**St. Bernadette’s**

**RC PS**

**Improvement Plan**

# St bernadette's logo

**2018-19**

St. Bernadette’s RC Primary is a denominational school serving Alva, Menstrie and Tullibody. We are situated at the foot of the Ochil Hills with views of Stirling Castle and the Wallace Monument from our playground. We have strong links to our parish and local community. The school roll in August 2018 will be 127. Our associated denominational high school is St. Modan’s RC High School.

**School Ethos and Aims**

Our ethos is rooted in our Faith. All members of our school community are encouraged to live the Gospel Values, loving and supporting each other while striving to develop our unique gifts and abilities. We aim to enable each of our children to achieve their God – given potential.

Our vision for our children is that they;

* develop the skills for learning, life and work that they will need to thrive in the workplace;
* develop a strong connection to their environment and a determination to contribute to it;
* are empowered to make choices that enhance their health and wellbeing throughout their lives.

Our School Improvement Priorities link closely to our vision and have been created in light of

* self-evaluation information from parents, children and staff
* quality assurance processes
* assessment data
* Curriculum for Excellence.

**PEF Spending Overview:**

Contribution to HR & Finance £1800

Priority 1 £11300

Priority 2 £ 8500

Priority 3 £ 5350

Priority 4 £ 2650

**TOTAL £30000**

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| **ACTION PLAN** | | | | |
| **Cluster/School**  **Lornshill Cluster/ St Bernadette’s RC PS** | | | **Total PEF Allocation**  **£11300** | **Links to SAC**  **Literacy/Numeracy** |
| **Headteacher/Manager**  **N McElroy** | **Accountable Person**  **N McElroy** | **Improving Outcomes Manager**  **J Rough** | | **RAG status** |

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| **Outcome (transformational)** | | | | | |
| **Proposed intervention**  We will ensure consistency and progression through:   * Undertaking staff development on Reading through the Strathclyde University Reading Programme * Introducing Clicker 7 to support writing at all stages * Focusing on closing the vocabulary gap through WordAware * Providing more one-to-one and small group support through employing 0.1FTE of a support assistant * Providing more one-to-one and small group support through employing 0.2FTE of a teacher * Staff moderation of planning, delivering and assessing literacy lessons through the Tapestry programme | | | | | |
| **Rationale for this proposal**  *Why are you doing this? What evidence do you have that this intervention is required? Is this a cluster or individual school proposal? Who has been consulted?* | | | | | |
| Over the past three years, our work on reciprocal reading and Read Write Inc has raised attainment in reading. However, we have not seen the Attainment Gap narrow in the way that we would hope. The local authority has collaborated with Strathclyde University to introduce a Reading Project that aims to promote equity and excellence.  Research indicates that children who read widely find it easier to organise and communicate their ideas in writing. By engaging in Strathclyde University’s Reading Project, we hope not only to improve reading skills but also to develop writing through all stages. The introduction of Clicker 7, Literacy software, should support this objective. | | | | | |
| **NIF Priority** | | **NIF Driver(s)** | | **HGIOS 4 QIs** | |
| Closing the gaps | | School Improvement  Assessment of Children’s progress  Performance Information  Parental Engagement | | 1.2 Leadership of Learning  2.3 Learning, teaching and assessment  2.5 Family Learning  3.2 Raising Attainment and Achievement | |
| **Start date** | **Time allocation** | | **Progress review date** | | **Completion date** |
| August 2018 |  | | February 2019 | | June 2020 |

