



Education Resources
Curriculum and Quality Improvement Service
School Improvement Plan and Standards and Quality 2023/24

*Spittal Primary School and Nursery Class
Stonelaw Learning Community, Rutherglen*

Spittal Primary School and Nursery Class

Standards and Quality Report 2023-24



Strategic Improvement Priorities over 3-year cycle

Timescale: 2022-25

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 **E**quity. 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.

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

<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> School and ELC improvement Parent/carers involvement and engagement	<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	<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> 2.7 Partnerships 1.3 Leadership of change 2.2 Curriculum <u>HGIOELC QIs (select from drop down menus)</u> 2.7 Partnership 1.3 Leadership of change 2.2 Curriculum	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity <i>RAG status Incomplete / mid-progress / complete</i>	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.	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 approaches 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.	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.	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.	HT CTs/SLT HT SLT HT HT

<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>Nursery-P3 staff will continue to fully embed a PBL approach in their classrooms and in the outdoor environment.</p> <p>Play will have a positive impact on attainment within P1/2 specifically with pre and post data comparison.</p> <p>Children will have increased opportunities and understanding of learning in the outdoors, learning about the outdoors and learning to explore outdoors.</p>	<p>-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)</p> <p>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.</p> <p>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, outdoor classroom etc.. -Outdoor learning spaces to be timetabled and developed further. -Continue outdoor learning week/One Planet Picnic -Aim for school's Eco 6th Flag.</p>	<p>Feedback from pupils with evidence/focus on skills/enjoyment and increased pupil voice.</p> <p>Quality Assurance Calendar is trialled and adapted to suit staff/SLT and the needs of our pupils/school.</p> <p>Creation of motto, vision, values and aims.</p> <p>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.</p> <p>Outdoor Learning Policy created by Dec 23.</p> <p>Questionnaires/surveys.</p> <p>Pre/Post Play baseline assessment data.</p> <p>Successful Eco Green Flag application</p>	<p>PTs</p> <p>HT</p> <p>HT</p> <p>HT</p> <p>Teacher Lead of OL Working Group (PT)</p> <p>NH (CT)</p>
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<p>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.</p>	<p>Parents will have an increased understanding of the importance of play and outdoor learning through family engagement/learning.</p> <p>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.</p> <p>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.</p> <p>By end of June 24, 2 pupils who are often not in class, will spend most of the time in class.</p> <p>By end of Oct 23, 2 pupils not attending, will have started to attend school on a more regular basis.</p> <p>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</p>	<p>3b. Play Based Learning</p> <ul style="list-style-type: none"> -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 	<p>PBL Policy created by Mar 24.</p> <p>Questionnaires/surveys.</p> <p>Learning Community 'Play Working Group' action plan, agenda and minutes.</p> <p>Evaluations from SAMH, Parents, Pupils and Staff.</p> <p>Termly feedback/review session from staff leading the session and families.</p> <p>HWB Programme of Study reviewed and evaluated.</p> <p>Relationships and PPRUDB policy created.</p> <p>Trauma/RBL accreditation/action plan progress.</p> <p>Boxall Profile progress.</p> <p>Record of achievements – tracked in classes/whole-school level.</p>	<p><i>RD and HR (PT)</i></p> <p><i>RD and HR</i></p> <p><i>HT</i></p> <p><i>HT</i></p> <p><i>SLT</i></p> <p><i>SLT</i></p> <p><i>HT</i></p> <p><i>PT</i></p> <p><i>HT / CTs</i></p>
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	<p>relating to mental, social and emotional health.</p> <p>By June 24, Spittal PS and NC will have developed an Eco(Sustainability) and UNCRC Rights of the Child Action Plan.</p> <p>Rigorous tracking and monitoring of attendance and lateness will result in specific improvement for 12 targeted children.</p> <p>Increase from 90% (session 22-23) to 93% by June 24.</p> <p>Poverty related attendance gap reduced from 1.6% (session 22-23) to 1%</p>	<p>calls, Hot Choc with HT, Golden Table etc...</p> <p>-Start the journey of Rights Based Learning (RBL) with UNICEF/Rights Made Real accreditation.</p> <p>-Introduce Drawing and Talking</p> <p>-Introduce GMWP for tracking and monitoring of HWB, correlating this with Leuven Scale and assessment/achievement.</p> <p>-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)</p> <p>-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.</p>	<p>GMWP completed by all pupils Oct / April/May.</p> <p>Attendance % and completion of Spittal Individual Attendance Plan.</p> <p>Parent/carers feedback.</p>	<p>HT / Barnardo's FSW / CQIS</p> <p>PT</p>
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	
<p><i>From above, see RAG status for each individual operational activity:</i></p> <ul style="list-style-type: none"> 1) Spittal's Curriculum rationale has been developed in consultation with all stakeholders – considering its unique position within the community, our equity profile, vision, value and aims (85% of our parent's report that they have since accessed this separately on our school app). Our revised vision, values and aims have been implemented and are branded/made visible in more school activities – these are shared and discussed at school events, assemblies, within school branding (displays, emails, newsletters etc...), reflected within achievement celebrations. In two separate surveys of parents and staff views of our vision, values and aims 100% of respondents believe our new vision, values and aims are relevant and reflects all stakeholder views. Our Learning, Teaching and Assessment policy and staff handbook have been written and incorporate aspects of the above; pupil achievements are now celebrated more widely across the curriculum and address personal achievement – this is now tracked internally; e-planning is now implemented and feedback has been considered to improve this next year; the newly launched Curriculum Hub will inform our next steps in curriculum pathways, planning, etc...; we have developed a shared consistent approach to learning, teaching and assessment through our 'Spittal's Gold Standard' – written and developed in-line with CfE. 100% of respondents from our parent survey agree that 'Our school works hard to try to refresh, renew and keep our curriculum relevant and engaging for the children to learn in fun and innovative ways (e.g. Outdoor Learning Week, World Picnic Day, Eco, Play etc..) 100% 			<p>1. Curriculum; as per 3-year plan but also:</p> <ul style="list-style-type: none"> Engage with EEF and Pedagogy Palette to develop LT&A. Further embed Four Capacities across whole school (recognition, understanding, celebrating) Continue to build upon positive start made with Masterclasses and School Committees to ensure consistency and embed into school life. <p>2.</p> <ul style="list-style-type: none"> Ensure VVA remains embedded and at the forefront of Spittal PS & NC ethos. 	

