



Falkirk Council
Children's Services

Establishment Name:

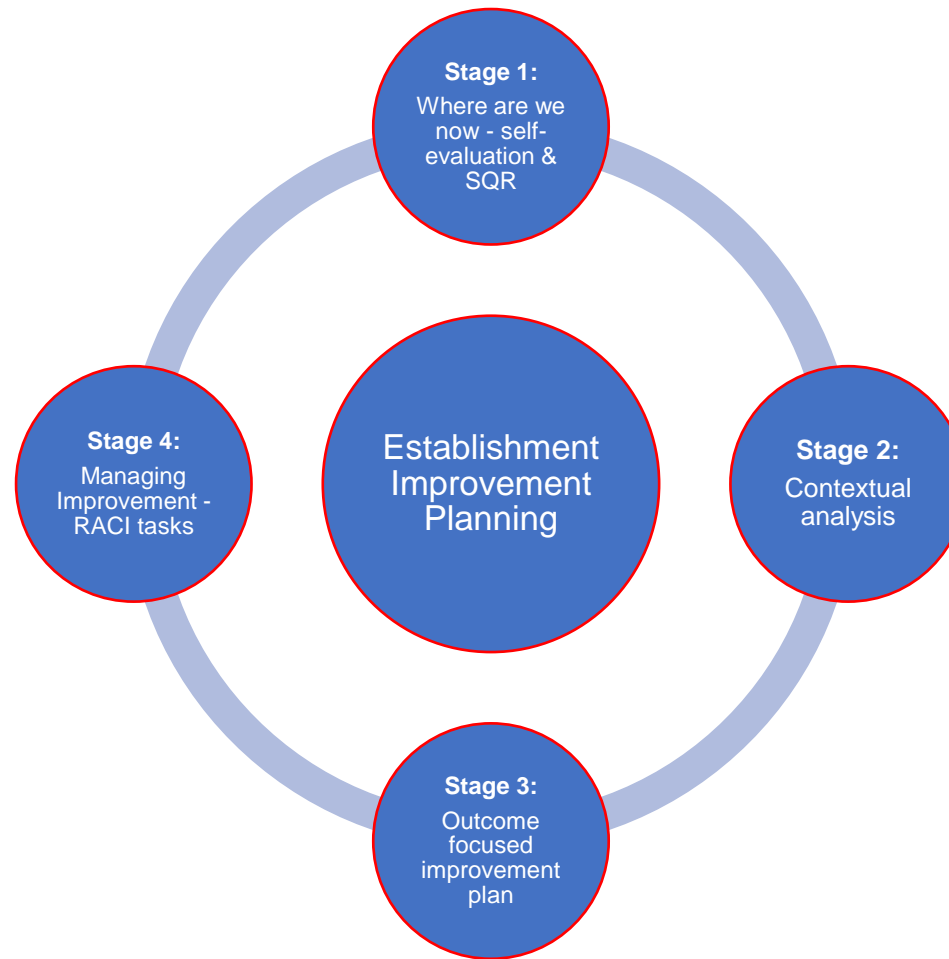
St. Bernadette's Primary and ELC Class

2024/25



Falkirk Council Children's Services

Establishment Improvement Planning Cycle



Unique Context

Stage 2

National Expectations



Community – Demographic, geographical and economic influences

There is a great sense of community in St. Bernadette's and people who live here are very proud that they do.

St. Bernadette's Primary serves the community of Stenhousemuir, Larbert, Carronshore and Carron.

The school has 24 EAL families.

Attendance and Exclusion

Session	Average attendance
2019/20	96.28%
2020/21	91%
2022/23	94.5%
2023/24	94.77%

The table above is a good indicator that our attendance figures are sustaining at an average above 90%.

We continue to work closely with families and partner agencies when attendance is a concern. It is important for the school to

Progress and Attainment

Attainment	Reading	Writing	T&L	Numeracy
P1	97%	97%	100%	97%
P4	84%	80%	84%	84%
P7	92%	92%	96%	92%




Data shows that almost all pupils in P1 have achieved Early Level in reading, writing, listening and talking and numeracy. There is no difference in achievement between the most and least deprived.

Almost all pupils in P7 have achieved Second Level in all areas. There is no difference between the most and least deprived.

