



Houston Primary School and Early Learning &
Childcare Class

School Improvement Plan

2023/24

(as part of plan 2022-25)



Planning framework

As part of Children's Services, Houston Primary School and Early Learning & Childcare Class has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

National Priorities

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

- 1. place the human rights and needs of every child and young person at the centre of education;**
- 2. improve attainment, particularly in literacy and numeracy;**
- 3. close the attainment gap between the most and least disadvantaged pupils;**
- 4. improve children's health and wellbeing; and**
- 5. improve children and young people's employability skills so that they move into positive and sustained destinations.**

Renfrewshire's Education Priorities

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on pages 3 and 4.

Pupil Equity Funding

Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.	Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.	Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.	Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.	Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes
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Our Vision, Values and Aims

Our AIM is to

'Nurturing the Hearts and Minds of the Future'

Our VISION is to ensure that all children entrusted to our care are nurtured, valued, respected, and supported to reach their full potential, enabling them to have the skills and confidence to succeed today. This is best achieved when we work together with all stakeholders to ensure the highest quality of education is achieved for all our children.



Our VALUES are;

FRIENDSHIP

HONESTY

RESPECT

SUCCESS

Who did we consult?

To identify our priorities for improvement, we sought the views of pupils, parent/carers, staff and partners. We used a variety of methods of getting the views of those who are involved in the life and work of Houston Primary School and Early Learning and Childcare Class such as;

Children: Pupil Council, Eco Committee, Various Pupil Focus groups/surveys, Assemblies,

Parent/Carers: School Website and other Social Media channels, surveys using Microsoft Forms.

Staff: SLT meetings, Staff Meetings, In-Service Day programmes, Staff Working parties and surveys.

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities, such as Social Work, Health Visitors, Partnership Nurseries, Educational Psychology Services, Homelink, School Chaplain and Exchange Counselling Services. All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How we will know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

Quantative Data

- CfE Achievement of a Level data
- Standardised Assessment data – Literacy P1-7, Numeracy P1,3-7, SNSA, GL Assessments
- Annual Spelling and Reading Age assessments – chronological age obtained
- Termly Phonic Assessments P2 & 3
- P3 Screening Assessment
- End of maths pathways assessments, Numeracy profiles
- Analysis of key performance data in relation to SIMD, FME, attendance,
- Reading Assessments, Writing profiles, Talking & Listening profiles
- Engagement levels on GLOW and Google Classroom
- Progression Toolkit – Early Level in Early Years
- Whole School and EL&CC Trackers
- Floorbooks for responsive planning

People's Views

- Whole staff meetings face to face and online using Microsoft Teams
- Support staff meetings face to face and online using Microsoft Teams
- Individual meetings with staff/parents/pupils
- Dialogue/feedback with pupils
- School Council face to face and online using Zoom (EL&CC in person, only 2 meetings)
- Cluster working
- School website, blogs and social media
- Open afternoons, school performance, family learning events
- Committee meetings
- Focus groups including parent workshops
- Working parties
- Questionnaires and surveys gauging satisfaction and suggestions for improvement
- In-service day training for staff
- Written evaluations and detailed comments
- Team meetings at all levels face to face and online using Microsoft Teams

Direct Observations

- Shadow individual pupils
- Teaching methodologies
- Learning walks
- Teachers observing each other - sharing good practice
- Collegiate working at all levels, across the school/ELCC, in the cluster and beyond
- SMT class visits/observations

Evidence Based Observations

- Pupil's work (including displays and photographic evidence)
- Reports to parents
- Subject/Thematic progressive frameworks
- Teacher's termly planning and evaluations
- Review of SIP progress
- Policies and Guidelines

