Education – Improvement Planning Document – 2024-25

Establishment Name: **St. Andrew’s Primary School**

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| Head of Establishment | Alan Connick | Date | June 2024 |

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| Quality Improvement Officer | Elaine McLoughlin | Date | August 2024 |

Our Vision, Values and Aims

At the centre of our work is the good and benefit of every St. Andrew’s child.

We work together to ensure an active, fun education which enables learners to use their God-given gifts while developing and nurturing new ones. Our aim is for all our learners to fulfil their potential in every way.

**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:**

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 77% of our pupils live within SIMD 1 to 3 and we have been part of the Attainment Challenge since it began. 45% of our pupils qualify to receive a Free School Meal (not from whole school 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 2024-2025

Session 2025-2026

Session 2026-2027

Overview of rolling three year plan

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| **National Priorities** | Session 2024-2025 | Session 2025-2026 | Session 2026-2027 |
| Improvements in attainment, particularly in literacy and numeracy | Review and refresh Numeracy pedagogy  Ensure embedding of Literacy Strategy | Embed Numeracy approach in line with revised Authority strategy  Ensure progression of pedagogy and learning throughout the school is continuing. | Ensure progression of pedagogy and learning throughout the school is continuing. |
| Closing the attainment gap between the most and least disadvantaged children | Review and refresh Numeracy pedagogy  Ensure continued raising of attainment for all pupils.  Engage with The Promise Award  Begin participation in the Play Scotland Award | Embed Numeracy approach.  Continue to review all pupil progress with focus on all SIMD groupings. | Continue to review all pupil progress with focus on all SIMD groupings. |
| Improvement in children and young people's health and wellbeing | Engage with The Promise Award  Further embed our school understanding and use of Emotion Works  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. | Ongoing review of pupil and staff Health and Wellbeing needs |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | Further develop participation in Young Leaders of Learning programme  Review of Digital access in school  Introduction of Cluster approach to skills development and pupils’ ability to discuss these.  Review school procedures for tracking and recording wider achievements of pupils. | Develop digital access and use by all staff and pupils.  Whole school ‘Skills’ focus following our Cluster development. | Language of meta-skills is embedded in all classes and evident in learning activities. |
| Placing the human rights and needs of every child and young person at the centre of education | As a result of our curriculum review, create Action Plan to enhance our offer regarding diversity, anti-racist and race equality in our curriculum.  Engage with the Play Scotland Award – we are a pilot school for this innovative new Award.  Develop our understanding of what being a Rights Respecting School is and aim to achieve our Silver Award. | Consolidate pupil voice activities to show wide involvement in everyday curriculum activities, developing pupil choice.  Pupils report improved learning experiences and knowledge in relating to race equality and other protected characteristics. | Review current practices in line with National guidance, best practice and other advice. |

*Stakeholder’s views*

**How were stakeholders views collected?**

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| Microsoft Forms shared and used with staff and Parents.  Pupil views gathered regarding what our school does well, could do better. |

**How PEF was spend consulted on?**

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| Staff consulted on spending priorities as well as parent and pupils views gathered on school improvement and the best strategies to raise attainment.  Previous successes with PEF were discussed before this year’s plan was created. |

**Plan for the use of PEF**

We receive £97200 in Pupil Equity Funding, The planned spending for 2024-25 is detailed below:

**Total £97200**

Overspend from 23-24 £6500 (approx.)

Principal Teacher post £48462 (until end of March ’25)

Additional complement for class teacher (0.7) £32139 (until end of March ’25)

