

St Joseph’s

Improvement Plan

2016 -2017

# CLUSTER PRIORITIES 2016 – 2019

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| --- | --- |
| ATTAINMENT/ACHIEVEMENT | Systematically track and record the full range of children’s and young people’s achievements in and out of school. Gather evidence to show how children’s and young people’s experiences across the four contexts of learning are supporting them to develop and be able to articulate the skills of learning, life and work. (*Developing Scotland’s Young Workforce*) |
| LEADERSHIP | Use a wide range of self-evaluation evidence to identify, plan and manage cluster improvement priorities strategically.* Consider the purpose, role and expected impact of development work as directed by the standing committees. (*NIF*)
* Improve curriculum design, provide strategic guidance and identify progressive pathways at key points of transition which reflect the needs of stakeholders and the school.
* Develop further strategic, systematic and wider approaches to assessment. In doing so, the head teachers will take forward a more rigorous approach to moderation which takes account of integrated approaches to learning, teaching and assessment and supports teacher judgements.
* More detailed reporting of spend against each priority area introduced and circulated regularly via the SAO.
* Invite the SAO to attend / report CMG meetings when budget is being discussed noting any updates agreed in terms of spending plans.
* Include commentary on the use/impact of financial resources in the evaluation of the Cluster Improvement Plan.
 |
| STAKEHOLDERS: | Review current transition arrangements to further develop* professional dialogue at key points of transition focuses on children’s attainment, progress, pace and next steps in learning
* ongoing assessments and teacher judgements support groupings;
* there are increased expectations and pace from nursery to Primary
 |
| Ensure Cluster working takes account of and directly references East Renfrewshire’s 5 capabilities and the Local Improvement Plan 2016 -2019.  |
| * Everyone Attaining, Everyone Achieving through Excellent Experiences will continue to be procedures promoted and celebrated.
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**Standing Committees:** Technologies, RE, Literacy, Health & Wellbeing

**Networking Groups**: Mod Langs, Maths, ASN.

St Joseph’s – Vision, Values and Aims.

Saint Joseph is the role model for our school. He lived a life of **hope**, he fought for **justice** and demonstrated **compassion for all.** These are the values of our school and we aim to extol these virtues to all we meet.

Our aim is to provide a Catholic school education of the highest quality with a vision that:

* Is welcoming, with genuine friendliness, concern, respect and a sense of community
* Strives for educational excellence, ensuring breadth and balance across the curriculum
* Achieves high levels of attainment, through self-evaluation and improvement
* Encourages the value of hard work and has high expectations of both staff and pupils
* Encourages staff to reflect on the Gospel and its call to show love, compassion, respect, truth, integrity and wisdom thus seeking to build a community where all members are held in high regard and their dignity, worth and individuality are respected.
* Recognises the uniqueness of each student as a gift of God
* Is joyful, optimistic and genuinely happy
* Speaks of Jesus’ love through the strength of the loving kindness of our staff
* Seeks opportunities for celebration
* Recognises and expresses our Catholic tradition with signs and symbols of our faith, in Eucharistic celebration, and through our Religious Education Programme.
* We aim to equip our pupils with skills and attitudes for lifelong learning which will prepare them for life beyond school. This shared vision is supported by a number of activities and events which involve the local community e.g. working with the parishioners of St Bridget’s and St Joseph’s Parish, Bonnyton House and Hawthorn Court for elderly residents, local sports clubs and libraries.

Strategic 3 year overview

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| --- | --- | --- |
| **Maintenance Agenda** | **Year 1** | **Years 2 /3** |
| Attainment & moderation |
| Maths | Celebrating and Tracking Achievement | Technologies |
| Science | Technologies | Wellbeing, equality and inclusion |
| ECO School Award | Partnerships: 1. Parents: Family Centred Approach – Silver Level
2. Playground upgrade
3. School Improvement Partnerships
4. Masterclasses and industry
5. Play – educational Psychologist
 | Partnerships: 1. Parents: Family Centred Approach - Silver level
2. Playground upgrade
3. School Improvement Partnerships
4. Masterclasses and industry
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| Rights Respecting Award | Talking and Listening | RERC |
| Curriculum Rationale | Wellbeing, equality and inclusion |  |
| RERC | RERC |  |

St Joseph’s Primary

**Skills for life, learning and work**

**Five Capabilities**

Prevention

Digital

Community engagement

Modernising how we work

Data evidence and benchmarking

**Key Performance**

School Improvement Plan 2016 -2017

Managing time, planning and organising

Communicating

Working with others

Thinking critically and creatively

Taking responsibility for self-improvement

Creating, evaluating, Analysing, Applying, Understanding, Remembering.

