



Sighthill Primary School

School Improvement Plan 2024/25

School Information

School/Establishment	Sighthill Primary School
Head Teacher	Clare Langley
Link QEO	Lorraine Budge

School Statement: Vision, Values & Aims, Curriculum Rationale

Our Vision

At Sighthill our school vision is to ensure that all pupils, parents, and staff experience the following during their time with us at Sighthill Primary School. Everyone should experience feeling; Safe, Included, Growth Mindset, Healthy, Teamwork, Happy, Inspired, Learning, Loved (SIGHTHILL)

Our Values

Safe, Respected and Ready

Our Curriculum Rationale

At Sighthill Primary school we aim to work collaboratively to design our curriculum and rationale underpinned by our values for learning focussing on supporting and developing the whole child. We are ambitious for our learners.

Edinburgh Imperatives

This session the Edinburgh Imperatives People, Curriculum, Inclusion are threaded through our improvement plan. We are developing our staff skills to raise attainment and achievement (**People**). We are refreshing our curriculum, so it is relevant to today and the Sighthill community to raise attainment and achievement (**Curriculum**). We are focussed on including all our learners whilst ensuring we are raising attainment for all (**Inclusion**).

Three Year School Plan for Improvement			
Quality Indicator	2024-2025	2025-2026	2026-2027
1.3	<ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community <ul style="list-style-type: none"> ➤ Remove Tokenistic Approaches ➤ Whole School Nurture Implementing improvement and change <ul style="list-style-type: none"> ➤ Play Pedagogy in P1 	<ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community <ul style="list-style-type: none"> ➤ Embed School Nurture ➤ Self-evaluation Strategy Implementing improvement and change <ul style="list-style-type: none"> ➤ Embed Play Pedagogy in P1 	<ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community <ul style="list-style-type: none"> ➤ Equalities with community and curriculum review ➤ Embed Self Evaluation Strategy Implementing improvement and change <ul style="list-style-type: none"> ➤ Develop Staff Leadership
2.3	<ul style="list-style-type: none"> Learning and Engagement <ul style="list-style-type: none"> ➤ Develop Outdoor Learning ➤ Develop Digital Learning ➤ Develop Pupil Leadership Team Planning, tracking and monitoring <ul style="list-style-type: none"> ➤ CEC Tracking tool ➤ Teaching, Learning Assessment Strategy ➤ Retrieval Practice 	<ul style="list-style-type: none"> Learning and Engagement <ul style="list-style-type: none"> ➤ Further develop Outdoor Learning ➤ Further develop Digital Learning ➤ Embed Pupil Leadership Team Planning, tracking and monitoring <ul style="list-style-type: none"> ➤ Embed CEC Tracking tool ➤ Embed Teaching, Learning Assessment Strategy ➤ Embed Retrieval Practice 	<ul style="list-style-type: none"> Learning and Engagement <ul style="list-style-type: none"> ➤ Refine Outdoor Learning ➤ Refine Digital Learning Effective use of Assessment <ul style="list-style-type: none"> ➤ Assessment tracking
3.1	<ul style="list-style-type: none"> Wellbeing <ul style="list-style-type: none"> ➤ Nurture ➤ SLT Structure Inclusion and equality <ul style="list-style-type: none"> ➤ NSPPC 	<ul style="list-style-type: none"> Wellbeing <ul style="list-style-type: none"> ➤ Embed Nurture ➤ Refine SLT Structure for wellbeing Inclusion and equality <ul style="list-style-type: none"> ➤ Equalities for whole community 	<ul style="list-style-type: none"> Inclusion and equality <ul style="list-style-type: none"> ➤ Equalities for whole community
3.2	<ul style="list-style-type: none"> Attainment over time <ul style="list-style-type: none"> ➤ ACEL training Overall quality of learners' achievement <ul style="list-style-type: none"> ➤ Curriculum and Sighthill Seven Equity for all learners <ul style="list-style-type: none"> ➤ Attendance 	<ul style="list-style-type: none"> Attainment over time <ul style="list-style-type: none"> ➤ Looking outwards moderation Overall quality of learners' achievement <ul style="list-style-type: none"> ➤ Embed refreshed Curriculum and Sighthill Seven Equity for all learners <ul style="list-style-type: none"> ➤ Attendance 	<ul style="list-style-type: none"> Attainment over time <ul style="list-style-type: none"> ➤ Link to Self evaluation and staff leadership Overall quality of learners' achievement <ul style="list-style-type: none"> ➤ Wider Achievement Equity for all learners <ul style="list-style-type: none"> ➤ Attendance
Additional QIs	<ul style="list-style-type: none"> 2.1 Safeguarding and child protection <ul style="list-style-type: none"> ➤ Arrangements for wellbeing including safe guarding. 2.5 Family Learning <ul style="list-style-type: none"> ➤ Embed new Family Learning activities. 	<ul style="list-style-type: none"> 1.1 Self Evaluation for Self Improvement <ul style="list-style-type: none"> ➤ Self Evaluation Strategy 2.5 Family Learning <ul style="list-style-type: none"> ➤ Embed new Family Learning activities. 	<ul style="list-style-type: none"> 2.1 Safeguarding and child protection <ul style="list-style-type: none"> ➤ Arrangements for wellbeing including safe guarding. 2.6 Transitions <ul style="list-style-type: none"> ➤ Transition strategy to ensure continuity and progression.
Key Text(s)	<ul style="list-style-type: none"> Understanding How We Learn – Yana Weinstein Can I Go and Play Now- Greg Bottrill 	<ul style="list-style-type: none"> Understanding How We Learn – Yana Weinstein Can I Go and Play Now- Greg Bottrill Why I am no longer Talking to white people about racism – Reni Eddo-Lodge 	<ul style="list-style-type: none"> Why I am no longer Talking to white people about racism – Reni Eddo-Lodge

