

Education Resources
Curriculum and Quality Improvement Service
School Improvement Plan and Standards and Quality 2024/25
Long Calderwood Primary School
East Kilbride

Strategic Improvement Priorities over 3-year cycle

Timescale: 2024/25

Strategic Priority	Year 1 24/25	Year 2 25/26	Year 3 26/27
1. Ach & Att	Further improve play based pedagogy in P1 and P2.	Improve the play based pedagogy in P3.	Improve children's experiences from P4-7 in all curricular areas through using play provocations.
2. Ach & Att	Improve the implementation of effective pedagogical practices in writing.	Improve the literacy curriculum and pedagogy for learners with ASN who require an alternative learning path.	Further improve the numeracy and mathematics provision through the school.
3. Wellbeing including UNCRC	Improve peer relationships throughout the school.	Improve the level of engagement with the wider school to promote positive mental health.	Further improve the HWB curriculum taking results of the national mental health review into consideration.
4. Curriculum including sustainability	Improve staff capability and capacity to independently plan and deliver the CfE areas of sciences and technologies.	Improve teaching and learning in the engineering STEM area.	Improve the teaching and learning of all areas of STEM through embedding throughout the curriculum.

Context of school

Long Calderwood is a non-denominational, co-educational school serving the Calderwood area of East Kilbride; the housing stock in Calderwood comprises social, private, and private let housing. The building provides a single level bright modern learning environment and a large play area with a 9-a-side 3G football pitch. We are currently developing the playground and courtyard classroom to provide facilities for learning outdoors. Our pupils enjoy the physical aspect of wellbeing and we run a range of extra-curricular activities and participate in numerous sporting events in this area.











At the end of session 23/24, we reviewed our school vision and values to take account of the changing society we are now living in. Our new vision is : 'To provide a nurturing and inclusive environment which enables everyone in the school community to build positive relationships and learn effectively'. We will aim to realise this vision through the values of: bravery, confidence, determination, kindness and respect. We aim to achieve this through 'Working in partnership with families and the local community' (Mission statement).

Our school curriculum is regularly reviewed and takes account of the four capacities, the nurturing ethos of the school and children's rights. Staff plan a range of experiences across the four contexts for learning and use a variety of teaching and learning pedagogies to ensure the experiences we provide meet the needs of all learners. We have been awarded the Silver Reading Schools Award and are on our journey to achieve our Gold.

Staffing has been very stable over the past 9 years and the current Headteacher has been in post for 13 years now. Within the school, management and support staff teams are committed to providing targeted support in literacy, numeracy and health and well-being on a timetabled basis. We are also allocated a specialist support teacher one day per week and have a link educational psychologist.

School Level Data

School Profile

		1 HT		0.4 PT					8.1 CT		4.6 FTE Support Staff	
School roll		Number of pupils per cohort							FSME (P6/7)		SIMD 1/2	
		P1 15	P2 15	P3 9	P4 11	P5 11	P6 12	P7 4	 32%		 1 %	
		5	9	13	14	12	15	15				
Attendance 		Exclusion (Number of openings per 1000 pupils) 			Care experienced (Recorded as LAC) 			ASN 		EAL 		
20/21	94.6%	20/21	0%	20/21			1%	20/21- Covid %		20/21	1%	
21/22	91.3%	21/22	0%	21/22			1%	21/22 18%		21/22	0%	
22/23	92.7%	22/23	0%	22/23			1%	22/23 23%		22/23	1%	
23/24	93.38%	23/24	0%	23/24			1%	23/24 19%		23/24	1%	

Strategic Priority 1 **Improvement Planning** and **Standards and Quality Reporting** for 2023/2024

