Communities and Education Directorate

St Matthew's Academy

Improvement Plan

2023-2024
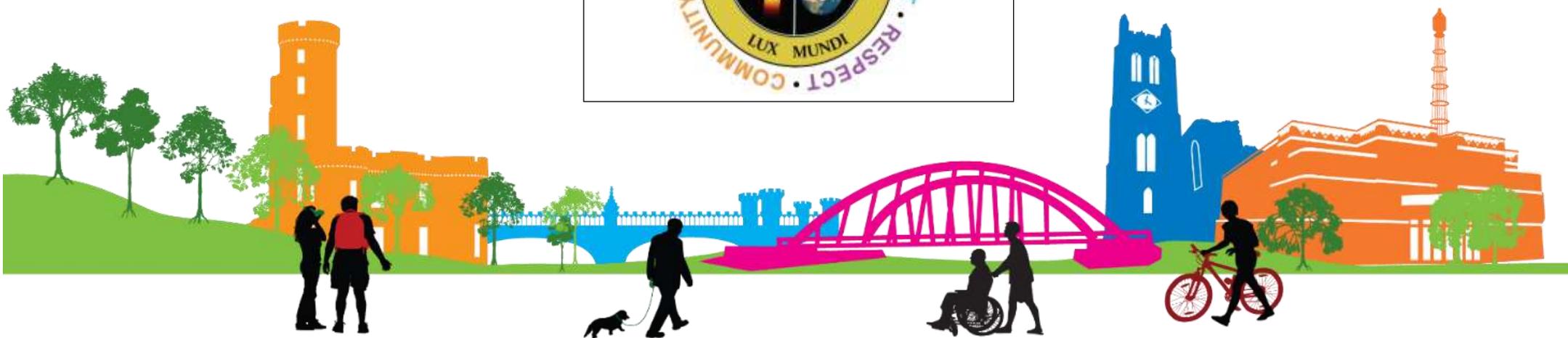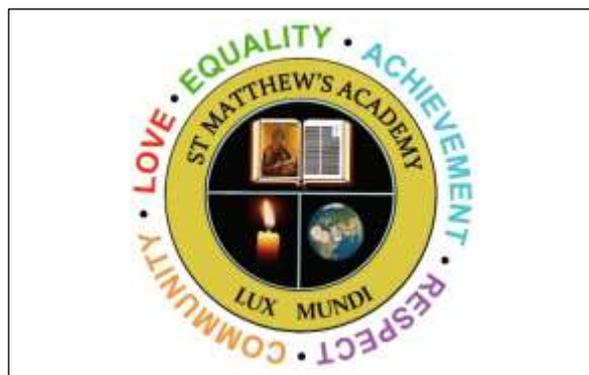
Vision, Values and Aims

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<u>Our Vision, Values and Aims</u>

In Saint Matthew's Academy we are committed to a vision which is rooted in the Charter for Catholic Schools in Scotland. Pupils, parents, staff and partners have been involved in establishing our vision and values. By ensuring we are challenging and ambitious we seek to present a vision which reflects the needs and aspirations of our Community of Faith and Learning.

<u>Vision</u>

Our vision for Saint Matthew's Academy is one of a community of faith and learning dedicated to Gospel Values. We work together to ensure the effective formation and development of the whole child by providing the highest quality of education. We strive to ensure our young people develop their talents and abilities in order to best support the common good.

<u>Values</u>

Our values underpin our ethos within Saint Matthew's Academy. They are CLEAR and we strive to ensure they are visible throughout our school.

Community - we understand that each of us - pupils, parents, staff, parishes and partners - are called to engage as full members of our Community of Faith and Learning. We must use our gifts and abilities to help and support those around us while at the same time allowing ourselves to be supported.

Love - Jesus teaches us that the greatest commandment is to love God with all our heart. The second is that we must love our neighbour as ourselves. We show love in our charity, in our service, in our forgiveness, in our compassion and in our patience. Love is the foundation of all our actions.

Equality - we believe that all people are created in the image and likeness of God. By recognising the equal dignity of all, we celebrate difference and strive to create an inclusive, tolerant and welcoming ethos where each individual has the opportunity and support to participate fully in our community.

Achievement - our Catholic school is one in which everyone has the opportunity to reach their potential. By providing high quality learning experiences we encourage all to achieve. We pursue excellence in all that we undertake to ensure each member of our community has opportunities to develop and grow their talents and skills in order to fulfil their potential in every area of their lives.