<p>The school is mainly private housing, with some Local Authority housing and although a mix of SIMD, it is mainly from SIMD 7 -10.</p> <p>4% of pupils are registered for free school meal allowance.</p> <p>Forth Valley Royal Hospital is located within Larbert.</p> <p>Larbert train station has excellent links to Stirling, Glasgow and Edinburgh making the local area an ideal location for commuting to the workplace.</p> <p>Forth Valley Royal Hospital has a well-established woodlands within its grounds. This is easily accessible by local us transport for engaging in outdoor learning.</p> <p>The Orphan Land is just 4 minutes walk away from the school grounds. This piece of nature was adopted by St. Bernadette's Primary in 2014 and is fantastic for outdoor learning.</p> <p>Carron Dams is only a short 15 minute walk from the school. Again, perfect for outdoor learning.</p> <p>We have highly effective professional partnerships with many different agencies; Health, Social Work, Police Scotland, Educational Psychology, Speech and Language</p>	<p>understand the families' context and any barriers to attendance.</p> <p>Our Senior Leadership Team follow up where any issues are unresolved.</p> <p>There have been no exclusions in St. Bernadette's Primary this session.</p>	<p>In P4 the majority of pupils have achieved First Level in all areas.</p>
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Therapy and Family Support Services are all regular participants in planning for our children and families.		
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Stage 3

<p>Priority Area:</p> <p>Learning, Teaching and Assessment</p>	<p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/Carer involvement and engagement</p> <p>Curriculum and assessment</p> <p>School and ELC improvement</p> <p>Performance information</p> 	<p>Leadership and Management</p> <p>QI: 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>Learning Provision</p> <p>QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <p>Successes and Achievements</p> <p>QI: 3.1, 3.2, 3.3</p>	<p>Curriculum</p> <p>Learning and Teaching</p> <p>Inclusion and Equality</p> <p>Assessment</p>  
<p>What informs this priority?</p> <p>2.2 and 2.3 Self Evaluation Professional Dialogue within Learner Progress Meetings Tracking data Local and National Priority Pupil and parent questionnaires</p> <p>Feedback from observations, learning walks, 2.3 neighbourhood and authority support visits indicate there is inconsistency of teaching and learning across the school.</p>			

What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))
<p>Consistency of pedagogical practice across the school, through a shared understanding of what makes high quality learning and teaching</p>	<p>Establish a staff learning network to create a shared understanding of what great teaching is</p> <ul style="list-style-type: none"> • Key features of high-quality lessons • Pedagogy of high-quality lessons • clear strategies for delivering excellence and equity for learners • Develop a padlet to share practice <p>Create a lesson evaluation toolkit which will:</p> <ul style="list-style-type: none"> • Be used to support lesson planning, self-evaluation, feedback, discussion, coaching and mentoring, focus for professional learning programmes and improvement planning • Lead to a shared understanding of standards and expectations of planning, learning, teaching and assessment • Be used by all • Be consistently referred to and used • Impact upon professional learning, self-evaluation, improvement planning and quality assurance • Develop critical reflection and continuous improvement • standardise assessment, standardise our expectations, leading to consistency <p>Develop meaningful learning networks to create an in-school professional learning programme</p> <ul style="list-style-type: none"> • Professional reading • Systems for teachers to share learning with each other • Peer observation programme 	<p>Marianne Savage (lead) All teaching staff</p> <p>1.5 collegiate activity sessions to develop toolkit in term 1 Review toolkit in term 2 All teaching staff</p> <p>Termly through PLC All teaching staff</p>	<p>Teacher Collaboration: Measure the frequency and effectiveness of collaboration between teachers. This could involve surveys, observation of collaborative meetings, or tracking impact of PLCs and peer observations.</p> <p>Look for changes in teaching practices and learner outcomes linked to collaborative learning (through quality assurance procedures).</p> <p>Quality Assurance: Survey teacher confidence in each aspect of learning, teaching and assessment cycle and lesson evaluation toolkit at key points throughout the year.</p> <p>Measure the impact of PLCs and peer observations. Include within Learner Progress Meetings.</p>

- Staff-led, in-school workshop programme

Professional reading	books, research, blogs, Twitter
Observe	other teachers, other professionals
Practice	try things out, self-evaluate
Get feedback	from peers, SLT, pupils, assessment evidence
Participate	in discussions, workshops, working groups, collaborative planning
Share	your learning, good practice

Devise a calendar of peer moderation and peer planning, observation and feedback of teaching and learning, based upon the lesson evaluation toolkit

Adapt pedagogical practices for pupils with individual milestones.