**Attainment: Literacy and Numeracy**

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| --- | --- |
| QIs: 1.1, 2.2, 2.3, 2.4, 2.6 3.2 | Cost £260 |
| **Safe Healthy Active Nurtured Achieving Responsible Respected Included** |
| **Target** | **Action** | **Impact / Outcome** | **Monitoring /Self-evaluation** | **Timescale** | **Personnel / resources** |
| Maintain high levels of attainment in literacy and numeracy. | Key personnel to attend training on monitoring and tracking on the database. | Senior managers feel more confident in analysing data leading to more robust Quality Assurance procedures with the staff in their department. | Professional dialogues.Target setting meetings.Tracking database. | June 2015 | C Hill (£20)K Wynne (£20)C Leddy (£20) |
| Moderate with cluster colleagues CFE levels in maths, reading and writing. | Staff share good practice, reflect and develop understanding of CFE levels linked to other attainment datafurther improving the correlation of CfE levels with other attainment data.  | Moderation exercises: cluster, stage and department | June 2015 – June 2016 | All teaching staff |
| Maintain high levels of attainment in literacy and numeracy. | Staff given ring fenced time to forensically analyse summative assessment data with particular reference to gender, SIMD, lowest 20% data and if appropriate, LAAC children. | Underperforming levels of attainment are immediately challenged and action taken to remediate thus maintaining high attainment standards whilst further improving attainment of key equity groups.  | DMsTracking database.HGIOS 4 | June 2015 – June 2016 | SMTAll teaching staff |
| School based actions identified through collaboration with ERC to meet the priorities set out in the National Improvement Framework. | Teachers are confident and familiar with the national Framework Improvement Programme leading to maintenance or improvement in attainment levels. | Professional dialoguesDMs and Staff MeetingsPRDsAttainment data | June 2015 – June 2016 | All teaching staff |
| Blooms Taxonomy and Blanks Questioning techniques are re-visited with staff. | Teachers are more confident that pupils are reaching defined thresholds in their responses. | DMsLearning visitsLearning trios | June 2015 – June 2016 | Blooms and Blanks materials and associated printing. (£100) |
| Maths materials introduced last year are re-visited with appropriate staff e.g. newly qualified or new to a stage. | Teachers re-visit their approach to mental maths ensuring there is a deep understanding of basic number and an accuracy and speed to mental maths. | DMsLearning visitsLearning triosHGIOS 4 | June 2015 – June 2016 | Making sense of number DVDs (£50)Tom Renwick materialsLynda Keith materialsPeter Patella Mental Maths materials. |
| Re-convene Talking and Listening working party to complement the Cluster Talking and Listening Standing committee and give particular emphasis to the gradient of learning and moderation of talking and listening and technology. | Teachers share and reflect on their practice to further improve confidence in CfE judgements.  | Minutes of working parties. DMsLearning visits / triosCluster Plan | June 2015 – June 2016 | Printing (£50) |
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|  |

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**Celebrating and Tracking Achievement**