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Respect - Gospel Values only truly exist in our interaction with each other and with the world around us. By ensuring that all relationships are built on a mutual and genuine respect we create a Community of Faith and Learning where all can attain their full potential. We have respect for others and for ourselves as we understand and greatly value the gift of life we have been given.

As a Catholic school, our aims are:

- *to promote Gospel values of love, understanding and respect through all our activities and at all times;*

- *to develop all members of our community spiritually, morally, intellectually, socially and physically;*

- *to provide the highest possible standards of learning and teaching;*

- *to develop in our young people awareness of and respect for different cultures and an understanding of our social responsibilities;*

- *to nurture in our young people creativity and aesthetic appreciation;*

- *to provide a safe, stimulating and welcoming environment;*

- *to work in close partnership with parents, the Church and the wider community; and*

- *to provide opportunities for the personal and professional development of staff.*

Our Gospel values are at the heart of the Curriculum for Excellence which Saint Matthew's Academy provides. We strive to ensure our young people have opportunities to put faith and learning into practice. We encourage our students to act justly and with compassion. We challenge them to use their gifts and abilities in order to work together for the good of the whole community so that they may aspire to become:

- successful learners;
- confident individuals;
- responsible citizens; and
- effective contributors.

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2023/4 – 2025/6

The Education Service Improvement Plan is aligned to the 5 priorities of the National Improvement Framework. Individual establishments should create their own plan under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan. In the diagram below, the orange boxes show the thematic areas under each priority which the service intends to focus on in the year ahead.

	PRIORITY 1	PRIORITY 2	PRIORITY 3	PRIORITY 4	PRIORITY 5
Priority Area	Improvement in attainment, particularly in literacy and numeracy	Closing the gap between the most and least disadvantaged children and young people	Improvement in skills and sustained, positive school-leaver destinations for all young people	Improvement in children and young people's health and wellbeing	Placing human rights and needs of every child and young person at the centre of education
Themes	• High quality learning, teaching and assessment • Raising attainment and achievement	• Interventions to reduce gaps • Specific focus on identified target groups, including care experienced learners • Improving data literacy skills	• Improving skills • Improving transitions • Partnerships to improve post-school learner outcomes	• Improving attendance • Supporting mental health and wellbeing • Supporting physical health and wellbeing • Supporting social and emotional wellbeing	• Supporting children's needs • Maximising learner voice and participation • Maximising parent/carer involvement and engagement

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PRIORITY 1

Strategic Objective:
What do you/we want to specifically achieve across your school/department/EY centre?
We will ensure high quality learning experiences for all children and young people to maximise their successes and achievements.

Highlight your KEY drivers for this improvement priority

Service Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. Placing human rights & needs of every child & young person at the centre of education

HGIOS⁴ & HGIOS ELC
Language specific to HIGIOELC is in green

1.1 Self-evaluation for self-improvement	**2.1** Safeguarding & Child Protection	**3.1** Ensuring wellbeing equality and inclusion
1.2 Leadership for learning	**2.2** Curriculum	**3.2** Raising attainment & achievement
1.3 Leadership of change	**2.3** Learning, teaching & assessment	*(Securing children's progress)*
1.4 Leadership & management of staff *(practitioners)*	**2.4** Personalised Support	**3.3** Increasing creativity and employability
	2.5 Family Learning	*(Developing creativity and skills for life and learning)*
1.5 Management of resources to promote equity	**2.6** Transitions	
	2.7 Partnerships	

NIF Drivers of Improvement

1. School & ELC Leadership
2. Teaching & Practitioner Professionalism
3. Parent/carer involvement & engagement
4. Curriculum & Assessment
5. School & ELC Improvement
6. Performance Information

Care Standards - Care Inspectorate Quality Indicators
Applicable within all early years settings

1.1 Nurturing care and support	**2.1** Quality of the session for care, play and learning	**3.1** Quality assurance and improvement are led well	**4.1** Staff skills, knowledge and values
1.2 1.2 Children are safe and protected	**2.2** Children's experience high quality facilities	**3.2** Leadership of play and learning	**4.2** Staff recruitment
1.3 Play and learning		**3.3** Leadership and management of staff and resources	**4.3** Staff deployment
1.4 Family engagement			
1.5 Effective transitions			

Rationale for Change
What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.