Neighbourhood Group 1
 Exploration of data at P1/4/7
 Focus upon planning for challenge and differentiation
 Track across the year with the aim to increase the number of pupils from on track to ahead.
 Ensure the correct planning pathways are used to plan challenge, ie 3rd level etc

4 opportunities across the year for peer observation





Neighbourhood HTs to meet early term 1 to devise plan

Neighbourhood 1:
 Measure impact on pupil attainment as a result of planning for challenge. Expectation is an increase in learners assessed as 'ahead' in their learning, rather than 'on track'

Measure the frequency and effectiveness of collaboration across the neighbourhood group.





<p>Produce clear progressive curricular pathways across the BGE</p>	<p>Refresh the curriculum rationale, ensuring there is a common purpose and vision of what we want and how we will get there.</p> <p>Adapt the curriculum for pupils with individual milestones.</p> <p>Develop a coherent and connected literacy programme.</p> <p>Link curricular pathways to the Progress System of bronze, silver and gold</p> <p>Develop clear links across curricular areas and levels. Produce an IDL pathway of outcomes, including clear links to outdoor learning.</p> <p>Make explicit links to World of Work and life skills.</p> <p>Implement the digital pathway.</p>	<p>Marianne Savage, HT, to lead All Teaching staff</p> <p>Audrey Duncan, DHT, to lead</p> <p>Termly level planning All teaching staff</p> <p>Catriona Martin to lead</p>	<p>Collaboration Measure effectiveness of collaboration between staff, parents and pupils to ensure all voices have contributed to the curriculum rationale refresh.</p> <p>Teacher Collaboration: Measure the frequency and effectiveness of collaboration between teachers. This could involve surveys, observation of collaborative level planning meetings, or tracking impact on curriculum design.</p> <p>Planning Measure changes to curriculum design and inclusion of learner participation within all planning (through quality assurance procedures).</p>
<p>Increase learner agency and participation to ensure learners are fully involved in planning and evaluating learning in order to identify their next steps</p>	<p>Children and young people are at the centre of all planning, as active participants in their learning and development.</p> <ul style="list-style-type: none"> • All children will participate in mapping out their school year through the 4 contexts for learning. • Frequent opportunities to discuss their learning with a key adult who knows them well, to review their learning and set appropriate next steps. • Learning targets are specific to individual learners, build on prior learning and reviewed and evaluated systematically with next steps based on their progress. • Record how well children can discuss their learning and next steps. 	<p>All teaching staff</p>	<p>Measure changes to curriculum design and inclusion of learner participation within all planning (through quality assurance procedures).</p>

Ongoing evaluation/actual impact:	
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<p>Priority Area:</p> <p>Inclusion</p>	<p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/Carer involvement and engagement</p> <p>Curriculum and assessment</p> <p>School and ELC improvement</p> <p>Performance information</p> 	<p>Leadership and Management</p> <p>QI: 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>Learning Provision</p> <p>QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <p>Successes and Achievements</p> <p>QI: 3.1, 3.2, 3.3</p>	<p>Curriculum</p> <p>Learning and Teaching</p> <p>Inclusion and Equality</p> <p>Assessment</p>   
<p>What informs this priority?</p> <p>Pupil and Parent Questionnaire</p> <p>Staff CLPL</p> <p>Self-evaluation of CIRCLE environment audit</p> <p>HWB pupil questionnaires</p>			
<p>What do you aim to achieve?</p>	<p>How will you achieve this priority?</p>	<p>Timescales and responsibilities</p>	<p>Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))</p>