<p>of staff responded that: Our new Curriculum Rationale; Learning, Teaching and Assessment Policy is relevant to our individual school journey and our current position within that journey?</p> <p>- 2) Skills based learning will continue to be developed next year and will build upon the excellent work that we have done in Masterclasses, this session. This will be represented in our approach to Masterclasses, Play, Outdoor Learning, through STEM and across the curriculum considering the 'Ethos and Life of the School.' Masterclasses, this session, focused on skills and pupil/staff evaluations of these sessions were incredibly positive. Experiences such as Macrame, Baking/Cooking, Scottish Highland Dancing, Imaginative Play, STEM/ICT and physical health opportunities developed skills in line with SLC's Skills Framework: teamworking, problem solving, creative/imaginative and life skills were a few of the named skills to be developed over the specific Masterclass block. Tracking of this will be developed further and feedback sought from its implementation in term 1 24-25.</p> <p>Teacher feedback was 100% positive, all masterclass leaders stated that they felt children developed/acquired assessable skills with valuable feedback such as "Children were enthusiastic and engaged and all felt they had learned or developed skills"; "Building on skills acquired week on week" and "The children were engaged and active throughout the hour. They were keen to come back each week and had the opportunity to work/play with children they maybe would not ordinarily mix with. The children enjoyed the activities and were given opportunities for choice throughout." Areas for development were given and relate mostly to the organisation and groupings of Masterclasses.</p> <p>Pupil feedback was over-whelmingly positive with almost all children stating that they developed skills, could talk about skills such as programming/coding, creativity, co-ordination, communication, teamwork, Masterclass specific skills e.g. art and sport specific – sketching, texture and throwing, catching etc; Imagination, listening skills, and determination to name a few. They could give examples of how they 'know' that they have improved/learned new skills. Suggestions for next session included Masterclass specific ideas (such as make Marty the Robot dance, Micro bit programming, ideas for future Masterclasses (ask the children) and potential organizational changes e.g. rotation of Masterclasses, longer than 4 weeks etc,,,</p> <p>- 3a) Outdoor Learning (see Outdoor Learning Impact Report): we achieved our 6th Eco Green Flag and have developed an action plan, with pupils from our Eco Committee, for the next 2-year journey (reflecting advice from Keep Scotland Beautiful and their feedback report. Rather than an Outdoor Classroom Day – we developed an Outdoor Classroom Week with the help/support of third sector organisations and charities such as Operation Play and Grow 73 (a local charity who have worked with us all year) to develop our Gardening Club and outdoor gardening space. Feedback - consultation and evaluations of OLW... Favourite activities: Archery for P5-7 and World Picnic Day. Loose parts and community walk all being voted evenly as the favourite activities in P1-4. Key skills developed across the week include archery, being safe outdoors, teamwork and creativity -these were skills that pupils identified as a benefit of OLW. Additionally, 95% of children want more outdoor learning experiences (this is more relevant for us as a school, and we will take this forward)</p>	<p>3a</p> <ul style="list-style-type: none"> • Further develop Outdoor learning across the school, embedding into everyday curriculum. Build confidence in staff by taking learning outdoors. • Purchase and organise storage for outdoor equipment/loose part resources. • Further develop outdoor play space-playground markings, more permanent resources. Official launch of outdoor classroom and investigate the use of 'zones' in the playground to facilitate year-round opportunities for outdoor learning. • Create outdoor timetable for classes to use outdoor classroom/loose parts resources etc. Continue with OLW next year. <p>3b.</p> <ul style="list-style-type: none"> • Continue to embed PBL in Nursery -P3. Introduce SmartStart for P4-P7 Aug '24 • Create PBL Policy 24-25. • All display boards to be converted to Natural (Rm3-7 plus boards around school) • Organise and label Play Resources in line with STEM and Outdoor areas/storage. Infant classes to store play resources in own classroom. <p>4</p> <ul style="list-style-type: none"> • Facilitate Parent workshops hosted by SAMH.
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| <ul style="list-style-type: none"> - Our Participatory Budget will develop our outdoor learning environment over a 2-year programme, and this is due to be developed further in session 24-25 – including an outdoor classroom (timetabled), storage means for outdoor learning/play resources, equipment and clothing etc... - 3b) Play-based Learning 'Being Me in SLC: the funded training and CLPL of Being Me in SLC was withdrawn within SLC, staff absence and as a review of the Peer Review Programme (VSE) - as a school, our approach to Play within Spittal will be developed further over a 2-year period – moving into 24-25 planning – this will include a more cohesive approach to Play within P1-P7. Spittal's policy/position on Play will be written in session 24-25 and resources will be bought to support this, skills development, loose-parts and STEM across the school. We will work in partnership with our partner schools across the authority to develop/review Play as part of the Peer Review (VSE) programme – Netherburn Primary and Nursery Class and Bent Primary School. - 4) SAMH staff sessions completed - this was only completed in May '24 due to SAMH staffing. Unable to engage further due to their time constraints and therefore unable to complete the peer support programme. SAMH parent workshops are offered to all parents (online). Progress within our 'Supporting Young Families' project has been achieved in part. We created opportunities for parents to engage with the team through P1 induction sessions, a self-care coffee afternoon and at our parent-led Catch-Up Café – this resulted in approx. 15 referrals being made on Upshot and personalized 1:1 meetings booked. Afterschool care/clubs to be developed further when staffing and interest levels are maintained. - Our Health and Wellbeing curriculum and planning has been changed to reflect the work of our HWB Working group. Healthy Schools is incorporated into Spittal Planning and e-planners/overviews have been adapted from Early-Second Level (nursery to P7). 77% of our parent/carers respondents Strongly agree that Our school works hard to support all learners and their families with their health and wellbeing. (e.g., advice for 'Supporting Families Project', Barnardos, Self-Care Coffee Morning, Antibullying consultation etc...) whilst 33% agree. - With stakeholder feedback and review we created our new 'Spittal PS Relationships and Antibullying' Policy – launched May/June '24. - A newly created calendar of events for parents will be created for Aug '24-June '25 session following a Peer Review completed at Netherburn PS. | <ul style="list-style-type: none"> • Peer Supported programme delivered by SAMH and school. • Initiate and set up Supporting Families Access to childcare. • Continue the journey of Rights Based Learning (RBL) with UNICEF/Rights Made Real accreditation. Embed rights of child in HWB curriculum. • 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. • Develop sustainability, UNCRC, and equalities/diversity within SQIP for 24-25 session (as per SLC priorities for 2024-2025). |
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Strategic Priority 2 Improvement Planning and Standards and Quality Reporting for 2023/2024