We have built upon prior improvement priorities. We have reviewed prior attainment and achievement data. We have considered current national and local priorities. We have taken cognisance of the unique needs of our community.

PRIORITY 1: Action Plan					
Pupil Outcomes	**Implementation Plan**	**Timescales/ Responsibility**	**Measurement of Impact**	**Analysis & Evaluation of Progress**	**Cost (PEF)**
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	*Please enter the cost to the nearest £*
L&T Strategy We know and can demonstrate effective use of skilled questioning and engagement to enable curiosity, independence and confidence and to regularly enable higher order thinking skills.	We will continue to work towards our excellent L&T strategy through a focus on questioning.	2023-2024 SMT PT L&T All Staff	Observations Learning Walks CLPL In-service Day		
Learning Logs We know and can demonstrate that learners receive high-quality feedback and have an accurate understanding of their progress in learning and know what they need to do to improve.	We will continue to embed the use of Learning Logs across the whole school.	2023-2024 SMT FH PT Guidance All Staff	Sampling Learning Logs Pupil Voice Staff Feedback		
L & N Strategy We know and can demonstrate attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment. We know and can demonstrate that there is a strong ethos across the school to minimise the impact of potential barriers to learning.	Continue to improve literacy and numeracy attainment in a post Covid context. Targeted groups across Maths and English. Continued use of small groups in pupil support and the SSR. Continue to offer, and explore further, a range of pathways to meet the needs of all learners and improve high quality outcomes for all learners.	2023-2024 SMT FH Maths and English Reading Schools Working Group All Staff	SNSA Data BGE Attainment Analysis Comparison of Literacy and Numeracy against VC Ongoing whole school evaluation of QI 3.2 Improved learner pathways Evidence gathering for Reading Schools accreditation		

We know and can demonstrate confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment.	Initial implementation of a Dyscalculia strategy. Working towards Reading Schools accreditation.				
SQA Toolkit We know and can demonstrate that our staff make effective use of assessments and quality assurance procedures to make confident professional judgements about how well children and young people are learning and progressing.	FHs to engage with SQA Toolkit.	2023-2024 SMT FHs All Staff	Implementation of SQA Toolkit Proforma.		
BGE moderation We know and can demonstrate confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment.	We will evaluate and develop our BGE resources/courses/assessment in a post Covid context to improve attainment in the BGE.	2023-24 SMT FH All Staff	Faculty BGE assessment data ACEL Pupil Voice DM minutes		

PRIORITY 2

Strategic Objective:
What do you we want to specifically achieve across your school/department/EY centre?
Ensuring equitable education opportunities and outcomes for all learners.

Highlight your KEY drivers for this improvement priority

Service Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. Placing human rights & needs of every child & young person at the centre of education

HGIOSO & HGIOS ELC
Language specific to HIGIOELC is in green

1.1 Self-evaluation for self-improvement
1.2 Leadership for learning
1.3 Leadership of change
1.4 Leadership & management of staff *(practitioners)*
1.5 Management of resources to promote equity

2.1 Safeguarding & Child Protection
2.2 Curriculum
2.3 Learning, teaching & assessment
2.4 Personalised Support
2.5 Family Learning
2.6 Transitions
2.7 Partnerships

3.1 Ensuring wellbeing, equality and inclusion
3.2 Raising attainment & achievement *(Securing children's progress)*
3.3 Increasing creativity and employability *(Developing creativity and skills for life and learning)*

NIF Drivers of Improvement

1. School & ELC Leadership
2. Teaching & Practitioner Professionalism
3. Parent/carer involvement & engagement
4. Curriculum & Assessment
5. School & ELC Improvement
6. Performance Information

Care Standards - Care Inspectorate Quality Indicators
Applicable within all early years settings

1.1 Nurturing care and support
1.2 1.2 Children are safe and protected
1.3 Play and learning
1.4 Family engagement
1.5 Effective transitions

2.1 Quality of the session for care, play and learning
2.2 Children's experience high quality facilities

3.1 Quality assurance and improvement are led well
3.2 Leadership of play and learning
3.3 Leadership and management of staff and resources

4.1 Staff skills, knowledge and values
4.2 Staff recruitment
4.3 Staff deployment

Rationale for Change
What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.