Play Scotland Award £750

Assessment materials £2500

Additional PSA hours to develop Play £1000

Additional clerical hours to support attendance £1500

Possible backdated pay £3500

Resources for Regulation Stations £1000

**Total planned spend £97351**

Plan: Session 2024-2025

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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**  **School Improvement**  **Teacher professionalism**  **Assessment of children's progress** | **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 29 (Goals of education):**  **Article 3 (Best interests of the child):** |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| **Our current levels of attainment show an increase over the past year in Reading, Writing and Numeracy. Our PEF-funded Principal teacher has had a significant impact in developing and establishing a shared approach to reading throughout the school as well as increasing attainment. We will continue this role, building on the skills already developed to support continuing improvement. Continuing to utilise the professional learning from the authority Literacy Strategy we will enhance learning and teaching in writing and have an additional focus on Listening and Talking to ensure robust assessment.**  **Our pupils approaching the end of First level are a particular focus for improvement. We will embed a whole school, shared approach in the learning and teaching of all areas of Literacy and to ensure a progressive, consistent approach for all pupils and staff.**  **Our attendance shows and increase this session but we will review our approach to aim for further increase next session.** |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| By June 2025 we aim to raise attainment by:   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Listening & Talking** | **Reading** | **Writing** | **Numeracy** | | Primary 2 | Remain at current level | By 4.1% to 80% | By 4.1% to 80% | Remain at current level | | Primary 3 | Remain at current level | Remain at current level | Remain at current level | | Primary 4 | By 15% to 76.9% | By 15% to 72.1% | By 4% to 80.2% | | Primary 5 | By 8% to 80% | By 12% to 80% | By 4% to 76% | | Primary 6 | Remain @ 85.3% (min) | By 3.5% to 80% | By 3.5% to 82.4% | | Primary 7 | Remain @ 80.6% (min) | Remain at least at 80.6% | Remain at least at 80.6% |   For groups we have targeted to remain – this will be the minimum expectation.  Pupils are identified who make up the % increases at each stage.  We aim to continue to raise attendance – our target is again 2% to 93.3% | |
| **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? | |
| 1. Principal teacher will plan and deliver professional learning sessions, which will be evaluated as at least Good by participants as well as coaching and modelling experiences for all teachers to ensure ongoing progression in our approach to all areas of literacy. 2. Staff comments and feedback in working groups will evidence baseline information which will provide areas for improvement and then follow-up information highlighting development in Literacy and Numeracy. Learning observations and self-evaluation activities will display a shared, progressive and whole-school approach based on high quality teaching and a focus on attainment. 3. Additional teacher allocation funded by PEF will plan and implement targeted interventions for identified pupils based on assessment data to support progress from Behind Expectation to On Track - working alongside class teachers. 4. Continue to develop the moderation process to create a better understanding of what ‘Beyond Expectation’ looks like and how to challenge learners further to achieve this. Teacher professional Judgements will show increased number of pupils assessed as Beyond Expectation. Using Teacher professional Judgement alongside various assessment data we will increase number of pupils Beyond Expectation in Listening and Talking from 7 to 14, Reading 13 to 18, Writing 10 to 20 and Numeracy 7 to 12. These pupils will be carefully monitored by SLT and our PEF teacher. 5. Provide additional support for new Primary 4 cohort whose attainment is lower than our school average, especially in Reading and Writing to become On Track. Using carefully created plans Identified pupils will receive increased support from PEF and class teacher to improve the areas identified and enable participation in group learning with the majority of the class. 6. Investigate and incorporate the strategies and learning in the Inverclyde Literacy Framework to improve Listening & Talking alongside Writing – while further improving Reading. Teacher professional Judgements will show increase in attainment levels. 7. Using our current weekly and monthly attendance system we will Increase average school attendance to at least 93.3%. As well as whole-school approach we will develop a more rigorous support system for targeted individuals and families with lower attendance. 8. Class observations, jotter monitoring, Professional discussions as part of planning meetings will highlight the increased pace of learning for all pupils. Parent questionnaires show almost all pupils believe their child is challenged in their learning – we aim to increase this, ideally to all parents. | |
| ​**If PEF spend is supporting – how much and what?** | |
| Principal Teacher post £48462 (until end of March ’25)  Additional complement for class teacher (0.7) £32139 (until end of March ’25)  Assessment materials £2500  Additional clerical hours to support attendance £1500 | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| PEF funded Principal Teacher creates detailed action plan for improvement which follows from last session. | End of August 24 |  | Principal Teacher  All staff | Use of Inverclyde Literacy strategy  Current attainment data  PSA Reading development |
| Implement Action Plan with review and assessment built in | Ongoing |  | Principal Teacher  Head Teacher  Staff | Action Plan  Literacy Strategy  Other research  Coaching and Modelling sessions |
| Use of robust assessment data from standardised assessments for Reading | By end of August  Follow-up in May |  | Class Teachers  SfL Teacher  Principal Teacher | NGRT Reading assessments  PIRA reading assessments |
| Additional teacher input for all classes – especially targeted interventions with identified learners | Beginning August 24 |  | Head Teacher  Depute Head  Principal Teacher  PEF teacher | Targeted use of data  Detailed planning |
| Use of attendance data to identify historical low attenders – create plan with family from early in session | By end of August 24 |  | Admin staff  HT & DHT  Barnardos  Families | Use of data from previous years |
| Use of school attendance process to monitor and improve attendance | Ongoing weekly |  | Admin staff  HT & DHT | Attendance data  School spreadsheet |
| Staff working groups created to review and audit current Numeracy and Literacy approaches (with specific focus on Listening & Talking and Writing) |  |  | HT  DHT  Staff working parties | Research materials – websites, HMIe reports etc. |
| Implementation of Plan | Ongoing |  | As above | Collegiate calendar |