Improvement Priority 1	
Priority	To develop high quality teaching and learning ensuring continuity and progression in the teaching, learning and assessment of Literacy and Numeracy
Person(s) Responsible	Clare Langley (HT)
Next Steps from Standards and Quality Report	<ul style="list-style-type: none"> • Further embed Number Talks. • Continue to focus on supporting and improving teaching, learning and assessment. Staff directed specific training in PRD • Develop of school Literacy and Numeracy planning to ensure continuity and progression across stages. • Teaching, Learning and Assessment plans to be reviewed to ensure continuity and progression in learning to support raising attainment at all stages. • School to transition to using the new CEC Tracking tool • Teaching team to engage in achievement of a level training

HGIOS 4 QIs	NIF Priority
<ul style="list-style-type: none"> • QI 1.3 Leadership of Change • QI 2.2 Curriculum • QI 2.3 Teaching, Learning and Assessment • QI 3.2 Raising Attainment and Achievement 	<ul style="list-style-type: none"> • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in attainment, particularly in literacy and numeracy

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
Self Evaluation 2.3 Grade only Satisfactory Poor Literacy ACEL Data <ul style="list-style-type: none"> Sighthill Literacy curriculum needs to align with CEC progression pathways and CfE benchmarks. Teachers need guidance to plan for progression and continuity and to support pace and challenge. Teachers are having to spend time on long term planning instead of giving energy to providing more engaging and better differentiated lessons. Staff overly reliant on out of date spelling and handwriting programmes which restrict learners and impact attainment gains. Learners have a vocabulary acquisition gap related to EAL and Adverse Childhood Experiences. This impacts attainment. There is lack of consistency in the teaching and learning of literacy. 	<ul style="list-style-type: none"> Clear planning guidance from P1- P7 for teaching, learning and assessment in Literacy to be pulled together in integrated Literacy Planners. Clear spelling progression and handwriting guidance to align with the CEC progression planners and CfE benchmarks. Consistency in use of new guidance. Relaunch of Wordboost programme to improve vocabulary acquisition. 	<ul style="list-style-type: none"> Review and consider Edinburgh Learns Literacy Strategy with view to linking to new school planning guidance. August 2024 – Literacy Leads Creation of new integrated reading, writing and talking and listening plans. August 2024 – Literacy Leads Introduce new integrated reading, writing and talking and listening plans. Inservice August 2024 – Literacy Leads Pilot new integrated reading, writing and talking and listening plans. All Classteachers Team Around Stage and Teaching Learning assessment meeting to develop confidence in use of new plans and check consistency – Classteachers lead by SLT Word Boost resources sourced and organised and made accessible to all. Inservice August 2024 Literacy Leads 	Medium Term <ul style="list-style-type: none"> Consistent teaching and learning of Reading, Writing and Talking and Listening Increase in teacher confidence in planning and teaching of Reading, Writing and Listening and Talking. Increase in learners engagement in Reading, Writing and Talking and Listening. Long Term <ul style="list-style-type: none"> Continuity and progression in teaching and learning in Literacy is strengthened. All pupils making personal progress ACEL data at least 75% in Reading, Writing and Talking and Listening at all stages. 	<ul style="list-style-type: none"> Attainment over time tracking data - ACEL Class tracking data across the year - benchmarks Team Around the Stage Meetings and minutes Teaching, Learning and Assessment meetings and minutes Shared Classroom Experiences NSA data Leuven Scale data SWST Data Teacher confidence data