<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 Curriculum and assessment</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 Choose an item.</p>	<p><u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined <u>Choose an item.</u></p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.3 Learning, teaching and assessment 1.1 Self-evaluation for self-improvement 3.2 Raising attainment and achievement <u>HGIOELC QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item.</p>	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity <i>RAG status Incomplete / mid-progress / complete</i>	Measures	School Lead
<p>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.</p> <p>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.</p> <p>Writing attainment is lower than any other curricular area/strand with 78% attaining expected levels.</p> <p>Year 3 of SIP planning cycle, thorough self-evaluation shows identified next steps in improvement journey.</p>	<p>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.</p> <p>Moderation exercises led by class teachers, in school to develop consistency of shared expectations and standards.</p> <p>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.</p> <p>By year end, teaching staff will feel more confident in delivering the Talk for Writing programme.</p> <p>By Nov '23 (first tracking meeting) all staff will have increased their use of data to identify and implement</p>	<p>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.</p> <p>-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</p>	<p>Feedback from QA/moderation procedures:</p> <ul style="list-style-type: none"> - LC activity. - SLT feedback - Peer feedback <p>Jotter monitoring/Learning and Teaching consultation feedback – triangulated with data.</p>	<p><i>All CTs / PT and HT</i></p> <p><i>HT</i></p> <p><i>HT</i></p>