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| --- | --- |
| QIs: 1.5, 2.2 2.7, 3.3 | Cost £50 |
| **Safe Healthy Active Nurtured Achieving Responsible Respected Included** |
| **Target** | **Action** | **Impact / Outcome** | **Monitoring /Self-evaluation** | **Timescale** | **Personnel / resources** |
| Develop the tracking and recording of the full range of children’s achievements in and out of school. | Proforma developed for staff to record achievements and time set for the input of this information onto the tracking database  | Pupils who could benefit from further support are identified and supported to develop their achievements profile.  | Achievement database and reportsPupil focus groups | August 2016 – June 17 |  |
| Staff and co-coordinator analyse the data and provide opportunities where gaps arise. | Early August 2016Jan 2017May 2017 | Active Schools Coordinator and identified teacher |
|  | Achievement is recognised, recorded and celebrated in a strategic and robust manner.   | All pupils actively develop and update an achievement profile.  | Professional dialoguesDMs and Staff MeetingsPRDsAchievement tracking databaseHGIOS 4  | June 2015 – June 2016 | All teaching staff |
|  | Reports given to parents on the uptake of After school clubs and other achievements within the school. |  | Parent Council and Wider parent body | Parent Council Meeting as arrangedMonthly newsletters, where appropriate | Parent CouncilHT Active school coordinator – K Comerfordnewsletters  |
|  | E Profiles and Class blogs updated regularly with information on achievements. |  | E profiles and Class blogsProfessional dialogues Pupil focus groups | Aug 2016 – June 2017 | All children and teachers. |
| Evaluation |
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|  |

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**Partnerships**

|  |  |
| --- | --- |
| QIs: 1.5, 2.2 2.7, 3.3 | Cost £500 |
| **Safe Healthy Active Nurtured Achieving Responsible Respected Included** |
| **Target** | **Action** | **Impact / Outcome** | **Monitoring /Self-evaluation** | **Timescale** | **Personnel / resources** |
| Build robust partnerships with parents and other agencies. | Work towards the silver level of the family centred approach scheme. | Families feel included in the life of the school. | Checklist from Family centred approach programme | Aug 2016 - June 2018 | Parental Involvement Coordinator: C LeddyParent Council/focus group. |
| Parents engage with school staff and local businesses to help upgrade the playground area and facilities e.g. outdoor classroom and play equipment. | Playground area is enhanced as both a play area and a learning zone for all pupils. | Pupil focus groupsHGIOS 4 | June 2015 – June 2016 | Playground equipment approx. £500Parent Focus GroupParent CouncilLocal businesses: IBM, Scottish Water, JP Morgan etc. |
| Improved engagement of staff in professional enquiry and the School Improvement Partnership programme. | Teachers are encouraged through the PRD process to participate in professional enquiry/School Improvement programme | Teachers further develop an area of expertise and engage in career long professional learning. | Professional DialoguesPRD | June 2015 – June 2016 | All teaching staff |
| The organisation of Masterclasses is reviewed and adapted to better meet the needs of pupils for life, learning and work | Local and national businesses are contacted and become close partners in the development of the tracked skills then help deliver classes which support them. | All Masterclasses support skills for life, learning and work and make a close connection with national and local businesses. | Citizen spaceAchievement tracking database. | 2x the year: | All teaching staffParent focus groupLocal and national businessesDYW Plan 2015 -2020 |
| The skills identified though Masterclasses, are tracked more robustly through the Achievement database. | Pupils’ achievement is immediately challenged, or immediately celebrated. | Citizen spaceAchievement tracking database. | As Masterclasses are completed | Office StaffTeaching staff |
| Citizen Space is used to ascertain the views of the pupils on how well they are progressing within these skills. | Pupils are better aware of the soft skills required for life, learning and work. | Citizen spaceAchievement tracking database. | At the end of the Masterclasses | Office StaffTeaching staff |
| Plan a play strategy to enhance the early years curriculum  | Consider recent research on the importance of play and work together to make stronger links with the early years’ curriculum  |  |  |  | C Hill – head teacherG Thornburn – Educational Psychologist & Research assistant |
| Offer CLPL on play to all staff |  |  |  | G Thornburn – Educational Psychologist |
| Convene a working party to plan and implement play in a more strategic manner into P1 &P2 curriculum |  |  |  | Head teacher – C HillEducational Psychologist – G Thorburn and Infant Staff lead by C Leddy |
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|  |
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**Curriculum: Technologies**

