



GREENRIGG PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN

2023/24



Factors Influencing the Improvement Plan

School Factors

Retained 6 class structure
Acting PT continuing in post for second year, HT been in post 4 years in 2024
ELC continues to be used effectively and good transition and partnership working with parents/outside agencies and P1 teacher to ensure good transitions
Cluster Improvement Priorities
Equity Priorities

Local Authority Factors

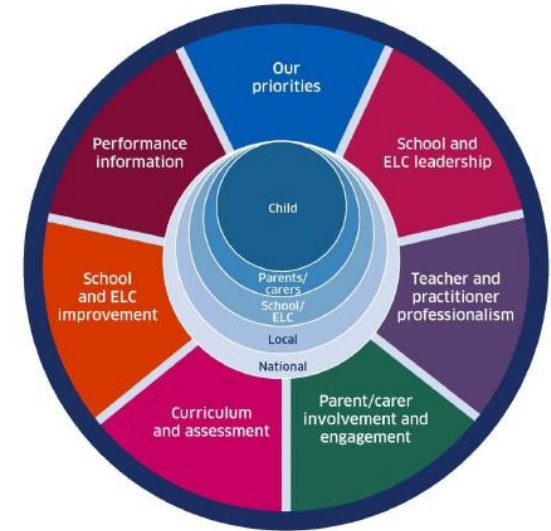
Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council

Corporate Plan

Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity Team and additional allocations, Pedagogy Team

National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality Framework for day care of children
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Realising the Ambition
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS professional standards and professional update 2021
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
UNCRC
Presumption to provide education in a mainstream setting 2019/ Support for Learning: All our Children and All their Potential (ASL Review) 2020





In Greenrigg Primary School, we pursue excellence in all aspects of our work. We aim to raise attainment by delivering excellence and equity for all by providing education of the highest quality for all pupils. This is to enable them to build capacity to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. All members of our School Community are valued, supported and respected. We work tirelessly to ensure we get it right for every child and that all children are safe, healthy, achieving, nurtured, active, respected, responsible and included.

****Session 2023/24 we will be reviewing our Vision/Values and Curriculum rationale with all stakeholders to ensure it is still fit for purpose.***



Our Shared Aims

- Our curriculum has been developed to prepare learners with the core skills needed for life, learning and work, through providing purposeful and relevant literacy, numeracy and Health and Wellbeing learning experiences.
- From the earliest stages we want to develop the necessary skills within our learners to become resilient as well as enable them to develop the four capacities of successful learners, confident individuals, effective contributors and responsible citizens
- Develop the relevant knowledge, skills and attributes to succeed in the modern world as a 21st century learner.
- Recognise each learner as a unique individual and celebrate their individuals' achievements within and out with school
- Recognise the individual skills and qualities of our learners and personalize our approach to meet their wide-ranging needs ensuring excellence and equity.
- Provide progression through transitions and levels which will be closely monitored and tracked to ensure the opportunity of attainment and achievement at the highest level for all

Learning across the four contexts at Greenrigg Primary School

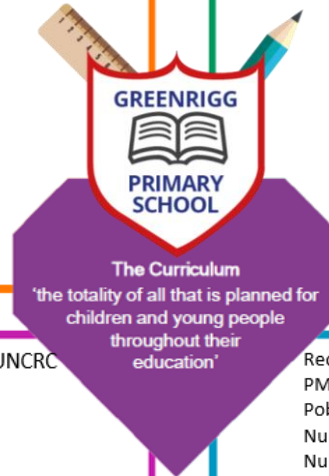
Opportunities for personal achievement

Recognition Boards in all classrooms
Hot Chocolate Friday
House Points
Certificates
House Captains and Buddy Programmes
Fix it Friday Responsibility Groups
Extra Curricular Events and Competitions



Interdisciplinary Learning

Themed weeks and days throughout the year
Outdoor Learning
Skills development linked with Learning for Sustainability themes
Pupil Voice at the heart of IDL experiences
STEAM opportunities school and cluster
Food Technology



Revisiting the framework and audit with whole school and ELC with digital leaders

Positive relationships charter used across school linked with UNCRC Charter
One Trusted adult approach across whole school
Rights respecting School Award
Reading School Award
Sports Scotland Award
Greenrigg Gathering
Right of the week
Secret Adult Focus linked to values/rules
Pupil Voice opportunities and house points
Family Learning Opportunities
Whole school shows from P1-7
Fundraising and charity events