We have built upon prior improvement priorities. We have reviewed prior attainment and achievement data. We have considered current national and local priorities. We have taken cognisance of the unique needs of our community.

PRIORITY 2: Action Plan					
Pupil Outcomes	**Implementation Plan**	**Timescales/ Responsibility**	**Measurement of Impact**	**Analysis & Evaluation of Progress**	**Cost (PEF)**
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	*Please enter the cost to the nearest £*
Activity Tracker We know and can demonstrate that children and young people are applying and increasing their achievements through active participation in their school and local community. We know and can demonstrate that staff have a shared understanding of what impacts on child poverty and make effective use current available data on levels of child poverty apply this to ensure equity.	We will continue to develop the Activity Tracker and embed its use across the school to support targeted interventions. Members of the school community will make use of the Activity Tracker to promote equity and support inclusion.	2023-2024 SMT FHs Skills Framework Working Group All Staff	Whole school engagement with the use of the Activity Tracker. Participation levels Activity analysis by key group e.g. SIMD Targeted interventions		
Family Engagement We know and can demonstrate that creative approaches are used to engage families. We know and can demonstrate that Family Learning is responsive to identified needs. We know and can demonstrate that Family Learning is supporting families to minimise the impact of	Engagement with Cost of the school day (Child Poverty Action Group). Support families alongside the Welfare Rights Officer to access appropriate support. Targeted support for care experienced learners through MCR pathways.	2023-2024 SMT, Family Learning Worker PT Family Engagement MCR pathways coordinator Welfare Rights Officer	Pupil voice. Parental feedback. Tracking of parental engagement. Participation in learning events. Participation in celebration events. Monitor parental attendance at events. FSM entitlement MCR pathways feedback/outcomes/uptake		

poverty on learning and achievement. We know and can demonstrate that families report improvement in their health and/or wellbeing. We know and can demonstrate that Family Learning is leading to stronger home-school links which are improving outcomes for learners. We know and can demonstrate that families know that whatever their needs they will be able to access the right support to enable them to reach their full potential as individuals and as a family.	We will deliver increased opportunities for parental engagement through a variety of Family Learning events such as Parents In Partnership, subject taster events, health and wellbeing sessions and curriculum information evenings.		Staff familiarity with recent inclusion initiatives e.g. The Morgan Review.	
CLPL/GTCS Accreditation We know and can demonstrate how our professional learning impacts directly on the quality of learning and can evidence improvements for learners. We know and can demonstrate that the school has a range of effective systems and structures to facilitate regular collegiate working to maximise opportunities for staff learning within and beyond the school to improve pupil outcomes.	Across our school, an ethos of professional engagement and collegiate working is evident. Improve engagement with our robust CLPL programme and re-establish staff working groups.	2023-2024 SMT FHs All Staff	Staff Engagement Establishment of CLPLWorking Group GTCS Accreditation Staff uptake of Practitioner Enquiry	

PRIORITY 3

Strategic Objective:
What do you we want to specifically achieve across your school/department/EY centre?
Ensure inclusion and equality leads to improved outcomes for all learners

Highlight your KEY drivers for this improvement priority

Service Priorities
1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. Placing human rights & needs of every child & young person at the centre of education

HGIOSO & HGIOS ELC
Language specific to HIGIOELC is in green

1.1 Self-evaluation for self-improvement
1.2 Leadership for learning
1.3 Leadership of change
1.4 Leadership & management of staff *(practitioners)*
1.5 Management of resources to promote equity

2.1 Safeguarding & Child Protection
2.2 Curriculum
2.3 Learning, teaching & assessment
2.4 Personalised Support
2.5 Family Learning
2.6 Transitions
2.7 Partnerships

3.1 Ensuring wellbeing, equality and inclusion
3.2 Raising attainment & achievement *(Securing children's progress)*
3.3 Increasing creativity and employability *(Developing creativity and skills for life and learning)*

NIF Drivers of Improvement
1. School & ELC Leadership
2. Teaching & Practitioner Professionalism
3. Parent/carer involvement & engagement
4. Curriculum & Assessment
5. School & ELC Improvement
6. Performance Information

Care Standards - Care Inspectorate Quality Indicators
Applicable within all early years settings

1.6 Nurturing care and support
1.7 1.2 Children are safe and protected
1.8 Play and learning
1.9 Family engagement
1.10 Effective transitions

2.1 Quality of the session for care, play and learning
2.2 Children's experience high quality facilities

3.1 Quality assurance and improvement are led well
3.2 Leadership of play and learning
3.3 Leadership and management of staff and resources

4.1 Staff skills, knowledge and values
4.2 Staff recruitment
4.3 Staff deployment

Rationale for Change
What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.

