Education – Improvement Planning Document   2022-23

Establishment Name: | St. Andrew's Primary School |

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Signatures:

Head of Establishment	Alan Connick	Date	August 2022

| Education Officer | Elaine McLoughlin | Date | |

Our Vision, Values and Aims

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.

In St. Andrew's we:

Take **responsibility** for our actions and act **responsibly**

Show **kindness** to others

Respect ourselves and other people – and the world.

Be **honest**

Aspire to do more and to be more!

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 be:
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 75% of our pupils live within SIMD 1 and 2 and we have been part of the Attainment Challenge since it began. 55% of our pupils qualify to receive a Free School Meal (not from P1-5 entitlement).
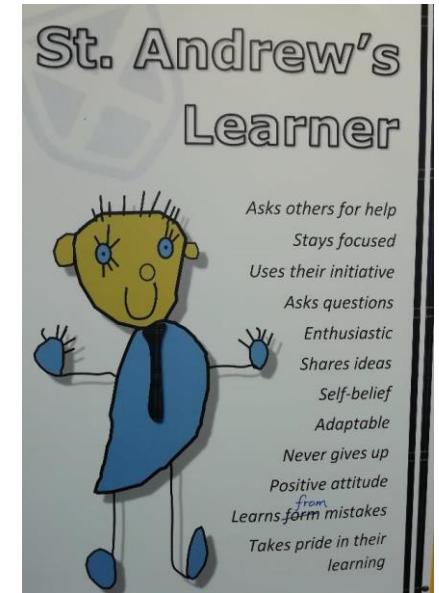
3 Year Overview of Establishment Priorities

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 2022-2023
Session 2023-2024
Session 2024-2025

Overview of rolling three-year plan

National Priorities	Session 2022-2023	Session 2023-2024	Session 2024-2025
Improvements in attainment, particularly in literacy and numeracy	Develop whole school Reading pedagogy Continue to embed whole school Writing approach. Enhance pupil skill in Problem Solving	Embed Reading approach. Review Listening and Talking approach Review and refresh Numeracy pedagogy	Embed Numeracy approach. Listening and Talking – whole school progressive approach.
Closing the attainment gap between the most and least disadvantaged children	Develop whole school Reading pedagogy Recovery Interventions Ensure continued raising of attainment for all pupils.	Review and refresh Numeracy pedagogy Embed Reading approach. Ensure continued raising of attainment for all pupils.	Embed Numeracy approach Ensure continued raising of attainment for all pupils.

Improvement in children and young people's health and wellbeing	Develop Health & Wellbeing curriculum. School involvement in Young Leaders of Learning programme Develop consistent use of PAThS throughout the school. Ensure consistent use of the Language of Wellbeing for all pupils and staff.	Continued participation in Young Leaders of Learning programme Embed use of PAThS across school Continue use of Language of Wellbeing – with particular focus regarding Wellbeing Tool.	Review of school approaches to supporting the physical, mental and emotional needs of all staff and pupils.
Improvement in employability skills and sustained positive school leaver destinations for all young people	Enhance pupil skills in Problem Solving, especially in Numeracy. Develop use of Digital technologies – particularly in literacy and numeracy	Review of Digital access in school Review Enterprise/Skills for Work opportunities	Develop digital access and use by all staff and pupils. Develop wider curriculum to provide a variety of activities and learning opportunities in regard to Enterprise/Skills for Life.
Placing the human rights and needs of every child and young person at the centre of education	Use of Restorative Practice throughout the school Pupil participation in meaningful decision making in many aspects of school life. Develop pupil involvement in choices pertaining to their learning – especially through Play in Primary 1 and 2. Review our current curriculum content with regard to diversity, anti-racist and race equality.	Develop pupil involvement in choices pertaining to their learning – especially through Play in Primary 1-3. Take a closer look at Rights Respecting School with a view to accreditation. Following curriculum review, create Action Plan to enhance our offer regarding diversity, anti-racist and race equality in our curriculum. Pupils report improved learning experiences and knowledge in relating to race equality	Further develop Play pedagogy in Primary 4 and upwards. Achieve RRS accreditation Develop work around building racial literacy (BRL) – with possibility of engaging in Education Scotland BRL programme.

Stakeholders' views

How were stakeholders' views collected?

Staff were part of self-evaluation activities and discussions regarding school priorities.

Parents shared opinions throughout the year regarding success of previous interventions as well as completing Forms questionnaires.

Pupil Voice activities with groups from all stages shared thoughts and ideas.

How was PEF spend consulted on?

Parents were asked, by use of a Form and in discussions with the Parent Partnership to share their feelings and thoughts.

