Education – Improvement Planning Document 2023-24

St. Andrew’s Primary School

Establishment Name:

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Signatures:

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| Head of Establishment | Alan Connick | Date | June 2023 |

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| Quality Improvement Officer |  | 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 72% of our pupils live within SIMD 1 and 2 and we have been part of the Attainment Challenge since it began. 51% 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 2023-2024

Session 2024-2025

Session 2025-2026

Overview of rolling three year plan

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| **National Priorities** | **Session 2023-2024** | **Session 2024-2025** | **Session 2025-2026** |
| **Improvements in attainment, particularly in literacy and numeracy** | Embed Reading approach.  Review Listening and Talking approach  Review and refresh Numeracy pedagogy  Investigate and implement authority Literacy Strategy. | Embed Numeracy approach.  Listening and Talking – whole school progressive approach.  Ensure embedding of Literacy Strategy | Ensure progression of pedagogy and learning throughout the school is continuing. |
| **Closing the attainment gap between the most and least disadvantaged children** | Embed Reading approach.  Continue to monitor and evolve Writing procedures  Ensure continued raising of attainment for all pupils.  Introduce authority processes around Single Agency Planning. | Review and refresh Numeracy pedagogy  Ensure continued raising of attainment for all pupils.  Engage with The Promise Award | Embed Numeracy approach.  Continue to review all pupil progress with focus on all SIMD groupings. |
| **Improvement in children and young people's health and wellbeing** | Embed the use of Restorative approaches throughout the school.  Develop participation in Young Leaders of Learning programme  Introduce Emotion Works approach throughout school  Continue use of Language of Wellbeing – with particular focus regarding Wellbeing Profile.  Introduce authority processes around Single Agency Planning.  All staff will undertake sections 1 and 2 of Trauma Informed and Responsive Practice. | Review of school approaches to supporting the physical, mental and emotional needs of all staff and pupils.  Further enhance pupil voice activities to show greater involvement in everyday curriculum activities, developing pupil choice.  All staff continue and complete Trauma Informed education. | Review parental views concerning pupil understanding of emotional wellbeing and their use of language. |
| **Improvement in employability skills and sustained positive school leaver destinations for all young people** | Review of Digital access in school  Review Enterprise/Skills for Work opportunities  Engage with West Partnership in curriculum refresh process.  Initial investigation of cluster approach to developing meta-skills | 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.  Review school procedures for tracking and recording wider achievements of pupils.  Increase focus on skills in use for learning. | Ensure robust process for tracking wider achievements of pupils outside school. |
| **Placing the human rights and needs of every child and young person at the centre of education** | Develop pupil involvement in choices pertaining to their learning – especially through Play in Primary 1-3.  Enhanced opportunities for Play/investigative learning throughout the school.  Take a closer look at Rights Respecting School and achieve Silver 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 and other protected characteristics. | Further develop Play pedagogy in Primary 4 and upwards.  Develop work around building racial literacy (BRL) – with possibility of engaging in Education Scotland BRL programme.  Further enhance pupil voice activities to show greater involvement in everyday curriculum activities, developing pupil choice. |  |

*Stakeholder’s views* **How were stakeholders views collected?**

Stakeholders were asked for their views regarding school strengths and areas for development during Parents’ Night appointments and post-its and comments were gathered. Parental drop-in sessions led by the DHT also helped us to gather views.

Microsoft Forms were used at various times to gather views regarding e.g. participatory budgeting and use of PEF.

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

Wider PEF consultation took place with all staff and pupils as part of House meetings gathering suggestions for areas where we are looking to improve our school and the opportunities provided.

**Plan for the use of PEF**

We receive £97200 in Pupil Equity Funding, The planned spending for 2023-24 is detailed below.