Ethos and life of the school as a community

Reciprocal Reading Strategies
PM Writing and Oracy approaches
Pobble for Writing
Number Talks
Numicon
CPA approaches
Digital Schools Accreditation
1+2 + L2 French P1-7 /L3 Spanish P5-7
A range of Support for learning approaches
Clear focus on attainment and a range of standardised assessments to support teacher judgement

Interventions
Responsive planning
Nurturing Approaches and Nurture groups
JIGSAW to support wellbeing



Working towards bronze with HWB champion/mini champs 2023/24

Curriculum areas and subjects

Pupil ECO/Gardening Leaders



Sports Leaders



Junior Librarian pupil group



Head Boy/Head Girl and Pupil Council

Contextual Data Analysis and Rationale for 2023/24 School Improvement Plan

Background

This session we have had 127 children in the school and 32 children in the ELC. Staffing consists of a Head Teacher, one (Acting) Principal Teacher, 8 Class Teachers (full and job share). In the ELC we have an Early Years Officer, 3 full time and 2-part time Nursery Nurses and a PSW. Due to the 1140hrs expansion our ELC is open 52 weeks per year. In the school we have five Pupil Support Workers, an Advanced Pupil Support Worker, two Catering Assistants, one Administrative Assistant, and two Facilities Management Assistants. The Head Teacher has been in post for four years and the Acting Principal teacher for 2 years. The staffing in the school has been stable for many years from both teachers and PSW and they know families well having taught multiple siblings and classes at least once. The SLT team has taken the school on a journey of improvement by focusing on learning and teaching, pupil voice and developing robust tracking systems for universal and targeted support. At the heart of the school's approach is developing solid relationships where children feel motivated to come to school and learn in a nurturing and supportive environment with adults that they trust. Our school has continued to build on its strengths by involving and empowering staff, learners, parents and partners in ongoing self-evaluation activities. The Head Teacher alongside the Acting Principal Teacher creates the conditions for staff to build on their strengths and take forward the agenda for school improvement. Our staff team know the direction of the school and are committed to change to ensure continuous improvement for all learners. Our children are happy, confident, caring and eager to learn, they have a strong voice and know this is valued and therefore contribute enthusiastically to bringing about change in their school. This is evident in the pupil ethos surveys and health and wellbeing indicator surveys completed.

Data to identify the universal and targeted school Improvement Plan Priorities (SIP)

CfE – Our 2022/23 track 4 data showed that literacy and numeracy attainment is in line with or above schools with similar contexts. Overall our attainment in literacy and numeracy is good. Most children (75-90%) in P1 (specifically, reading, listening and talking and numeracy), P4 and P7 achieved expected CfE levels in literacy and numeracy. Targeted interventions in literacy and numeracy enable children to continue to make progress in their learning. In P4-P7, our attainment in all areas maintained from Track 1-Track 4. In P1 – P3 it is also recognised that while assessment data from research based targeted interventions within literacy and numeracy evidences progress this has not always been significant enough to impact upon the attainment of a level. Our combined P4 and P7 attainment for Quintile 1 and 2 is in line the West Lothian average. However, slightly lower in primary 1. In two of our classes, Quintile 2 or Quintile 4 attainment is lower than other Quintiles for literacy and numeracy in school and across West Lothian, in particular, overall literacy. There is scope to explore writing and reading in some cases for these learners. With a consistent focus on building writing stamina, confidence in understanding tools for reading and children's understanding of number and number processes skills in second level, in particular, through planned school improvement priorities needs developed. The Senior Leadership Team meets regularly with all practitioners to analyse progress, a range of assessments and achievement in core subjects against the National Benchmarks. SNSA assessments are administered annually with pupils in P1, P4 and P7. The results from a range of standardised assessments across all stages demonstrates that the attainment data is a more accurate reflection of teacher judgement.

What are our universal priorities and what is our 'gap'? Who are our target groups and their barriers to learning?

