St. Patrick's Primary School

Establishment Improvement Plan

2022/23







School Improvement Plan	St. Patrick's Primary School
Head Teacher	Marianne Bradley
Date Submitted	Submitted to Head of Education on: 24.06.22
Session (Date when each year is written)	20 th June 2022

School's/Centre's	Values Renewed – April – May 2022 with pupils, staff and parents.
Vision and Values	Harmony
VISIOII and Values	Equity
	Ambition
	Respect
	T his is our Faith
	Vision (to be renewed this session)
	The vision for our school is articulated through our school aims and our school motto: Forward Together * We care
	to provide a caring and secure environment where each child is valued as an individual and as part of our community
	★ We work together
	to provide a balanced, stimulating curriculum which encourages each child to fulfil his/her potential
	★ We work in partnership
	to prepare our children to take an active part in future community life by developing partnership among home, school, parish and community
	★ We share Catholic values
	to encourage children in the practice and knowledge of the Catholic Faith, enabling children to take their responsible place in society
	★ We respect our world
	to build an ethos built on respect for all individuals and our environment
	★ We strive for excellence
	to encourage and support our young people to be all they can be through providing appropriate and challenging opportunities for all, both in and out of school.

In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

Consultation on improvement plan includes the following stakeholders:	Completed
Children and Young People	✓
Parent Council and Forum	✓
Teachers, practitioners and ALL school/centre staff	✓
Volunteers/ Community partners	√
Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre.	√

Content of plan	Completed
Takes account of strategic priorities outlined in the education authority's Annual Plan.	√
Takes account of the strategy for parental involvement under section 2 (4A)	√
An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	√
Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	√
Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for improvement and in the improvement activities specified	√
HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs	✓
There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socioeconomic disadvantage.	√

Head Teacher Signature: Mantance Bradley

Pupil and parental strategic involvement

For session 2022-23, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre	For session 2022-23, please describe below how parents will be involved in decisions relating to the operation of the school/centre
Pupil Leadership Team Pupil Voice Groups – RRS, JRSO, Digital Leaders Use of How good is OUR school. Pupils Focus groups regarding learning and Teaching Involvement in target setting	There has been a renewed recruitment drive to establish an operational Parent Council moving forward. Consultations shared electronically across all digital school communication channels (school app, glow blog, twitter and FaceBook) with the parent forum. evaluation exercise with focus groups throughout the session gathering of feedback after parental engagement activities

Improvement Priority	All learners experience high quality planning, learning &	Rationale fo	r improve	ment priority	based on
(Expressed as outcomes for	(Expressed as outcomes for teaching and assessment within literacy and numeracy to	evidence: Attainment Data 2021/22			
learners)	provide consistency in their learning experiences where				
	there is appropriate support, pace and challenge and		P1	P4	P7
	opportunities to demonstrate depth and breadth of learning.	Reading	77%	60%	60%
	learning.	Writing	77%	67%	60%
		L&T	77%	93%	80%
		Numeracy	85%	60%	40%
			•	•	o alignment with EA as of literacy and
NIF Priorities	NIF Driver	HGIOS/ HGI	OSELCC G	ls for self-ev	aluation
Improvement in attainment,	School Leadership	1.1, 1.2, 1.4,	2.2, 2.3, 2	.4, 3.2	
particularly in literacy and	Teacher professionalism				
numeracy	Assessment of Children's progress				

What actions are required to reach the desired outcome?	Who	When
Numeracy – problem solving and number talks focus	HT	Aug 22
All classes to be following the EA progressive frameworks for the learning and teaching in problem solving and	DHT	
number talks.	All Teaching Staff	
Problem Solving approaches to be embedded in the application of numeracy strategies across all classes.		Dec 23
Assessment evidence to be gathered and filed in a consistent approach across the school.		Sept 22 Mar 23
Consistent access to inclusive practice and resources		Mai 23
<u>Literacy - Reading Focus</u>		
All classes to be following and using consistent language to follow the EA progression framework for Active literacy	HT	Aug 22
To ensure a reading culture within the school and community by increasing links with the local library, ensuring all	PT	Jun 23
pupils have a shout card or library card to access the community library, parent workshops in collaboration with	All Staff	M === 00
the local library, enhance the school library space and ensure that all classrooms have an attractive library space		Mar 22
resourced with modern and relevant titles and authors chosen by the pupils.		
Consistent access to inclusive practice and resources	K. Duffy (lead)	
Communication Friendly Accreditation	All Staff	
To ensure all written communication is displayed in an accessible to all manner (supported by visuals)	SAC – SaLT	Dec 22
To ensure spoken language is clear, age and stage appropriate and unambiguous		
RRS Bronze Award - UNCRC ARTICLES: 1,2,3,4,6,12,13,17,18, 23, 28,29,		