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| **Outcomes** (What do you want to achieve and by when – e.g. short, medium and long term goals?) | **Success criteria** (Improved outcomes for pupils) | | |
| **Impact** | | **Measurement Plan** |
| **Short**  Staff attend University of Strathclyde CLPL sessions  The school-based inputs from Strathclyde University staff are scheduled and planned for collaboratively.  University of Strathclyde staff advise staff on requisition of reading materials.  Staff familiarise themselves with Clicker 7 through online training.  **Medium**  Staff begin to implement Strathclyde University approaches to reading.  Feedback from University of Strathclyde staff on teaching observations builds capacity in school staff.  One-to-one and small group support is provided to children living in SIMD 1-3 by PEF-funded staff.  School staff share experiences of using Clicker 7.  **Long**  The attainment gap has narrowed  Attainment has risen for all pupils | *What is the intended impact for children and young people?*  School staff become familiar with the Strathclyde Reading Project approaches.  School staff establish productive working relationships with the University of Strathclyde staff.  Children are working with new texts that promote progression.  Children from SIMD 1-3 begin to use Clicker 7 in a pilot project.  Children are more effectively supported.  Children will experience consistent approaches to the teaching of reading.  Children living in SIMD 1-3 are supported more effectively  Children will experience consistent approaches to the teaching of writing.  The gap in attainment between children in SIMD 1-3 and those in SIMD 4-10 will have reduced by 10%  Attainment raised by 10% | *What evidence will you be gathering to measure impact?*   * Course attendance * Intervention calendar * Baseline assessment using Big Writing CfE criteria. * Quality Assurance processes * Staff/ pupil feedback * Regular assessments * Tracking and monitoring meetings * NGRT * Teachers’ professional judgements | |
| **Challenges** (What might hinder success?) | **Solutions** | | |
| New team of teachers, 2/6 class teachers were not in the school last year  Engaging parents | Training  Workshops | | |

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| **Resources** (What you need to do this job:, people, budget, support from the centre) | | | |
| Reading Materials Scholastic and Collins £3500  0.1FTE Support for Learning Assistant £1500  0.2FTE Teacher £6000  Clicker 7 £ 300 (approved overspend from last year – actual cost £1800)  Strathclyde Uni team | | | |
| **Specific Tasks** | **Responsibility** | **By when** | **Ongoing evaluation** |
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| **Overall Evaluation** | | |
| **Progress** | **Impact** | **Evidence** |
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| **ACTION PLAN** | | | | |
| **Cluster/School**  **Lornshill Cluster/ St Bernadette’s RC PS** | | | **Total PEF Allocation**  **£ 8500** | **Links to SAC**  **Literacy/Numeracy**  **Leadership of learning** |
| **Headteacher/Manager**  **N McElroy** | **Accountable Person**  **N Traquair** | **Improving Outcomes Manager**  **J Rough** | | **RAG status** |