<p>Ensure inclusion and equality leads to improved outcomes for all learners</p>	<p>All practitioners will take positive and proactive steps to ensure that barriers to learning are minimised through participation in CIRCLE framework (Child Inclusion Research into Curriculum Learning Education) professional development to increase knowledge, skills and strategies to universally support all learners within the school environment. Using the Circle resource to support, create consistency in visual environments across the school.</p> <p>There will be an adapted curriculum for some learners.</p> <p>Develop opportunities to build and promote diversity across the school community, through:</p> <ul style="list-style-type: none"> • Opportunities for parental involvement • EAL visual language across the school environment • Library resources • Calendar for context focus • Well planned assembly <p>Practitioners will further develop their inclusive practice through effective use of the Falkirk Staged Intervention Framework so that all children and young people are appropriately included and engaged.</p> <p>Staff CLPL for identified areas of need.</p>	<p>Audrey Duncan, DHT, to lead Nicola Lorenzetti, SfLT, to support All teaching staff</p>	<p>Staff and Student Surveys: Conduct surveys of staff and students at regular intervals to assess their perception of the school environment, sense of community and inclusion.</p> <p>School Culture: Observe and document changes in the overall culture, aiming for a more cohesive and supportive environment across the school. This could involve looking for increased cooperation, a sense of shared goals, and stronger student-teacher relationships. (Medium/Long Term)</p> <p>Visual Environment: Observe and document changes to the visual environment to support learners.</p> <p>Quality Assurance: During Learner Progress meetings, teachers will discuss how individual learners are included within their class, including any adaptations to the curriculum.</p>
<p>Increase learner agency and participation to ensure that all learners are included, engaged</p>	<p>Pupils leading assembly on their interests and faith</p> <p>Every pupil having the opportunity to have a leadership role across the school</p> <p>All learners feel included, engaged and involved in the life of the school, through establishing learner participation groups to develop the 4</p>	<p>Weekly</p>	<p>Termly HWB pupil questionnaire</p>

<p>and involved in the life of the school.</p>	<p>capacities. Each group would meet monthly and pupils would sign up to the context of their choice for a term.</p> <p>Termly learner wellbeing questionnaire to assess their perception of inclusion, Engagement and involvement in the life of the school.</p> <p>Increase opportunities to gather the views of children and young people and act upon these. Use a variety of tools to gather views, such as:</p> <ul style="list-style-type: none"> • HGIOURS • Observation • Making Thinking Visible routines • Digital technology and apps • Video / voice recordings • Leuven Scale • Graffiti boards 		
<p>Ongoing evaluation/actual impact:</p>			

<p>Priority Area:</p> <p>Developing a Community of Faith and Learning</p> <p>Cluster: Reigniting our Cluster Vision</p> <p>School: Developing evangelisation through values and purpose</p>	<p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p>  <p>Parental/Carer involvement and engagement</p> <p>Curriculum and assessment</p> <p>School and ELC improvement</p> <p>Performance information</p>	<p>Leadership and Management</p> <p>QI: 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>Learning Provision</p> <p>QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <p>Successes and Achievements</p> <p>QI: 3.1, 3.2, 3.3</p>  	<p>Curriculum</p> <p>Learning and Teaching</p> <p>Inclusion and Equality</p> <p>Assessment</p> 
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What informs this priority?

Attendance at Spiritus New Evangelisation Programme 2022 and 2023, by 2 members St. Bernadette's staff

Reduction in number of shared cluster priorities over the past 3 years

Change in leadership (4 new cluster heads in the last 3 years)

[Developing in Faith](#)

[How good is our school? \(4th edition\) \(education.gov.scot\)](#)

[RERC Principles and Practice](#)

[CfE Briefing 16 - Curriculum for Excellence: Religious Observance \(Time for Reflection\) \(education.gov.scot\)](#)

[Education Global Compact](#)





<https://www.educationglobalcompact.org/en/#:~:text=Pope%20Francis%20launched%20the%20Global,justice%20and%20acceptance%20among%20peoples.>

What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))
<p>Reigniting our cluster mission through the development of a shared vision for our cluster, creating a shared sense of unity and purpose among all schools</p> <p>All staff showing commitment to the shared vision</p> <p>Active collaboration to ensure all school communities have ownership of the vision</p> <p>Leaders at all levels motivating and inspiring others to sustain collective commitment to the shared vision through daily actions</p>	<p>Launch event with all cluster staff to set the scene, think about our why, our uniqueness and what is important to us as a cluster and faith community.</p> <p>Establish a RACI group to develop cluster mission, consisting of staff, parents and pupils from across the cluster.</p> <p>Gather input from parents, teachers, students, and other stakeholders. Conduct workshops and focus groups with representatives from all schools in the cluster to define shared goals.</p> <p>Produce a short, memorable and inspiring mission statement, such as, Connected Through Christ, to be used across the cluster</p> <p>Communicate the shared vision to all staff, students, and parents in the cluster.</p> <p>Offer ongoing professional development for educators to enhance their teaching skills and understanding of the shared vision. This</p>	<p>August Staff Development Day Led by Barbara Couper, Director of SCES All Cluster staff attending</p> <p>Representatives from each cluster school Dates across the session to be agreed once group is established.</p> <p>All cluster schools to gather data from relevant groups to be collected and analysed by RACI group. Dates will be agreed via RACI group when calendar is agreed.</p> <p>Cluster RACI Group By April 2025</p> <p>All school leaders/priority leads By May 2025</p> <p>Ongoing throughout the session. Archdiocese of St Andrew's and Edinburgh (See CLPL Calendar)</p>	<p>Teacher Collaboration: Measure the frequency and effectiveness of collaboration between teachers at different schools. This could involve surveys, observation of collaborative meetings, or tracking joint projects (such as the explicit teaching of values across the cluster)</p> <p>Parental Engagement: Survey parents from each school to gauge their understanding and support of the shared vision. (Short Term)</p> <p>Staff and Student Surveys: Conduct surveys of staff and students at regular intervals to assess their perception of the school environment, sense of community, and alignment with the shared vision.</p> <p>Partnership Working: Monitor the frequency and effectiveness of shared professional development opportunities for staff across the cluster (staff surveys following cluster working). Look for changes in teaching practices and</p>