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| --- | --- |
| QIs: 1.1, 2.2, 2.3, 2.6, 2.7.3.2 | Cost £210 |
| **Safe Healthy Active Nurtured Achieving Responsible Respected Included** |
| **Target** | **Action** | **Impact / Outcome** | **Monitoring /Self-evaluation** | **Timescale** | **Personnel / resources** |
| Work with cluster colleagues to devise and implement a Technologies framework, similar to the science model devised earlier. | Audit existing practice in technologies and send results to the Standing Committees | Identification of next steps/areas for development in Technology. | Consistent progressive programme across the school and the Cluster | May 2015 | C Leddy and schoolWorking Party |
| Convene a school working party to roll out the framework as devised by the cluster | Further improve consistency in ourapproach to the delivery of technology | Classroom observationsProfessional dialogues | Sept 2016 | Working party lead by C Leddy other members TBC |
| Attend /deliver CLPL as offered by the Cluster to support the use of the Technology Framework and delivery of Technology lessons. | Progression in teaching of Technology Experiences and Outcomes. | Professional dialoguesClassroom observationsLearning trios. | Inservice Day October 2016Oct 2016 – March 2017 | Cluster Standing Committee: K O’HaganTechnology working party chaired by C Leddy |
|  | Implement the Technology framework | Consistency in the delivery of Technology | Professional dialoguesLearning TriosClassroom observations | Oct 2016 – March 2017 | All teachers supported by the school’s working party |
| Undertake moderation exercises with Cluster colleagues Technology Es and Os with Talking and Listening Es and Os | Improved consistencyin teacher judgments. | Professional dialoguesLearning triosModeration exercises and evaluations. | Oct 2016 – June 2017 | All teachers |
| Deliver CLPL to address any developmental needs in the delivery of technology lessons | Increased staff confidence in delivering Technology | Professional dialoguesLearning trios | April 2017 – June 2017 | School working party lead by C Leddy |
| Use and add to the created cluster area on GLOW for additional Tech lessons | Increased staff confidence in delivering Technology | Increased use of GLOW | Oct 2016 – June 2017 | All teachers |
| Evaluate the impact of using the Technology framework.  | Next steps for improvement are identified and responded to. | Increased use of STEM ambassadors | May / June 2017 | All teachersCitizen Space |
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|  |

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Community engagement

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**Health and Wellbeing, equality and inclusion**

|  |  |
| --- | --- |
| QIs: 2.1, 2.2, 3.1 | Cost £80 |
| **Safe Healthy Active Nurtured Achieving Responsible Respected Included** |
| **Target** | **Action** | **Impact / Outcome** | **Monitoring /Self-evaluation** | **Timescale** | **Personnel / resources** |
| To undertake guidance issued by ERC to implement new Staged Intervention process. | Key staff to attend CLPL regarding new procedures.  | Outcome and impact will be determined by the final version of ERC guidance. | Increased staff knowledge | June 2016August /September 2016 | C Hill HTK Wynne DHTC Leddy PTJ Lavery Acting PT -  |
| Re-convening of GIRFEC group | GIRFEC group match and link RERC Es and OS to already existing framework. | Whole sch approach to H&WB leading to improved experiences for all learners, particularly with regard to mental, emotional social & physical wellbeing.  | Classroom observationsProfessional dialogues  | August 2016 – June 2017 |  |
|  | Work with H&WB Standing committeeTo roll out Cluster action plan for food and health learning experiences. | A cluster approach to H&WB leading to improved experiences for all learners, particularly with regard to mental, emotional social and physical wellbeing.  | Classroom observationsProfessional dialogues | August 2016 – June 2017 | School’s GIRFEC working party lead by K Wynne. Other members TBC |
| Link the Cluster action plan for food and health to existing H&WB overview. | A cluster approach to H&WB leading to improved experiences for all learners, particularly with regard to mental, emotional social and physical wellbeing.  | Classroom observationsProfessional dialogues | August 2016 – June 2017 | School’s GIRFEC working party lead by K Wynne. Other members TBC |
| Link RERC Es and Os, particularly linked to GLP to the existing H&WB overview | A whole school approach to H&WB leading to improved experiences for all learners, particularly with regard to spiritual wellbeing  | Classroom observationsProfessional dialogues | August 2016 – June 2017 | School’s GIRFEC working party lead by K Wynne. Other members TBC |
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|  |
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|  |