We have built upon prior improvement priorities. We have reviewed prior attainment and achievement data. We have considered current national and local priorities. We have taken cognisance of the unique needs of our community.

PRIORITY 3: Action Plan					
Pupil Outcomes	**Implementation Plan**	**Timescales/ Responsibility**	**Measurement of Impact**	**Analysis & Evaluation of Progress**	**Cost (PEF)**
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	*Please enter the cost to the nearest £*
Skills Framework We know and can demonstrate a clear focus on developing skills in a progressive way across the curriculum.	We will review and build upon the skills framework to assist young people in making of connections across their learning to inform pathways through the BGE and beyond.	2023-2024 SMT FHs Skills Framework Working Group All Staff	Roll out of skills framework to S1. Shared understanding of our core skills across the school Pupil voice DM minutes Learning Logs Skills Assemblies		
Personalised Learning Pathways We know and can demonstrate that children and young people are fully engaged in their learning and participate in decision-making about their learning pathways and future career aspirations. We know and can demonstrate that partnerships are used effectively to deliver highly engaging creative learning to improve outcomes for learners. We know and can demonstrate all stakeholders are able to talk about the unique features of the school community that inform the design of the curriculum.	*We will develop a targeted curriculum for those pupils at risk of not achieving a positive destination.* *We will continue to ensure our curriculum design, including Skills Academy, ensures identified pupils have opportunity to develop Skills for Learning, Life and Work.* Streamlined whole school overview of additional qualifications on offer.	2023-2024 *SMT* *16+ coordinator* *FH's* *PT RA*	Pupil voice Parental feedback Review of referrals Review of attendance Review of attainment Review of positive destinations for targeted pupils Ayrshire College partnership 'Outreach' partnership Staff overview of curriculum		

PRIORITY 4

Strategic Objective:
What do you we want to specifically achieve across your school/department/EY centre?
We ensure that the whole learning community has a shared understanding of wellbeing and the children's rights.

Highlight your KEY drivers for this improvement priority

Service Priorities
1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. Placing human rights & needs of every child & young person at the centre of education

HGIOSO & HGIOS ELC
Language specific to HIGIOELC is in green

1.1 Self-evaluation for self-improvement
1.2 Leadership for learning
1.3 Leadership of change
1.4 Leadership & management of staff *(practitioners)*
1.5 Management of resources to promote equity

2.1 Safeguarding & Child Protection
2.2 Curriculum
2.3 Learning, teaching & assessment
2.4 Personalised Support
2.5 Family Learning
2.6 Transitions
2.7 Partnerships

3.1 Ensuring wellbeing equality and inclusion
3.2 Raising attainment & achievement *(Securing children's progress)*
3.3 Increasing creativity and employability *(Developing creativity and skills for life and learning)*

NIF Drivers of Improvement
1. School & ELC Leadership
2. Teaching & Practitioner Professionalism
3. Parent/carer involvement & engagement
4. Curriculum & Assessment
5. School & ELC Improvement
6. Performance Information

Care Standards - Care Inspectorate Quality Indicators
Applicable within all early years settings

1.6 Nurturing care and support
1.7 1.2 Children are safe and protected
1.8 Play and learning
1.9 Family engagement
1.10 Effective transitions

2.1 Quality of the session for care, play and learning
2.2 Children's experience high quality facilities

3.1 Quality assurance and improvement are led well
3.2 Leadership of play and learning
3.3 Leadership and management of staff and resources

4.1 Staff skills, knowledge and values
4.2 Staff recruitment
4.3 Staff deployment

Rationale for Change
What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.

We have built upon prior improvement priorities. We have reviewed prior attainment and achievement data. We have considered current national and local priorities. We have taken cognisance of the unique needs of our community.