<u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Curriculum and assessment Teacher and practitioner professionalism	<u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Support children and young people to develop their skills for learning, life and work	<u>SLC Stretch Aims</u> ACCEL Primary – literacy – P1, P4 & P7 combined ACCEL Primary – numeracy – P1, P4 & P7 combined	<u>HGIOS?4 QIs (select from drop down menus)</u> 2.3 Learning, teaching and assessment 1.2 Leadership of learning 3.3 Increasing creativity and employability	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
Last session, whilst implementing play pedagogy, the P1 teacher noted high levels of engagement across the curriculum within the class. This session, we want to maintain these levels of engagement in P2 and encourage independence. Overall attainment improved with all areas exceeding 87%	By October 2024, the P2 classroom will include 3 areas as outlined through the play pedagogy – social, creative and discovery. By October 2024, provocations for play across P1 and 2 will be linked to the children's interests. By December 2024, P1 and P2 teachers will have adapted play observations to suit the needs of the class and will be completing these regularly. By May 2025, almost all children in P1/2 will demonstrate participation and high levels of engagement in learning activities. By May 2025, the P3 teacher will have an overview of play within P1/2 and in	P1 and 2 staff will work collaboratively to adapt the P2 classroom, where necessary and create areas. During the first term, P1 and p2 teachers will discuss and record pupil interests and ideas for new learning. Staff will then meet to discuss possible collaborations/shared planning to minimise workload. P1/2 teachers will work collegiately to amend existing play observations, ensuring they are purposeful and manageable. These will be trialled and adapted as necessary.	Professional dialogue and sharing of good practice. Responsibility for planning and maintaining specific shared areas/provocations assigned to class teachers and support assistants based in P1/2 Evaluate existing observation documents and amend where appropriate.	

	collaboration with P1/2 teachers will look at ways to progress aspects of pedagogy into P3.	Observations and pupil conversations will be used to gauge participation and engagement levels across the curriculum. The P3 teacher will visit P1 or P2 class to observe key blocks of time, engage with planning and assessment documents and consider relevance for P3 in terms of timetabling and pedagogies.	Collaborative planning for provocations and IDL based on pupil interests. Follow up professional dialogue.	
Progress and Impact			Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda	

Strategic Priority 2 **Improvement Planning** and **Standards and Quality Reporting** for 2024/2025

<u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Teacher and practitioner professionalism Performance information	<u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Empower learners to shape and influence actions on sustainability and climate change	<u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p>Almost all staff are able to identify next steps in the gradual release of responsibility to meet the needs of the learners however the implementation of this is not consistent across the school.</p> <p>Although all teachers have a basic understanding of how to model the explicit teaching of writing, evidence from professional dialogue</p>	<p>All teachers will be able to demonstrate an effective modelled lesson over all text types and accurately judge the release of responsibility</p> <p>All teachers will successfully use the describing bubble to create a balanced writing piece in other text types.</p>	<p>Teachers to work in mixed stage collaborative pairs to create guidelines on an effective modelled lesson for first and second level classes which includes:</p> <ul style="list-style-type: none"> • Modelled lesson format and effective class management of this • Timescales • Criteria for the gradual release of responsibility • Additional support needs • Teacher resources <p>On completion of the guidelines an awareness raising session for all teaching staff.</p> <p>Teachers work in collaborative groups to examine a variety of text types and identify when the describing bubble is being used within the text.</p>	<p>Peer visits of a modelled writing with a general focus which will be the context for Peer school Review (18th September 2024).</p> <p>Work with individual teachers to discuss the importance of responding to learners and identifying when most learners are ready to be more independent in their writing.</p> <p>Regular planning discussions about progress through the text types.</p> <p>Moderation of pupil samples of relevant text types to identify evidence of effective use of descriptors in the text.</p>	<p>Julie Urquart</p>

<p>and class visits suggests that the describing bubble is not consistently being used to improve the teaching of other text types.</p> <p>Attainment in writing has improved in P4 and P7 however further progress can be made in this by ensuring teachers are making the pedagogical link between writing and the texts being used in reading.</p>	<p>Almost all teachers will be able to effectively plan a Literacy block which links the text types used in the teaching of reading to the single writing text type.</p>	<p>Teachers work collaboratively to produce examples of text types which feature the describing bubble which can be shared with all staff.</p> <p>Teachers work collaboratively to plan a yearly programme of text forms used to support the teaching of reading which aligns more closely with the text types taught in writing.</p>	<p>Professional discussions based on individual teacher planning documents across P4-7 to share how text forms in reading have aligned with text types in writing.</p>	
Progress and Impact				Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda

Strategic Priority 3 **Improvement Planning** and **Standards and Quality Reporting** for 2023/2024

<p><u>NIF Priority (select from drop down menus)</u></p> <p>Improvement in children and young people's health and wellbeing</p> <p><u>NIF Driver</u></p> <p>School and ELC improvement</p> <p>Teacher and practitioner professionalism</p>	<p><u>SLC Priority (select from drop down menus)</u></p> <p>Improve Health and Wellbeing to enable children and families to flourish</p> <p>Ensure inclusion, equity and equality are at the heart of what we do</p>	<p><u>SLC Stretch Aims</u></p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u></p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>2.6 Transitions</p> <p>2.1 Safeguarding and child protection</p>	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p>Almost half the children are struggling to find strategies to resolve minor peer conflict in the playground. This is causing them to show behaviours such as:</p> <ul style="list-style-type: none"> • Name calling • Apportioning blame • Physically responding to situations • Being unkind to each other • Verbal aggression being used 	<p>Most children will be peacefully able to resolve minor peer conflicts independently.</p> <p>Most children will demonstrate the ability to treat their peers in a respectful way in almost all situations.</p> <p>Almost all children will be able to judge when it is appropriate to seek support to resolve conflict.</p> <p>Almost all children will be able to judge when it is appropriate to seek support to resolve conflict.</p> <p>The majority of children will be able to consider the impact their behaviour has on others.</p>	<p>Participate in the Play Scotland 'Opal' play initiative which includes:</p> <ul style="list-style-type: none"> • Playground audit • Formation of a working group • An action plan based on audit <p>Raise parents/carers awareness of the improvement priority in the Opal Play initiative to support collection of resources</p> <p>New house groups to explore new school values</p> <p>Weekly mixed stage JASS sessions to develop teamwork skills</p> <p>Opportunities for collaborative working during learning time</p>	<p>Staff will have intervened in fewer playground incidents</p> <p>Fewer concerns from parents/carers</p> <p>Decrease in learning time interrupted by continuing peer conflict</p> <p>Pupil focus groups</p> <p>Wellbeing questionnaires</p> <p>Observations from teaching and support staff</p> <p>Fewer bullying incidents reported by teachers and parents/carers.</p>	C Nolan

<p>This is resulting in children finding they need to involve adults in situations.</p> <p>At times these impact negatively on the classroom ethos and subsequently the learning.</p>		<p>Anti-bullying lessons included in the HWB curriculum. Audit Jigsaw HWB resource and supplement if required.</p> <p>HWB pupil group to create scenarios for group discussions</p> <p>Creation of a relationship policy for all stakeholders by forming a working group made up of staff, children and families and any other relevant stakeholders,</p>	<p>Children can identify bullying behaviours in a variety of scenarios and show an increased knowledge and understanding of positive actions that can be taken.</p> <p>A consultation with relevant stakeholders will have taken place on a draft policy.</p>	
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	

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Strategic Priority 4 **Improvement Planning** and **Standards and Quality Reporting** for 2023/2024

<u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing NIF Driver School and ELC improvement Teacher and practitioner professionalism	<u>SLC Priority (select from drop down menus)</u> Improve Health and Wellbeing to enable children and families to flourish Ensure inclusion, equity and equality are at the heart of what we do	<u>SLC Stretch Aims</u> ACEL Primary – numeracy – P1, P4 & P7 combined ACEL Primary – literacy – P1, P4 & P7 combined	<u>HGIOS?4 QIs (select from drop down menus)</u> 3.1 Ensuring wellbeing, equality and inclusion 2.6 Transitions 2.1 Safeguarding and child protection	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
During Session 2023-24 all Calderglen Primary schools engaged in the SSERC programme. It was agreed that this Improvement Priority should be developed over a two-year period. Session 2024-25 will be the second year. .	By June 2025 all teachers will be able to confidently plan and implement high quality science experiences at either early, first or second level which meet the needs of all pupils. Collegiate partnerships across the learning community will be strengthened and mentors' expertise and experience will be well used to support staff across the community. All science and technology resources will be consistently used by teachers to ensure lessons are meaningful for the learners.	Consistent approach using SLC science planners will be introduced across the school with everyone using the Year 1 cycle. Professional Learning will continue with online SSERC meets and workshops organised with the learning community during INSET time. Blocks of modelled and co-planning and teaching will take place throughout this academic year. Organised, sustainable resources will be available for staff to utilise.	Monitor science planner use. Each staff member will register and participate in at least 3 Science and Technologies professional learning sessions throughout this academic year. Teachers will access organised resources to plan and carry out three science areas of learning and	L Thomson