	<p>appropriate interventions to raise attainment in writing.</p> <p>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%.</p> <p>By October 2023, Primary 1 pupils will have undertaken a 6-week programme to enhance the development of their early Literacy skills.</p>	<p>also targeted to individuals requiring support.</p> <ul style="list-style-type: none"> -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. 	<p>Tracking and Monitoring</p> <p>Parent feedback.</p> <p>Stakeholder feedback.</p> <p>ACEL data Class Cohort Spreadsheet Progress and Achievement results</p> <p>Intervention T&M / Pre and post baselines: Salford / PAST/RWRA/QUEST/SNSA/ NGST/SWST</p>	<p><i>PT</i></p> <p><i>Leader of WG (PT)</i></p> <p><i>All CTs</i></p> <p><i>PT</i></p> <p><i>RD (CT) / AW (SSA)</i></p>
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<p>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.</p> <p>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.</p>	<p>2.Reading By Oct '23 a Reading School Action Plan for 23-24 will have been created and implemented</p> <p>By Jan '24 Spittal PS will be applying for Gold Reading Schools status.</p>	<p>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.</p>	<p>Reading Schools progress to Action Plan 23-24.</p>	<p>SG (CT)</p>
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	
<p><i>From above, see RAG status for each individual operational activity:</i></p> <p>1. <i>Writing –In August P1,4 and 7 ACCEL 76% of learners were attaining expected levels in Writing, in June 24 this increased (data is still to be ratified by SLC and the government) Achieving the target set (firm belief by mostly all practitioners that this is due to the consistent teaching pedagogy of Talk for Writing and intervention support in terms 1 and 2). We still have an equity attainment gap, meaning our SIMD 1+2 learners are out-performed by our SIMD 3-10 learners. (approx 6.7%)</i></p> <p><i>Quality Assurance calendar was created to share learning with parent/carers, highlight strengths and areas for development (from a learning and teaching perspective) and to inform next steps.</i></p> <p><i>All staff have attended Learning Community moderation (in-service day training). Additionally, all staff have visited learning community establishments and gave feedback on practice, planning and assessment. Feedback from staff (pre and post) moderation activity in November Inservice was positive. All staff valued the time invested in allowing staff to visit other establishments and the opportunity to learn-from/take away aspects for their own self-improvement in the pedagogy of writing. Staff are more confident with data and this is re-examined and led by teachers at tracking meetings to analyse their class on a page. All staff are more confident to engage in moderation activity; it was impactful on teachers' own professional learning,</i></p>			<ul style="list-style-type: none"> • <i>Teacher peer/trio visits commence next session (internally).</i> • <i>Introduce peer moderation of writing assessments (internally).</i> • <i>Parental workshops and showcases – 'how to help-at-home' supports.</i> • <i>Re-engage QAMSO support within Spittal from authority model.</i> • <i>TfW to dovetail into writing planners, whole-school overview incorporating poetry and non-fiction also.</i> • <i>Primary 1 teacher to complete NELI/FLIPP training.</i> • <i>Spittal's big Shout Out (Big Blether) to be introduced next year to</i> 	

stronger understanding of the developmental steps when teaching writing (early to Second level); and staff were successfully able to share the standard of Writing. Almost all said that they felt children were progressing using Talk for Writing.

From a recent survey (May '24) all teachers feel more confident in teaching and assessing Writing (using the new training of Talk for Writing pedagogy), through this year's focus within the SQIP and the work we have done as a school/individually and strongly agree that our SQIP focus on Writing has had a positive impact on the learning, teaching and assessment within Writing (e.g. LC Moderation work, LC peer visits, etc...). Parents: 54% 'strongly' agree (whilst 46% 'agree') i.e. 100% agree that our school works hard to help their child with improving their ability and confidence to write for a variety of reasons e.g. writing opportunities in jotters that have been shared this year (sent home or being available at Parents' Evenings etc...)

Read & Write toolbar used throughout the school as required, rolled-out and continued to be utilised where necessary. This will be monitored in session 24-25 to ensure good practice is maintained.

SLT attended Talk for Writing leadership training which has further developed Spittal's teaching of Writing pedagogical approach –still to be written formally into our Learning, Teaching and Assessment policy and Staff handbook to ensure consistency and maintenance training of Writing. All staff now trained in Talk for Writing and implementing in practice. Reviewed in HT class visits, professional dialogue sessions and the Writing Working Group.

New progressive assessment framework established using benchmarks, colour coded across terms. Child friendly criteria created across levels and moderated by all Stonelaw LC primary schools to be used consistently by all establishments. All staff implementing levels into Cohort Spreadsheet, as per new P&A levels/new assessment sheets.

All staff using intervention programmes (IDL, Catch-Up Literacy, 5-minute box, etc) to support pupils in writing. Timetabled interventions planned and implemented in Term 1 however, then reduced due to a reduction in staffing, staff absence etc...

NELI/FLIPP halted due to absence but will be written into our 24-25 training calendar.

2. Reading – In August 78% of learners were on track within Reading by June '24 our P1.4 and 7 ACCEL reading was recorded as having increased and the target set by the school was achieved (the data is still to be ratified by SLC and the Scottish government before it can be published formally).

Quality Assurance calendar was created to share learning with parent/carers, highlight strengths and areas for development (from a learning and teaching perspective) and to inform next steps.

Gold award achieved for Reading Schools – progress in reading for enjoyment through; reading vending machine, reading for pleasure class activities, reading competitions, visits to local library, developed lending library with parent helpers, books to businesses, pupil led group etc...

capture pupil's views across the SQIP agenda.

- A review of Spittal's Programme of study: Reading (refresh books to ensure; variety, progression and interest.