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| **Priority 2**  **Improvement in children and young people's health and wellbeing** | | |
| **NIF Driver**  Parental engagement  School Improvement  Teacher professionalism | **HGIOS/ELC QIs**  3.1 Ensuring wellbeing, equality and inclusion  2.4 Personalised support  2.7 Partnerships  2.1 Safeguarding and child protection | **UNCRC**  Article 3 (Best interests of the child):  Article 12 (Respect for the views of the child):  Article 28: (Right to education): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| **Engaging with The Promise is an authority priority which we will build into our collegiate calendar for this session. With 2% of our pupils being Care Experienced Young people we will ensure they are receiving the support they require.**  **In response to a recent increase in Child Protection cases in our school we will review our current procedures – which were commented positively in our recent Peer review to ensure we are following the most up to date guidance.**  **We will continue to develop our staff understanding of being Trauma informed and responsive.**  **Our approaches to supporting Wellbeing are identified as strengths in our school but we will ensure these continue by reviewing our Wellbeing Wednesday program to adapt as necessary.** |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| * Throughout the school year all Care Experienced children in our school will comment that they feel included in all aspects of the school and they have a voice in the wider school but especially in their own learning. * All of these learners, by December 2024, will have been the focus of a TAC meeting to discuss the possibility of a CSP. * All children with a specific plan for additional support (Enhanced or above) comment, and GMWP data supports, that they feel more included in all aspects of the school and they have a voice in the wider school but especially in their own learning. This will be evident by June 2025. * Most pupils show increase in their GMWP data from August to May – some as a direct result of planned intervention and support. * Almost all pupils will be able to discuss and share thoughts on the various emotions explored in Emotion Works year. This will be evidenced in class discussions and focus group activities throughout the year. * By January 2025 all parents will receive information explaining our use of Restorative Practice and pre and post questionnaires will show an increase in their understanding. | |
| **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?** | |
| * Staff, through pre and post questionnaires, rate their professional learning that promotes the understanding of attachment and child development and supports them to reflect on how early experiences impact on children and young people’s behaviour and well-being as at least GOOD. * Engage with The Promise Award to ensure our CEYP get the support they require and to ensure they are fully involved and have a voice in their learning. Robust tracking of attainment and attendance is in place for all CEYP. * Using the authority Dashboard data, SLT will track the continued improvement in attainment for all protected groups in Literacy and Numeracy. * Using Wellbeing plans we will ensure we have a common, whole-school approach where individual pupil plans are effective in increasing the 4 aspects of Pupil wellbeing measured by the GMWP. * Hold workshops/presentations to share our approach to Restorative Practice with parents. Pre and post activity questionnaires will show an increase in parent understanding. * Through questionnaire feedback and observations, most staff will share that they have improved knowledge and understanding of restorative practice and will demonstrate restorative conversations. As a result there will be a reduction in the number of behavioural incidents being referred to SLT. * Class discussions recording responses as well as pupil focus groups highlight the increase in vocabulary used as well as the level of pupil understanding shown in discussing the emotions covered in this year’s Emotion Works curriculum. | |
| ​**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** |
| --- | --- | --- | --- | --- |
| Complete Trauma Informed Readiness questionnaire. | By September In-Service Day |  | Head teacher  Teaching staff | TIP Questionnaire |
| Next steps identified | By October In-Service |  | Head Teacher  Trauma Lead  Ed Psych – D. Cubeddu | Questionnaire results |
| The Promise Award materials | Ongoing across year |  | HT/DHT lead  Susan Chambers | Promise materials  Collegiate sessions |
| Tracking of CEYP and other protected groups | October  February and  May tracking periods as well as Planning meetings |  | Head Teacher | Teacher judgement  Assessment data |
| Enhance pupil voice in ASN planning and discussions | Ongoing from September |  | Depute Head  Class teachers  Parents  Pupils | Single Agency paperwork  TAC meetings |
| Review and Refresh our Wellbeing Wednesday approach | Audit and Review from August |  | SLT – create Action plan  Class teachers | Wellbeing Plans |
| Revisit, refresh and revise approaches to Restorative Approaches with all staff and pupils | Across Term 1 & 2 |  | All staff | Restorative Conversation scripts |
| Use pupils to share and explain Restorative approaches with parents. | By January 25 |  | Young Leaders of Learning  Assorted pupils | As above |