!	
!	
!	
!	
!	
!	
!	
!	
!	
!	
!	
!	
1	

Evidence of impact against outcomes for learners.

Increase in ACEL data 2023

Observed consistent approach in the use of computation strategies

All classes using the agreed approach to gathering evidence for numeracy aligned to the benchmarks and skills progression

Increase in the time spent using 'Number Talks'

Increased staff confidence in using benchmarks and skills progression to inform teacher judgements

Increased staff confidence in using the EA 4 point scale for tracking and monitoring

Increase in attitudes towards reading and learner understanding of the AL reading strategies across all stages (pupil focus groups)

Accreditation of EA Communication friendly Environment

Tracking of three identified learners at each stage on a termly basis

Classroom observations

Termly planning

Consistent AL strategies clearly displayed in learning spaces

EAST core support teacher implementing the shared language

All learners have had access to the local library

All parents have had the opportunity to attend a shared learning experience with a focus on reading.

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

Improvement Priority (Expressed as outcomes for learners)	Increase the attendance rate for the 28% of learners who have fallen below 90% in session 21/22 (65% of which are SIMD1&2)	Rationale for improvement priority based on evidence
	Narrow the attainment gap between learners in SIMD 1&2 and those in SIMD 3-10	65% of the lowest attenders are in SIMD 1 & 2, this is slightly above the school population of 61%
		The % of pupils in SIMD 1 & 2 reaching national expected levels is significantly lower than the school population. Reading – 17%, Writing – 26% L & T – 21%, Numeracy 14%
NIF Priorities	NIF Driver	HGIOS/HGIOSELCC QIs for self-evaluation
Closing the attainment gap	Assessment of children's progress	1.1, 1.2, 1.3, 1.5, 2.1, 2.5, 2.7, 3.1, 3.2
between the most and least	Parental engagement	
disadvantaged children	School Leadership	

What actions are required to reach the desired outcome?	Who	When
<u>Attendance</u>		
One to one discussions with the families of those learners affected in August 2022	HT	Aug 22 – Dec
Identify the barriers to good school attendance	HLW	22
Parental workshops to highlight the link between attendance, H &WB and attainment	Children's 1st	October 22
PEF partnership with Children's 1st to work with identified families		October 22
PEF breakfast club (all staffing costs and food costs for FSM)		August 22
Robust tracking of attendance and following the procedures of SC 5		6 weekly
		throughout
<u>Attainment</u>		the session
PEF to employ Full time classroom assistant to work with identified learners		
Shared teaching staff expectations on the utilisation of increased CA allocation	HT	Aug 22
CA training from EA for new and existing CAs on learning approaches in numeracy and literacy	Class Teachers	
Robust tracking of progress for identified learners	PEF CA	October 22
		TP1, TP2, TP3
Parental Engagement		
Increase the opportunities in partnership with home link workers for identified families to engage in fun and	HT/DHT/PT	Aug 22 –
worthwhile shared learning experiences with their children.	CT	ongoing
Ensure that families have access to financial, employability and literacy/numeracy support through links with family	HLW	October 22
learning team and financial inclusion		
RRS Bronze Award - UNCRC ARTICLES: 1,2,3,4, 6,12,13,15,17,18, 19, 23,24, 27, 28,29		

Evidence of Impact against outcomes for learners. Increase in Attendance data Increase in Attainment data Increased engagement from parents Increased confident within parents	
Identified pupils and families accessing breakfast club provision	