**Total: £97200**

Overspend from 22-23 (TBC) £16000

PT Post £70518

Additional PSA cover £3452.76

Emotion Works £2645

Reading Materials (CLPL) £ 600

Clicker 8 £2970

Cost of the School Day £1000 (subject to consultation with school community)

**Total £97185.76**

Plan –Session 2023-2024

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| **Priority 1 Improvements in attainment, particularly in literacy and numeracy**  **Closing the attainment gap between the most and least disadvantaged children and young people** | | |
| **NIF Driver**  Parental engagement  School leadership  Assessment of children's progress  School Improvement | HGIOS/ELC QIs  1.3 Leadership of change  1.2 Leadership of learning  2.3 Learning, teaching and assessment  2.5 Family learning  3.2 Raising attainment and achievement | **UNCRC**  Article 3 (Best interests of the child):  Article 29 (Goals of education): |

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| **Rationale for change based self- evaluation including data and stakeholder views** | | | | |
| **Our current attainment levels in reading reflect a need for improvement in attainment. Following our whole school development of session 22-23 and including the authority Literacy strategy we aim to achieve further increase in our Reading attainment figures at all stages. We will seek to embed a whole school, shared approach in the learning and teaching of Reading and to ensure a progressive, consistent approach for all pupils and staff.**  **This will include a particular focus on our development and teaching of reading at Early level and our pedagogical approach within Play.** | | | | |  |
| **Expected outcomes for learners - Who? By how much? By when? What?** | | | | | |
| By June 2024 we will raise attainment as follows:   |  |  |  |  | | --- | --- | --- | --- | |  | **Reading** | **Writing** | **Numeracy** | | Primary 2 | by 8.2% from 79.2% to 87.4% | By 8.2% from 83.3% to 91.5% | By 4.1% from 91.7% to 95.8% | | Primary 3 | by 18.8% from 61.9% to 80.7% | By 18.8% from 61.9% to 80.7% | By 4.7% from 81% 85.7% | | Primary 4 | by 8.2% from 70.8% to 79% | By 4.1% from 66.7% to 70.1% | Steady at least at 70.8% | | Primary 5 | by 5.8% from 81.8% to 87.6% | By 14.5% from 69.7% to 84.2% | By 8.7% from 78.8% to 87.5% | | Primary 6 | steady at least at 86.2% | By 3.4% from 86.2% to 89.6% | Steady at least at 82.8% | | Primary 7 | by 3.7% from 80% to 83.7% | by 3.7% from 80% to 83.7% | By 7.4% from 72% to 79.4% |   Our average attendance for 22-23 is 89.79% - we aim to increase this to a whole school average of 92% by June 2024. | | | | | |
| ​**If PEF spend is supporting – how much and what?** | | | | | |
| PEF funded Principal Teacher to lead, model and support all practitioners - £70,518.  Research using best practice from the National Improvement Hub supports this approach as being valuable. | | | | | |
| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** | | |
| Appoint PEF-funded Principal Teacher to lead the implementation of our school approach and also ensure staff development in line with the Authority Literacy strategy. | August 2023 |  |  | PEF - £70518 | | |
| In-school training for all staff, including PSAs, to ensure continuous, consistent approach to reading throughout the school. | From August 23 |  | All staff | Use of PSA training time  In-Service  Staff collegiate time | | |
| Engage with Authority Literacy Strategy with particular focus on Reading. | From launch – September 2023 |  | All staff | As required | | |
| Review the resources available for CLPL and pupil use in line with our curriculum review. | From September 2023 |  | Class teachers  Pupil groups  Parent groups |  | | |
| Increased use of Pupil Voice activities to gather evidence of impact of approach to reading throughout school. | From September 23 |  | HT and class teachers will lead groups |  | | |
| Achieve Reading School Silver Award | September 2023 - onwards |  | PT to lead | Reading Schools framework | | |
| Primary 7 pupils across the Cluster will have a shared novel study at the beginning of the year leading up to Black History Month. | By end of October 2023 |  | P7 teacher  P7 class | Novel:  Windrush Child | | |
| Principal Teacher, with HT and DHT, will monitor staff implementation of changes and ensure common approach. | October 23  January 24  May 24 |  | Class teachers  PSA staff | Learning observations –  Peer observations  Fortnightly focused learning walks | | |
| Increase family learning opportunities concerning reading at home for pleasure, How to support your child’s Reading etc. | From September 2023 |  | PT Reading  DHT | As required | | |
| We will continue to focus on Attendance as a whole-school priority. Our aim is for our average school attendance to be 92%. | Regular monitoring throughout the year |  | DHT and HT  Admin staff | Attendance data | | |
| We have identified 13 families who will be targeted for scrutiny and support regarding attendance to ensure increased levels for all of the children (20 children). |
| **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? | | | | | | |
| * Seemis Progress and Achievement data (BGE dashboard) will show targets are met for all year groups. * Tracking meetings and data from these will show that targeted pupils are making accelerated progress in line with individualised plans. * Tracking meetings and data from these will show that almost all pupils are making expected progress (or better). * Self-evaluation of learning and teaching will evidence improvement in the consistency of high-quality learning and teaching (including effective use of digital technology) with particular focus on Reading. Evidence will be gathered via analysis of pupil progress, pupils’ views and learning visits. * SLT Learning Walks will evidence a consistent, shared approach to the teaching of reading at all stages. * Reading School Silver Award achieved * 50% of parents across the school will have attended and participated in an in-class session connected to Reading by June 2024. This will increase their ability and knowledge to support their child in their at-home learning and increase their understanding of their child’s reading experiences. | | | | | | |