	<p>Most teachers will have improved skills and increased confidence in planning and implementing effective lessons in at least one area of technologies and three areas of science.</p> <p>Almost all pupils and all staff will have a very good knowledge and understanding of the importance of sustainability in relation to climate change.</p>	<p>Most teachers will successfully plan and deliver blocks of technologies learning within their class, related to professional learning throughout the year.</p> <p>Progressing from August's whole school Racial Literacy Global Citizenship learning theme, the whole school will transition to an enquiry based learning theme; Sustainable Development, in September. As part of opportunities for wider achievement, learners across all stages will participate in outdoor learning sessions across this academic year. (JASS)</p>	<p>at least one area of digital sciences learning.</p> <p>Teachers' views will be obtained following professional learning, via annual community questionnaires (Dec/Jan). This will allow measurement of impact upon teachers' skills and confidence over time. (DISCUSSED WITH GILLIAN REILLY)</p> <p>Monitoring of pupils' understanding of sustainability through assessment of work, discussions, photographic evidence and family showcase of learning.</p>	
Progress and Impact				Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda

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PEF Improvement Planning and Standards and Quality Reporting for 2023/24

SLC Stretch Aims ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined Cost of the School Day						
Rationale for PEF / PB Spend	Allocation of PEF / PB spend	Outcome (Intended impact)	Operational activity	Measures	Mid year review w RAG	End of year review RAG
<p>Numeracy</p> <p>ACEL data indicates that there is no poverty-related attainment gap in numeracy for P2 students. However, a slight gap has emerged in P5 (1) this year. Current predictions suggest an overall numeracy gap in P4 (7) and P7 (4) as well.</p> <p>Further analysis reveals that a group of children in P3 (4) and P6) are not on</p>	ASN resources £900	By June 2025 at least 11 of the identified children will be making very good progress in literacy and developing in most areas with the remaining pupils making good progress and no longer requiring significant support in this area.	<p>Ensure that all children living in SIMD 1 and 2, as well as those receiving free school meals, have access to educational platforms IDL Literacy and Nessy.</p> <p>Engage with parents and carers of identified children to increase usage of these educational platforms. Provide parents with an informational leaflet on educational benefits and device access information.</p> <p>Regularly track and monitor usage and progress of identified pupils.</p>	<p>Analysis of login data will show that most identified pupils are accessing these platforms at least 3 times per week.</p> <p>Progress data analysis will demonstrate that the majority of identified pupils are making progress.</p>		

track with their learning. Specifically, there are 19 pupils across these classes who will require targeted support through various interventions tailored to their individual needs						
<p>Literacy</p> <p>ACEL data indicates that there is no poverty-related attainment gap in literacy for P2 students. However, a slight gap has emerged in P5 (1) this year. Current predictions suggest an overall literacy gap in P4 (5) and P7 (4) as well.</p> <p>Further analysis reveals that a group of children in P3 (2) and P6 (3) are not on track with their learning.</p>	ASN resources £500	By June 2025 at least 10 of the identified children will be making very good progress in literacy and developing in most taught concepts and skills with the remaining pupils making good progress and no longer requiring significant support in this area.	<p>Ensure that all children living in SIMD 1 and 2, as well as those receiving free school meals, have access to educational platforms like IDL Literacy and Nessy.</p> <p>Engage with parents and carers of identified children to increase usage of these educational platforms.</p> <p>Ensure all children have access to a chromebook/device at home.</p> <p>Regularly track and monitor usage and progress of identified pupils.</p> <p>Utilise available volunteers and available learning support assistants to implement 5 minute and 10 minute boxes.</p>	<p>Progress data analysis will demonstrate that the majority of identified pupils are making progress.</p> <p>Analysis of log in data will show that most identified pupils are accessing these platforms at least 3 times per week.</p> <p>Measure pupils' progress by conducting assessments before and after the use of the 5-minute and 10-minute intervention boxes.</p>		