Our target groups will be for identified children who experience barriers in literacy and numeracy, as well as some identified children requiring support to maintain high levels of attendance and punctuality. Emphasis is placed on ensuring the Health and Wellbeing of our children is at the core of all learning. We invest hugely on restorative approaches to support children in developing skills of resilience and confidence through emotion works approach and the allocation of our pupil support team to support wellbeing across classes as required. Approximately 3.13% of pupils in school have a diagnosis of Autism Spectrum Disorder (ASD) and communication support needs. It is also important to note that our performance profile outlines 9.38% of our learners experiencing family issues as well as 8.59% experiencing social, emotional and behavioural difficulties. The barriers to learning here are varied with no single cause, however confidence, mental wellbeing; attachment difficulties have had a significant impact on a few learners and the attainment of a small number of children in a few classes. We had no exclusion in the period 2020/21. We have a 17% uptake of free school meals and this correlates with same total for clothing grant- slightly lower by 1% of the west Lothian average 10% less than the local authority average for clothing grant uptake. This will be looked at in further detail and addressed the 'the cost of the school day toolkit and PEF audit.

Early Years Trackers – By the end of pre-school (2022/23), Renfrew data indicates that average age equivalency of girls in 5.8 years and most are achieving beyond their chronological age. In boys, the average age equivalency is 5.3 years and the majority are achieving beyond their chronological age. Tracker data shows that by the end of pre-school, more girls than boys are on track for literacy, numeracy and health and wellbeing. In literacy, there is scope to explore recognising name and some letters and rhyming than other key aspects of literacy. In numeracy, there is scope to explore reading numerals to 10, exploring time and copy and repeating complex patterns.

Wellbeing – Almost all learners in our school report positively against all of the wellbeing indicators. The lowest out of the responses was health and responsible. However, much improved from last year due to consistent trusted adult and follow up conversations. Analysis shows the lowest level of positive self-reporting is against the wellbeing indicator of **healthy**. Our pupil ethos surveys are very positive overall however, a lower positive response was recorded for the theme of bullying. The same focus group was asked to clarify their perception to bully to help inform our health and wellbeing strategy. The minority knew what bullying was and the identifying behaviours. The other minority said they didn't know but analysis of individual qualitative response would suggest that most do. More work required around this at class and whole school level next session.

Engagement –Almost all of our families are connected on Seesaw, P4-7 children also engage well with Glow 365 tools. Recent feedback suggests parents would also appreciate clarity around home learning, especially new parents to our school. We have observed **generally good levels of family engagement in the early years** in particular. Most of our children participate in our free after school/lunchtime clubs as well as the majority accessing experiences out with the school setting. There is scope to extend the tracking of this information next session to ensure all children do not miss out in learning across the 4 contexts.

Attendance:

Working with the Equity team principal teacher helped to target specific families especially around Friday. Overall there was a noticeable 0.9% increase across the school with attendance showing that almost all children were in school almost all of the time. We will be focussing on late coming and supporting previous families as the term progressed in partnership with the equity team and Inclusion Support Family Worker.

Any other relevant data to your school context - Our school serves very diverse communities as we border with North Lanarkshire our learners represented predominantly in Q2, and Q4, (Very few in 1 and 3 and none in Q5) all 5 Quintiles; our gaps are variable across stages and curricular areas. **Most** of our families engage positively with school to support our learners and less than half completed our parent ethos surveys in line with the local authority average. There is scope, however, based on feedback from parents to offer more family learning and parental engagement session over the session and this will be delivered from our teacher champions for literacy, numeracy, health and wellbeing and ELC through PEEP. It is important to note that our class sizes are smaller which is advantageous in ratio to adult and child in giving appropriate support. We ensure we consider all supports and use baseline data before considering what track our children will work within using professional judgements, standardised assessments, jotter work and focus group tasks linked to the benchmarks. This is also shared with parents to ensure we are considering many possible support to allow our learners to make sustained progress within their levels and maintain this through the session and at key transition times.

Quintile Data	Q1	Q2	Q3	Q4	Q5
	4.65%	37.98%	0.78%	55.81%	0%

Summary/overview of proposal & non-negotiable outcomes

Individual targets for identified children will be set in consultation with staff, parents and monitored on a regular basis. Pupil Support Workers (PSW) will be retained to provide focussed literacy and numeracy interventions particularly at P1-3 and P5 due to the track 4 data. The Principal Teacher will work alongside teachers and (PSWs) to focus on small target groups of identified children who are in Quintile 1, are LAAC or have ASD. These targeted interventions will be focussed on improving the attainment in literacy and/or numeracy. This will involve support for learning work, targeted supports in partnership with class teachers and additional supports such as life skills and outdoor learning to help identified children to overcome barriers to learning and raise their aspirations for what they are able to achieve. We expect to see a sustained increase in pupil attainment next session and improvements in P1-3. For ASD pupils we expect to see a calm, structured and predictable learning environment and a consistent approach to identifying, addressing and supporting their varied needs. We will look at innovative ways to offer family engagement sessions in the school/ELC through PEEP and to the wider school and we expect to see an increase and maintenance in parental engagement.