Parents: 70% strongly agree (whilst 30% 'agree') that our school works hard to help their child with improving their ability and confidence in Reading and Reading for Enjoyment (e.g. Reading School work, Vending Machine, Author Visits etc...)

Following a staff survey, the following comment reflects similar views of our progress this session: "Huge amounts of progress made in a short space of time, with positive impacts on learners and a strong, clear direction for the future!"

Strategic Priority 3 **Improvement Planning** and **Standards and Quality Reporting** for 2023/2024

<u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. NIF Driver Curriculum and assessment Teacher and practitioner professionalism	<u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Choose an item.	<u>SLC Stretch Aims</u> ACEL Primary – numeracy – P1, P4 & P7 combined Choose an item.	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.3 Leadership of change 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment <u>HGIOELC QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item.	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity RAG status <i>Incomplete / mid-progress / complete</i>	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.	<p>By Dec 23, almost all staff will have been trained in Maths Recovery, with this being trialled with targeted approach.</p> <p>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.</p> <p>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...</p> <p>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.</p>	<p>- Maths Recovery mop-up training for NQT/new staff.</p> <p>- CTs to identify specific children within their classes to initiate the Maths Recovery programme. These children will then be tracked pre/post intervention.</p> <p>- Parent/Family Learning to showcase approach.</p> <p>- Training arranged for alternative approaches to whole-class/group pedagogical teaching.</p> <p>- Resource new training / schemes of work for every class, adequately.</p> <p>- Planning for Numeracy and Mathematics to incorporate new programmes of work, resources, approaches to learning, teaching, and assessment.</p> <p>- 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.</p>	<p>-PTM/MALT assessment pre-post intervention.</p> <p>- Teacher, pupil and parent feedback either re: being involved in intervention or from training.</p> <p>-Training feedback.</p> <p>-New planners with a focus on feedback/self-evaluation. Qualitative, data and direct observation (Quality Assurance) – triangulated to develop next steps.</p> <p>-Stakeholder feedback on Numeracy and Mathematics policy (incl. Staff Handbook).</p>	<p>PT – Numeracy Leader</p> <p>HT / PT</p> <p>Numeracy WG.</p> <p>SLT</p>

Progress and Impact	Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda
<p><i>From above, see RAG status for each individual operational activity:</i></p> <p><i>Most staff (if not all) trained in Maths Recovery Pedagogy to support learners not on track, this will inform small group working and PEF interventions for 24-25 (similar to this year's 'extraction group – term 2')</i></p> <p><i>Maths Recovery used as out-of-class intervention and as a possible in-class support using the principles and pedagogies of training.</i></p> <p><i>Leckie and Leckie resources being used sporadically across stages – updated planners for all level Early-Second - as main resource.</i></p> <p><i>Maths Recovery concrete materials bought and sourced for all classes to use, to support the teaching and learning of Numeracy within classes.</i></p> <p><i>In staff evaluations: 100% of staff believe our work over the past academic year, has had a positive impact on the quality of learning, teaching and assessment of Numeracy and Mathematics? (e.g. resources, Leckie and Leckie, Maths Recovery training etc...)</i></p> <p><i>In parent evaluations: All parents (13/13 respondents) believe our school works hard to help their child with improving their ability and confidence in Numeracy and Mathematics.</i></p> <p><i>See Impact report below from PEF/Interventions re: Maths Recovery.</i></p> <p><i>Attainment: P1,4 and 7 ACEL data for Maths in session 22/23 was 81% and has increased substantially over achieving our target set and now above national and SLC averages (the data is still to be ratified by SLC and the Scottish government before it can be published formally).</i></p>	<ul style="list-style-type: none"> • <i>Embedding of Maths Recovery Pedagogy across stages to support learners not on track – in class interventions.</i> • <i>Update all planners to reflect SLC Numeracy and Maths Roadmap – linked to Maths Recovery pedagogy.</i> • <i>Sharing SLC Roadmap and progression PowerPoints with all staff.</i> • <i>All classes begin to use Leckie and Leckie as core resource.</i> • <i>Big Maths – available as an additional resource – training to be introduced.</i> • <i>You + Me (Multiply) Family Learning program to be introduced – start with P1 parents (Miss Gould).</i> • <i>Learning, Teaching and Assessment policy/best practice guide to be developed using the principles and practices of Maths Recover, Leckie and Leckie and Big Maths.</i> • <i>Consistent approach to assessment of numeracy and Maths across stages – incorporating the tracking of this into Cohort Assessment trackers.</i>