Specifically, there are 19 pupils across these classes who will require targeted support through various interventions tailored to their individual needs				Compare these results to determine the impact of the intervention.		
<p>Health and wellbeing (PB)</p> <p>All staff have observed that there has been an increase in playground conflict which is having an impact on peer relationships. This is consequently having an impact on their learning in class where playground conflict is extending into the classroom. Playground supervisors have observed that pupils are engaging in conflict due to lack of play resources and activities in the playground.</p>	<p>Opal Play (PB) £2836.40</p> <p>Play resources £235</p>	<p>Playground conflicts will be significantly reduced.</p> <p>Playground Opal leaders will notice pupils engaging in play with mutual respect.</p> <p>All class teachers will observe improved peer relationships in the classroom.</p> <p>All class teachers will report less conflict extending from the playground into the classroom.</p> <p>Staff and pupils will notice an increased sense of respect among peers and strengthened relationships.</p>	<p>School play leaders consisting of learning support assistants and PT will participate in the OPAL play course with OPAL manager over a series of twilights. They will:</p> <ul style="list-style-type: none"> • Conduct a playground audit • manage play resources • engage in staff training • Form a working group • Create an action plan based on audit • Observe the playground • Work with pupil play leaders 	<p>Feedback from pupils and staff play leaders throughout the initiative.</p> <p>.</p> <p>Collect feedback from teachers and classroom support staff about the impact of the playground on student behaviour, engagement, and overall well being.</p> <p>Conduct surveys for staff and pupils before and after the initiative is established so we can evaluate its impact by comparing the data collected at both stages.</p> <p>Monitor participation of playground activities</p>		

<p>Most of our pupils enjoy participating in coding lessons at school. To further support and raise the profile of our STEM initiative, we will provide access to coding activities at home through the Discovery Learning platform.</p>	<p>Family Learning £1080</p>	<p>Pupils will become more confident in using coding applications.</p> <p>Parents and carers will be able to support their child with their learning.</p>	<p>Ensure that all pupils have access to Discovery Learning login details.</p> <p>Coding tasks assigned.</p> <p>Termly after school coding family learning sessions.</p>			
<p>Our PB project revealed that a significant number of pupils, families, and staff voted to use the allocated funding for educational trips and outings, with the goal of reducing the overall cost of the school day.</p>	<p>Reducing the cost of the school day £1069</p> <p>Outings £3,000</p>	<p>All pupils will feel included in their learning and be able to participate in educational trips to enhance their learning at school, with no cost to families.</p>	<p>An education trip will be organised by class teachers to support learning in class. Trips will be planned within a budget to ensure that there will be no additional costs.</p>	<p>All pupils will have attended an educational outing.</p>		

