Education – Improvement Planning Document

Inverclyde council

Establishment Name: St. Andrew's Primary School

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Signatures:

Head of Establishment	Alan Connick	Date	June 2019

Quality Improvement Officer		Date	

Our Vision, Values and Aims

Our Vision:
Working together to ensure an active, fun education which enables learners to use their God-given talents while developing and nurturing new ones, in order to fulfil their potential in every way. At the centre of our work is the good and benefit of every St. Andrew's child. To develop as Responsible Citizens, Successful Learners, Effective Contributors and Confident Individuals we must ensure they are, and feel, Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

<u>Our Values</u>

Honesty   **Respect**   **Responsibility**

Our aims:
Working within 'Curriculum for Excellence' we strive to provide the highest quality learning and teaching. We try to ensure that all our children attain and achieve their full potential and acquire the full range of skills and abilities relevant to growing, living and working in the modern world.
We aim for our pupils to become:
SUCCESSFUL LEARNERS   by providing the highest quality learning and teaching to ensure all our children achieve their potential
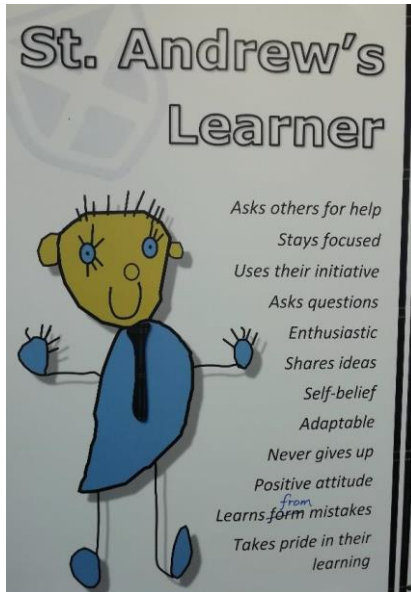CONFIDENT INDIVIDUALS by encouraging self-respect, ambition, and a sense of physical, mental and emotional well-being with secure values and beliefs and by valuing and celebrating each child's attainment and achievement.
RESPONSIBLE CITIZENS by developing and fostering positive attitudes and skills for all pupils enabling them to have respect for themselves and others. We aim for our pupils to know and be proud of Scotland and our culture and to explore the culture of other countries.
EFFECTIVE CONTRIBUTORS by encouraging enterprising attitude, resilience, independent learning skills and the ability to work as part of a team.

We aim to get it right for every child and to provide a caring environment in which all children feel safe, healthy, active, respected and responsible, included and nurtured.

We are proud to be part of the Scottish Government's Attainment Challenge to increase the life chances and tackle the attainment gap of those less well off in our country. Around 78% of our pupils live within SIMD 1 and 2 and we have been part of the Attainment Challenge for two years to date. 34% of our pupils qualify to receive a Free School Meal.

St. Andrew's Learner

Asks others for help
Stays focused
Uses their initiative
Asks questions
Enthusiastic
Shares ideas
Self-belief
Adaptable
Never gives up
Positive attitude
Learns *from* mistakes
Takes pride in their learning

Visible Learning is an important aspect of our school curriculum and on-going development as we aim to ensure
"All pupils in St. Andrew's will be able to describe what a good learner is and how they are one. Pupils will describe effective thinking habits and thinking strategies that they use to help them learn. Pupils will seek and receive effective feedback from teachers and peers which supports progress in their learning. Pupils will know where they are, where they are going and next steps in Maths and Language. Pupils will be assessment capable learners. Teachers will be inspired, passionate and impactful." (Our Visible Learning Aspiration)

3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2019-2020
Session 2020-2021
Session 2021-2022