Self Evaluation 2.3 Grade only Satisfactory Poor Numeracy ACEL Data <ul style="list-style-type: none"> Sighthill Numeracy curriculum needs to align with CEC progression pathways and CfE benchmarks. Teachers need guidance to plan for progression and continuity and to support pace and challenge. Teachers are having to spend time on long term planning instead of 	<ul style="list-style-type: none"> Clear planning guidance from P1- P7 for teaching, learning and assessment in Numeracy. Teachers are having to spend time on long term planning guidance will allow teachers to give more time and energy to 	<ul style="list-style-type: none"> Review and consider Edinburgh Learns Numeracy Strategy with view to linking to school planning guidance. August 2024 –Numeracy Leads Review current numeracy planning – Numeracy working group Engage in ‘Visible Maths’ by Pater Mattock Numeracy working group – Leadership team Share findings with whole team 2 x CAT – Numeracy Working Party 	Medium Term <ul style="list-style-type: none"> Increase in knowledge and confidence in use of CPA approaches in numeracy. Increase in learners engagement in Numeracy. Long Term <ul style="list-style-type: none"> Continuity and progression in teaching and learning in Numeracy is strengthened. 	<ul style="list-style-type: none"> Attainment over time tracking data - ACEL Class tracking data across the year - benchmarks Team Around the Stage Meetings and minutes Teaching, Learning and Assessment

<p>giving energy to providing more engaging and better differentiated lessons.</p> <ul style="list-style-type: none"> Learners at second level don't have clear strategies and foundation of knowledge meaning they have a larger cognitive load which impacts on problem solving. 	<p>providing more engaging and better differentiated lessons.</p> <ul style="list-style-type: none"> Increase effective use of concrete items to ensure solid foundation of basic learning in place to build on. 	<ul style="list-style-type: none"> Team Around Stage and Teaching Learning assessment meeting to develop confidence in use of new CPA learning and check consistency – Classteachers lead by SLT Embed use of Number Talks August Inservice, planning meetings and ongoing – Numeracy Leads Staff trained and participate in Spatial maths programme Numeracy Lead Time – Numeracy Lead 	<ul style="list-style-type: none"> All pupils making personal progress ACEL data at least 75% in Numeracy at all stages. 	<p>meetings and minutes</p> <ul style="list-style-type: none"> Shared Classroom Experiences NSA data Leuven Scale data Teacher confidence data
<p>Self Evaluation 2.3 Grade only Satisfactory/Good</p> <p>Poor Literacy and Numeracy ACEL Data</p> <ul style="list-style-type: none"> There is a lack of consistency in Formative Assessment which in turn impacts continuity and progression and in turn attainment. There is a lack of consistency in teaching and learning strategies and routines which impact on continuity and progression and in turn attainment in Literacy and Numeracy. Teachers report 'learners can't remember' which impacts on their progress. Teachers don't moderate within the school and outwith the school 	<ul style="list-style-type: none"> Clear agreed whole school formative assessment strategies linked to pedagogical approaches at all levels. Clear agreed Sighthill Language of Learning to promote consistent high quality teaching and learning across all CfE levels and stages. Improvement in teaching and learning retrieval practise techniques. Opportunities for moderation in house and outwith 	<ul style="list-style-type: none"> Create teaching learning and assessment strategy Teaching team lead by SLT- CAT 1x 1 Pilot Teaching, Learning and Assessment strategy All Classteachers Create Sighthill Language of Learning and share Teaching Team lead by SLT Teaching Team engage in Edinburgh Learns adapted Science Behind the Learning input Aug Inservice, Jan Inservice, 2 x CAT Teaching Team engage in Understanding how we learn by Yana Weinstein Ongoing WTA time Teaching staff encouraged and supported to use NCCT for outwith shared classroom experience. Ongoing and inservice date, Teaching staff lead by DHT ACEL training – Inservice October – Edinburgh Learns Team, all class teachers 	<p>Medium Term</p> <ul style="list-style-type: none"> Increase in teacher confidence in Formative Assessment. Consistent Formative approaches used across the school. Develop Sighthill 'Language of Learning used across the school. <p>Long Term</p> <ul style="list-style-type: none"> Embedded Formative Assessment across the school. Consistent use of Language of Learning. All pupils making personal progress ACEL data in all stages and all levels is above 75%. 	<ul style="list-style-type: none"> Attainment over time tracking data - ACEL Class tracking data across the year - benchmarks Team Around the Stage Meetings and minutes Teaching, Learning and Assessment meetings and minutes Shared Classroom Experiences NSA data Leuven Scale data Pupil feedback

