</i>	<i>G</i>
	TOTAL SPEND (incl carry forward) £34300					

<i>Progress and Impact</i>	<i>Next Step(s) and rationale to inform PEF spend session 2025/2026.</i>
<p><u>January Update</u></p> <p><i>£1636 for books: Although we have not ordered reading books, a need for additional maths textbooks arose due to the use of the new planners and therefore £915 was used for this. Balance: £721</i></p> <p><i>£3000 for libraries, regulation stations and STEM: We now have a regulation station (£570.76) Following consultation with our YLL, we bought Kapla and Make-do for the upper classes £1146.43 Balance: £1282.81</i></p> <p><i>£5800 for Chromebooks: These only cost £4753 Balance (£1047)</i></p> <p><i>£2200 for Computing Science: Sphero Indi £1079.92, Lego Spike £1104.95 Balance £15.13</i></p> <p><i>£415 for Practical Maths: Consulted with staff on resources required for Maths Recovery.spent £411.70 Balance £3.30</i></p> <p><i>Miscellaneous: Easimaths Subscription £455, GL Reading Assessments £135.65</i></p> <p><u>End of Year Update:</u></p> <ul style="list-style-type: none"> <i>New reading books were purchased for orange and turquoise bands. When considering books to order, we ensured a diverse range of books were chosen. This increased the provision we have that reflects different cultural backgrounds, a range of family structure, females in STEM and main characters with a variety of disabilities.</i> <i>We did not apply for a Reading Award due to staffing and time constraints.</i> <i>The regulation station is up and running and available to identified children. Regulation resources in classes were also renewed. GMWP results indicate that HWB has improved in all 4 areas of the consultation.</i> <i>All classes have access to maths recovery resources and maths attainment has increased by 1.5%</i> 	<ul style="list-style-type: none"> <i>Reading has been identified as a priority for next session.</i> <i>Many of our plans did not come to fruition this year due to unexpected changes in school context. Therefore, most of next year's funding will be used to provide additional staffing that allows support to be provided and interventions to take place.</i> <i>Consider how progress in Easimaths is monitored and raise the profile of this with children to ensure</i>

<ul style="list-style-type: none"> • Computing science resources were purchased; staff were trained on how to use them and all staff delivered ICT lessons using a new resource each term. All children have access to a Chromebook throughout the day. Every class has their own Chromebook trolley with spares available from the ICT classroom if all children need access at the same time. We currently have 120 Chromebooks for 125 children. • We purchased one new Promethean Board as part of our longer-term plan to replace all the interactive boards in classrooms that are becoming outdated and starting to require repairs. Interactive boards are used in a variety of ways in all classes throughout the school day. • Planned interventions such as NELI, 5-minute box and Word Wasp/Hornets did not happen due to unexpected changes in school context. Some of the money allocated towards SSA was redirected to provide teachers for an extra 2 days per week for the last 6 weeks of term 3. These teachers focused upon 3 groups of children from P1/2, P2/3 and P3/4 and worked on reading and writing common words. All children in P1/2 and P2/3 made very good progress and almost all children in P3/4 made very good progress. • Although nurture did not run as planned, the school has now achieved their first two pledges in their Attachment Informed, Trauma Sensitive Practice and nurture is still an integral part of daily practice in all classes. • Nurture ambassadors have worked to gather the evidence required for the pledges, have presented at some assemblies and also presented at the 'Hear our Voice' pupil event at SLC headquarters where they shared information about our 'Mindful Mornings' and 'Soft Starts' at the beginning of each day. • The pupil council led a consultation where all stakeholders were given the opportunity to suggest how the PB was spent. The most popular idea was trips. All children enjoyed one school trip that did not cost parents/carers anything. • Our Easimaths subscription was renewed. All children have daily access to Easimaths. 	<p><i>impact is measured and positive.</i></p>
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Learning Community Priority: **Improvement Planning** and **Standards and Quality Reporting** for 2024/2025

As a staff, we will consider our own Racial Literacy and how we can improve our anti-racist curriculum and ensure equality and inclusion.

<u>NIF Priority (select from drop down menus)</u>	<u>SLC Priority (select from drop down menus)</u>	<u>SLC Stretch Aims</u>	<u>HGIOS?4 QIs (select from drop down menus)</u>
Placing the human rights and needs of every child and young person at the centre of education <u>NIF Driver</u> School and ELC leadership School and ELC improvement	<u>Ensure inclusion and equality are at the heart of what we do</u>	<u>Choose an item.</u>	3.1 Ensuring wellbeing, equality and inclusion Choose an item. Choose an item.