<p>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.</p>	<p>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.</p> <p>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)</p>	<ul style="list-style-type: none"> -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, 	<p>Uptake from Nursery Parents</p> <p>Calendar of events / evidence folder / floor books / HGIOELC 2.7</p> <p>Floor book / minutes</p> <p>Display board (evidence)</p> <p>Ongoing self-evaluation feedback</p> <p>PiM moderated feedback sheets</p> <p>SLC Tracking Spreadsheet</p> <p>Target setting sheets</p> <p>Policy created and reviewed</p> <p>Week Ahead – displayed for parents (easel) – documented on whole-school Week Ahead</p>	<p>HH / EY TL</p> <p>EY TL / EY Team</p> <p>HH / HT</p> <p>VC</p> <p>HT / TL</p> <p>HH / EY TL</p> <p>VC/ EY TL / HT</p> <p>EY Team</p> <p>AR (Peri – Teacher)</p> <p>EY Team</p>
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		<p>Keep Fit Fridays. Book bug Tuesday, Paired reading</p> <p>-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).</p> <p>-Learning journals 2xper week minimum.</p> <p>-Develop Learning Walls i.e., blurb about learning, CfE Es and Os, pictures, children's work, pupil voice, date (as a</p>	<p>Documented and displayed – reviewed and evaluated</p> <p>Learning Journals</p> <p>Nursery/ELC Displays / Consistency discussed in Staff Handbook – Learning Walks</p>	<p>AR / HH / HT</p> <p>EY TL HT / EY TL / EY Team</p>
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	
<p><i>From above, see RAG status for each individual operational activity:</i></p> <p><i>QA policy and calendar now incorporates nursery activity and will be adapted furthermore for session 24-25. Regular feedback has been sought on a formalised approach, that better informs next steps. Spittal NC Leadership Framework created in partnership with staff – looking at areas of strength/interest or areas for development. As a result of regular feedback and evaluation almost all staff and parents believe there are better relationship with parents and parents feel they are included in life of the nursery from stay and play, learning journals, Catch Up Café, and a wider variety of events are now offered (Catch Up Café, Sport's Day, parent showcases, Book Bug etc...)</i></p> <p><i>Positive changes made from introduction of: Planning in the Moment, area standards, high quality natural furniture, embedded curriculum and review of target setting. Target setting week(s) have helped to reinforce children's knowledge and given dedicated time to set and review targets set on a more-regular basis – including parental engagement and involvement in these. Improved experiences: Outdoor area enhancements using resources and free-flow movement has improved significantly as the year progressed. Provocations training completed, Walking Wednesday introduced and Feedback Fridays to be introduced in Aug/Sept '24.</i></p> <p><i>Wall displays are attractive and updated regularly (3-week cycle) with clear learning journey – all using hessian in line with Being Me in SLC / Play pedagogy. Feedback to all EY staff, from SLT, has had a positive and been impactful in driving high quality approaches to self-evaluation, nursery and school improvement and Children's experiences and outcomes. Floor books, display boards, ongoing self-evaluation, HGIOELC aligned CATs all show positive steps taken in relation to strategic priorities – operational activities, outcomes and measures.</i></p> <p><i>Community links are evolving and more involvement with classes in school such as P4/5 and Nursery Paired Reading, P1 transition planning etc...</i></p>			<ul style="list-style-type: none"> • <i>Explore further community links and continue existing links.</i> • <i>Continue to develop floor books for a variety of reasons.</i> • <i>Try to introduce more opportunities for parental engagement. Workshops/ parents sharing talents. DYW / people who help us visitors.</i> • <i>Explore events at Castlemilk Park for outdoor learning.</i> • <i>Training on new tracking and develop a high-level strategic approach to tracking in Early level.</i> • <i>Review planning and ensure PiM planning and backdrop planning is updated, high quality provocations and quality assured.</i> • <i>Develop understanding and practice of risky play.</i> 	

PEF Improvement Planning and Standards and Quality Reporting for 2023/24

<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 Cost of the School Day</p>				
Outcome (Intended impact)	<p style="text-align: center;">Operational activity</p> <p style="text-align: center;"><i>RAG status Incomplete / mid-progress / complete</i></p>	Measures	<p style="text-align: center;">Mid-year review</p> <p style="text-align: center;">RAG</p>	<p style="text-align: center;">End of year review</p> <p style="text-align: center;">RAG</p>
PEF funded class teacher will work with children from PEF targeted group and almost all will have improved in their assessments by 10% as measured by progression pathways/benchmarks to be on track with their CfE level. This is over and above core Lit/Num/HWB sessions.	<p style="color: green;">-Daily intervention groups e.g., IDL, Catch Up, Nurture etc...</p> <p style="color: green;">-Ongoing planned learning, teaching and assessments for targeted pupils for Literacy, Numeracy, and Health and Wellbeing.</p>	<p>Timetabling/allocation of staffing</p> <p>Assessment information pre/post intervention (baseline)</p> <p>ACEL data</p> <p>Interventions Tracking and Monitoring discussions and data</p> <p>Appropriate time allocated to deliver consistent session.</p> <p>PEF and Recovery Impact report session 23-34 (produced termly)</p> <p>Salford / PAST/RWRA/QUEST/SNSA/NGST/SWST/MALT/PTM / Boxall Profiles.</p>	Green	<p style="color: yellow;">Amber – removed due to cover issues and staff being used to cover long-term absence. No additionality provided.</p>