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| **Priority 2 Improvement in children and young people's health and wellbeing**  **Closing the attainment gap between the most and least disadvantaged children and young people** | | |
| **NIF Driver**    School leadership  Teacher professionalism | HGIOS/ELC QIs  3.1 Ensuring wellbeing, equality and inclusion  2.4 Personalised support  1.2 Leadership of learning  1.3 Leadership of change | **UNCRC**  Article 3 (Best interests of the child):  Article 12 (Respect for the views of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** | | | | |
| **Following our in-depth development of Q.I. 3.1 and our school self-evaluation of current practice we have identified areas for development and improvement. We have identified the requirement for a whole school approach to developing emotional literacy. This will join with the authority priority of increasing staff knowledge of Trauma Informed and Responsive Practice.** | | | | |
| **Expected outcomes for learners - Who? By how much? By when? What?** | | | | |
| 1. All learners will engage with the Emotion Works cog approach to emotional literacy throughout their learning experiences across the curriculum. 2. All pupils will show an increase in their awareness, understanding and ability to vocalise their emotions. Use of the Baseline and Follow-up assessment will support this. 3. All staff will assess themselves as feeling more informed concerning trauma and more able to respond appropriately to needs. | | | | |
| ​**If PEF spend is supporting – how much and what?** | | | | |
| Purchase of Emotion Works whole school program - £2645 | | | | |
| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** | |
| **Trauma Informed and Responsive Practice Training** | | | | | |
| Introduction session | August In-Service  (30 minutes) |  | DHT to Lead  Authority guidance and support  All staff | Sowing Seeds video and Follow-up  Authority guidance and support | |
| Various e-Modules | 5 x 1 hour |  | Teaching staff | e-Modules – 1 per month – September, October, November, February and March | |
| **Other improvements** | | | | | |
| Authority Single Agency Planning framework | From August 2023 |  | DHT  All class teachers | Collegiate session  Ongoing use and implementation of processes and procedures | |
| Emotion Works programme | From August 23 |  | Nurture Teacher to lead  HT  Class Teachers | 1 session per month – 1 hour each  10 sessions in total including introduction | |
| New classes in August will establish a way for pupils to request a one-to-one check-in | August 23 |  | All class teachers to decide | Staff discussion and choice | |
| Review and develop the planning/recording of Wellbeing Time (whole-class focus and targeted individuals). | From August – review throughout year |  | DHT/HT  Nurture Teacher  Class teachers | Leuven’s scale will be used to help provide assessment information  Learning walks/observations  Pupil discussions | |
| Training as required for new staff and refresh for continuing staff of the use of Restorative approaches. | August 23 |  | HT  H&Wb group members | New staff session – by end of August | |
| Train pupils in the use of restorative conversations. | September 22 |  | Class teachers as part of core H&Wb curriculum  HT and H&Wb development group to support | Amend staff materials as appropriate  Ed Psych to advise | |
| Educate Parents in what our restorative approach is. | October 23 |  | HT  H&Wb group members  Pupils to present |  | |
| Establish peer mediators at playtimes. | September 23 |  | DHT and class teacher to lead | Research best method/approach to use | |
| Continue with the highlighting of the wellbeing indicators for assembly and class input to ensure the language and recognition remains embedded. | All year from August |  | Class Teachers  PSAs  All pupils | Assembly presentation  Parents to attend each class presentation | |
| Increased in-class and whole school focus on the United Nations Charter on the Rights of the Child. | From August |  | All staff  Pupils  Parents | Plan for Bronze will be in place in August.  Action Plan for Silver to be created by end of August 23 | |
| Develop whole school progressive approach to check-ins for pupils | October 23 |  | Staff discussion as year progresses | Information gathering from other schools | |
| Review the need for a Pupil Friendly version of Positive Relationships Policy to share with all pupils and parents as our Anti-Bullying Charter covers many of the same areas. | October 23 |  | House Captains and Vice Captains  DHT  HT | Authority Positive Relationships Policy | |
| Charter for Catholic schools will be continuing focus for exemplification in displays and will provide opportunities for pupils to recognise the different aspects and suggest photos, activities they are part of etc. | All year |  | RE Co-Ordinators  SLT | Charter for Catholic Schools | |
| **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? | | | | | |
| * Pupil assembly presentations will clearly introduce each cog and prepare classes for the learning. * Baseline and follow-up pupil questionnaires will show positive impact on a targeted group’s ability to manage their emotions. * All staff will have undertaken authority training modules to Stage 3 level by June 2024. * Staff will speak confidently regarding their understanding of Trauma, its effects and how we can respond. * Restorative practice will be embedded throughout the school. All children can explain our procedures and all parents are aware of these. * All staff report decrease in low-level disagreements and an increase in pupil ability to manage these when they happen. * Glasgow Motivation and Wellbeing Profile results show positive impact of targeted interventions e.g. increase in specific scores for children. | | | | | |