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| **Outcome (transformational)** | | | | | | |
| **Proposed intervention**  This increase in consistency and progression in teaching and rise attainment will be achieved through   * Building capacity through working with Leigh Graham of the authority’s Improving Outcomes Team * Employing a support for learning assistant to provide 1-2-1 and small group support * Providing more one-to-one and small group support through employing 0.2FTE of a teacher * Promoting experiential maths learning through the purchase of concrete materials and maths games | | | | | | |
| **Rationale for this proposal**  *Why are you doing this? What evidence do you have that this intervention is required? Is this a cluster or individual school proposal? Who has been consulted?* | | | | | | |
| The local authority School Review found that Maths and Numeracy teaching in the school is good however attainment by P7 is not as good as we would want as we are not meeting the National Expectation that 85% of pupils have attained Second Level by the end of their time at primary school. Through working on planning and pedagogy with Leigh Graham, we are determined to raise attainment in Maths and Numeracy and to narrow the Attainment Gap. | | | | | | |
| **NIF Priority** | | **NIF Driver(s)** | | **HGIOS 4 QIs** | | |
| **Improvement in literacy and numeracy**  **Closing the gaps** | | **School Improvement**  **Assessment of Children’s progress**  **Performance Information**  **Parental Engagement** | | **2.3 Learning, teaching and assessment**  **2.5 Family Learning**  **3.2 Raising Attainment and Achievement** | | |
| **Start date** | **Time allocation** | | **Progress review date** | | **Completion date** |
| August 2018 | 2 years | | February 2019 | | June 2020 |
| **Outcomes** (What do you want to achieve and by when – e.g. short, medium and long term goals?) | | | **Success criteria** (Improved outcomes for pupils) | | |
| **Impact** | | **Measurement Plan** |
| **Short**  The school-based inputs from Leigh Graham are scheduled and planned for collaboratively.  Staff are advised by Leigh Graham on requisition of concrete materials to promote experiential learning.  Nick Traquair plans sessions to share his professional learning on Maths/Num pedagogy.  Maths Recovery support is put in place.  Medium  Staff confidence in planning and delivering Maths lessons is increased.  Parents are more involved and confident in supporting their children with numeracy home learning tasks  Staff are working more confidently with the progression framework and the Benchmarks  Long  The attainment gap will have narrowed  The attainment of all children will have risen in maths and numeracy  Children enjoy maths and numeracy activities more  Moderation of planning has resulted in a more robust progression in the maths and numeracy curriculum | | | *What is the intended impact for children and young people?*  Staff are planning more coherent and progressive Maths/Num work.  Children at all stages have opportunities to learn through play and experiential learning activities.  Learning experiences throughout the school become more consistent.  Targeted children are receiving appropriate support.  Teachers deliver more effective learning experiences for children.  Children are supported in home learning by parents who feel more confident.  Children's progress is more accurately assessed.  The gap in attainment between children in SIMD 1-3 and those in SIMD 4-10 will have reduced by 10%  Children are experiencing more engaging activities  Children are challenged appropriately | | *What evidence will you be gathering to measure impact?*   * Pupil and staff questionnaires including Likert Scales * Planning meetings * Quality Improvement processes * Timetables * CAT night CLPL feedback * Phased assessments and teachers' professional judgements * Pupil, parent & family questionnaires including Likert Scales * Attendance at shared learning events |
| **Challenges** (What might hinder success?) | | | **Solutions** | | |
| New team, 2/6 class teachers were not in the school last year .  Parental engagement | | | CAT work, collegiate planning and moderation of planning, support from Leigh Graham  Vary time of day of engagement events  Involve parents & children in planning & delivery  Cater some events e.g. pizzas at teatime workshop | | |

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| **Resources** (What you need to do this job: people, budget, support from the centre) | | | | | |
| 0.1FTE Support Assistant £1500  Concrete materials for experiential learning £720  Sumdog software and training £280  0.2FTE Teacher £6000  Leigh Graham January - April | | | | | |
| **Specific Tasks** | **Responsibility** | **By when** | **Ongoing evaluation** |
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| **Overall Evaluation** | | |
| **Progress** | **Impact** | **Evidence** |
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| **ACTION PLAN** | | | | |
| **Cluster/School**  **Lornshill/St Bernadette’s RC PS** | | | **Total PEF Allocation**  **£5500** | **Links to SAC**  **Children, families and communities** |
| **Headteacher/Manager**  Nuala McElroy | **Accountable Person**  Debbie MacLeod | **Improving Outcomes Manager**  Jane Rough | | **RAG status** |

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| **Outcome (transformational)** | | |
| **Proposed intervention**  To raise attainment through a programme of targeted interventions that promote our children’s wellbeing and readiness to learn.  We will develop our children’s wellbeing and readiness to learn through:   * undertaking training with Educational Psychology Services on implementing the Neurosequential Model in Education * raising awareness of parents and staff re nurture and sensory issues, their impact on behaviour and ways to support our children; * provision of resources that support children with sensory issues; * employment of a support assistant, 0.3 FTE, to support our nurture policy; * working with cluster colleagues to promote team around the family interventions. | | |
| **Rationale for this proposal**  *Why are you doing this? What evidence do you have that this intervention is required? Is this a cluster or individual school proposal? Who has been consulted?* | | |
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| **NIF Priority** | **NIF Driver(s)** | **HGIOS 4 QIs** |
| Improvement in children and young people's health and wellbeing | Teacher Professionalism  Parental Engagement  School Improvement | 2.1 Safeguarding & Child Protection  2.4 Personalised Support  2.5 Family Learning  2.6 Transitions  3.1 Ensuring wellbeing, equality and inclusion |