In Summary, what does our overall data show tell us?

Our data shows that overall, attainment in literacy and numeracy is good. By the end of P1, most children attain the appropriate CfE levels in listening, talking and reading. In writing, most children achieve early level by the end of P1. By the end of P4, the majority of learners achieved appropriate curriculum for excellence level in listening, talking, reading and writing and most in numeracy. There is particular scope to continue to embed a consistent approach to literacy using clear programmes of study to further improve and maintain children’s overall literacy attainment. In P7, almost all children achieve the appropriate curriculum for excellence level in reading, writing, with almost all in listening and talking and almost all in numeracy. Therefore, consideration will be given to focus on implementing a clear progression within numeracy to ensure skills are developed coherently and in depth through planned school improvement priorities, children’s understanding of number and number processes will continue to be developed. Attainment in numeracy and mathematics is good. Attainment data shows that most children in P1, P4 and P7 are achieving in line with national expectations. Embedding literacy will continue to be a consistent focus through planned school improvement priorities. Children’s understanding of the core elements of literacy will continue to be developed. The Senior Leadership Team meets regularly with all practitioners to create robust systems, which analyse progress and achievement in core subjects against the National Benchmarks. SNSA assessments are administered annually with pupils in P1, P4 and P7. The results from these assessments are used to support teacher professional judgement. There is much scope to develop a clear moderation calendar across the four contexts for the core areas of the curriculum in line with a clear curriculum rational and design. The Principal Teacher and Senior Leadership team create programmes of work for identified individuals where interventions and impact are measured and build this in consultation with all school staff.

Greenrigg Primary School - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>Our learners will understand the importance of developing positive relationships, having self-respect and following the school rules and being guided by the school values.</p> <p>Our learners in Greenrigg Primary School will feel values and know that their views are heard and impact on the actions taken in school to improve their learning experiences and environment in which they work both inside and outside the classroom.</p> <p>Our Learners will explore values which matter to them in the life and work of the school and its community.</p> <p>To fully embed a whole school nurturing principle approach/Trauma Informed to promoting positive relationships and develop resilience in all learners.</p> <p>All stakeholders will continue to have an understanding of UNCRC and the Rights of the Child</p> <p>UNCRC <i>Articles 12, 15, 14, 19</i></p> <p style="color: green;">(Placing the human rights and needs of every child and young person at the centre of education)</p>	<input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p>School Vision/Values and Aims Refresh with all stakeholders using service design tools linked with curriculum design and unique setting</p> <p>Embed the JIGSAW wellbeing programme alongside Health and Wellbeing Pathways and consistent tracking of wellbeing indicators</p> <p>Share Positive Relationships Policy and Anti-Bullying Strategy through consultation with pupils, staff and families and implement consistently school wide</p> <p>Roll out revised profiling guidance to capture learner conversations and target setting and wellbeing linked with learning motivation.</p> <p>Implement Rights Respecting School Action Plan based on stakeholder views across the school and embed Practice in all classrooms UNCRC (areas within the UNCRC toolkit)?</p> <p>Continue to ensure that staff are aware of latest H&WB guidance and news, plus have access to relevant CLPL- through school H&WB Champ</p> <p>Ensure that all families have access to relevant info re progress in our H&WB curriculum through newsletters, Twitter and our H&WB Family Champs.</p> <p>Support staff wellbeing through a review of our collegiate approaches and focus on increasing self-efficacy.</p> <p>Achieve Silver Sport Scotland Award</p> <p>Continue to ensure 2 hours of quality PE for all classes</p> <p>Continue to offer Bike-ability within upper school</p> <p>All learners continue to attend a range of cluster sports festivals and offered a wide range of after school clubs sports based and other in consultation with pupils</p> <p>Targeted:</p> <ul style="list-style-type: none"> Learners will be supported individually and in small groups to learn self-regulation approaches within and out with the classroom environment Pupil Passports for identified pupils Nurture Opportunities for identified children Ensure that interventions above are carefully measured for impact 	<p>Dec 2023</p> <p>August to Jun 23/24</p> <p>By Oct 2023</p> <p>Oct 23</p> <p>Sept 23 onwards</p> <p>Sept 23 onwards</p> <p>Oct 23 ongoing</p> <p>May 2024</p> <p>Ongoing from Aug 23</p> <p>Match 24</p> <p>Oct 23</p> <p>Sept 23 onwards</p>	<p>Almost all (90+) will self-report positively against the wellbeing indicators (2 x per year).</p> <p>Self-evaluation wheel used at PRD and ARD (Oct 2023), Staff Ethos Survey (May 2024) shows increase in self-efficacy and satisfaction in work and life of the school.</p> <p>Mini champs to continue to develop initiatives across the school supported by HWB champ</p> <p>Greenrigg Gathering (Assemblies) promoting 4 capacities' positive recognition, UNCRC and ethos and life of the school</p> <p>Boxall profiles to show improvements to social/emotional wellbeing- before and after for children who undertake targeted interventions i.e. nurture.</p> <p>Before and after wellbeing questionnaires for children who undertake interventions.</p> <p>Pupil engagement measures e.g. Leuven scale for targeted interventions to evidence children on task and participating.</p> <p>Comparison on Pupil/Parent Ethos survey 2022-2023</p> <p>Learner conversations and evaluation of QI 3.3 show impact of learner achievements.</p>