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

Improvement Priority (Expressed as outcomes for learners)	Monitor and track children's wellbeing ensuring that appropriate interventions are implemented when requires and the impact evaluated. Ensure that The Right's of the Child are embedded in all school practices. Ensure high quality opportunities for outdoor learning are implemented across all stages.	Rationale for improvement priority based on evidence Wider Achievements not currently tracked Tracking of Wellbeing not implemented MISP and daily mile not being implemented No in school intervention capacity for Seasons for Growth No current accreditation for RRSA Outdoor Learning not taking place consistently across the school
NIF Priorities Improvement in children and young	NIF Driver Teacher Professionalism	HGIOS/HGIOSELCC QIs for self-evaluation 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2,
people's health and wellbeing	School Leadership	1.1, 1.2, 1.3, 1.4, 1.3, 2.2, 3.1, 3.2,
pospio s ilsaiai and wondonig	Assessment of children's progress Performance information	

What actions are required to reach the desired outcome?	Who	When
Track and Monitor H&W	HT	
Introduce GWMP profiling across 2 nd level		September 22
Track wider achievements		October 22
Review how the current information from wellbeing assessments is used throughout the school		Inservice 2
Access to Support		
Additional staff trained in Season's for Growth and Change and Loss Programmes	HT and identified	Oct 22
Two programmes of Season's for Growth to be delivered across the session	staff	November 22
Ensure MISP and daily mile initiatives are being implemented consistently across the school		& April 22
		Term 1
Right's of the Child		
Increase staff awareness of the legal standing of embedding the right's of the child	HT/DHT	Sep 22 – June
Work towards obtaining bronze accreditation in RRSA	All staff	23
Outdoor Learning and links to nature		
Staff engagement with Harmony Project in conjunction with Dumfries House	All Staff	Aug 22 – June
Development of outdoor spaces	OL lead	23
Linking Laudato Si to the Harmony Principles	HT	
Staff training from LfL		
RRS Bronze Award - UNCRC ARTICLES: 1,2,3,5,6,12,13, 14, 15, 16, 17,18, 19, 23, 24, 26, 27, 28, 29, 30, 31		

Evidence of Impact against outcomes for learners	
All P5 – P7 learners using GWMP	
GWMP data being used to track and monitor wellbeing	
Information from GWMP being used to plan interventions and supports	
Internal capacity to deliver Season's for Growth	
Refresher training for all classes in MISP, Tracking of Daly Mile or daily cardio vascular activity	
All stakeholders are aware of and understand their role in support UNCRC	
Achievement of Bronze RRSA	
Successful completion of Yr 1 Harmony Project	
Enhanced outdoor spaces and access to loose parts play	

Laudato Si embedded across the school

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session

Improvement Priority (Expressed as outcomes for learners)	Ensure high quality and progressive opportunities to learn about the world of work across all stages. Ensure high quality planning, learning & teaching and assessment within all aspects of technologies. Increase staff capabilities and confidence in leading learning in technologies.	Rationale for improvement priority based on evidence Current planning in Digital technologies requires a refresh within the curricular organisers Development of staff confidence in utilising electronic systems and digital resources
NIF Priorities	NIF Driver	HGIOS/HGIOSELCC QIs for self-evaluation
Improvement in employability skills	School improvement	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 3.2, 3.3
and sustained, positive school leaver	School Leadership	
destinations	Teacher professionalism	

What actions are required to reach the desired outcome?	Who	When
Technologies All staff following the EA framework progression for all aspects of technologies Build staff capacity through regular CLPL and opportunities to share practice Identified digital lead in the school Pupil Digital Leaders group Increase staff knowledge and awareness of the EA lending library P7 learners and teacher to pilot one to one devices Digital Schools Award	HT CTs Digital Lead	Aug 22 October 22 Aug 22 September 22 Oct 22 Aug 22 – Jun 23 Sep 22 – Jun 23
World of Work Review Curriculum rationale to take account of local and current contexts. Review current IDL planning using the EA progression frameworks for science and social studies. Ensure P5 – P7 learners have profiles on My World of Work. Plan a progressive World of Work themed week RRS Bronze Award - UNCRC ARTICLES: 1,2,3,6,12,13,14, 15,17, 23, 27, 28, 29, 31	HT/DHT/ CTs Community Partners	By March '23 Oct 22 Term 4

