**Strategic Improvement Priorities over 3-year cycle Timescale: 2022-25**

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| Strategic Priority | Year 1 (22-23) | Year 2 (23-24) | Year 3 (24-25) |
| 1. | *New Head Teacher to complete stakeholder analysis in preparation for year 2 of Vision, Values and Aims.* | ***Curriculum Development and design: Redesigning Spittal PS & NC Curriculum; Vision, Values and Aims; and continue to develop: Play Based Learning, Outdoor Learning approaches and Health and Wellbeing supports/strategies to pupils/parents.*** | *To introduce and track skills-based learning at all levels.*  *Continue to develop Curriculum mapping – further 3 curricular areas.*  *Implement Developing Young Workforce priorities.*  *IOC/VSE – whole school involvement to inform self-evaluation processes.*  *Create increased opportunities for Parental Partnership across the curriculum.* |
| 2. | *Continue to implement a writing programme which provides consistency, structure and balance and increases teacher confidence in writing pedagogy, teaching and learning, raising attainment in Writing across the school.*  *Explore ‘Reading School’ Programme for accreditation/action planning.* | ***Increase attainment within Literacy:***  ***a) Writing: through developing consistent approaches to planning, assessment and moderation (within and across the learning community).***  ***b)* *Continue to further develop pupil engagement in Reading for Pleasure through the ‘Reading Schools’ programme.*** | *Review and evaluate Spittal’s Reading and Writing programmes of study and make necessary adaptations following stakeholder feedback.* |
| 3. | *N/A* | ***Increase attainment within Numeracy and Mathematics:***  ***Devise a plan for roll-out of ‘Maths Recovery’ following whole-staff training.***  ***Develop curriculum pedagogy and planning through exploring and implement new scheme(s) of work.*** | *Improve the quality of learner experiences by offering consistent, high-quality teaching to ensure suitable challenge, differentiation and pace within Numeracy and Mathematics, underpinned by effective assessment approaches.* |
| 4. Nursery | *Enhance Outdoor Area*  *Enhance the lending library programme to include story sacks and introduce Family Learning.*  *Planned daily activities to include use of digital technologies.* | ***1.Create high quality learning and teaching through a rigorous programme of Quality Assurance.***  ***2.Build community: involving families and expanding community links with Spittal NC.***  ***3.Developing our approach to planning, tracking, target setting – including providing opportunities for children to be involved in ‘risky play’, outdoor learning approach and refined approach to Happy, Healthy Lunchtimes in Spittal.*** | *Create an action plan based on Care Inspectorate visit of session 23-24, self-evaluation exercise throughout Nursery session(s) 22-23 and 23-24.* |

**Context of school**

Spittal Primary School and Nursery Class is a non-denominational school situated in the area of Spittal, Rutherglen, South Lanarkshire.

The new school building opened in December 2012 and offers accessible accommodation which is designed for Education in the 21st Century, ensuring a positive learning environment for all learners.

The current school roll is 156 pupils which is split over 7 classes. The nursery class holds up to 40 children who have had the opportunity of being in nursery from 9am – 3pm each day as part of Scottish Government’s pledge for 1140 hours in Early Learning and Childcare.

Staffing consists of the Head Teacher, 1 Principal Teacher, 7 teachers and 6.5 support staff. 5 members of support staff work throughout the school supporting various children with learning and teaching whilst we also have 1.5 members of support staff offering clerical support. The nursery has a Nursery Team Leader, 6 Early Years Workers (6 FTE) and 1 Early Years Support Worker.

Spittal Primary School receives Pupil Equity Funding of £64,900 for session 23-24. In session 22-23 - 68.3% lived in an area within SIMD 1 or 2, 21.8% within SIMD 3 (91.1% SIMD 1-3), meaning only 9% of our school roll live within SIMD 4-10. 37% of our school pupils – 57 pupils were in receipt of Free School Meals, 79% of our school roll either live in SIMD 1 or 2 and/or in receipt of Free School Meals. These figures are significantly higher than SLC or national levels. 44 pupils are in the school through placing requests representing 28% of our total pupils.