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff

Improvement Priority 1 – Improvement in children’s and young people’s Health and Wellbeing			
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
Q.I 2.3 Q.I 2.4 Q.I. 3.2	<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all YP 		School Leadership Assessment of Children's Progress Teacher Professionalism School Improvement Parental Engagement Performance Information
Rationale for change	Outcome and Expected Impact (detail targets, % etc 22/23, 23/24, 24/25)	Measures	Intervention/ Action
<p>GIRFEC meetings and learner HWB surveys indicate a need to increase support for some pupils with their overall wellbeing using RNRA approaches, NVR, Exchange Counselling, Seasons for Change, Nurture Natter, LIAM, CIRCLE, Parental Engagement sessions, as a further means of support.</p> <p>Significant work has been undertaken in relation to building a nurturing ethos throughout the school. Further RNRA nurture principles now need to be put in place to further support the pupils with their overall wellbeing and self-esteem. NP – Nurture is important for Wellbeing and Self-esteem/NVR Part 2.</p> <p>To gather robust Health & Wellbeing data across the cluster. We will continue to use the Glasgow Wellbeing tool to allow staff to analyse data more efficiently and track</p>	<p>By June '24 there will be a decrease in number of home visits following parental engagement with RNRA approaches and NVR training.</p> <p>By June '25 there will be less pupils requiring referrals to be made to Exchange Counselling and LIAM to support with their resilience, self-esteem and anxiety.</p> <p>By June '25 almost all children and families who are supported using NVR approaches will have improved emotional regulation and a reduction in escalated behaviour, in school and at home.</p> <p>By December '25, we will share evidence of our RNRA journey and apply for our Amethyst Award. (Ruby Award Achieved June '23.)</p> <p>By June '24, almost all teachers and some support staff will be more confident and skilled in using NVR (Part 1) approaches to support pupils. Almost all support staff will be more confident and skilled in using de-escalation techniques.</p> <p>By December '24, almost all teachers are more confident and skilled in using Nurture Principle – 'Nurture is Important for Wellbeing and Self-esteem' to promote overall wellbeing and self-esteem within their class. Almost all support staff are more confident and skilled at supporting and increasing, pupil's self-esteem in/out of class.</p> <p>By June '24 almost all children will demonstrate increased confidence in their overall wellbeing, self-esteem and when transitioning throughout the school session.</p>	<ul style="list-style-type: none"> GIRFEC wellbeing meetings – bi-annually recorded in SEEMiS Pastoral Notes by stage managers. Glasgow Motivation & Wellbeing Profile – HWB data, session 23-24 will be analysed termly by class teachers. PT to collate and analyse for the whole school. HWB teacher judgement Daily emotional check-in, in all classes PSC to carry out HWB conversations with targeted pupils Consistent high levels of staff engagement with Nurture Core Working Party Annual evaluation of staff confidence, understanding and progress with implementation of RNRA approaches RNRA Ruby Accreditation evidence Attainment meetings – bi-annually 'Nurture Natter' feedback from mini trainers 'Nurture Natter' feedback from targeted pupils 'Seasons for Change' group impact questionnaire Numbers of pupils requiring support to transition from home to school Star Awards/Golden Cone Award Number of referrals to Exchange Counselling Number of referrals to LIAM or school nurse Numbers of pupils attending Art Therapy Numbers of Pupils attending LEGO therapy 'My Good Things' diary for targeted pupils PSC will monitor impact on self-esteem. 	<p>Provide professional learning (In-service training/collegiate) for all teaching and support staff in – NVR Part 2, and review the impact of NP Important for Wellbeing covered in session 22-23 and all other covered in previous years.</p> <p>Calendar of RNRA Core Working Party collegiate activities, professional reading and working groups will be finalised by Aug '24 and implemented throughout the session.</p> <p>June '23 Two teachers completed Nurture Leadership training and will take a leadership role in delivering RNRA approaches to the Nurture Core Working Party, session 23-24.</p> <p>June '23, two teachers trained in CIRCLE to support inclusion in the classroom setting. To be cascaded to all staff August '24.</p> <p>June '23, two teachers engaged in RICE training and will take a leadership role in delivering RICE approaches to their stage partners, session 23-24.</p> <p>By June '24 review impact of Nurture Natter sessions and number of pupils attending these sessions.</p> <p>Nurture Core Working Party will use Plan-Do-Study-Act approaches when trialling and implementing NP 'NVR Part 1' approaches, prior to cascading to all school staff.</p>