Evidence of Impact against outcomes for learners

Increased experiences and opportunities to use a range of digital technologies A clear understanding of the role technology plays in different career options

An experience of hearing from partners about the types of careers available and the skills required Opportunities to visit places of work
Achievement of Digital Schools Award
Evidence of use of EA digital lending library
A refreshed curriculum rationale

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

Summary of Improvement Plan

Raising Attainment, particularly in Literacy and Numeracy

Ensure high quality planning, learning & teaching and assessment within literacy and numeracy to provide consistency in children's learning experiences where there is appropriate support, pace and challenge and opportunities to demonstrate depth and breadth of learning.

- Review approaches to reading to ensure consistency in EA Active Literacy approaches
- Provide targeted interventions for identified groups of children
- Ensure EAST Core support interventions complement the identified needs through available data
- Increased use of Digital Technologies in Literacy & Numeracy activities
- Ensure a consistency of approach when delivering key concepts and Number Talks strategies
- Staff Training utilising data to plan effectively for progress
- EA Communication Friendly Schools Accreditation

Ensuring the health and wellbeing of all young people

Monitor and track children's wellbeing ensuring that appropriate interventions are implemented when requires and the impact evaluated. Ensure that The Right's of the Child are embedded in all school practices. Ensure high quality opportunities for outdoor learning are implemented across all stages.

- Introduce GWMP profiling across 2nd level. Implement interventions to support children to manage anxiety and cope with loss or change
- Staff engagement with Harmony Project in conjunction with Dumfries House
- Work towards RRS Bronze accreditation

Development of outdoor spaces

Closing the poverty related attainment gap

Increase the attendance rate for the 28% of pupils who have fallen below 90% in session 21/22 (65% of which are SIMD1&2)

Narrow the attainment gap between SIMD 1&2 and SIMD 3-10 Currently:

Reading 17%

Writing – 26%

L& T - 21%

Numeracy – 48%

- PEF funded CA to provide interventions for identified pupils
- PEF funded support from Children's 1st to work with families to tackle non attendance
- PEF funded breakfast club
- Provide parent workshops (MISP, positive parenting, budgeting) and support from other services to increase parental wellbeing

Improvement in employability skills and sustained, positive school leaver destinations for all young people

Ensure high quality and progressive opportunities to learn about the world of work across all stages.

Ensure high quality planning, learning & teaching and assessment within all aspects of technologies.

Increase staff capabilities and confidence in leading learning in technologies.

- Provide children with progressive opportunities to learn about and experience the world of work
- Increased use of Digital Technologies across all curricular areas
- P7 participation in pilot of 1 to 1 devices
- Implement EA progression frameworks for technologies
- Digital Schools Accreditation

Raising Attainment, particularly in Literacy and Numeracy

- We will make sure you have high quality learning and teaching.
- We will make sure your learning is assessed and your teacher discusses this with you.
- We will make sure that you are given opportunities to be challenged with your learning and if you need support that, you get it.





Ensuring the health and wellbeing of all young people

- Introduce GWMP profiling across 2nd level.
- We will support P5 P7 to tell us about their wellbeing and make sure everyone gets help if they need it.
- We will help you learn about the six principles of harmony
- We will embed the UNCRC
- We will give you better outdoor learning spaces You will have more opportunities for outdoor learning















Closing the poverty related attainment gap

- We will fund another Classroom Assistant to work with some learners
- We will work with Children 1st to support families
- We will help families have good attendance at school
- We will fund the breakfast club for families
- We will work with your families to help them understand what and how we learn at school.







Improvement in employability skills and sustained, positive school leaver destinations for all young people

- We will make sure you learn about the world of work and how your learning helps with this.
- We will give you more opportunities for using digital technology
- P7 pupils will have their own device to use
- We will work towards becoming a digital school