Overview of rolling three-year plan

National Priorities	Session 2019-20	Session 2020-2021	Session 2021-2022
Improvements in attainment, particularly in literacy and numeracy	• Visible Learning (school and cluster)-continued implementation • Moderation – Writing/ Talking and Listening • Create 'formalised' Curriculum Rationale • Enhance Dialogic approach across Curriculum • Provide greater opportunities for Outdoor Learning. • Collegiately develop Play based learning in Early level with group of schools.	• Visible Learning embedded aspect of school • Moderation in more numerous areas. •	• Clear evidence of St. Andrew's being a Visible Learning School.
Closing the attainment gap between the most and least disadvantaged children	• PEF interventions- based on evaluations of success. • Develop Pupil Voice opportunities. • Further exploration of assessment data to support teacher and pupil understanding of progress.	• Continue to raise attainment across our school, 95% of our pupils are in SIMD 1 -3.	•

| Improvement in children and young people's health and wellbeing | • Enhance Religious Education and Religious worship throughout the school
• Pupil PRPB policy completed and published
• Whole school focus on Sport Scotland Award – Silver level already gained.
• Refresh RRS agenda across school with view to reaccreditation.
• Increase Family Engagement in partnership with Barnardo's, CLD and exploring other possibilities.
• Whole school Nurturing Approaches. | • Sport Scotland Sport Award
• Develop ECO school through STEM approach | • |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | • World of Work extended through school.
• Development of STEM
• Digital Literacy developed across school
• JASS award – P6 & 7 | • Involvement in SSERC programme with cluster. | • Ongoing SSERC development |

Pupil Equity Fund –Session 2019-2020

Closing the attainment gap between the most and least disadvantaged children
1. St. Andrew's has a school roll of 237, with 182 children in SIMD 1 and 2 (76.8%), and 75 pupils (31.6%) on free school meals. These figures are significantly higher than the Authority average figures.

2. Our SIMD profile does not lend itself to focus on identifying the attainment gap between SIMD 1 & 2 and 9 & 10. Instead, we have a whole school focus on raising attainment for all pupils. This does, however, also include a specific view of pupils in SIMD 6 – 9.

3. Attendance for St. Andrew's is slightly below the BGE comparator and our Family Group. We continue to implement the Inverclyde Attendance Policy to focus on attendance and to act in specific cases. Our very low exclusion rate, for the third year in a row, reflects the caring, inclusive ethos of St. Andrew's and the high levels of support provided by staff, parents and the school community. This is lower than our Family Group.

4. Our rationale for proposals is to continue the focus on developing staff skills and knowledge, ensuring sustainability of the positive interventions and changes we have implemented to date. As a focus school for the Scottish Attainment Challenge since 2015, we have already seen improvements through targeted interventions from visiting staff and we used this model to upskill our own support staff.
Our attainment in Literacy and Numeracy in Primary 1 and 4 show increase as a result of increased, targeted support for identified children. We now plan to develop this into second level as we have a dip in our attainment in Primary 7.
After successfully increasing pupil involvement in physical activity during PE sessions, after school, during break-times and as part of Breakfast Club we intend to develop this role to have increased impact in the wider Health and Wellbeing curriculum.

Details of spend				
Amount allocated £96000				
	Role	£	FTE / hours/No.	
Teaching staff	0.5FTE class teacher to enable additional support time from SfL teacher	£26000	0.5 FTE	This will enable our SfL teacher to work with Primary 5 and 4 class teachers to support large level of needs while supporting high quality learning and teaching.
Support staff	2 x ASN to free up additional staff to focus on supporting attainment. This will continue very successful interventions we have had in place this session.	1 x £12056 = £12056 1 x 11 hours per week (£5000)	3 x 25 hrs	We have had additional support staff this session working on focused, planned interventions with pupils. This has achieved a good level of success and we hope to continue these interventions.
Health & Wellbeing Coach	Support staff and pupils	£26000 approx.		This new post within our school has been beneficial for pupils and staff as we have improved PE involvement during curricular time as the Coach supports class teachers to deliver high quality experiences. We have increased opportunities for pupils to participate in active sessions before school, during lunchtimes and after school. He has also become increasingly involved in the Health and Wellbeing curriculum in classes and has supported individuals and small groups of pupils to support emotional wellbeing. We see great