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| **Priority 3 Closing the attainment gap between the most and least disadvantaged children and young people**  **Improvements in attainment, particularly in literacy and numeracy** | | |
| **NIF Driver**    School Improvement  Parental engagement | HGIOS  1.3 Leadership of change  2.2 Curriculum  2.3 Learning, teaching and assessment  3.3 Increasing creativity and employability | **UNCRC**  Article 31 (Leisure, play and culture):  Article 3 (Best interests of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| **For the past few years we have had a clear focus on developing Play pedagogy in Primary 1 and extending to primary 2 this session. Next session, in response to class make-up as well as staff, pupil and parent self-evaluation and feedback we will enhance the playful learning in Primary 3 and also explore ways to develop more playful/investigative learning opportunities throughout the whole school.** |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| 1. By June 2024, the number of stages using play pedagogy to increase pupils’ readiness to learn extended to P3/4, 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 2024 90% of pupils in Primary 1 – 3/4 will have learned in class alongside their parent (or similar). 4. By June 2024 all pupils at all stages will have weekly access to play/investigative learning opportunities. |
| **If PEF spend is supporting – what (cost)** |
| Additional PSA allocation (0,2FTE) to support Play - £3452.76 |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Increase opportunities for Stay and Play to at least one per term for all children in Primary 1 – 2/3 classes. | September  November  January  April |  | Class teachers  Parents |  |
| Explore Play/Investigative learning throughout the rest of the school. This will include the developing use of Loose Parts. | Ongoing |  | Principal Teacher  Play Development Group | Visiting other schools  Research of excellent practice |
| Enhance use of Leuven scale to further assess pupil engagement  Further develop teacher planning to reflect in-the-moment planning and assessment | From August 2023 |  | Class teachers  PSAs |  |
| Update school Play Policy in light of recent learning to support Play principles throughout the school. | October 23 |  | Engage with Play associate | Ongoing development |
| Investigate the use of formalised Learning Journals for pupils and also to include parents. | Throughout year |  |  | Explore possibilities |
| Achieve the Scottish Play Award – a new initiative which we have expressed interest in. | By June 2024 |  | Engage with Play associate |  |
| **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? | | | | |
| * Through pre and post staff questionnaires we will measure staff confidence in their knowledge and confidence in delivering Play and/or Investigative learning. * Whole school self-evaluation will be completed, and key next steps identified for 24-25 * Attendance records for CLPL and In-Service will show staff participation. * Records/minutes of Play Focus Group as well as whole staff meetings will highlight progress and sharing of ideas. * Tracking meetings will clearly show play/investigative experiences and targets for improvement. * HT will engage with newly appointed Play associate. * At least 70% of parents of pupils in Primary 1 to 2/3 will attend Stay and Play sessions. | | | | |