PRIORITY 4: Action Plan					
Pupil Outcomes	**Implementation Plan**	**Timescales/ Responsibility**	**Measurement of Impact**	**Analysis & Evaluation of Progress**	**Cost (PEF)**
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	*Please enter the cost to the nearest £*
Wellbeing Strategy We know and can demonstrate that our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. We know and can demonstrate that staff make effective use of staged intervention processes (and the named person service) to ensure children and young people's needs are met. We know and can demonstrate that relevant support staff are involved in planning and reviewing support for individuals and groups of learners. We know and can demonstrate that children and young people and their parents/carers are fully involved in decisions about how their needs will be met.	We will continue to promote our wellbeing policy and strategy Review of St Matthew's wellbeing strategy We will facilitate opportunities for CLPL training which will enhance the wellbeing strategy Implement NQs across the curriculum relating to wellbeing Continuation of staff wellbeing committee and Wellbeing Ambassador programme Development of the Mentoring in Violence Prevention programme	2023 – 2024 PT Wellbeing SMT All Staff	Pupil voice Staff views Opportunities for training in: Safe Talk SeeME ASIST Training Pupil and staff participation in Wellbeing Week Wellbeing in-service Mentoring in Violence Prevention Programme – continued staff training and delivery of lessons by S6 trainees Continued partnership working: Choose Life Breathing Space Police Scotland CAMHS SeeMe Gam Talk		

We know and can demonstrate that effective partnership approaches are embedded within planned programmes and support processes.					
Attendance Strategy We know and can demonstrate that unexplained, regular or long-term absence is supported through a range of approaches and strategies in line with NAC attendance policies.	We continue to monitor attendance on a periodic basis. Further implementation of Attendance Mentors. Continue to share attendance data with all staff.	2023 – 2024 SMT PT Guidance Attendance Mentors	Improved attendance for targeted groups Increased staff awareness of attendance strategy		

PRIORITY 5

Strategic Objective:
What do you we want to specifically achieve across your school/department/EY centre?
We ensure children and young people are active participants in discussions and decisions which may affect their lives.

Highlight your KEY drivers for this improvement priority

Service Priorities
1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. Placing human rights & needs of every child & young person at the centre of education

HGIOS⚪ & HGIOS ELC
Language specific to HIGIOELC is in green

1.1 Self-evaluation for self-improvement
1.2 Leadership for learning
1.3 Leadership of change
1.4 Leadership & management of staff *(practitioners)*
1.5 Management of resources to promote equity

2.1 Safeguarding & Child Protection
2.2 Curriculum
2.3 Learning, teaching & assessment
2.4 Personalised Support
2.5 Family Learning
2.6 Transitions
2.7 Partnerships

3.1 Ensuring wellbeing equality and inclusion
3.2 Raising attainment & achievement *(Securing children's progress)*
3.3 Increasing creativity and employability *(Developing creativity and skills for life and learning)*

NIF Drivers of Improvement
1. School & ELC Leadership
2. Teaching & Practitioner Professionalism
3. Parent/carer involvement & engagement
4. Curriculum & Assessment
5. School & ELC Improvement
6. Performance Information

Care Standards - Care Inspectorate Quality Indicators
Applicable within all early years settings

1.11 Nurturing care and support
1.12 1.2 Children are safe and protected
1.13 Play and learning
1.14 Family engagement
1.15 Effective transitions

2.1 Quality of the session for care, play and learning
2.2 Children's experience high quality facilities

3.1 Quality assurance and improvement are led well
3.2 Leadership of play and learning
3.3 Leadership and management of staff and resources

4.1 Staff skills, knowledge and values
4.2 Staff recruitment
4.3 Staff deployment

Rationale for Change
What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.

We have built upon prior improvement priorities. We have reviewed prior attainment and achievement data. We have considered current national and local priorities. We have taken cognisance of the unique needs of our community.

PRIORITY 5: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	*Please enter the cost to the nearest £*
Catholic Ethos We know and can demonstrate that all learners are included, engaged and involved in the life of the school. We know and can demonstrate an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God. We know and can demonstrate well-planned and progressive opportunities for young people to explore diversity and multi-faith issues, and to challenge racism and religious intolerance. We know and can demonstrate young people are knowledgeable about equalities and inclusion. They feel able to challenge discrimination, xenophobia and intolerance when they come across it. We know and can demonstrate that all staff and partners model behaviour which promotes and supports the wellbeing of all.	By focussing on Developing as a Community of Faith & Learning, we will ensure all young people have opportunity to participate in liturgical celebration. We will ensure our vision and values are clear and visible throughout all interactions. We will work with parents and parishes as they support young people on their faith journey.	2023 – 2024 SMT All Staff	Pupil voice. Participation in liturgical celebration Caritas Award analysis Use of Developing in Faith Self Evaluation document. All members of school community can articulate school values. Sustain RRS Gold Award Staff engagement with TiE and SCES materials Assisi Group		