<p>By Dec 2023, all pupils will have access to a wealth of reading for pleasure and approaches to help increase attainment at an individualised level – positively impacting ACEL combined data.</p> <p>By June '24 Reading attainment will continue to increase above 80%, increasing by at least 1-2%. Of the 25 targeted pupils at least 25% will achieve their expected level next year with supports in place and 75% will make gains in levels/assessed pathways.</p> <p>By June '24 Writing attainment will continue to increase to at least 80%, increasing by at least 2%. Of the 13 targeted pupils at least 30% will achieve their expected level next year with supports in place and 75% will make gains in levels/assessed pathways.</p>	<p>-Spittal PS PEF plan set (Aug '23)</p> <p>-0.7 FTE teacher to liaise with SLT to focus on specific groups/ learners.</p> <p>- Reading and Writing focus groups.</p> <p>-Read&Write Toolbar training for staff, SSA and pupils.</p> <p>-Literacy Working group.</p>	<p>PEF and Recovery Impact report session 23-34 (produced termly)</p> <p>Timetabling/allocation of staffing</p> <p>Assessment information pre/post intervention (baseline)</p> <p>ACEL data</p> <p>Interventions Tracking and Monitoring discussions and data</p> <p>Appropriate time allocated to deliver consistent session.</p> <p>Salford / PAST/RWRA/QUEST/SNSA/ NGST/SWST</p>	Green	Green
<p>By June '24 attainment will continue to increase above 82% (pre-covid level), increasing by at least 2%. Of the 24 targeted pupils at least 33% will achieve their expected level next year with supports in place and 75% will make gains in levels/assessed pathways.</p>	<p>-Spittal PS PEF plan set (Aug '23)</p> <p>-0.7 FTE teacher to liaise with SLT to focus on specific groups/ learners.</p> <p>- Numeracy and Mathematics Focus Group: IDL Numeracy and Maths Recovery groups.</p> <p>-Numeracy and Maths resourcing and training to develop pedagogy across the school with a focus on specific interventions/ small, targeted groups.</p> <p>-Numeracy Working Group.</p>	<p>PEF and Recovery Impact report session 23-34 (produced termly)</p> <p>Timetabling/allocation of staffing</p> <p>Assessment information pre/post intervention (baseline)</p> <p>ACEL data</p> <p>Interventions Tracking and Monitoring discussions and data</p> <p>Appropriate time allocated to deliver consistent session.</p>	Amber	Green

		MALT/PTM		
<p>By June '24, all pupils will have experience of a school trip linked to class learning, to help provide opportunities and enhance learning and teaching.</p> <p>By Jan '24, all pupils in Nursery-P3 will develop skills through learning through play indoors/outdoors.</p> <p>By Mar '24, our playground and outdoor play space will have been developed in consultation with our stakeholders.</p> <p>By Oct '23, there will be a comprehensive annual plan for delivery of PEPAS and non-sporting extra-curricular clubs.</p> <p>Starting Aug '23, our Barnardo's Family Worker will support targeted families to encourage attendance, to develop the social and emotional capacity of specific parents and to provide ad-hoc necessary support (in response to the ever-changing needs of our family circumstances/situations).</p>	<p>-Class trips organised by Class Teachers.</p> <p>-1xother class trip supported by Parent Council/school.</p> <p>-See above re: SQIP Strategic Priority 1 (3b).</p> <p>-See above re: SQIP Strategic Priority 1 (3a).</p> <p>-Active Schools Action Plan Aug '23 – Jun '24</p> <p>-Non-Sport extra-curricular clubs led by APT.</p> <p>-Barnardo's Worker Action Plan 23-24.</p>	<p>Pupil feedback</p> <p>Stakeholder feedback Self-evaluation HGIOS/ HGIOELC processes</p> <p>Stakeholder feedback Self-evaluation HGIOS/ HGIOELC processes</p> <p>ASMO data</p> <p>Whole-school tracking data of achievement.</p> <p>Barnardo's data/questionnaires etc...</p>	Amber	Green
By October 2023, all stakeholders will become empowered and have the opportunity to vote for 5% of the school Pupil Equity Fund	To be agreed with all stakeholders	School evaluation feedback.		
Progress and Impact		Next Step(s) and rationale to inform PEF spend session 2024/2025.		
<p><i>From above, see RAG status for each individual operational activity:</i></p> <ul style="list-style-type: none"> - All pupils received 1 or 2 paid excursions – 1 class and 1 whole school. - Pupils did not pay for any clubs and these were funded by school, volunteers, teachers or by parent council fundraising. - Barnardos Impact report available – positive interactions with families and improvements (cannot be published in its entirety due to parent confidentiality however 100% improvement in 'Family Star Charts' completed by parent pre and post intervention, increased engagement and facilitates multi-stakeholder engagement for a variety of reasons e.g. financial support, social and emotional, ASN, attendance, parent-pupil engagement, family 1-2-1 support etc... - Participatory Budget increased across 2 years and will still be used to develop our Outdoor Space as voted for by all stakeholders including pupils. 		<ul style="list-style-type: none"> • In lower stages, continue to support identified children with reading through class interventions (PAT Phonics, All By Myself Readers, 5 Minute Box, IDL, Paired Reading) alongside additional learning support when possible. Refer to Staged Intervention where appropriate. • In upper stages, continue to support identified children with reading through class and targeted interventions (Catch - Up Literacy, 		

PEF Teacher was used to provide targeted literacy interventions and small group support to a range of children across P1-6 throughout Term 1 and for the 0.1 release of a teacher trained in Maths Recovery Pedagogy who was able to deliver targeted support to those not on track or just requiring an extra push to get them on track in numeracy. Reading and Writing gaps were targeted together during interventions as one permeates the other and teachers were using new T4W pedagogy in classrooms alongside the new revised writing assessment framework.