Spittal Primary has high expectations and aspirations for all its learners and the staff work effectively as a team and with partners to ensure that we provide the very best learning experiences for all of our learners which will raise attainment consistently, ensuring that our pupils develop as successful learners, confident individuals, responsible citizens, and effective communicators. We aim to nurture happy and confident children who will be successful and will contribute positively to the wider community.

At Spittal Primary and Nursery, our school motto is ‘We **SHINE** like Spittal Stars!’ and we have five core values that all start with the individual letters of **SHINE**. These are **S**afe, **H**appy, **I**nspiring, **N**urturing, **E**xcellence and Equity. We aim to promote these at all times through our culture and ethos. Both the school values and motto underpin our whole school ethos, curriculum and learning environment.

Spittal Primary and Nursery Class is part of the Stonelaw Learning Community and we have developed strong links to enhance transitions and extend opportunities for pupils, particularly. The school also enjoys strong partnerships with for example the Chaplaincy Team, Tesco Burnside, The Harry Heaney Day Centre, Active Schools, Operation Play (Outdoors), and Shops in/around Kyle Square. A significant part of learning & teaching involves working alongside these partners. The school is proud to hold a Silver Sports Award and is looking forward to achieving the gold award in the near future, we are also the proud owners of 5 Eco Green flags as a result of our ongoing focus on sustainability and have recently attained Silver Reading Schools status.

Strategic Priority 1 Improvement Planning and Standards and Quality Reporting for 2023/2024