<p>Self Evaluation Grades in P1 on Satisfactory and Good Poor Literacy and Numeracy ACCEL Data Recommendation in SSE to link EYP in P1 to teaching, learning and assessment.</p> <ul style="list-style-type: none"> • The current use of EYP in P1 is not being maximised and thus not having an impact. • There is a need to ensure the P1 learning environment supports high quality play base learning including the use of the outdoor area. • There is a need to ensure P1 teaching, learning and assessment is based on current theory and is inline with CEC guidance. 	<ul style="list-style-type: none"> • Clear agreed approach to planning in Primary One • Clear agreed approach to Responsive planning in Primary One • Improvement in teaching, learning and assessment in Primary One. • Increase in Pupil Voice in Learning in P1 • Increase in Achievement of a Level in Primary One 	<ul style="list-style-type: none"> • Implement and adapt for Sighthill CEC approach to planning in P1, P1 Teaching Team, 1 x CAT and ongoing • Create and pilot a Sighthill approach to Responsive planning in P1 Teaching Team, 1 x CAT and ongoing • Engage in Can I Go and Play Now? Greg Bottrill P1 Team and Leadership Team, WTA Leadership Role Time 	<p>Medium Term</p> <ul style="list-style-type: none"> • Increase in teacher confidence in Play Pedagogy in P1. • Increase EYP confidence in Play pedagogy in P1. • Deliver high quality learning environment both numeracy and literacy rich. <p>Long Term.</p> <ul style="list-style-type: none"> • All pupils making personal progress • ACCEL data in all stages and all levels is above 75%. • All learners are included, involved and engaged in P1 learning environment. 	<ul style="list-style-type: none"> • Attainment over time tracking data - ACCEL • Staff confidence questionnaire. • Shared Classroom Experiences • NSA data • Leuven Scale data • Pupil feedback
<p>Staff observation of pupil confidence and resilience</p> <ul style="list-style-type: none"> • Pupil confidence and ability to showcase skills in all aspects of life is low. • Large number of EAL families who find literacy a barrier. • Learners observed as having poor oracy skills which impacts attainment in literacy. • A large number of pupils already with language delay when entering P1. 	<ul style="list-style-type: none"> • Developing pupil sense of power and leadership • Working with families to develop literacy in the whole family. • Innovative ways to supporting literacy teaching and learning – Author in Residency. 	<ul style="list-style-type: none"> • Apply for Live Literature school Residency from the Scottish Book Trust June 2024 - Literacy Lead • Select appropriate author and attend induction training 1 day June - Literacy Lead • Planning meeting with author – August Literacy Lead • Consider innovative teaching and learning for literacy including story telling 2x CAT for all staff • 10 week pupil session with Author in residency in Primary One • Author sessions to Involve parents and carers. 	<p>Medium Term</p> <ul style="list-style-type: none"> • Planned innovative ways to raise attainment in literacy. <p>Long Term</p> <ul style="list-style-type: none"> • Increase in staff confidence in the use story telling. • Increase parent carer story telling confidence. 	<ul style="list-style-type: none"> • Observation – document pupils voice, • Leuven scale for engagement • Staff/Parent/Carer survey

Evaluation (January, May)