Family Engagement We know and can demonstrate that creative approaches are used to engage families. We know and can demonstrate that Family Learning is supporting families to minimise the impact of poverty on learning and achievement. We know and can demonstrate that families report improvement.	We will promote communication with families to increase participation at whole school events including parents' nights. Actively seek feedback from parents on their views of all aspects of the school.	2023 – 2024 SMT PT Family Engagement All Staff	Pupil voice. Parental feedback. Parent council feedback. Tracking of parental engagement. Participation in learning events. Participation in celebration events. Monitor parental attendance at events.		
Supporting Learners We know and can demonstrate that the school reviews the progress of all children effectively, including those with additional support needs. They can provide reliable and valid evidence to support this process. We know and can demonstrate that we listen to and involve children and young people in making decisions about their wellbeing, their lives and their future.	Launch of Supporting Our Learners resource for the use of all staff. Departments give young people the opportunity to share their views on their learning and departments use this to inform their practice.	2023 – 2024 SMT FHs All Staff	Pupil Voice DM Minutes Staff Feedback Pupil Council Minutes Pupil Voice Board		

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

This should only be completed for aspects of your PEF spend <u>not</u> included within your Improvement Plan priorities.

PEF contact - HT or DHT with responsibility for the plan:		
Carry forward:	**Total Allocation:**	**Total:**

PEF Action Plan						
Poverty Related Gap	**Pupil Outcomes**	**Implementation Plan**	**Timescales/ Responsibility**	**Detail of Spend**	**Measures of Impact**	**Analysis & Evaluation of Progress**
Provide details of the gap or barrier you wish to address.	Specifically, what will change for our learners?	What do we plan to do to achieve this outcome?	What are our timescales? Who will lead?	Record cost & provide concise detail of what this entails.	How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.	What does the data tell us? How well is evidence from self-evaluation analysed to improve pupil outcomes? How is the spend contributing to narrowing our attainment gap?
Gap in leavers SCQF6 attainment	Increased numbers of students will leave with 1 or more SCQF6 qualification	Broaden curricular offering by identifying alternative qualification providers	Aug 23-Jun 24 PT Raising Attainment	Cost of additional training: £8000 Cost of PT Raising Attainment: £6000	Tracking SCQF data over 5 years via Insight.	
Increased attainment in Numeracy at Level 4 and 5	Increased numbers of students will leave with Numeracy 4 or 5.	Additional Teacher of Maths to be employed.	Aug 23-Jun 24 PT Maths	Cost of additional teacher: £56710	Tracking Numeracy data over 5 years via Insight	
Increased attainment in Literacy at Level 4 and 5	Increased numbers of students will leave with Literacy 4 or 5.	Additional Teacher of English to be employed.	Aug 23-Jun 24 PT English	Cost of additional teacher: £56710	Tracking Literacy data over 5 years via Insight	

Targeted support through the delivery of Nurture	Increased numbers of pupils feel safe and can thrive within the school	Support council funding to maintain Teacher of Nurture and Classroom Assistant	Aug 23-Jun 24 DHT Wellbeing	Teacher of Nurture costs:£19,144 Classroom Assistant: £5088	Evaluation of Nurture programme using Nurture UK resources. Pupil Voice. Parental Voice.	
Closing activity gap between SIMD 1-2 and SIMD 3-10	Increased numbers of pupils gaining wider experiences beyond the classroom	S1-S3 Year Heads identify targeted pupils and deliver wider experience opportunities such as fully funded school trips. Resources used to reduce costs of activities across all year groups	Aug 23-Jun 24 Relevant Year Head	£25,000 budget line created to fund wider experiences	Use of bespoke Activity Tracker to identify pupils at risk of missing out.	
Increased ICT provision to address opportunities to develop curriculum	New learning opportunities are enhanced by use of ICT and development of ICT skills	ICT co-ordinator to source laptops and distribute to targeted faculties.	Aug 23-June 24 DHT ICT Co-ordinator	£25,000	Increased ICT provision allows for development of new courses and assessment.	