Staff feedback on what has gone well and choosing appropriate PEF interventions.

Pupil discussions highlighted ideas.

Plan –Session 2022-2023

Priority 1	Closing the attainment gap between the most and least disadvantaged children and young people Improvements in attainment, particularly in literacy and numeracy Improvement in skills and sustained, positive school-leaver destinations for all young people

NIF Driver Assessment of children's progress School Improvement School leadership	HGIOS QIs 1.1 Self-evaluation for self-improvement 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement 2.2 Curriculum	**UNCRC** Article 28: (Right to education): Article 3 (Best interests of the child):

Rationale for change based self- evaluation including data and stakeholder views

Our current attainment levels in reading reflect a need for improvement in attainment which we will aim to achieve through reviewing and improving our current practice We will seek to develop a whole school, shared approach in the learning and teaching of Reading and to ensure a progressive, consistent approach for all pupils and staff. Self-evaluation has highlighted pupil problem solving skills as being an area requiring improvement.

Expected outcomes for learners - Who?   By how much?   By when?   What?

By June 2023 all pupils will experience greater consistency in the approach to their learning of reading skills and in how they apply these. This will be done through developing a whole school common, progressive and structured approach to the teaching and development of reading.

If PEF spend is supporting – how much and what

CLPL Reading materials - £1000
Resource purchases £1000
Resources promoting and developing diversity, including library materials £5000

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Whole staff focus on embedding our current Writing protocol in every stage.	From August 22		All staff	Focus for discussion at stage/planning meetings Item for staff collegiate discussions throughout the year Learning observation focus Pupil Voice discussions
Develop and improve pupil skills in Problem Solving, with particular focus on Numeracy.	Aug 22 – June 23		RCCT teacher Class teachers PSAs	Numeracy resources Ed. Scotland CLPL resources
Creation of Reading Development Group	August 2022		DHT lead Group of staff All staff	WTA allocation
Audit of current practice in developing classroom Reading improvement	August 2022		All staff	WTA allocation
Review of audit information and identification of areas of need	September 22		Development Group	WTA allocation
Research using publications, visits to other schools, what's working?	June – October 22		Development Group Supply as required	As required Use of Supply
Trialling of some ideas in identified classes	From October 22		Class Teachers (some)	Use of Supply
Creation of Reading Pedagogy Development Plan	By December 2022		Development Group HT Literacy CMOs	
Learning observations to review implementation and effectiveness of plan	March 23		SLT Development Group	Peer observations
Staff discussion, trialling and implementation of plan	Ongoing from January 23		All Staff	CLPL sessions

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Development the use of digital approaches to support learning in literacy	From January 23		(Digital Group) HT & P7 teacher	Use of Digital CMO to support teachers
Review our current curriculum content with regard to diversity, anti-racist and race equality.	October – June 23 (After authority conference)		Education Scotland materials regarding promoting equality	Class curriculum content School library – purchase books promoting diversity

Measure of Impact: What we will see and where?
How will we measure this?   What does "better" look like?   How will we recognise better when we see it?

- Development group use a variety of sources and evidence to collaboratively create a whole school plan to develop and enhance our progressive approach to the teaching and learning of reading.
- Staff CLPL sessions highlight clear, shared understanding from all teachers and PSAs regarding changes, plans and pedagogy to be used in our Reading practice.
- Learning observations show clear correlation across classes in regard to approach and expectations.
- Pupil Voice activities clearly evidence the improvements in the learning experience for all pupils.
- Reading Attainment levels for all stages will increase by at least 5% compared to 2022.
- All staff report an improvement in their assessment of pupil problem solving approaches which is reflected in attainment levels in numeracy at all stages.
- Audit and evaluation of current practice in promoting and supporting diversity has taken place with Action Plan created for implementation in 2023-24

Priority 2	Closing the attainment gap between the most and least disadvantaged children and young people
	Improvement in children and young people's health and wellbeing
	Placing the human rights and needs of every child and young person at the centre of education

NIF Driver	**HGIOS QIs**	**Other Drivers**
Assessment of children's progress	3.2 Raising attainment and achievement	RRS
Teacher professionalism	3.3 Increasing creativity and employability	Article 28: (Right to education):
Performance information		Article 3 (Best interests of the child):

Rationale for change based self- evaluation including data and stakeholder views
For a number of years, we have attempted to develop a more playful approach to learning at Early level and were delighted when developing Play Pedagogy was introduced as an Inverclyde priority. Last year was the first year of the focused development which supported Play in Primary 1. Staff and pupil feedback from the implementation of play has been very positive, with staff assessing pupils as presenting more ready to learn. In line with authority policy and our own school evaluation of the many positive benefits of play we will further develop a playful approach in Primary 2 this year. A playful approach to learning will also secure pupil voice in decision making as learning becomes more pupil directed.