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Improvement Priority 2	
Priority	To develop our curriculum to ensure it is relevant to the Sighthill Primary School context and has Pupil Voice, Sustainability and Equalities are at the Heart.
Person(s) Responsible	Clare Langley (HT)
Next Steps from Standards and Quality Report	<ul style="list-style-type: none"> • Focus on 1.2 Leadership of Learning and 1.3 Leadership of change. • Headteacher to promote a culture of career long professional development. • Refine Pupil Leadership team and review input of Early Level. Evaluate impact of the current groups and consider and implement any changes. • Work with Edible estates to ensure progression and embed work. • Develop outdoor learning at all stages • Involve Parents and Carers in developing the curriculum – Sighthill Seven

HGIOS 4 QIs	NIF Priority
<ul style="list-style-type: none"> ➤ QI 1.2 Leadership of Learning ➤ QI 1.3 Leadership of Change ➤ QI 2.2 Curriculum ➤ QI 2.3 Teaching, Learning and Assessment ➤ QI 3.1 Ensuring Wellbeing, Equality and Inclusion ➤ QI 3.2 Raising Attainment and Achievement 	<ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Closing the attainment 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 attainment, particularly in literacy and numeracy

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
<p>The Curriculum is not strategic and does not support raising attainment and achievement.</p> <ul style="list-style-type: none"> Lack of continuity and progression in learning experiences Curriculum not linked to local community and resources Lack of pupil voice in learning 	<ul style="list-style-type: none"> Develop a flexible curriculum to ensure continuity and progression across all stages. Develop a curriculum which is relevant to the local community. Continue to evaluate impact of pupil Leadership Teams and consider next steps to ensure impact 	<ul style="list-style-type: none"> Create clear over arching bundled outcomes with broad themes for interpretation. Link to Literacy outcomes. August 2024 – Headteacher/Curriculum Development Lead/SLT Pilot Bundled outcomes and planner All Classteachers Review bundling and consider next steps Inservice May – Teaching Team Share, implement and review concept of Sighthill Seven key progressive learning experiences linked to community CAT and Inservice - Headteacher Implement adapted Pupil Leadership Teams monthly, review and evaluate and link to assemblies. Ongoing – Teaching Team Link in with Edible Estates to ensure progression September 2024 - Headteacher 	<p>Medium Term</p> <ul style="list-style-type: none"> Staff have access to clear planning guides which include pupil voice, learning context and progression. <p>Long Term</p> <ul style="list-style-type: none"> Continuity and Progression in learning Pupil voice embedded in learning 	<ul style="list-style-type: none"> Teacher questionnaires Shared Classroom Experience Evidence at transitions
<p>Sporadic inconsistent use of digital technology.</p> <ul style="list-style-type: none"> Digital technology is not supporting teaching, learning and assessment effectively and not supporting raising attainment. 	<ul style="list-style-type: none"> Look inwards and look outwards. Create a Sighthill digital strategy to support teaching, learning an assessment including supporting those with ASN. 	<ul style="list-style-type: none"> DHT support the use of Ipads in teaching, learning and assessment Ongoing – Ellie Graham DHT provide opportunities for staff to observe others in 	<p>Medium Term</p> <ul style="list-style-type: none"> Increase in teacher confidence in using Ipads Effectively Inclusion Data <p>Long Tern</p>	<ul style="list-style-type: none"> Teacher questionnaires Shared Classroom Experience

		use of digital technology Ongoing – Ellie Graham	<ul style="list-style-type: none"> Improvements in attainment over time 	
Sporadic inconsistent use of Outdoor Learning. <ul style="list-style-type: none"> Outdoor Learning is not supporting teaching, learning and assessment effectively and not supporting inclusion and raising attainment. 	<ul style="list-style-type: none"> Increase staff confidence in outdoor learning Ensure appropriate resources and time given to outdoor learning 	<ul style="list-style-type: none"> DHT support classteachers with planned weekly outdoor learning sessions Ongoing – Ellie Graham DHT provide opportunities for staff to observe others in outdoor learning Ongoing – Ellie Graham 	Medium Term <ul style="list-style-type: none"> Increase in teacher confidence in outdoor learning Inclusion Data Long Tern <ul style="list-style-type: none"> Improvements in attainment over time 	<ul style="list-style-type: none"> Teacher questionnaires Shared Classroom Experience