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| **Start date** | **Time allocation** | **Progress review date** | **Completion date** |
| August 2018 | 2 years | October 2019 | June 2020 |

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| **Outcomes** (What do you want to achieve and by when – e.g. short, medium and long term goals?) | **RAG Status** | **Success criteria** (Improved outcomes for pupils) | |
| **Impact** | **Measurement Plan** |
| **Short**  All children undertake the PASS (Pupil Attitudes to Self and School) assessment and the results are analysed  Children identified for sensory circuits support and staff trained by Gillian Kenmure.  Sensory Gym targeted children are more settled and able to engage in learning.  **Medium**  Team Around the Family paperwork is being used  Staff undertake Neurosequential Model for Education training  All children undertake the PASS (Pupil Attitudes to Self and School) follow-up assessment at the end of term and the results are analysed  Long  Improved support for families with consistent approaches across the cluster  Neurosequential Model for Education approaches are implemented  Attainment Gap narrowed as identified children are more ready to learn |  | *What is the intended impact for children and young people?*  Children feel listened to and staff have information about areas for development  Children with sensory processing difficulties receive sensory circuits support  Identified pupils feel happier, calmer and more ready to learn  All children experience fewer interruptions  There is a wider variety of options of how to plan for children with their families  Staff feel more informed and skilled in promoting children’s wellbeing  Childrren’s responses are more positive, particularly in the targeted areas.  Children are supported through planning processes that give families more confidence to contribute  Children experience a more nurturing learning environment. | *What evidence will you be gathering to measure impact?*   * PASS online questionnaires * Pupil, family, partner and staff questionnaires including Likert Scales * Levels of attendance, exclusions and latecoming * Attendance of families at meetings * Staged Intervention records and assessments * Attainment data * Leuven Scale |

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| **Challenges** (What might hinder success?) | **Solutions** |
| Families remain reluctant to engage  Identifying families, with different surnames etc  Differing staff expectations re nurturing approaches and the responsibilities of all staff to support children. New team of teachers, 4/6 class teachers were not in the school last year  Engaging parental support | Minimising the number of professionals meeting with the family  Reduce the number of meetings they are required to attend  Seeking the family views on who they'd like to attend  Ensuring that the communication across the teams is good  CLPL for all staff members  Quality Assurance  PRD  Involving families in agreeing the school’s nurture framework |

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| **Resources** (What you need to do this job:, people, budget, support from the centre) | | | |
| 0.3FTE Support Assistant £4500  Resources for the Sensory Gym £500  PASS Assessment tool £500 | | | |
| **Specific Tasks** | **Responsibility** | **By when** | **Ongoing evaluation** |
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| **Overall Evaluation** | | |
| **Progress** | **Impact** | **Evidence** |
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| **ACTION PLAN** | | |
| **Cluster/School**  Lornshill Learning Community/  St Bernadette’s RC PS | **Total PEF Allocation**  £ 2650 | **Links to SAC**  Learning & teaching  Families & communities |
| **Headteacher/Manager**  **Nuala McElroy** | **Accountable Person**  Kirsty McDonald | **Improving Outcomes Manager**  **Jane Rough** |

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| **Outcome (transformational)** | | |
| **Proposed intervention**  Children will develop their creativity skills, digital literacy and employability skills through the four contexts of learning.  Staff will work in partnership with parents and local organisations to develop the curriculum in order to promote these skills through   * Vertical House groups that promote the acquisition and application of practical skills * The development of IT at all stages * The promotion of growth mindsets * Links to the construction of the proposed Tullibody South Campus * Creation of skills progression pathways | | |
| **Rationale for this proposal**  *Why are you doing this? What evidence do you have that this intervention is required? Is this a cluster or individual school proposal? Who has been consulted?* | | |
| This was a priority in the school’s 2017-18 but we did not make the progress we had hoped for. The level of income and employment deprivation in Clackmannanshire is higher than in Scotland as a whole. The average working age employment rate is 66.4%, which is below the national average of 72.5%. Unemployment rates are 11.3%, higher than the Scottish average of 6.6%. (<http://www.clacksweb.org.uk/document/5129.pdf>) This means that we feel a strong obligation to ensure that our children are equipped for work, learning and life. | | |
| **NIF Priority** | **NIF Driver(s)** | **HGIOS 4 QIs** |
| Improvement in employability skills and sustained, positive  school leaver destinations for all young people | School leadership  Teacher professionalism  Parental engagement | 2.7 Partnerships  3.2 Raising attainment and achievement  3.3 Creativity and employability |