<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Our learners will be able to discuss their progress within CfE with confidence and describe their next steps.</p> <p>Improve the quality of learning and teaching experiences by ensuring all learners receive consistent, high quality lessons which offer suitable challenge, differentiation and pace in Literacy and Numeracy.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p> <p>UNCRC <i>Articles 12, 28, 29</i></p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/>School and ELC Improvement <input checked="" type="checkbox"/>School and ELC Leadership <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism <input checked="" type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Curriculum and Assessment <input checked="" type="checkbox"/>Performance Information 	<p>Literacy</p> <p>Develop and implement the action plan led by Literacy Lead Learners supported by WLC Pedagogy Officer, which 4 clear priorities:</p> <ol style="list-style-type: none"> 1. Moderation and Reading/ Targeted support (Effective use of targets, pathways and moderation cycle to measure achievement of a level) 2. Reading (Balanced Reader Approach/Guided Reader and Reciprocal Reading) 3. Writing (Literacy Hour/Continue to develop core writing skills and build writing stamina) More episodes of peer and self-assessment using the WL placemats to support evaluative talk further opportunities to extended pieces of writing and more opportunities to write each day 4. Listening and Talking (Work with Literacy pedagogy officer and Literacy Champion to create an action plan to explore moderation and high quality teaching and learning in the discrete skills of listening and talking)/ To continue to make effective use of listening and talking placemats and plan time for pupils to use targets linked with the four contexts of learning calendar <p>Numeracy</p> <p>Continue to engage with ‘Building Thinking Classrooms’ Provide high-quality CLPL for teachers and PSWs to ensure all staff continue to build confidence in application of pedagogical approaches to teach numeracy and mathematics effectively</p> <p>Continue to use the pathways to practice model using a variety of teaching methods and resources linked with core numeracy resource to help to engage all pupils and ensure that they learn in a way that is most effective for them.</p> <p>Across Literacy and Numeracy</p> <p>Continue to ensure there is a Numeracy/Literacy-rich environment in the school through working walls, bump up walls, number talks, reciprocal reading strategies, tablemats, vocabulary... to support learners as they develop their skills and confidence and give them a point of reference linked with their group and individual targets</p> <p>Embed further the assessment calendar to ensure consistency in learning, teaching, assessment and moderation across all stages for core subjects.</p> <p>Ensure a range of assessment evidence impacts on learners next steps including differentiation. SLT to monitor to ensure agreed interventions are implemented and evaluated.</p> <p>Provide regular assessment and a range of feedback to pupils to enable them to confidently. Identify and discuss their strengths and weaknesses, and to make progress in their learning</p> <p>Teachers to work collaboratively to establish clear procedures for the effective use of target setting, feedback and use of evidence in achievement for a level in literacy and numeracy and maths supported by professional reading and CLPL.</p>	<p>Aug – May 24</p> <p>Aug to Dec 23</p> <p>Aug to Nov 23</p> <p>Nov onwards</p> <p>Sept onwards</p> <p>August onwards</p> <p>August to May 24</p> <p>August onwards</p> <p>Start in Sept 23</p> <p>Focus from August 23</p> <p>Aug 23</p>	<p>Quality Improvement visits with almost all lessons being observed at good or above (HGIOS 4)</p> <p>Quality Improvement visits (Cluster) with almost all lessons observed as being good or above (HGIOS 4)</p> <p>Ongoing analysis of assessment information</p> <p>Continued analysis of universal/targeted intervention showing value added to pupils’ learning through targeted interventions and SMARTS targets</p> <p>Standardised assessment results - Pira/Puma/SNSA/PM/Core Targets Baseline assessments</p>