Evaluation (January, May)

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Improvement Priority 3	
Priority	Improve wellbeing and resilience in the Sighthill Primary School Learning Community
Person(s) Responsible	Clare Langley (Headteacher)
Next Steps from Standards and Quality Report	<ul style="list-style-type: none"> • Further development of Vision, Aims and Values to include an understanding of non tokenistic approaches and removing meaningless rewards. • Whole school nurture training to help ensure all learners feel listened to and loved in the school family. • Training in use of Boxall to support emotional regulation and readiness to learn. • Embed use of Circle Document in Quality Insurance calendar. • Relaunch Building Resilience Programme to support learners in resilience for tackling new learning and struggles in life. • Have a focus on Healthy eating and aim to provide a healthy • Embed wellbeing flow chart. • Revisit the use of WBCs. • Ongoing review of wellbeing storage. • Ensure all Care experience learners are at least offered wider participation opportunities. • Work with partners to review interdisciplinary learning themes to support raising attainment and include principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance. • Revisit Building Resilience programme. • Continue to develop a calendar of events for Parents and Carers building on successes from this session. • Create events to support parents and carers to support learning at home.

HGIOS 4 QIs	NIF Priority
<ul style="list-style-type: none"> ➤ QI 1.3 Leadership of Change ➤ QI 2.3 Teaching, Learning and Assessment ➤ QI 2.4 Personalised Support ➤ QI 2.7 Partnerships ➤ QI 3.1 Ensuring Wellbeing, Equality and Inclusion ➤ QI 3.2 Raising Attainment and Achievement 	<ul style="list-style-type: none"> • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
<p>All learners living in SMID One and Two Families facing Adverse Childhood experiences At least 20% of learners in each class with ASN</p> <ul style="list-style-type: none"> Staff, learners and families need consistent support from trusted adults. Need for clear systems in place to support wellbeing for all. High number of effective CPMs required to support and address needs. 	<ul style="list-style-type: none"> Embed wellbeing flowchart to ensure right support and correct recording and action for concerns. Wellbeing remit allocated to one member of SLT to lead ensure a clear overview of support required across the school. Create wellbeing team including Headteacher, PT Nurture lead and Support for Learning to support wellbeing strategically for all across the school. Key contact system introduced for families to ensure support is focussed on trusted relationships. Increase learner understanding and language around abuse, it is never a child's fault and how to get help. 	<ul style="list-style-type: none"> Share and review Sighthill wellbeing flowchart to ensure all staff understand. August Inservice and ongoing in staff meeting – Headteacher Key contact system share with all August Inservice and ongoing in staff meeting – Headteacher Regular wellbeing meetings with clear agenda to address wellbeing concerns, support inclusion and raise attainment and achievement Fortnightly wellbeing meetings, Wellbeing Team All Classes participate in Speak out stay safe session January 2025 – DHT Ellie Graham 	<p>Medium Term</p> <ul style="list-style-type: none"> All staff confident in dealing with wellbeing. Parents and Carers are confident in the care their child receives and in speaking with adults to support their child. Wellbeing concerns are dealt with in a timely fashion. <p>Long Term</p> <ul style="list-style-type: none"> Learners needs are met All learners are supported and all are able to make personal progress 	<ul style="list-style-type: none"> Wellbeing meeting minutes Feedback for Learners, Parents and Carers. Feedback from staff.
<p>Uncomfortable CEC Health and Wellbeing survey Annual questionnaire data Attendance data</p> <ul style="list-style-type: none"> Inconsistent messages to children and families from staff in approach to relationships and supporting wellbeing and building resilience. Tokenistic approaches mean support is inconsistent and 	<ul style="list-style-type: none"> Clearer shared vision that everyone understands. Remove tokenistic in consistent approach to support behaviour. Embedded consistent approach to nurture across the school. Clear school strategy to improve attendance rates for all. 	<ul style="list-style-type: none"> Review of the school vision, values and aims with staff to ensure there is a clear understanding of what is agreed and what they look like in practise, including getting rid of 'token economies'. Inservice August 2024 and ongoing - Headteacher Consult families regarding vision, values and aims to 	<p>Medium Term</p> <ul style="list-style-type: none"> Learning community fully understand and are committed to vision values and aims. Consistent approach to supporting families from all staff. <p>Long Term</p> <ul style="list-style-type: none"> Learners and families report they feel more healthy 	<ul style="list-style-type: none"> Ongoing wellbeing data Annual questionnaire CEC health and wellbeing questionnaire.