Interventions continued for Term 1 then they were paused in Term 2 and 3 due to staff absences and the PEF teacher being required for class cover alongside a change to our staffing allocation, centrally.

June ACEL data P1,4 and 7. Based on previous year (2022/23 vs. (23-24)

	2022-23	2023-24 (increase or decrease)	Comparison to SLC / National schools
Numeracy	81%	Increased beyond target set	Above
Literacy Overall	75%	Increased and achieved target set	Above
Reading	78%	Increased beyond target set	Above
Writing	78%	Increased and achieved target set	Above
Listening and Talking	94%	No change	Above

Doorway Online, IDL, Paired Reading) alongside additional support when possible. Refer to Staged Intervention where appropriate.

- Continue to embed T4W Pedagogy and roll out new writing assessment framework across the school – this will assist class teachers to identify gaps in learning at an earlier stage and areas for support in class.
- Continue to embed Maths Recovery Pedagogy across the school to support high quality assessment and teaching of numeracy.
- Continue to review approach to data intelligence used by all practitioners i.e. teachers, SfL, Equity PT and SLT.
- Continue to engage in year 2 of Attendance Test of Change. Extending further target group. Reviewing and auditing Attendance Improvement Meetings and focusing on supports to improve attendance across the school by setting high standards and expectations.

Numeracy and Maths Intervention Group

- *Delivered 8 sessions to 3 groups across term 1. 38% of the target groups are now on track, 5% have significant improvements with the gap between being on/not on track getting smaller each term. The biggest impact was made with group 2 with 50% now on track.*

Literacy – Reading

- *Of identified children across P1 and P2 - 80% of children made improvements of between 10-40% in their recognition of initial sounds; 66% of children made improvements of at least 10% in their read to write and write to read scores; 73% of children made significant progress of between 20-80% in their recognition of first blends with all having no recognition at the pre intervention assessment.*
- *Of identified children across P3 and P4 - Group 1- 2/3 children scored above 100 (Standardised Score) in NGRT and 1/3 reduced the gap in between CA and RA to less than a year and 2/3 remained the same. 1/3 is EAL and have an identified ASN.
Group 2 – All of the children made steady progress in 5 Min Box, 25% made significant progress, 50% made very good progress moving from saying to retrieving and writing, 25% moved from single sounds to short vowels.
Class teachers reported that the children focusing on fluency, comprehension and basic sentence structure were more confident during literacy sessions and all had moved up 1-2 bands when PM Benchmarked; 1 child had made significant progress and no longer requiring support.
Group 3 – 3/6 of the group went from amber to green in their reading fluency and did not require any further intervention – class support only.
2/3 moved from red to amber in fluency and 1/3 made limited progress due to poor attendance.*
- *11 children were identified in senior classes as not on track or needing support in literacy. 3/11 made significant progress and no longer required intervention, 8/11 moved up at least one PM Benchmark with 5/11 moving up between 2-7 PM Benchmarks.*

Attendance -> PTO

Attendance

Involvement in SEF funded Strategic Test of Change Project (SLC)

KEY: Pre involvement - Post Involvement

	<u>2022- 23</u>	<u>23- 24</u>	<u>2023- 24</u>	<u>2023- 24</u>	<u>2023- 24</u>	<u>2023-24 vs.2022- 23-/+ change</u>	<u>Attainment gap (-)</u>
		<u>Year to date</u>	<u>Term 1 (Nov 23)</u>	<u>Term 2 (Feb 24)</u>	<u>Term 3 (June 24)</u>		
<u>Attendance %</u>	88.91%	90.8	90.67%	90.57%	91.53%	+1.89%	-3.21%

- Positive results, will continue to work with TOC cohort 2 to develop own approaches, data analysis through BIC, and use these and colleagues to develop best practice and practices within Spittal PS. Highest % in past 5 years 9incl. Prev-Covid)

Maintenance Agenda

Key actions	Relevant stakeholder involvement <small>RAG status Incomplete / mid-progress / complete</small>	Timeline for completion
<i>NURTURE: Continue to support Nurture: Nurture groups and whole-school nurturing approaches.</i>	All SSA, teaching staff and whole school	<i>Ongoing session 2023-24</i>
<i>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.</i>	Senior Leadership Team and all teaching staff	<i>Ongoing session 2023-24</i>
<i>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.</i>	All teaching staff	<i>Ongoing session 2023-24</i>
<i>ASN: Continue to develop staged intervention approaches from Nursery to P7.</i>	Senior Leadership Team	<i>Ongoing session 2023-24</i>