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**Curriculum: Listening and Talking**

|  |  |
| --- | --- |
| QIs: 1.1, 2.2, 2.3, 2.6, 3.2, 3.3 | Cost £80 |
| **Safe Healthy Active Nurtured Achieving Responsible Respected Included** |
| **Target** | **Action** | **Impact / Outcome** | **Monitoring /Self-evaluation** | **Timescale** | **Personnel / resources** |
| Convene a Listening and Talking working party to provide and assist in the use of the Cluster Listening and Talking Assessment Framework. | Attend a summary session explaining the Talking and Listening Framework. | All teachers have an overview of Talking and Listening and how to use the framework  | Professional dialogue | Inservice Day 2 August 2016 | Cluster Standing Committee lead byJ Wheelan – St Ninian’s M Kane – OLMAll teachers |
| Plan how the Talking and Listening framework will be used in conjunction with current self-evaluation process (learning Trios) and in conjunction with the moderation of Technology Es and Os, within St Joseph’s.  | Staff consistency in the delivery and assessment of Listening and Talking Es and Os | Listening and Talking Framework | August 2016 – Oct 2016 | OLM Listening and Talking Working party and St Joseph’s Working PartyPrinting of Talking and Listening Framework for each teacher  |
| Provide CLPL on effective use of the Talking and Listening Framework and if necessary augment current talking and listening resources and assessments. | Improved staff confidence | Professional dialogues | October 2016 – January 2017 | St Joseph’s Working Party |
| Use, then evaluate, the above framework on a planned basis setting next steps for further improvement. | More robust and consistent Teacher judgement of CFE levels in Listening and Talking. | Listening and Talking FrameworkProfessional DialoguesClassroom observationsLearning triosPupil focus groups. | Following CLPL sessions.Evaluation in May 2017 using Citizen Space | All teachersSt Joseph’s Working Party |
| Evaluation |
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**St Ninian’s Cluster**

**Standards & Quality Report and Cluster Improvement Plan**

**2016-17**

 **Five capabilities Skills for life, learning and work**

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**Curriculum: RERC**

**Key Performance**

Prevention

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| --- | --- |
| QIs: 1.4, 2.2, 3.1 | Cost: £150 |
| **Safe Healthy Active Nurtured Achieving Responsible Respected Included** |
| **Target** | **Action** | **Impact/outcome** | **Monitoring /****Self –evaluation** | **Timescale** | **Personnel / resources** |
| Develop knowledge and skills necessary to meet the requirements of teaching in a Catholic school | Discuss the ‘Companions on the Journey’ document and the implications this will have on following the vocation of teaching. | Teachers are given a strong framework for Catholic school CLPL which they use to enhance their personal faith journey and teaching. | Professional dialogues and PRD | Sept 2016 onwards | Companion the Journey – cluster funded. |
|  | Work with Cluster Standing Committee to promote the Charter for teaching in a Catholic School. | Well- developed teacher knowledge and skills so that they can meet their specific responsibilities | Professional Dialogues PRDs | Oct 2016 onwards | New copies of The Charter - £50 |
| Audit developmental needs in Personal Spiritual development and attend / organise / deliver CLPL to support teachers in the Catholic school. | Teacher needs are identified and met | Audit based on the Companions on the journey document. | Oct 2016 |  |
| Attend Cluster or diocese events such as a Retreat or Mass for teachers. | Teacher’s spiritual needs are strengthened | Attendance at special events | As agreed on Cluster Calendar | Transport cost of bus approx. £100 |
| Work with Caritas Pupils from St Ninian’s (S6) to find links with the Pope Francis Pupils (P7). | Pupils develop a closer link to their parish and community | Partnership working and a planned programme for senior and junior pupils | Oct 2016 onwards |  |
| Work with RERC Standing Committee to consider how well the Cluster promotes Gospel values. | School ethos is further embedded | Professional dialogues and Pupil focus groups | Oct 2016 onwards |  |
| Evaluation |
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| Next Steps |
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