Expected outcomes for learners - Who?   By how much?   By when?   What?
1. By June 2023, the number of stages using play pedagogy to increase pupils' readiness to learn extended to P2, making daily use of outdoor areas.
2. All pupils will have daily experience of leading their own play as well as participating in adult led activities.
3. By June 2023 80% of pupils in Primary 1 and 2 will have learned in class alongside their parent (or similar).

If PEF spend is supporting – what (cost)
Additional PSA allocation to support Play - £18296 approx. (Additional back pay contingency - £4000)

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Upskilling and training of staff – teaching and support - Visits to other establishments, professional reading, CMOs, EYECO	From August 2022		Inverclyde Play Strategy	Inverclyde Play Strategy EYECO

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Staff development Group discuss and Plan Play strategy for St. Andrew's	From September 22		HT P1,2 and Nurture Teachers	WTA allocation
Increase parental understanding of play pedagogy and its benefits.	From August 22		Inverclyde Play strategy HT Class teachers	Play and Stay session for parents Sharing of videos Workshops
Increase frequency of planning/progress meetings for P1 and 2 as well as Nurture.	From August 22		Use of CLPL resources HT/Play Staff (P1,2 and Nurture)	

Measure of Impact: What we will see and where?

- Through pre and post staff questionnaires we will measure staff confidence as it increases for those involved in delivering and supporting play.
- Teachers will report an increase in the number of pupils that are ready to engage in learning.
- Attendance records for CLPL and In-Service will show staff participation.
- Records/minutes of Play Focus Group will show staff involvement and idea sharing.
- Tracking meetings will clearly show play experiences and targets for improvement.
- CMO engagement records will show all relevant staff engaging.
- At least 50% of parents of pupils in Primary 1 and 2 will attend Stay and Play sessions.

Priority 3 - Improvement in children and young people's health and wellbeing
Placing the Human Rights and Needs of every young person and Child at the Centre of Education

NIF Driver Assessment of children's progress Teacher professionalism School leadership School Improvement	HGIOS QIs 3.2 Raising attainment and achievement 3.1 Ensuring wellbeing, equality and inclusion	**UNCRC** Article 28: (Right to education): Article 3 (Best interests of the child):

Rationale for change based self- evaluation including data and stakeholder views pupil
Following a recent Review of Q.I. 3.1 and our school self-evaluation of current practice we have identified areas for development and improvement. In particular, as we continue our recovery from the pandemic and the impact on our service we aim to re-establish our areas of strength and ensure ongoing needs of pupils and staff are met.

Expected outcomes for learners - Who?   By how much?   By when?   What?
By June 2023, all pupils will be able to identify and exemplify at least 4 of the Wellbeing indicators and explain how the school meets these needs and what they do to try to meet their own needs.

If PEF spend is supporting – how much and what
N/A

Tasks to achieve priority	**Timescale**	**RAG**	**Those involved/responsible – including partners**	**Resources and staff development**
Create baseline of level of understanding of Wellbeing Indicators	September 22		HT Class Teachers	
Curriculum use of Wellbeing Indicators through use of Curriculum planners	From September 22		All staff	
Continued use of Glasgow Wellbeing tool to gather wellbeing information	Twice in year – Sept & June		Nurture Teacher Class Teacher DHT	Glasgow Wellbeing Tool

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
and identify interventions/support required				
Embed Restorative Practice throughout school	August 22 onwards		Ed Psych All staff	In Service 4 x Twilights
Create Whole School Anti-Bullying Charter and embed practice	September 22		DHT	Anti-Bullying Policy
GIRFEC paperwork/TAC meetings	Ongoing from June 22		DHT Ed Psych Working Group	
Health & Wellbeing Implementation Team will work to support and develop positive relationships throughout the school	From August 22 Regular meetings		HT Group members	WTA allocation
Management Consultative Committee established and meets regularly to discuss and share any issues or concerns.	Monthly meetings		HT Union reps Other staff	
Positive Relationships Policy revisited and refreshed with all staff.	From October 22		Ed Psych All Staff	WTA allocation
Young Leaders of Learning Pupil Voice activities House Groups	From September 2022		HT Pupil groups All staff linked to House	
Staff use of PAThS as essential element of H&Wb curriculum in every class	October 22		Ed Psych All staff	PAThS resources
Staff and whole school focus on Charter for Catholic schools and its significance for the life of our school	From October 22		RE co-ordinators House Groups SLT All staff	Charter for Catholic Schools Laudato Si