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<p>children's journeys throughout their education.</p> <p>Increased number of referrals and professional dialogue with staff and parents, indicate a greater need to support pupils presenting with anxiety. Staff training will ensure that pupils are better supported and be more relaxed and ready to learn.</p> <p>Increased number of pupils in school requiring a greater level of support to thrive in the mainstream setting. Staff will be better equipped to support inclusion in the classroom setting.</p>	<p>By June '24, all staff including support staff will be more skilled and confident in using NVR approaches to support behaviour, by using de-escalation techniques. Staff will be more attuned to support pupils needs. They will be able to support pupils to self-regulate and return to their learning. Staff will use New Authority approaches with a strong focus on attunement, adult presence and building relationships.</p> <p>By June '25 all staff including support staff will be more skilled to support inclusion in the classroom setting, following training and using the CIRCLE resources.</p> <p>By June '25 our support staff will be trained in LIAM and will be better equipped to support pupils during the school day.</p> <p>By June '24 our ELCC will have created a Nurture Core Working Party and all staff will have received RNRA training.</p>	<ul style="list-style-type: none"> • Number of pupils who benefit from an enhanced transition • Parent evaluation following NVR-Anxiety, Parent Group– Google forms • Number of families who have engaged in NVR training. • Number of families who are being supported by Homelink. • Number of referrals made to school nurse, LIAM, REN10 and Homelink to support pupils with anxiety. 	<p>By October '23 all staff will have received training on how to use the new Glasgow Motivation & Wellbeing Profile.</p> <p>By January '24, all core nurture working party staff will be provided with training from Ed Psych and professional reading material on how to implement, NP 'Nurture is Important for Wellbeing and Self-esteem'/NVR Part 2.</p> <p>By February '24, a parent support group will be established and families will be more familiar in using NVR approaches to support children with anxiety.</p> <p>Audit impact of RNRA approaches used and staff confidence levels by June '24. Identify priorities for next Nurture Principle for December '25.</p> <p>By June '25, two support staff members will be trained to support pupils who are displaying anxiety and will take on a leadership role in supporting pupils with anxiety.</p> <p>By June 24, all staff including support staff will have received NVR training Part 2, with a focus on NEW Authority.</p> <p>By February '25, family learning event to share new authority methodologies on supporting behaviour</p> <p>December 25, all core nurture working party staff will be provided with training from Ed Psych and professional reading material on how to implement, Nurture Principle – 'The Environment Offers a Safe Base'</p>
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Improvement Priority 2 – Raise attainment in Literacy with a priority focus on Writing			
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
Q.I 2.3 Q.I 2.4 Q.I. 3.2	<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all YP 		School Leadership Assessment of Children's Progress Teacher Professionalism School Improvement Parental Engagement Performance Information
Rationale for change	Outcome and Expected Impact (detail targets, % etc 22/23, 23/24, 24/25)	Measures	Intervention/ Action