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| **NIF Priority (select from drop down menus)**  Improvement in skills and sustained, positive school-leaver destinations for all young people  **NIF Driver**  School and ELC improvement  Parent/carer involvement and engagement | **SLC Priority (select from drop down menus)**  **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** | **SLC Stretch Aims**  **ACEL Primary – literacy – P1, P4 & P7 combined**  **ACEL Primary – numeracy – P1, P4 & P7 combined** | **HGIOS?4 QIs (select from drop down menus)**  2.7 Partnerships  1.3 Leadership of change  2.2 Curriculum  **HGIOELC QIs (select from drop down menus)**  2.7 Partnership  1.3 Leadership of change  2.2 Curriculum | | |
| **Rationale for strategic priority** | **Outcome (Intended impact)** | **Operational activity** | **Measures** | | **School Lead** |
| 1.Need to update Spittal PS and NC curriculum in light of the launch of SLC ‘Framework for the Curriculum’ and the refreshed narrative policy reform. Work in partnership with colleagues across the  **Stonelaw Learning Community** to develop our curriculum rationale which is relevant to our individual school journey.  2.Consult and potentially refresh school’s Vision, Values and Aims following a change of HT – needed since this has not been reviewed with stakeholders since pre-inspection 2015.  3.From 22-23 S&Q it was decided that **Play Based Learning** and **Outdoor Learning** should continue into the 3rd year of SIP cycle to continue to embed within the Spittal PS and NC Curriculum.  4. **As a Learning Community**, we are aiming to develop the capacity of staff to support the health and wellbeing of all pupils and families which is relevant to our individual school plan. | Through stakeholder analysis – Staff, parents, partners and pupils will have had the opportunity to positively impact on the creation of a Curriculum fit for Spittal PS&NC and its community.  By June 2024, identified areas of the curriculum will be reviewed and refreshed to reflect current education policy/reform and will promote creative and innovative approached that underpin the 7 principles of curriculum design, lead our learners to develop the 4 capacities and develop approaches within the 4 contexts of learning.  By June 2024, identified areas of the curriculum will be supported by robust planning formats and learner pathways that support and challenge children and ensures progression.  Learner pathways will provide the highest quality teaching and learning and ensure pupils are provided with inspiring and motivating experiences and opportunities to develop skills for learning, life and work.  The school’s motto, vision, values and aims reflect the school and its uniqueness including setting high expectations and aspirations for our learners, staff, parents and partners.  Nursery-P3 staff will continue to fully embed a PBL approach in their classrooms and in the outdoor environment.  Play will have a positive impact on attainment within P1/2 specifically with pre and post data comparison.  Children will have increased opportunities and understanding of learning in the outdoors, learning about the outdoors and learning to explore outdoors.  Parents will have an increased understanding of the importance of play and outdoor learning through family engagement/learning.  In pupil/parent surveys there will be an improvement from baseline scores (Aug) to June 24 scores regarding pupils/parents identifying school as a safe space.  By end of June 24, 10 targeted pupils will show less distressed behaviours and improvement within their wellbeing – as shown on wellbeing evaluations, GMWP, Boxalls or via SAMH pre/post assessment.  By end of June 24, 2 pupils who are often not in class, will spend most of the time in class.  By end of Oct 23, 2 pupils not attending, will have started to attend school on a more regular basis.  By end of June 24, parent evaluations will show that almost all families feel supported by the school and have had the opportunity to take part in specific programmes/workshops/interventions relating to mental, social and emotional health.  By June 24, Spittal PS and NC will have developed an Eco(Sustainability) and UNCRC Rights of the Child Action Plan.  Rigorous tracking and monitoring of attendance and lateness will result in specific improvement for 12 targeted children.  Increase from 90% (session 22-23) to 93% by June 24.  Poverty related attendance gap reduced from 1.6% (session 22-23) to 1% | 1-Create Spittal PS and NC Curriculum Rationale  -Re-introduce 4 Capacities through class discussions, displays and recognition at assemblies.  -Refresh achievement celebrations at assemblies e.g., Spittal Stars, Values, Curricular/Outside Achievement) including tracking of these at whole-school level.  -Develop 3 x curricular area planning and mapping within a level and across the school (to include composites).  -Consider online/electronic Forward Planning to reduce bureaucracy.  -Engage with EEF and Pedagogy Palette to develop Learning, Teaching and Assessment.  - Develop a shared Spittal ‘Gold Standard’ lesson outline. This should lead to L,T and A policy/position statement creation and what that looks like in Spittal PS and NC.  -Develop skills-based approach through reintroducing Masterclasses/School Committees – led by staff and children (increased pupil voice).  -Robust QA Calendar will be implemented and reviewed with all staff (incl. Nursery)  2-Engage with all stakeholders to revisit Vision, Values and Aims (VVA)  -Launch VVA and brand to ensure all stakeholders are aware and that this is embedded in the daily life of Spittal PS&NC.  -VVA reflected in Spittal Curriculum building/making.  3a. **Outdoor Learning**  -Refresh whole-school understanding of learning in the outdoors, learning about the outdoors and learning to explore outdoors – including nursery experiences.  -Develop Gardening Club for whole-school in partnership with Grow73/Op. Play Outdoors.  -Develop appropriate storage means for outdoor learning resources, equipment, and clothing.  -Outdoor play space to be further developed i.e., playground markings, Trim Trails etc…  -Outdoor learning spaces to be timetabled and developed further.  -Continue outdoor learning week/One Planet Picnic  -Aim for school’s Eco 6th Flag.  3b. **Play Based Learning**  -Continue to ensure Nursery-P3 classrooms are set up with PBL in mind and consider this in P4-7 classes.  - Display boards in classes to be converted to hessian/natural.  -PBL policy created to ensure consistency in practice, working with PBL Working Group in Learning Community.  -Continue to build, organise, and store indoor play resources efficiently, while also building up bank of loose parts play resources for use outside, in line with development of garden/outdoor learning.  -CLPL opps for all staff including SLC strategy for Play Pedagogy.  -Nursery Risky Play – training for all staff and introduce  -Arrange Staff workshops hosted by SAMH  -Facilitate Parent workshops hosted by SAMH  -Peer Supported programme delivered by SAMH and school.  -Initiate and setup ‘Supporting Families: Access to Childcare’ programme in partnership with Family Support Worker beginning with new P1s and siblings.  -Declutter and review HWB curriculum to identify areas of priority and where the curriculum should be enhanced (anti-racism, equalities, RSHP etc…)  -Review and update the PPRUDB and Relationships policy and practice with parents, pupils, and staff – including best practice advice from Trauma Informed Schools, Nurture, Attachment Informed Practice, and Rights of the Child.  -PPRUDB to focus on positive approaches i.e., house rewards/points, recognition events, positive notes/ phone calls, Hot Choc with HT, Golden Table etc…  -Start the journey of Rights Based Learning (RBL) with UNICEF/Rights Made Real accreditation.  -Introduce Drawing and Talking  -Introduce GMWP for tracking and monitoring of HWB, correlating this with Leuven Scale and assessment/achievement.  -Continue to focus on attendance and engage with parents in individualised ways (Barnardo’s Worker and Phase 2 Test of Change with SLC CQIS team)  -Create a calendar of events for parents across all stages to come into school to be more involved in the full life of the school. | Curriculum rationale feedback from stakeholders.  Visibility and understanding of the 4 capacities.  A new rolling-programme of achievements celebrated and tracked.  Newly devised approaches to Planning including mapping of Es and Os across at least 3 curricular areas for all stages.  Pupil surveys show increased enjoyment and engagement across the curriculum.  A shared vision/policy is created and reviewed.  Feedback from pupils with evidence/focus on skills/enjoyment and increased pupil voice.  Quality Assurance Calendar is trialled and adapted to suit staff/SLT and the needs of our pupils/school.  Creation of motto, vision, values and aims.  Branded approach (including marketing) of Spittal PS and NC within the Spittal and wider community - feedback from community re: Spittal PS and its revamped VVA.  Outdoor Learning Policy created by Dec 23.  Questionnaires/surveys.  Pre/Post Play baseline assessment data.  Successful Eco Green Flag application  PBL Policy created by Mar 24.  Questionnaires/surveys.  Learning Community ‘Play Working Group’ action plan, agenda and minutes.  Evaluations from SAMH, Parents, Pupils and Staff.  Termly feedback/review session from staff leading the session and families.  HWB Programme of Study reviewed and evaluated.  Relationships and PPRUDB policy created.  Trauma/RBL accreditation/action plan progress.  Boxall Profile progress.  Record of achievements – tracked in classes/whole-school level.  GMWP completed by all pupils Oct / April/May.  Attendance % and completion of Spittal Individual Attendance Plan.  Parent/carer feedback. | | *HT*  *CTs/SLT*  *HT*  *SLT*  *HT*  *HT*  *PTs*  *HT*  *HT*  *HT*  *Teacher Lead of OL Working Group (PT)*  *NH (CT)*  *RD and HR (PT)*  *RD and HR*  *HT*  *HT*  *SLT*  *SLT*  *HT*  *PT*  *HT / CTs*  *HT / Barnardo’s FSW / CQIS*  *PT* |
| **Progress and Impact** | | | | **Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda** | |
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Strategic Priority 2 Improvement Planning and Standards and Quality Reporting for 2023/2024