<p>Senior leaders providing strong leadership to enable our cluster community to develop, promote and sustain the aspirational vision, underpinning our continuous improvement.</p> <p>Ensure that all students in the cluster receive a high-quality education that is rooted in Catholic values.</p> <p>Develop learners holistically, focusing on spiritual, moral, social, and cultural development, to prepare them for life beyond school.</p>	<p>will include offerings from the archdiocese (e.g. God’s Loving Plan, Sacramental Workshops and Catholic School Leadership Programme) and school based CLPL on values based education.</p> <p>Further develop cross-school collaboration and sharing of best practices.</p> <p>Underline the importance of teaching values such as compassion, integrity, and justice. Embed these values into the curriculum, fostering a positive and supportive learning environment. A cluster approach to teaching experiences related to values will be taken (e.g. All Primary 6 pupils in the cluster focussing on a specific value, and sharing their learning with other pupils in school, and across the cluster. These core values will be Integrated into all aspects of the curriculum to ensure our cluster vision is realised.</p> <p>Establish a system for monitoring and evaluating the implementation of the shared vision and its impact on student attainment and achievement.</p> <p>Organise cluster events and projects that support the educational vision and foster a sense of belonging. For example Staff</p>	<p>School leaders delivering CLPL based on their school’s context (in line with WTA) Ongoing throughout the session.</p> <p>Focus of cluster working to be determined by school leaders August/September 2024. This will be built in to WTA and Staff Development Day planning</p> <p>Values focus and timeline of delivery to be agreed at Cluster level. Sharing to take place with teachers and pupils using Microsoft Teams</p>	<p>student outcomes linked to collaborative learning (through each school’s own quality assurance procedures).</p> <p>School Culture: Observe and document changes in the overall culture of each school, aiming for a more cohesive and supportive environment across the cluster. This could involve looking for increased cooperation, a sense of shared goals, and stronger student-teacher relationships. (Medium/Long Term)</p> <p>Community Engagement: Track and document the level of engagement with local communities across the cluster (e.g., number of parents from each cluster school attending transition events).</p> <p>Celebrate successes and milestones achieved in moving towards the shared vision. Promote through newsletters, social media, and school events</p> <p>Measure improvements in attendance and participation, and any reductions on exclusions, of pupils.</p>
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	<p>Development Days for cluster moderation, collective worship, etc.)</p> <p>Implement support structures for students, including the shared 1.0FTE Inclusion Support Worker (attendance, inclusion, exclusion, etc.) allocated to the cluster.</p> <p>Create platforms for sharing best practices and collaborative learning among educators. (cluster teams page)</p>	<p>School leaders to collaborate on the effective distribution of this resource. Support to be in place in schools August 2024</p> <p>All staff sharing the outcome of cluster working via our St Mungo's Cluster Improvement Hub</p>	
<p>School: Developing evangelisation through values and purpose</p>	<p>Revisit our identity, who we are, what we value and how we act</p> <p>Develop and enhance a culture of witness</p> <p>Share and promote the Kerygma</p> <p>Retreat opportunities for all pupil</p> <p>Faith formation for all staff</p> <p>CLPL on Evangelisation</p> <p>Intergenerational faith ministry to develop mission</p> <p>Build discipleship through prayer ministry</p> <p>High quality RE lessons which are active, engaging and challenging</p>	<p>Marianne Savage and Sarah Gallacher to attend Spiritus, Rome, 27.9.24-30.9.24. This will impact on how we develop this priority.</p> <p>Sarah Gallacher will lead. Marianne Savage to support.</p>	<p>Staff and Student Surveys: Conduct surveys of staff and students at regular intervals to assess their perception of the school environment, sense of community, and alignment with the shared vision.</p> <p>Celebrate successes and milestones achieved in moving towards the shared vision. Promote through newsletters, social media, and school events</p>