<p>Although attainment in writing remains high across the school (above 85% at all stages), it is lower than reading (above 90%).</p> <p>Professional dialogue and learner conversations indicate an ongoing need to increase learner engagement and enjoyment in writing by using effective writing pedagogy and creating a culture of writing for pleasure. This will ensure we maximise the clear links between pupil engagement and attainment in writing.</p> <p>Significant work has been undertaken in relation to building a reading culture and effective reading pedagogy. Greater links now need to be established between the teaching of reading and writing to create a coherent, progressive literacy curriculum.</p> <p>Following introductory training in the Talk for Writing (Fiction and Non-Fiction) approach in</p>	<p>2% increase in writing attainment across P2-P7 stages by June '24 and a further 1% rise by June '25.</p> <p>By June '24, almost all teachers are more confident and skilled in the learning and teaching of fiction and non-fiction writing. Almost all support staff are more confident and skilled in providing in-class support for writing.</p> <p>By June '24, almost all children will demonstrate increased engagement, knowledge and skill in the writing process.</p> <p>By June '25, a clear, structured, progressive, consistent approach to fiction and non-fiction writing will be evident at all stages using the Talk for Writing approach in combination with additional evidence-based reading and writing pedagogies. Transition groups at Early level (EL&CC and P1) and Second/Third level (P7 and S1) will help facilitate this work.</p> <p>By June '25, teaching staff will feel more confident and assured in making accurate judgements in relation to children's progress and achievement of Curriculum for Excellence levels in writing.</p>	<ul style="list-style-type: none"> Teacher professional judgement and assessment information (SNSA P4 & P7, GL P3 7 P6), formative writing assessments) Pupil learning conversations (focus groups at each stage throughout the school, incl. EL&CC) Pre/Post Reading and Writing engagement surveys (incl. evidence gathered and documented through Reading Schools award) Levels of staff engagement with CLPL Working/focus/support group minutes – school/cluster/authority level Ongoing evaluation of staff confidence, understanding and progress with implementation using the 'Confidence in Applying the Talk for Writing Process' survey Tracking and monitoring (Attainment Meetings) SMT Quality Assurance visits Teaching staff – reciprocal visits with constructive feedback Stage, whole school and cluster moderation activities Feedback from parent/carers via events, family learning opportunities and surveys Audit of progress using the <i>Talk for Writing</i> School Improvement Cycle 	<p>Provision of ongoing professional learning for all teaching and support staff in the <i>Talk for Writing</i> approach, including initial CLPL for new/returning staff in fiction and non-fiction writing.</p> <p>By August '23(Inservice), ensure all staff have a working knowledge of evidence-based research relating to Writing via the CLPE's What We Know Works: Writing in Primary Schools research document and use this to audit practice and plan learner experiences.</p> <p>Calendar of writing CLPL (In-service, collegiate activities with cluster schools, professional reading and working party) will be finalised by Sep '23 and implemented/evaluated throughout the session. This will include opportunities to plan, assess and moderate with cluster schools.</p> <p>Our project team led by DHT will be maintained and will undertake CLPL on leading effective implementation of <i>Talk for Writing</i> (Aug.-March). Actions will be informed by the <i>Talk for Writing</i> Leadership Toolkit.</p> <p>Creation of an operational plan, by October '23, for implementation of the Talk for Writing approach (fiction and non-fiction) to include key features e.g.:</p> <ul style="list-style-type: none"> - maintain a whole school reading spine - create a whole school overview with resource linked units - adapt templates for unit planning to align with existing planning approaches