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| **NIF Priority (select from drop down menus)**  Improvement in attainment, particularly in literacy and numeracy.  **NIF Driver**  Teacher and practitioner professionalism  Curriculum and assessment | **SLC Priority (select from drop down menus)**  **Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy**  Choose an item. | **SLC Stretch Aims**  **ACEL Primary – literacy – P1, P4 & P7 combined**  Choose an item. | **HGIOS?4 QIs (select from drop down menus)**  2.3 Learning, teaching and assessment  1.1 Self-evaluation for self-improvement  3.2 Raising attainment and achievement  **HGIOELC QIs (select from drop down menus)**  Choose an item.  Choose an item.  Choose an item. | | |
| **Rationale for strategic priority** | **Outcome (Intended impact)** | **Operational activity** | **Measures** | | **School Lead** |
| **1.Writing**  Although attainment in Writing increased last year, during self-evaluation exercises staff feel there are inconsistencies in learning, teaching and assessment, across the school.  During tracking and monitoring discussions it was apparent staff needed clarity with regards to the assessment and moderation of writing within Spittal PS and NC.  Writing attainment is lower than any other curricular area/strand with 78% attaining expected levels.  Year 3 of SIP planning cycle, thorough self-evaluation shows identified next steps in improvement journey.  **2.Reading**  Continue to further develop pupil engagement in Reading for Pleasure through the ‘Reading Schools’ programme, this has been successful thus far, the pupil voice group were encouraged following their silver accreditation and are motivated to expand this.  Research proves that reading for pleasure is central in supporting equity and wellbeing, positively impacting learners' attainment across the curriculum, critical thinking, creativity, empathy and resilience. | **1.Writing**  As a Learning Community moderate to develop a standard and shared expectations -  use the standards within the Es and Os and Benchmarks of Writing to evaluate and monitor learner progress.  Moderation exercises led by class teachers, in school to develop consistency of shared expectations and standards.  By Dec ’23 Writing Working Group will have been developed and have created a consistent approach to writing assessment and updated Writing pedagogy in Spittal PS.  By year end, teaching staff will feel more confident in delivering the Talk for Writing programme.  By Nov’23 (first tracking meeting) all staff will have increased their use of data to identify and implement appropriate interventions to raise attainment in writing.  By June ’24 attainment will continue to increase above 80%, increasing by at least 2%. The reverse attainment gap of 3% will be reduced by 1% to 2%.  By October 2023, Primary 1 pupils will have undertaken a 6-week programme to enhance the development of their early Literacy skills.  **2.Reading**  By Oct ’23 a Reading School Action Plan for 23-24 will have been created and implemented  By Jan ’24 Spittal PS will be applying for Gold Reading Schools status. | **1.Writing**  Quality Assurance/Management:  -Staff working in individual schools to identify targeted children - children at risk of not achieving expected level.  Staff to work within own establishments to discuss pieces of writing with colleagues - using Benchmarks to assess. (2 hrs, Aug-Nov)  -Nov Inset - staff to work across LC with colleagues in similar stages to provide samples of writing from targeted children and prepare writing lesson that they will deliver between Jan – Mar 2024.  -Staff to visit other establishments and carry out peer observations on prepared lessons (Jan-Mar 2024).  -Staff to complete feedback sessions with partner following observation. To be completed by March 2024.  -Teacher Peer/Trio visits.  - Introduce a cycle of jotter monitoring by HT.  -Continue to embed Read/Write tool use as an approach available for all; whilst also targeted to individuals requiring support.  -Re-engage QAMSO support.  -Staff continue to embed T4W approaches within weekly/daily writing.  -Teacher group to be set up to develop a Spittal specific approach to assessing writing – moving away from the Scottish Criterion Scale and revisit writing benchmarks to support assessment and moderation.  -Parent Workshops/Showcases: parents will be invited into class to write with their child. ‘How to help at home’ supports.  -Progressive writing planners to incorporate T4W approaches (Year 3 of SIP cycle).  -Professional judgements in Writing supported by level trackers (benchmarks) incorporated into class Cohort spreadsheets for increased T&M.  -Re-introduce support for specific interventions e.g., IDL Literacy, WordShark, Catch Up Literacy, 5 Minute Box etc…  -Timetabled intervention planned and delivered by additionality and PEF funded teachers.  -Primary 1 teacher and SSA will have completed Foundations of Literacy in Primary 1 Pack (FLIPP) and NELI (Nuffield Early Language Intervention) training and implemented it.  **2.Reading**  -Reading for Pleasure opportunities incorporated into everyday routine.  -Use Reading Schools Framework linked to HGIOS4 to evaluate current progress and develop an action plan for 23-24 session. | Feedback from QA/moderation procedures:   * LC activity. * SLT feedback * Peer feedback   Jotter monitoring/Learning and Teaching consultation feedback – triangulated with data.  Tracking and Monitoring  Parent feedback.  Stakeholder feedback.  ACEL data  Class Cohort Spreadsheet  Progress and Achievement results  Intervention T&M / Pre and post baselines:  Salford / PAST/RWRA/QUEST/SNSA/ NGST/SWST  Reading Schools progress to Action Plan 23-24. | | *All CTs / PT and HT*  *HT*  *HT*  *PT*  *Leader of WG (PT)*  *All CTs*  *PT*  *RD (CT) / AW (SSA)*  *SG (CT)* |
| **Progress and Impact** | | | | **Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda** | |
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Strategic Priority 3 Improvement Planning and Standards and Quality Reporting for 2023/2024