Ongoing evaluation/actual impact:	
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<p>Priority Area:</p> <p>ELC</p> <p>Planning for a child centred pedagogy</p>	<p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/Carer involvement and engagement</p> <p>Curriculum and assessment</p> <p>School and ELC improvement</p> <p>Performance information</p> 	<p>Leadership and Management</p> <p>QI: 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>Learning Provision</p> <p>QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <p>Successes and Achievements</p> <p>QI: 3.1, 3.2, 3.3</p>	<p>Curriculum</p> <p>Learning and Teaching</p> <p>Inclusion and Equality</p> <p>Assessment</p>   
<p>What informs this priority?</p> <p>Continued for School Improvement Priority during 2023/24.</p>			
<p>What do you aim to achieve?</p>	<p>How will you achieve this priority?</p>	<p>Timescales and responsibilities</p>	<p>Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))</p>





<p>Review Curriculum rationale</p>	<p>Curriculum rationale – Ensure this is displayed along with the visual rationale to support the written one (cloakroom, playroom, newsletter, website, nursery brochure, student brochure, pin it on 'X' (twitter)) Ensure this is discussed on a termly basis.</p>	<p>Cat Kinnaird, SEYO, to lead Lauren Edwards, PT, to support Review May 2025.</p>	<p>Monitor throughout the year it is displayed where stated.</p> <p>Collaboration Measure effectiveness of collaboration between staff, parents and children to ensure all voices have contributed to the curriculum rationale review.</p>
<p>Fully embed continuous provision/core experiences planners</p>	<p>Ensure all continuous provision planners are displayed in the correct area around the room. This will be updated on a termly basis when a review takes place. Ensure all staff refer to the continuous provision planners when they move into a new area.</p> <p>Curricular overview – create an overview at the beginning of the year which documents continuous provision and ethos. On a regular basis this will be updated at the evaluation meetings for special occasions and planning links.</p>	<p>Cat Kinnaird, SEYO, to lead Lauren Edwards, PT, to support Termly</p>	<p>Quality Assurance Monitor display of continuous provision planners timely throughout the year.</p> <p>Measure effectiveness of planners through self-evaluation with all practitioners.</p>
<p>Termly review of responsive planning and evaluation</p>	<p>Planning guidance – Discuss this with the team on a termly basis during team meetings. Planning guidance should be used alongside planning monitoring on a termly basis.</p> <p>Floorbook guidance – Discuss this with the team on a termly basis during team meetings. Floorbook guidance should be used alongside floorbook audits on a termly basis. Termly checks for links between planning and the floorbook.</p> <p>Huddles – all staff to make use of huddle prompt sheets to embed these into our daily practise to support staff confidence. Termly review of responsive planning records to take place.</p>	<p>Cat Kinnaird, SEYO, to lead Lauren Edwards, PT, to support Review March 2025</p> <p>Termly review</p>	<p>Quality Assurance Measure impact of discussions documented within team meetings.</p> <p>Termly monitoring of all planning processes and documentation.</p> <p>Clear and robust self evaluation and quality assurance calendar.</p>

	<p>Planning meeting - all staff to make use of planning prompt sheets to embed these into our practise to support staff confidence. Termly review of responsive planning sheets, including evaluation, to take place.</p> <p>Evaluation meeting - all staff to make use of evaluation prompt sheets to embed these into our practice to support staff confidence.</p> <p>Review of planning cycle – this will be done twice a year – December and then May which will allow for any changes to be made if necessary.</p> <p>Displays – review these on a termly basis. Ensure all staff have responsibility for a display (could link to leadership role) Ensure staff have one night per month to update these displays.</p> <p>Long term planner – created this at the start of the year. Displayed and updated on an ongoing basis.</p> <p>Start and end of the day schedules – create this at the end of the 4th term and then create each term before the end of the previous term. Displayed and updated on an ongoing basis.</p>	<p>Termly review</p> <p>Review December 24 and May 25</p> <p>Termly review</p> <p>Annual review</p>	
<p>Further develop the use of assessment and progression framework cycle.</p>	<p>Assessment and progression framework – initial letter to families at the beginning of process. Team meet to discuss and plan appropriately what they can do to support the family’s comments and what we as a team feel the child needs support and challenge with.</p> <p>Support all staff with observational practice.</p> <p>Support the analysis as a team. Support the team with the tracking wheels and evaluative report. Support the team to understand the process of tracking meetings.</p>	<p>Lauren Edwards, PT, to lead</p> <p>CLPL for all practitioners September 24</p>	<p>Quality Assurance Lauren Edwards, PT, to meet key workers at the end of focus child cycle to ensure assessment and progression levels are supported by evidence within online learning journals and focus child documentation, with clear next steps identified.</p>