<p>Staffing</p> <p>ACEL data indicates that there is no poverty-related attainment gap in numeracy for P2 students. However, a slight gap has emerged in P5 (1) this year. Current predictions suggest an overall numeracy gap in P4 (7) and P7 (4) as well.</p> <p>Further analysis reveals that a group of children in P3 (4) and P6 (3) are not on track with their learning. Specifically, there are 19 pupils across these classes who will require targeted support through various interventions tailored to their individual needs.</p> <p>An analysis of attendance data reveals that 12 pupils who are</p>	<p>Staffing</p> <p>Teacher 0.7 till Aug 24 and 0.6 till March 25</p> <p>£45,079</p>	<p>By June 2025 at least 11 of the identified children will be making very good progress in numeracy and mathematics and developing in most taught concepts and skills with the remaining pupils making good progress and no longer requiring significant support in this area.</p>	<p>PEF funded CT will work with all children throughout the week giving targeted support in identified areas. These sessions will be in addition to core numeracy/mathematics sessions.</p> <p>Attendance and engagement at all core sessions will be monitored.</p> <p>Parents/carers will be supported with home learning.</p>	<p>Attainment spreadsheet with teacher professional judgments.</p>		
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entitled to a FSM have historically had attendance rates of 90% or below. Of these pupils, 7 are not on track with their learning in one or more areas. Despite some improvements in attendance rates last year, this group of children requires additional support with their attendance to ensure their progress.		<p>By June 2025 all 12 pupils will have an attendance above 90%.</p> <p>Improved attendance will mean that pupils have the opportunity to participate in targeted interventions to meet their needs.</p>	<p>At the beginning of the school year, we will share our attendance improvement plans with the parents/carers of the 12 targeted families who display chronic absenteeism. This will enable us to create a partnership plan to improve their children's attendance. We will:</p> <p>Communicate our plan via telephone/letter our intentions to closely monitor attendance that falls below 95%</p> <p>Send out an attendance information pack</p> <p>PT will work with office staff to monitor attendance data weekly along with absence reasons daily.</p> <p>Follow the South Lanarkshire Attendance procedure.</p> <p>HWB pupil group to support attendance campaign</p>	Attendance data of the identified children monitored weekly.		
<p>Staffing</p> <p>ACEL data indicates that there is no</p>	<p>As above</p> <p>PEF teacher cover £1,250</p>	By June 2025 at least 10 of the identified children will be making very good progress in numeracy and mathematics and	PEF funded CT will work with all children throughout the week giving targeted support in identified areas. These	Attainment spreadsheet with teacher professional judgments.		

<p>poverty-related attainment gap in literacy for P2 students. However, a slight gap has emerged in P5 (1) this year. Current predictions suggest an overall literacy gap in P4 (5) and P7 (4) as well.</p> <p>Further analysis reveals that a group of children in P3 (2) and P6 (3) are not on track with their learning. Specifically, there are 19 pupils across these classes who will require targeted support through various interventions tailored to their individual needs.</p>		<p>developing in most taught concepts and skills with the remaining pupils making good progress and no longer requiring significant support in this area.</p>	<p>sessions will be in addition to core Literacy sessions.</p> <p>PEF teacher cover will enable the current PEF teacher to participate fully in the Peer Review initiative to support the improvement of writing across the school.</p> <p>Attendance and engagement at all core sessions will be monitored.</p> <p>Parents/carers will be supported with home learning.</p>			
<p>Staffing</p> <p>All staff have observed that there has been an</p>	<p>Support staff overtime £800</p>	<p>Playground conflicts will be significantly reduced.</p> <p>Playground Opal leaders will notice pupils engaging</p>	<p>Support staff will attend OPAL courses.</p>	<p>Feedback from pupil play leaders throughout the initiative.</p>		

increase in playground conflict which is having an impact on peer relationships. This is consequently having an impact on their learning in class where playground conflict is extending into the classroom. Playground supervisors have observed that pupils are engaging in conflict due to lack of play resources and activities in the playground.		<p>in play with mutual respect. All class teachers will observe improved peer relationships in the classroom.</p> <p>All class teachers will report less conflict extending from the playground into the classroom.</p> <p>Staff and pupils will notice an increased sense of respect among peers and strengthened relationships.</p>	<p>Support staff will implement guidance from OPAL play courses.</p> <p>Support staff will contribute to regular reviews of intervention to evaluate its success and inform next steps/adaptations.</p>	<p>Feedback from Staff playleaders</p> <p>Collect feedback from teachers and staff about the impact of the playground on student behaviour, engagement, and overall well-being.</p> <p>Conduct surveys for staff and pupils before and after the initiative is established so we can evaluate its impact by comparing the data collected at both stages.</p>		
	TOTAL SPEND £56, 750					
<i>Progress and Impact</i>			Next Step(s) and rationale to inform PEF spend session 2024/2025.			

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Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
Ensure there is a focus on sustainability and racial literacy contexts for learning in IDL	Staff, children and parents/carers	Ongoing to begin in Term 1
Improve pupil learning and engagement in numeracy and mathematics through ensuring learners’ experiences are appropriately challenging, enjoyable and matched to learning needs and interests.	Claire Nolan to lead	Ongoing to begin in Term 1
Implement self and peer assessment programme	Laura Nelson to lead	From August 2024

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