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<p>session 22/23, a strong focus is required on implementation of the approach across the school (and ELCC) to ensure a consistent approach to writing across the school and maximise the impact on pupil engagement and attainment.</p> <p>Significant work has been undertaken with Gryffe High, as part of developing practice in literacy through our Primary to Secondary Liaison Programme. A renewed focus on writing is required to ensure staff in P7 have the confidence and skills to teach functional writing skills, including critical essays.</p> <p>In order to support accurate teacher judgement, in terms of children's attainment in writing, moderation activities are required within (Gryffe cluster) and out with the immediate local cluster.</p>		<ul style="list-style-type: none"> • RAG rating the <i>Talk for Writing</i> 'non-negotiables' collaboratively with teaching and support staff • Links to <i>Dive Into Reading</i> approach evident through long-term planning • Talk for writing – Senior trained May '23, 1 ELCO and 1 SLT to attend in Aug '23 	<ul style="list-style-type: none"> - establish teaching non-negotiables and ensure consistent implementation across the school - establish/maintain effective procedures for quality assurance of the approach <p>Audit resources for writing (whole school and targeted) by June '24. Identify and purchase/create resources required. (£1000 PEF spending)</p> <p>By Sep '23, all teaching staff will be introduced to <i>Talk for Writing's</i> 'Planning, Assessment and Progression' overviews and will use these to plan learner experiences and inform professional judgements on pupil progress. (Overviews will be published in August '23)</p> <p>By June 24, all staff will have received training on identifying and supporting pupils with Dyslexia.</p>
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Improvement Priority 3 – Raise attainment in Literacy with a priority focus on Reading			
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
Q.I 2.3 Q.I 2.4 Q.I. 3.2	<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all YP 		School Leadership Assessment of Children's Progress Teacher Professionalism School Improvement Parental Engagement Performance Information
Rationale for change	Outcome and Expected Impact (detail targets, % etc 22/23, 23/24, 24/25)	Measures	Intervention/ Action
<p>Tracking and monitoring data (including teachers' professional judgement, SNSA and GL standardised assessment information) demonstrate high levels of attainment in reading, at all stages. However, professional dialogue and learner feedback (online survey) indicate a need to increase engagement and enjoyment in reading, amongst our most reluctant readers, by using effective pedagogy and creating a culture of reading for pleasure.</p> <p>Significant work has been undertaken in relation to building a reading culture and effective reading pedagogy throughout our school (and EL&CC). Following training in Renfrewshire's <i>Dive Into Reading</i> approach, over 6 years ago, staffing has</p>	<p>By June 2024, almost all targeted reluctant readers across P4-7, will show a 3% increase in reading engagement and confidence.</p> <p>By March 2024, almost all teachers (and support staff) will be more confident and skilled in the learning and teaching approaches advocated through <i>Dive Into Reading</i>. Staff will extend their range of formal and informal reading strategies. Furthermore, they will be more confident about responsive comprehension teaching.</p> <p>Learners will experience consistency of support through shared use of evidence-based approaches between staff.</p> <p>Families will have enriched experiences and more relaxed conversations about reading (with each other and school staff).</p> <p>By June 2024, a clear, structured, progressive, consistent approach to reading will be evident at all stages using the <i>Dive Into Reading</i> approach, in combination with additional evidence-based reading and writing pedagogies.</p>	<ul style="list-style-type: none"> Audits using the 3 Domain Model (for identified individuals across P4-7) Reading assessment information Pupil learning conversations (focus groups of children from P4-7) Reading engagement surveys (P4-7) Standardised assessment data including SNSA/GL at P4 and P7 Class formative assessments e.g. Running Records Levels of staff engagement with CLPL Evaluation of staff confidence, understanding and progress with implementation (use 'Confidence in Applying the <i>Dive Into Reading</i> Process' survey) Tracking and monitoring meetings Target group Reading Diaries Feedback from parent/carers via family learning opportunities and surveys Evaluation of progress using the Reading Schools Award criteria RAG rating the <i>Dive Into Reading</i> 'non-negotiables' collaboratively with teaching and support staff All ELCC children to register with DPIL to maintain 100% record 	<p>Through our new school library, learners will have access to different genres and hundreds of new titles. Their Reading Diaries and Accelerated Reading profile will demonstrate increased engagement</p> <p>Provision of professional learning for all teaching and support staff in the <i>Dive Into Reading</i> approach, as well as staff training for existing and new staff in tracking and analysing learners' progress through the Accelerated Reading programme..</p> <p>Calendar of Reading CLPL (in-service, collegiate activities led by Literacy Champions group and professional reading) will be finalised by Sep '23 and implemented throughout the session.</p> <p>Update Teaching and Learning Policy on Reading by October '23, to include key features e.g.:</p> <ul style="list-style-type: none"> - maintain whole school reading spine - maintain whole school planning overview with resource linked units