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| **NIF Priority (select from drop down menus)**  Improvement in attainment, particularly in literacy and numeracy.  **NIF Driver**  Curriculum and assessment  Teacher and practitioner professionalism | **SLC Priority (select from drop down menus)**  **Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy**  Choose an item. | **SLC Stretch Aims**  **ACEL Primary – numeracy – P1, P4 & P7 combined**  Choose an item. | **HGIOS?4 QIs (select from drop down menus)**  1.3 Leadership of change  3.2 Raising attainment and achievement  2.3 Learning, teaching and assessment  **HGIOELC QIs (select from drop down menus)**  Choose an item.  Choose an item.  Choose an item. | | |
| **Rationale for strategic priority** | **Outcome (Intended impact)** | **Operational activity** | **Measures** | | **School Lead** |
| Self-evaluation and professional discussions have indicated that as a staff we need to look closer at the pedagogy of numeracy teaching. ACEL data and tracking data also indicates that there is a need to revisit pedagogy and our teaching of Numeracy standards. | By Dec 23, almost all staff will have been trained in Maths Recovery, with this being trialled with targeted approach.  By April ’24, Spittal’s approach to Numeracy and Mathematics will be shared with parents and meaningful self-evaluation will be sought at a parent/child showcase session.  By Jan ’24 all staff will have begun to use/adapt Numeracy and Maths pedagogy to include recent training – based on explored options e.g., Big Maths/ Numicon / Leckie and Leckie resources etc…  By Dec ’23 Numeracy and Mathematics Working Group will have been developed and have created a consistent approach to numeracy planning, assessment and pedagogy (Apr 24) – this will be evidenced in SLT/peer visit dialogue records. | -Maths Recovery mop-up training for NQT/new staff.  -CTs to identify specific children within their classes to initiate the Maths Recovery programme. These children will then be tracked pre/post intervention.  -Parent/Family Learning to showcase approach.  -Training arranged for alternative approaches to whole-class/group pedagogical teaching.  -Resource new training / schemes of work for every class, adequately.  -Planning for Numeracy and Mathematics to incorporate new programmes of work, resources, approaches to learning, teaching, and assessment.  -Create L,T and A policy/best practice guide for the teaching of Numeracy and Mathematics to develop consistency and document approaches to self-evaluation. | -PTM/MALT assessment pre-post intervention.  - Teacher, pupil and parent feedback either re: being involved in intervention or from training.  -Training feedback.  -New planners with a focus on feedback/self-evaluation. Qualitative, data and direct observation (Quality Assurance) – triangulated to develop next steps.  -Stakeholder feedback on Numeracy and Mathematics policy (incl. Staff Handbook). | | PT – Numeracy Leader  HT / PT  Numeracy WG.  SLT |
| **Progress and Impact** | | | | **Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda** | |
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Strategic Priority 4 **Nursery** Improvement Planning and Standards and Quality Reporting for 2023/2024