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| **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**  School Improvement  Teacher professionalism | HGIOS/ELC QIs  2.2 Curriculum  1.2 Leadership of learning  1.1 Self-evaluation for self-improvement | **UNCRC**  Article 4 (Protection of rights):  Article 12 (Respect for the views of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** | | | | |
| **As an Attainment Challenge school and then post-Covid the government advice has been very focused on Literacy, Numeracy and Health and Wellbeing as our main concerns. School self-evaluation has highlighted a shared view from stakeholders and staff, alongside the emerging national narrative that we should review the offer of our school curriculum. This will encompass various aspects such as coverage of all Experiences and Outcomes in all organisers in a progressive structured way as well as increasing the awareness of diversity and equality which is part of our school curriculum.** | | | | |
| **Expected outcomes for learners - Who? By how much? By when? What?** | | | | |
| 1. All pupils will engage with our new curriculum planners by Christmas 2023 to introduce our more structured coverage of the curriculum. 2. All pupils, in stages, will contribute to collaborative planning activities for Terms 3 and 4 along with staff. 3. All pupils will experience at least 1 specific learning focus based on anti-racist themes. 4. All teachers will receive further training in Moderation and participate in West Partnership Moderation events. Pupils will benefit from increased focus on assessment of Listening and Talking and an area of Beyond Number. | | | | |
| ​**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** | |
| Primary 7 pupils across the Cluster will have a shared novel study at the beginning of the year leading up to Black History Month. | Aug-Oct 23 |  | P7 teacher  P7 class | Windrush Child – novel  P7 cluster teachers joint planning | |
| New curriculum planners introduced to staff and implemented | In-Service August  Terms 1 & 2 |  | Mrs Bonar  Mrs McCormack  Class teachers | New planners  Staff to collaborate on planning Terms 3 & 4 | |
| Staff plan, with pupils, to develop plans for Terms 3 and 4 which are in line with first planners. | January – June 24 |  | Class teachers  Pupils | Staff collegiate sessions  Stage meetings | |
| Short term working party create Action Plan to ensure increased diversity in curriculum offer | By end of September 23 |  | Short Term Working Group led by HT | As required  Education Scotland information | |
| School will engage with West Partnership programme – Primary Curriculum The Refreshed Narrative sessions | September 23 – April 24 |  | Head Teacher  Class Teacher  All staff | Programme – 6 sessions plus follow up activities and Collaborative Action Research project | |
| School will engage, as part of the cluster, with West Partnership Moderation programme | October 23 – March 24 |  | HT to lead  Class teachers | Collegiate allotment of time  Cluster meeting time | |
| In light of these developments, whole school review of Curriculum Rationale. | By February 2024 |  | All staff  Pupils  Parents  Partners | Various meetings and information sharing sessions to gather details needed to create updated Rationale | |
| **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? | | | | | |
| * All stages will have accessed and developed detailed, progressive planners which cover all areas of the curriculum ensuring continuity and coverage in learning. * Pre and Post questionnaires will measure pupil awareness and opinion concerning their learning in all curricular areas. * Pupil voice activities will record pupils being increasingly aware of the variety of organisers within the curriculum and know that they are experiencing them all. * All pupils will have increased awareness of anti-racist learning and have a curriculum which provides greater diversity. * Whole school community has worked together to create a shared vision and rationale for the future. | | | | | |