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changed and it is important to re-visit key ideas, in order to ensure a consistent approach to reading across the school and maximise the impact on pupil engagement and attainment.	<ul style="list-style-type: none"> • EL&CC have weekly visits from Literacy Leaders from HPS to promote regular story telling and engagement in shared reading. • 		<ul style="list-style-type: none"> - re-establish teaching non-negotiables and ensure consistent implementation across the school - maintain effective procedures for quality assurance of the approach
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Improvement Priority 4 – Develop high quality learning and teaching through the development of outdoor learning opportunities			
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
Q.I 2.2	<ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education 		School Leadership

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Q.I 2.3 Q.I. 3.2	<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all YP 		Assessment of Children's Progress Teacher Professionalism School Improvement Parental Engagement Performance Information
Rationale for change	Outcome and Expected Impact (detail targets, % etc 22/23, 23/24, 24/25)	Measures	Intervention/ Action
<p>Significant work has been undertaken in relation to building a playful pedagogy across the Early Years, as well as providing meaningful opportunities for learning outdoors, across the school. Our EL&CC have worked to develop a quality outdoor learning space which facilitates different types of experiences. In order to ensure equitable and high quality learning experiences, across the school, staff wish to re-design the site of our old nursery building and provide staff training in outdoor learning, ensuring a coherent and progressive approach.</p> <p>Professional dialogue with staff, indicates they would like to consider re-configuring how we use our outdoor environment, and CLPL in outdoor learning would help increase staff</p>	<p>By June '24, all teaching and non teaching staff will have participated in quality CLPL in relation to outdoor learning pedagogy, and will demonstrate increased confidence & skill in planning, teaching and assessing children's learning through use of the outdoors. Training and collegiate working will ensure that learners' experiences are highly engaging and appropriate to their age and stage of development.</p> <p>By June '24 almost all children will demonstrate high levels of engagement in learning outdoors. Almost all experiences will stimulate learners' interests and provide appropriate levels of challenge.</p> <p>By June '26, a clear, structured, progressive, and consistent approach to outdoor learning will be established throughout the entire establishment, facilitating opportunities for curiosity, problem solving and creativity.</p> <p>By June '26, we will have built on established good practice, to resource and facilitate a more play based outdoor curriculum that allows open ended use of materials, enhancing our Health and Wellbeing, Expressive Arts and</p>	<ul style="list-style-type: none"> Pupil learning conversations (focus groups) to evaluate the impact, from the beginning to the end of the project. Levels of staff engagement with CLPL – Learning through Landscapes Pre/post training surveys with identified staff, including evaluation of staff confidence, understanding and progress with implementation Reciprocal teacher visits for quality assurance purposes Sharing best practice through collegiate meetings Depute ELCC attending 3 day course of EY Pedagogical Leadership Staff in ELCC to have staff development sessions swapping areas to ensure all staff confident in outdoor learning (advice from HMiE) 	<p>Provide professional learning for all teaching staff. Project Lead (DHT/PT) will plan calendar of high quality CLPL (collegiate activities, professional reading) to support implementation throughout the session.</p> <p>Staff will visit our EL&CC, classes within and outwith our school community where pedagogical approaches are already established. Reciprocal quality assurance visits will also allow staff to support one another in implementation.</p> <p>By December '23, all staff will be provided with evidence-based research and training relating to playful outdoor pedagogy.</p> <p>By June '24, staff will re-design the courtyard area to facilitate outdoor learning.</p> <p>By June'25, outdoor learning zones will be designed and established, in partnership with contractor and local community. (£15,000 PEF).</p> <p>Investment in purchasing and recycling of materials that can be used in innovative ways. These will be stored appropriately and accessible to all staff.</p>

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confidence and enhance opportunities for quality learning outdoors.	STEM (Science, Technologies, Engineering and Maths) curriculum.		By June '25, parents/carers will be familiar with outdoor teaching and learning approaches through family engagement activities (e.g. blogs, volunteering practical support).
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