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| **NIF Priority (select from drop down menus)**  Improvement in attainment, particularly in literacy and numeracy.  **NIF Driver**  School and ELC improvement  Teacher and practitioner professionalism | **SLC Priority (select from drop down menus)**  **Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy**  **Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy** | **SLC Stretch Aims**  **ACEL Primary – literacy – P1, P4 & P7 combined**  **ACEL Primary – numeracy – P1, P4 & P7 combined** | **HGIOS?4 QIs (select from drop down menus)**  Choose an item.      **HGIOELC QIs (select from drop down menus)**  1.1 Self Evaluation for self-improvement  2.7 Partnership  3.2 Securing children’s progress | | |
| **Rationale for strategic priority** | **Outcome (Intended impact)** | **Operational activity** | **Measures** | | **School Lead** |
| Through stakeholder self-evaluation exercises and activities, SLT observation, staff planning meetings and tracking and monitoring, Spittal Nursery Class, SLC, and local/national policies recognise the importance of:  1. high quality learning and teaching through a rigorous programme of Quality Assurance/Management thus building capacity in our nursery team.  2.building community: involving families and expanding community links with Spittal NC in the daily life of the nursery – including increasing family learning/involvement initiatives.  3.developing our approach to Planning, tracking and target setting – including providing opportunities for children to be involved in ‘risky play’, including outdoor learning approach and refined approach to Happy, Healthy Lunchtimes in Spittal. | 1. By Sept ’23 Spittal will have a combined PS and NC QA Calendar/Programme in policy and in enactment.  2a. An annual calendar of events will be pre-planned and populated to increase partnership opportunities with parent and partner involvement by Sept ’23.  2b. A greater number of partnerships with business, charities, and so on… will be reviewed when evaluating HGIOELC 2.7 in April ’24.  2c. An increase of opportunities provided to parents to engage with learning and family support programmes within the nursery will be in place by June ’24.  3. Children and EYP will have improved experiences across the nursery through adept approaches to Planning, improved Tracking and target setting, play and outdoor learning pedagogies (Aug ‘23-Jun ’24) | -Create, in partnership, Spittal PS and NC QA policy/calendar.  -Begin to use and seek regular and ongoing evaluation throughout from all stakeholders, more consistently and regularly – impacting on future practice.  -Create Spittal NC Leadership Framework session 23-24.  -Create an annual overview of events – signposting school events, parent/partner events, whole-school/national days to encourage engagement.  -To form a Nursery Parent Group, to facilitate partnership, networking and engagement with the nursery and school early-adopters.  -Advertise Barnardo’s involvement Brew n’ Blether and Catch-Up Café for parents and children to attend.  -Seek out various home-school links from nursery to increase parental engagement and involvement e.g., Happy n Health, Grow 73, The Jeely, Library etc…  -Termly Family Learning sessions e.g., Literacy, Numeracy, Health and Wellbeing and/or lead EYP to involve parents/carers in lead areas (Book Bug, Talking Ted, etc…)  -Increased opportunities for pupil participation in Big Blethers, Committees, etc…  -Monthly challenges for parents to do at home – results in shared home-school display.  -Children have free-flow daily access to Outdoors area developed last session.  -Natural furniture and hessian displays in line with Play Pedagogy.  -Planning in the Moment continues to be used but will be adapted in light of self-evaluation.  -Changes to Tracking/Target Setting as per ELC sharing best practice / visits to local/sector nurseries.  -Introduction of target week (one EYP per week).  -Completion of Spittal’s ‘Embedded Curriculum Through Routines’.  -Reintroduce ‘Together Time’ daily – intentional planning alongside backdrop planner.  -Further reinforcement of provocations training (based around the backdrop planner – generated monthly.  -Introduce e.g., Feedback Fridays, Cooking Tuesday, Walking Wednesday, Keep Fit Fridays.  -Create and introduce a shared vision of area standards and expectations i.e., resources/equipment within each area – displayed; continuous provision (child led learning and/or adult role).  -Learning journals 2xper week minimum.  -Develop Learning Walls i.e., blurb about learning, CfE Es and Os, pictures, children’s work, pupil voice, date (as a | Stakeholder feedback  Completed Framework with distributed leadership roles and responsibilities  Feedback from parents re: involvement  Meeting agenda and minutes  Uptake from Nursery Parents  Calendar of events / evidence folder / floor books / HGIOELC 2.7  Floor book / minutes  Display board (evidence)  Ongoing self-evaluation feedback  PiM moderated feedback sheets  SLC Tracking Spreadsheet  Target setting sheets  Policy created and reviewed  Week Ahead – displayed for parents (easel) – documented on whole-school Week Ahead  Documented and displayed – reviewed and evaluated  Learning Journals  Nursery/ELC Displays / Consistency discussed in Staff Handbook – Learning Walks | | HT / EY TL / HH (CT)  HT  EY TL  HH / EY TL / VC  HH / EY TL  EY TL / EY Team  HH / HT  VC  HT / TL  HH / EY TL  VC/ EY TL / HT  EY Team  AR ( Peri – Teacher)  EY Team  AR / HH / HT  EY TL  HT / EY TL / EY Team |
| **Progress and Impact** | | | | **Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda** | |
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**Maintenance Agenda**

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| **Key actions** | **Relevant stakeholder involvement** | **Timeline for completion** |
| *NURTURE: Continue to support Nurture: Nurture groups and whole-school nurturing approaches.* | *All SSA, teaching staff and whole - school* | *Ongoing session 2023-24* |
| *DATA: Focus on data intelligence and continue to use Progress and Achievement, Class Cohort Spreadsheets, information from tracking and monitoring and SLC data analytical tools to collect, interpret and present data for classes, cohorts and/or whole school.* | *Senior Leadership Team and all teaching staff* | *Ongoing session 2023-24* |
| *LITERACY: All staff to continue to deliver NLC Active Literacy / Talk for Writing approaches to help children to develop fluency, comprehension, spelling, writing consistency, and phoneme knowledge and skill.* | *All teaching staff* | *Ongoing session 2023-24* |
| *ASN: Continue to develop staged intervention approaches from Nursery to P7.* | *Senior Leadership Team* | *Ongoing session 2023-24* |