Measure of Impact: What we will see and where?
- Assembly presentations throughout the year from classes focusing on Wellbeing indicators   - Pupil voice activities show evidence of pupil knowledge and understanding of indicators   - Pre and post questionnaires show evidence of increase in pupil awareness and understanding of language of wellbeing indicators   - Assembly presentations from classes focusing on Wellbeing indicators   - Daily interactions with SLT indicate understanding of Wellbeing Indicators   - Pupil voice activities show evidence of pupil knowledge and understanding of indicators   - Pre and post questionnaires show evidence of increase in pupil awareness and understanding of language of wellbeing indicators   - All staff will have positively reflected on their learning journey.   - Feedback and Evaluation of activities will highlight usefulness and intended impact of training.   - All staff will have trialled and enhanced advice and approaches shared and reflected on how to improve these.   - Pupil data in Wellbeing Assessments will positively show the increased awareness and feeling of safety, respect etc.   - Staff questionnaires show improved outlook and feedback will be positive regarding feelings of happiness and support available.

| **Priority 4** Improvements in attainment, particularly in literacy and numeracy |
| Closing the attainment gap between the most and least disadvantaged children and young people |

NIF Driver Assessment of children's progress Performance information	**HGIOS QIs** 3.2 Raising attainment and achievement 2.4 Personalised support 1.5 Management of resources to promote equity	**UNCRC** Article 28: (Right to education): Article 3 (Best interests of the child):

Rationale for change based self- evaluation including data and stakeholder views pupil

In session 2021- 22, in order to meet the diverse range of social and emotional as well as educational needs in our pupils we used PEF to enable the hiring of additional class teaching complement. Research does not necessarily support this but our outstanding increase in attainment in the stage targeted has helped us to decide to use the same strategy again. The additional teacher will again work with Primary 7 and, as an additional effect both Primary 4 and 7 will have small class numbers and there will be no composite classes in the school. Our current level of attainment for Reading in the Primary 7 cohort is 52.9% and Writing is 38.2%. We aim to increase both of these by at least 20%.

Average attendance for last session was 87.9% - which is approximately 6% lower than pre-Covid. Our attendance focus will be to return this to at least pre-pandemic level.

We currently have 25 pupils who are behind expectation in at least one area of literacy and/or numeracy who, last year, had a lower attendance rate than 85%.

Expected outcomes for learners - Who?   By how much?   By when?   What?

By June 2023, all pupils will be able to identify and exemplify at least 4 of the Wellbeing indicators and explain how the school meets these needs and what they do to try to meet their own needs.
Average school attendance will be at least 94%.
By June 2023 at least 10 0f these 25 pupils will be on track in their learning – in both literacy and numeracy. They will also have an attendance rate higher than 90%.

If PEF spend is supporting – how much and what

Class teaching complement – approx. £60000 (Contingency for back pay - £3000)
Additional admin hours – support attendance monitoring - £3500 approx.
Education resource subscriptions - £2500
Homework clubs – Supported Study - £3000

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
DHT using new system to monitor attendance and target particular pupils and families	From September 22		DHT Admin staff Authority pilot programme	Authority programme Attendance spreadsheet
School staff increase opportunities for positive engagement with pupils and parents to improve attendance. Plan and implement 'Welcome back' approach in all classes and throughout the school.	Ongoing		DHT Staff	'Welcome back' approach throughout the school.
Plan, implement and evaluate specific intervention programmes to support learners assessed as behind expectation but who are evaluated as requiring some 'Recovery' support to be 'On Track' in literacy and numeracy by June 2023 at the latest.	From September 22		Particular focus on Stretch Aims created for Primary 4 and 7 pupils. Recovery staff	Additional teacher Recovery Team input
Use of additional digital resources to support interventions	Ongoing		All staff	Digital subscriptions
Homework clubs to support pupils with attendance issues as well as those requiring extra support outwith already delivered interventions.	From October 22		Targeted families and pupils Volunteer teaching staff	Supported study allocation Access to technology

Measure of Impact: What we will see and where?

How will we measure this?   What does "better" look like?   How will we recognise better when we see it?

- Whole school average attendance will be no lower than 94%
- Targeted families and pupils, who have lower than our school average attendance for session 21-22, will increase attendance level to at least 90%.
- A minimum of 10 of those with attendance currently under 85% will be on track in all areas of their learning – 40%.
- The Stretch Aims for St. Andrew's Primary will be met for all of the pupils targeted at Primary 4 for literacy and numeracy.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
• The Stretch Aims for St. Andrew's Primary will be met for at least 8 of the 9 pupils targeted at Primary 7 of those targeted in Numeracy and 9 of the 10 of those targeted for Literacy.				