				opportunities to develop this element of his remit further for pupil support and improvement of the pupil experience.
Additional Admin	Additional admin time to support SMT in data collection, attendance info etc.	8 hrs x 10.30 p/w =£82.40 £3296 p/a	8 hrs p/week	With increased data to manage and handle this has been beneficial to support SMT in gathering info as well as freeing time for them and teaching staff.
Resources	Reading Wise Decoding Programme	£2000		Targeted support for pupils identified
	Take Your Marks	£1300		Health and Wellbeing website
	Library fittings	£3000		Enhance library as a learning space.
	Learning through Play resources	£1000		Primary 1 focus on Learning through Play
Partners	Osiris Visible Learning training programme	£1500 per year		Ongoing expense
Other	Back pay/Overspend	£5000		
Total				

Plan –Session 2019-2012

Priority 1 Improvements in attainment, particularly in literacy and numeracy		

NIF Driver	**HGIOS 4**	**Other Drivers**
Assessment of children's progress Teacher professionalism School Improvement Performance information	3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions	**RRS** Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable			
• **Increased attainment in Literacy and Numeracy for all pupils through enhanced learning and teaching in Literacy and Numeracy.**			
Tasks to achieve priority	**Timescale**	**Those involved – including partners**	**Resources and staff development**
1.1 Revisit/develop our Curriculum Rationale in partnership with all stakeholders.	September 2019	SMT House Captains/Vice Captains Staff Parents	Ed. Scotland support from Attainment Advisor Visible Learning Plan – 1st and 2nd parts Parental feedback/questionnaires Pupil survey information
1.2. Staff continue to explore, develop and enhance various aspects of Visible Learning and effective learning and teaching strategies across the school.	One Osiris –led In-Service Day – October 2019	Impact Coaches – two staff members Teaching staff SMT Support staff	Training delivered by Osiris Guiding Coalition of Impact Coaches, HT and DHT – Initial Plan evaluated and new priorities developed. Visible Learning Action Plan II will be implemented.

	Collegiate times throughout the year,	House Teams	Working Time Agreement – Curriculum Development allocation of time Staff CLPL
1.3 Moderation activities – in school, Cluster and Authority	Numerous events throughout session. Developed use of Planning will minimise 'additional' time required to prepare materials.	HT leads Staff	HT to attend information session August 2019 Time allocated Planning for assessment training targeted to small number of staff who have not previously attended. Planning development in school will support process.
1.4 Further develop staff knowledge and expertise in reciprocal and dialogic teaching in literacy	From August/September 2019	HT CMOs Literacy Staff working group All teaching staff	Working group to develop own class practice
1.5 Dialogic teaching in Numeracy and Mathematics – Number Talks	From September 2019	All staff Numeracy CMOs – all levels	Use staff knowledge to share within school Staff meetings Stage meetings Curriculum Development sessions
1.6 Literacy Development - Reading	September then ongoing	All staff – certain staff members share their positive experiences CMOs if required	Staff collegiate session In-class use and development Review school approach to Reading development in light of 1.4 and investigating

1.7 Increased opportunities for Outdoor Learning	From September 2019	Cornalees staff STEM funding – Cluster bid	Cornalees CPD session for staff Cluster support for STEM aspect of bid
1.8 Develop Play based learning at Early level	From August 2019	Class teachers Colleagues in two other Primary School – Kilmacolm and Lady Alice Primaries Education Scotland working group STEM funding – Cluster bid	Cluster support for play aspect of bid Class teachers visit other establishments Regular Class teacher and SMT discussions – reflection Collegiate working with local partner schools

Evidence of Impact

- Curriculum Rationale created and shared with school community.
- Impact/influence of Visible Learning noted in Learning Talks, learning observations, pupil discussions.
- Introduce SMT meetings to follow progress and Tracking meetings to discuss progress of all pupils and plan interventions as required – minutes of meeting.
- Moderation sessions become more common, embedded in practice.
- Principles of Dialogic teaching seen in learning visits and noted
- Increased progress and achievement of levels of attainment in Listening and Talking
- Increased engagement in learning in Primary 1 through play – particular improvement in Talking and Listening.
- Increased attainment in Literacy and Numeracy by end of Primary 1 as a result of play based approach.
- Support for all children in transition to Primary 1 – children are happy and settled.