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<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Achieve equity for Quintile 1 and 2 learners through a programme of targeted and tracked interventions.</p> <p>Learners will be supported in their school attendance in order to maximise their attainment and achievements within and out with school.</p> <p>Learners will be supported using a range of assessment data in Numeracy and Literacy to close any gaps in learning identified and make sustained progress.</p> <p>UNCRC Articles 6, 12, 24, 27, 28, 29</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/>School and ELC Improvement <input checked="" type="checkbox"/>School and ELC Leadership <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism <input checked="" type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Curriculum and Assessment <input checked="" type="checkbox"/>Performance Information 	<p><i>'All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's PEF Summary provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions.</i></p> <p>Please click the blue highlighted link https://tinyurl.com/2pcrxz9b to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</p> <p>Please click the yellow link https://tinyurl.com/mw9j8wk7 to our Cost of the School Day Statement highlighting the many ways that we support families in line without key school aims and priorities. This document is reviewed throughout the session and updated annually to reflect the ongoing work with the school community.</p> <p>Assessment is used to identify barriers to learning across health and wellbeing, Literacy and Numeracy. Targeted and bespoke interventions planned and implemented to support progression in combined literacy. Support for Learning and PEF PSW to work with targeted groups using appropriate resources.</p> <p>PT/ Literacy Lead and Nursery Staff member to engage with Equity Toolkit training with the Equity team with a view to</p> <p>Continue to use child-friendly IEPs to be created along with learners to measure impact and capture pupil voice in this process. Refine the interventions on Excellence and Equity to more effectively monitor and track impact</p> <p>Continue to use Pira, Puma, SNAP-B & SNAP-SpLD assessments to inform any interventions.</p>	<p>See PEF plan for dates</p> <p>Implement from August 23</p>	<p>Documented in PEF Plan</p> <p>SLT have a clear system to closely monitor progress and review interventions in collaboration with teachers, PSW staff and parents alongside outside agencies where appropriate.</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>For learners to increase the achievements and skill development within and beyond the classroom.</p> <p>UNCRC Articles 13,14, 15, 28, 29</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/>School and ELC Improvement <input checked="" type="checkbox"/>School and ELC Leadership <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism <input checked="" type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Curriculum and Assessment <input checked="" type="checkbox"/>Performance Information 	<p>Pupil Responsibility/Skills/UNCRC</p> <p>To continue to roll our 'Fix it Friday responsibility groups with a broader range of learning opportunities linked with METASKILLS and Career Education Standards</p> <p>Outdoor Learning Lead learner to work with staff, pupils and parents to establish a vision for outdoor learning at Greenrigg. Create a clear action plan/policy/guidance in considering ways to increase the amount of outdoor learning that takes place across the academic session. Aim to build further on partnership with local businesses, organisations to enhance the outdoor learning provision.</p> <p>STEM Evaluation current STEM offering at Greenrigg using the Education Scotland Self-Evaluation framework. Agree with staff a clear action plan at local and cluster level.</p> <p>All classes to engage in the Cluster STEM project 'the world around us' linked to clear Es and Os for numeracy and maths and literacy. All classes to take part and share progress at cluster event in October 2023.</p> <p>1+2 Languages To embed L2 and L3 languages and explore what makes a high quality lesson/experience in modern languages. Lead learner to plan with Pupil Languages leader continued involvement in the Euro quiz and plan international days across the session.</p>	<p>End of Sept 23</p> <p>Nov onwards</p> <p>August to Oct 23</p> <p>August to Oct 23</p> <p>August onwards with focus weeks</p>	<p>Learner conversations and evaluation of QI 3.3 show impact of learner achievements.</p> <p>Club/activity attendance data.</p> <p>Pupil Voice Committee working wall evidence and pupil feedback.</p> <p>Staff confidence on outdoor learning approach. Most to almost all</p> <p>STEM Sway and impact questionnaires – Staff complete STEM audit and agree actions for this session as part of curriculum discussion – set short, medium and long term plans.</p> <p>Staff confidence scales working 1+2 champion and peer assess each other and use a benchmarking</p>