<p>confusing for staff, children and Parents and Carers.</p> <ul style="list-style-type: none"> Supporting children and families to feel welcomed and wanted in school. Poor attendance means children are missing key learning which impacts on attainment. 	<ul style="list-style-type: none"> Clear approach and strategy to supporting and improving attendance. 	<p>check for understanding and ensure they are still relevant. Ongoing and through parent channels – Headteacher and PT</p> <ul style="list-style-type: none"> Whole school Nurture UK training, 5 specific training dates for staff and staff follow up time in WTA time – PT and PSO SLT member to take a lead role for attendance, attendance to become a feature in all meetings. Ongoing - HT and PT 	<ul style="list-style-type: none"> Staff feel confident in supporting wellbeing of all children. Learners feel all staff understand them and they can get support when they need it. Families feel all staff understand them and they can get support when they need it. 	
<p>Staff observation of pupil confidence and resilience</p> <ul style="list-style-type: none"> Staff observation of pupil confidence and resilience to try new things and see tasks through. 	<ul style="list-style-type: none"> Consistent approach to building resilience using consistent language across the learning community. Regular teaching and learning of resilience skills. Link in with parents and carers to support their understanding of building resilience programme and use of consistent language. 	<ul style="list-style-type: none"> Revisit and relaunch the CEC Building resilience programme with staff,. Inservice Day CAT time - DHT Follow Building Resilience programme with P2 – P7 learners – ongoing Launch Building Resilience programme with Parents and carers, regular comms to Parents and Carers and update website page and update Ongoing – DHT Building Resilience Join the Learning – DHT and Classteachers 	<p>Medium Term</p> <ul style="list-style-type: none"> Staff have a clear understanding of Building Resilience programme and tools and how to implement. Parents and Carers have an understanding of the Building Resilience Programme <p>Long Term</p> <ul style="list-style-type: none"> Increase in Resilience in learners. 	<ul style="list-style-type: none"> Ongoing wellbeing data Annual questionnaire CEC health and wellbeing questionnaire. Teacher observation of pupils.
<p>Uncomfortable CEC Health and Wellbeing survey regarding healthy</p> <ul style="list-style-type: none"> Conflicting messages about food being given at school 	<ul style="list-style-type: none"> Consistent approach to healthy eating across the school – breakfast club, nurture and messages to families 	<ul style="list-style-type: none"> Share CEC food guidelines – Aug Inservice -HT Embed a universal healthy breakfast and fruit offer October - SLT 	<p>Medium Term</p> <ul style="list-style-type: none"> Staff have a clear understanding of CEC health and food advice. Healthy options only available to learners. 	<ul style="list-style-type: none"> Teaching planning Observation Feedback

<ul style="list-style-type: none"> School not following CEC guideline around food. 	<ul style="list-style-type: none"> Modelling healthy eating and Supporting learning community with healthy eating approaches. 	<ul style="list-style-type: none"> Link in with review of thematic planning to embed teaching and learning around healthy habit including eating. CAT/Inservice, ongoing – Teaching Staff 	Long Term <ul style="list-style-type: none"> School will only ever provide healthy options. Increase in physical health of learners. 	
Uncomfortable CEC Health and Wellbeing survey regarding healthy <ul style="list-style-type: none"> Lack of joined up learning community sporting events 	<ul style="list-style-type: none"> Work with learning community, Active Schools and PE specialist to raise profile of sports for wider achievement. 	<ul style="list-style-type: none"> Calebдар if events created for second level Learners. August 2024 – Headteacher PE specialist work with cluster colleagues to successfully plan and run learning community event. April -PE Specialist Review this session events and plan for next session. Learning community PE colleagues – May Inservice 	Medium Term <ul style="list-style-type: none"> Clear plan linking learning community with sporting activities to support transition to high school. Long Term <ul style="list-style-type: none"> Learners increase in confidence and self esteem Increase in positive transition to high school. 	<ul style="list-style-type: none"> PPAS minutes Teacher observations Teacher Planning

Evaluation (January, May)

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