Priority 2 Closing the attainment gap between the most and least disadvantaged children		

NIF Driver Teacher professionalism Assessment of children's progress Performance information School leadership	**HGIOS?4** 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions	**Other Drivers** **RRS** Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable		

- Reduction in attainment gap in literacy and numeracy – data shows 100% of SIMD 5 and above achieving appropriately.
- Improved attainment for pupils with FME, in SIMD 1&2 and LAC.
- Increased attendance at school for children with FME, in SIMD 1 and 2 and LAC.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
2.1 Priority 1 above has this as a central component and main purpose.			
2.2 Further increase staff skills in the analysis and interpretation of data, including use of the BGE toolkit, SNSA results, GL Assessment data	August 2019 ongoing Progress meetings	SMT Teaching staff	Use of targeted data in Progress meetings to support pupil progress BGE Toolkit Seemis Progress and Achievement SNSA data and reports NGRT/SWST results – school have purchased digital format as this reduced workload and provided more detailed info.

2.3	While continuing to implement the authority Attendance Policy - we aim to increase our focus on late coming.	From August 2019	SMT Admin staff	Attendance Policy Weekly meetings to review pupil attendance – HT/DHT
2.4	Review pupil experiences of Personalisation and Choice across all areas of the Curriculum	Beginning September 2019	House Captains/Vice Captains House groups Pupil focus groups	Survey/questionnaire for all pupils Information gathering to measure pupil experiences Seek 'Best Practice' models of Personalisation and Choice in classes and other schools.
2.5	Increased opportunities for Pupil Voice activities and group work	August 19 – June 20	SMT with pupils to discuss groups Staff input around usefulness, role and remit of groups	Timetabled slots for group meetings Regular feedback shared and acted upon by whole school community

Evidence of Impact

- Increased use of data available to all staff to plan for progress – minuted in Progress meetings.
- Increased attendance for all pupils, decreased Late-coming
- Data shows increase in attainment in literacy and numeracy across the school with increased attainment at all levels Data shows increase in attainment in literacy and numeracy for pupils entitled to free school meals, those in SIMD 1&2 and LAC pupils.
- Evidence of improved learning and teaching during class observations – in reference to GTCS standards as well as HGIOS4 Level 5 examples. Follow-up observations of learning to support development.
- GIRFEC Action plans show achievement of Targets and progression.
- House Groups report increase in Personalisation and Choice.
- Pupil Groups meet regularly and feedback that they have an important role.

Priority 3	Improvement in children and young people's health and wellbeing

NIF Driver	HGIOS?4	Other Drivers
School Improvement Assessment of children's progress Parental engagement	3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions	**RRS** Article 28: (Right to education): Article 31 (Leisure, play and culture): **Developing in Faith** Celebrating and worshipping Honouring Jesus Christ as the Way, the Truth and the Life

Expected outcomes for learners which are measurable or observable

- Increased positive engagement and enhanced playing experiences within playground.
- Children on appropriate GIRFEC Pathway and learning is planned and experienced appropriately.
- Improved Boxall Profile results.
- Pupils continue to make appropriate progress with their learning at points of transition.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
3.1 Continue to implement Restorative practice throughout the school in line with PRPB policy.	From August 2019	SMT All staff Parents Pupils	PRPB Policy Educational Psychology input
3.2 Pupil created version of PRPB Policy	By September 2019	DHT/HT House Captains/Vice Captains Parents	Authority PRPB Policy Pupil PRPB policy completed and published