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| **Start date** | **Time allocation** | **Progress review date** | **Completion date** |
| **August 2017** | **3 years** | **February 2019** | **June 2020** |

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| **Outcomes** (What do you want to achieve and by when – e.g. short, medium and long term goals?) | **RAG Status** | **Success criteria** (Improved outcomes for pupils) | |
| **Impact** | **Measurement Plan** |
| Short   * Staff will gain a greater awareness of creativity and employability skills * Staff’s skills in planning learning   opportunities to develop children’s creativity and employability skills will be enhanced   * Staff’s skills in planning learning   opportunities to develop children’s digital literacy will be enhanced   * In 2017-18, we undertook a Participatory Budgeting scheme that resulted in families and children deciding to spend £600 of PEF funding on football strips to promote HWB. Children will be challenged to follow through and purchase the kit for £600 in the new term.   **Medium**   * Our children experience a wide range of learning opportunities that promote creativity and employability * Children have a greater awareness of creativity and employability skills * Staff’s skills in identifying IDL opportunities for developing children’s digital literacy and creativity and employability skills will be enhanced * Children are more confident in their use of digital technology across the curriculum * Parent’s confidence in the use of digital technology for learning will have been increased through parent workshops |  | *What is the intended impact for children and young people?*   * Children will be more engaged in active learning lessons. * Children’s creativity and employability skills and digital literacy are developing in a wide range of learning activities across the curriculum * Families and pupils will feel empowered by having their decision implemented. * P7 children will develop skills by going through the sourcing and requisitioning process. * Children will be able to talk confidently about creativity and employability skills * Children are able to identify creativity and employability skills being developed and applied in well-planned learning activities * Children will develop literacy and numeracy through home learning activities involving IT, supported by parents who feel confident in using IT | *What evidence will you be gathering to measure impact?*   * Planning meeting notes * CAT night evaluations * Pupil, parent & staff questionnaires – including Likert scales * Parental attendance at workshops * Number of parents & partners involved in House groups * % children using Glow, Sumdog, Nessie, Clicker etc |
| * Children will be confident in their   use of IT to further their learning     * Parents will be more engaged in the life and work of the school through their involvement in the planning and delivery of vertical groups skills programmes   **Long**   * Children’s confidence and competence in using digital technology for learning will have increased * Staff will ensure that long-term planning for the vertical groups skills programmes incorporates the principles of curriculum design with a focus on progression * Children gaining confidence through achieving success in a wider range of learning contexts e.g. gardening, cooking etc |  | Children will develop Literacy and Numeracy skills through using educational software and online tools   * Children’s learning experiences will be enhanced by the involvement of parents * Children will enjoy greater independence in using IT * Children are able to identify creativity and employability skills being developed and applied in learning activities | * Linguascope etc at home and in school * Pupil, parent & staff questionnaires – including Likert scales * Attainment in literacy and numeracy |

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| **Resources** (What you need to do this job:, people, budget, support from the centre) |
| Sumdog £300  New laptops £1700  Participatory Budgeting commitment £650 |

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| **Challenges** (What might hinder success?) | **Solutions** |
| New team of teachers, 2/6 class teachers were not in the school last year | Ensuring CAT calendar supports team building and that there is CLPL on creativity and employability skills as well as digital literacy |

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| **Specific Tasks** | **Responsibility** | **By when** | **Ongoing evaluation** |
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| **Overall Evaluation** | | |
| **Progress** | **Impact** | **Evidence** |
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