	<p>Consider the most appropriate ways to share with families and children. Create assessment schedule for the year and expectations for staff. QR code to scan for most up to date online journal. Moderation of observations and evaluative statements to be done twice in the year. Online learning journals should be monitored at least twice a year.</p>		
<p>Develop the use of Self-Evaluation to evaluate progress and identify priority needs</p>	<p>Create self-evaluation guidance</p> <p>Create a calendar to ensure all quality indicators are evaluated within an identified cycle.</p>	<p>Cat Kinnaird, SEYO, to lead Lauren Edwards, PT, to support</p>	
<p>Ongoing evaluation/actual impact:</p>			

<p>Priority Area:</p> <p>ELC Personal Planning</p>	<p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/Carer involvement and engagement</p> <p>Curriculum and assessment</p> <p>School and ELC improvement</p> <p>Performance information</p> 	<p>Leadership and Management</p> <p>QI: 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>Learning Provision</p> <p>QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <p>Successes and Achievements</p> <p>QI: 3.1, 3.2, 3.3</p>	<p>Curriculum</p> <p>Learning and Teaching</p> <p>Inclusion and Equality</p> <p>Assessment</p>   
<p>What informs this priority?</p> <p>Continued for School Improvement Priority during 2023/24.</p>			
<p>What do you aim to achieve?</p>	<p>How will you achieve this priority?</p>	<p>Timescales and responsibilities</p>	<p>Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))</p>

<p>Fully embed What Matters to Me (WMTM) documentation and create guidance for practitioners and families to understand the reasoning of this process.</p>	<p>Personal planning – WMTM, updating guidance and creating guidance for staff and families. This will help staff confidence around WMTM approach which in turn support our families and children. Ensure WMTM information is planned for during planning meetings and evidenced. Ensure WMTM is recorded on online journals and reference is made to the hearts during this with a date. Support the team in preparation for 6 weekly and 6 monthly reviews. Create and update overview of dates throughout the year and add these dates to the start and end of the day schedule. Creating a communication friendly environment and embedding UNCRC.</p>	<p>Cat Kinnaird, SEYO, to lead</p>	<p>Measure impact the documentation has on practice. Survey staff, parents and children to measure impact.</p> <p>Measure consistency in 6 weekly and 6 monthly reviews of all practitioners.</p>
<p>Ongoing evaluation/actual impact:</p>			

<p>Priority Area:</p> <p>ELC Leadership Across All Levels</p>	<p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/Carer involvement and engagement</p> <p>Curriculum and assessment</p> <p>School and ELC improvement</p> <p>Performance information</p> 	<p>Leadership and Management</p> <p>QI: 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>Learning Provision</p> <p>QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <p>Successes and Achievements</p> <p>QI: 3.1, 3.2, 3.3</p>	<p>Curriculum</p> <p>Learning and Teaching</p> <p>Inclusion and Equality</p> <p>Assessment</p>   
<p>What informs this priority?</p>			
<p>What do you aim to achieve?</p>	<p>How will you achieve this priority?</p>	<p>Timescales and responsibilities</p>	<p>Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))</p>

<p>Every practitioner will have a leadership role within the ELC to increase leadership skills and accountability.</p>	<p>Develop roles and responsibilities for all practitioners who have a leadership role within the ELC.</p>	<p>Cat Kinnaird, SEYO, to lead Lauren Edwards, PT, to support</p>	<p>Measure impact of leadership roles through termly update meetings. Evidence of impact within planning and learning documentation within floorbooks and learning journals. Survey all practitioners to measure impact on their professional development.</p>
<p>Ongoing evaluation/actual impact:</p>			