3.3 Increase Family Engagement in partnership with Barnardo's, CLD and exploring other possibilities.	By June 2020	DHT CLD Barnardo's support	Inverclyde Council Parental Engagement Strategy Supported study funding from PEF if required
3.4 Enhance Religious Education and Religious worship throughout the school.	June 2020	P6 & 7 Class teachers Identified staff to lead action plan Parish Priest SVDP	Pope Francis Faith Award resources Cluster moderation of materials Development of RE planning materials and frameworks.
3.5 Whole school focus on Sport Scotland Award – Silver level already gained.	June 2020	H&Wb Coach Active Schools co-ordinator Staff Pupil/Staff Sport Committee	CPD as required concerning Sport Award SportScotland evaluation materials
3.6 Refresh RRS agenda across school with view to reaccreditation.	June 2020	Staff leadership of Rights Agenda Action Plan to raise awareness	Action Plan based on school needs UNCRC assemblies Staff refresher/awareness raising sessions.
3.7 Whole school Nurturing Approaches. Self-evaluation based on HNiOS will help us identify our priorities	September – June	SMT Nurture Teacher Staff volunteers	Nurturing School guidelines and Self-Evaluation materials.
3.8 Communication/Autism Friendly School Consistency in signage – using Boardmaker,	Aim to begin as soon as ICOS staff can support	Mrs Carroll – SfL teacher Jan Spence Vivian Doak SMT	ICOS Training ICOS drop-ins – Staff and Parents Raising Awareness for all staff

Visual Timetables for all classes and individual pupils ICOS drop - ins		All staff	

Evidence of Impact

- Discussions with pupils regarding effects of PRPB policy
- Feedback from Parents regarding involvement.
- Increased participation in physical activity during curricular inputs, after school clubs and out with school.
- All pupils and staff more able to discuss Rights and their implications for everyday life.
- Pupils feel happy, settled, cared for and able to learn.
- Staff are aware of need for clear, planned communication in all classes, with all children.
- Consistency of approach throughout school enables smoother transitions for all pupils.

Priority 4	Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Driver	**HGIOS?4**	**Other Drivers**
School Improvement	3.2 Raising attainment and achievement	
Assessment of children's progress	2.3 Learning, teaching and assessment	**RRS**
School leadership	2.4 Personalised support	Article 28: (Right to education):
	2.6 Transitions	

Expected outcomes for learners which are measurable or observable
- Children have a greater understanding of employability skills and how to articulate them.   - Increased opportunities for pupil presentations/assemblies on various topics including DiYW   - Pupils are more able to take on responsibility on a short and longer term basis.

Tasks to achieve priority	**Timescale**	**Those involved – including partners**	**Resources and staff development**
4.1 World of Work extended through school. Enhance partnership with West College Outdoor Education	June 2020	West College partnership EntrepeneurMe	West College staff Cornalees staff
4.2 Development of STEM	June 2020	SSERC RCCT Teacher	Ed Scotland funding Science Benchmarks
4.3 Digital Literacy developed across school	June 2020	RCCT Teacher Digital Literacy CMO Cluster STEM project	Education Scotland Guidelines Cluster Digital Literacy CMO Cluster STEM project
4.4 Junior Award Scheme for Scotland P6 & 7	Beginning October 2019	P6 and 7 teachers SMT	JASS guidelines CPD as required

Evidence of Impact

- Children have increased awareness of expectations of the workplace.
- Engagement with College and other employers enhances learning opportunities for pupils
- Use of current expertise to enhance and share pedagogies and teaching approaches to deliver STEM learning more effectively. This uses our own staff, their own skills to upskill their colleagues in their own classes rather than a traditional 'course attendance' model.
- We will use STEM to raise attainment in numeracy as there will be improved understanding of skills, concepts and knowledge.
- We will have raised awareness about resources and available in STEM.
- Transformative use of Digital Literacy throughout the school with staff and pupils.
- Pupils show and feel increased independence, resilience and creativity in JASS programme and across school.
- Parental survey to gather their opinion on effectiveness of JASS programme.
- Community engagement and involvement