Rationale for strategic priority	Outcome	Operational activity	Intended impact (measures)	School Lead
<p>All stakeholders across the school are improving their understanding of racism and equality to support them to reflect on their own positionality and take an active stand against racism.</p> <p>All pupils should be able to see themselves reflected in the school's curriculum.</p>	<p>The promotion of respect for all.</p> <p>A curriculum that better reflects the wider world.</p> <p>Developing critical thinking, developing relationships and taking responsibility in pupils which will develop in them the courage to challenging discrimination.</p>	<p><u>.1 Ensuring wellbeing, equality and inclusion</u></p> <ul style="list-style-type: none"> Learning Community CLPL/CAT session with J Hamilton -Date tbc. CLPL activities for staff to increase understanding of racial literacy and their individual roles within anti-racist education. A process of decolonising the curriculum will begin by ensuring that the texts read across the school reflect all young people within our learning community and pupils' local context. Other areas of the curriculum will be audited to find scope for broadening perspectives. (Complete Audit) Assemblies will continue to focus on Rights, Values and SHANNARI with a Anti-Racist education contest. <p><u>2.5 FAMILY LEARNING AND PARTNERS</u></p> <ul style="list-style-type: none"> Raise parental awareness of the anti-racist agenda in Scottish Education and how this look in their child's school. <p><u>1.5 MANAGEMENT OF RESOURCES</u></p> <ul style="list-style-type: none"> Throughout the curriculum an audit of minority representation in resources i.e. book, instruments, dressing up, cooking utensils across the school/classes. Purchase appropriate resources from audit to promote positive representation across our school community. Encourage use of resources available through SLC. 	<p>All stakeholders</p> <ul style="list-style-type: none"> Pre and post questionnaires will demonstrate an increased awareness and understanding of the anti-racist agenda within Scottish Education and their Racial literacy will be improved. Improved recording of race-related incidents. Resources used across the curriculum will begin to reflect a greater diversity. 	

Progress and Impact	Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda
<ul style="list-style-type: none"> The questionnaire was completed by 13 members of staff prior to our initial session with Jen Hamilton. The results highlighted a real disparity in the understanding of what the school currently does along with the need to consider our curriculum and approaches to ensure they are more inclusive. All staff have now completed the Level 1 LGBT learn online course by LBGTEducation.scot and we have requested the Level 2 input. We have started the process of ensuring our reading resources are more diverse. The introductory session with Jen Hamilton was well received and as a result, staff have identified this as a priority for focus next session. 	<ul style="list-style-type: none"> Post questionnaires will be completed at the end of session 2025/2026 to allow time for collegiate working and research to have an impact on our practice. Level 2 of LGBT Education course completed Continue to decolonize and diversify our resources and curriculum. This will be a school priority for next session and will continue to be part of the work we do with the learning community as well. Ensure all staff who have not yet completed the questionnaire do so at the beginning of next session.

Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
To continue to implement play pedagogy in the infant classes and consider how this can be extended throughout the school as the children progress (P1-P4) Nursery staff to work together to create a position statement about the approaches used in nursery.	Maigan Reid (Lead Practitioner) Teaching Staff Support Staff Nursery Staff	Session 2024 2025
To continue the work started on assessment throughout the curriculum. We will work with the new Assessment Position Statement and amend as required. Assessments for other curricular areas will be moderated regularly to ensure relevance. Teacher judgements for other curricular areas will be introduced into T&M. Writing assessments will also be the focus for moderation due to a fall in writing attainment this year (80% in June 2023 to 76.3% in June 2024). We will look to evaluate reasons for this in preparation for having writing on the improvement plan for session 2025-2026.	Jennifer Bradford (Lead) Teaching Staff Nursery Staff	
Young Leaders of Learning will continue to work with PT. Next steps they identified from work this year will be implemented: a group will be created to lead Reading Schools and Skills Awards will be considered and implemented.	Sharon Alexander (Lead) Young Leaders of Learning Group LC Schools	

Monitoring attendance and working with families to improve this will be a focus for the HT. The school average is currently 94.5% and the aim is to have this increase to above 95%	Jennifer Bradford (HT)	
Staff will continue to deepen their understanding of the data available for their class and how to use this using the 'Fact, Story, Action' scaffold and through professional dialogues discussions. We will focus on areas where attainment drops and look at how to provide support to minimise this.	Jennifer Bradford (HT) Sharon Alexander (PT) Teaching Staff	
To further develop our target setting books so children are asked to record the skills they will be using in order to achieve their targets. The target setting is currently for maths/numeracy. We will also include reading targets in this next session.	Jennifer Bradford (HT) Sharon Alexander (PT) Teaching Staff	
Provide a workshop for parents which will help them develop a better understanding of the Skills Framework and how we are using it.	Jennifer Bradford (HT) Sharon Alexander (PT)	