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| **Priority 3**  **Improvement in skills and sustained, positive school-leaver destinations for all young people**  **Improvement in children and young people's health and wellbeing** | | |
| **NIF Driver**  **School leadership**  **School Improvement**  **Parental engagement**  **Teacher professionalism** | **HGIOS/ELC QIs**  **2.2 Curriculum**  **1.3 Leadership of change**  **3.3 Increasing creativity and employability** | **UNCRC**  **Article 31 (Leisure, play and culture):**  **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 school has developed an ethos where we value Play and have aimed to enhance understanding amongst staff of how we can all incorporate the values of play pedagogy in all stages of learning. Staff feedback has raised the need for further professional learning. We have been approached by Play Scotland to pilot their new Play award which involves professional learning, a whole school audit and detailed planning for improvement. Using our prior knowledge alongside new learning we aim to further support our pupils, the majority of whom are impacted by poverty. We have found Play to be a very useful and effective way of further developing pupil experiences and outcomes to improve vocabulary acquisition and development.** |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| All staff will have various opportunities for professional learning and development concerning incorporating play/exploratory elements in their teaching by June 2025.  All pupils will have increased their own understanding of play pedagogy and what that looks like and feels like in their classroom by June 2025.  All pupils will experience enhanced, increased pupil-led learning experiences by June 2025.  All parents will have attended, or had the opportunity to attend, a playful learning experience in class with their child by the end of session 24-25. | |
| **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?** | |
| * Using the Play Scotland award as a focus we will develop staff skill and understanding of play beyond early and First level with regular opportunities for pupils to be involved in exploratory/project based learning. * The award begins with a detailed audit and the creation of our Action Plan – this will be the initial focus. * As part of our participation as a pilot school in the Play Scotland Award we will revisit our approaches to early reading and writing. Our attainment figures will show at least the same levels for 24-25. * We will be developing a whole-school shared vision and culture of play pedagogy which will be created and shared between all staff and parents. * All classes will display changes to their learning environment in line with changes in pedagogy. | |
| ​**If PEF spend is supporting – how much and what?** | |
| Award fee £750  Additional PSA allocation £1500 | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Carry our whole school review and audit to create our Baseline. | By Christmas 2024 |  | Head teacher  Play Lead | Audit questions and materials |
| Create implementation plan | By Christmas 2024 |  | As above  Play Scotland mentor | Play Scotland Award materials |
| Implement plan- as detailed | From January 25 |  | All staff  Parents | Play Scotland suggest 18 months for implementation  Parent workshops to enhance understanding |

**As the Play Award is a pilot we will be developing all aspects throughout the year.**

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| **Priority 4**  **Improvement in children and young people's health and wellbeing** | | |
| **NIF Driver**  Teacher professionalism  Parental engagement | **HGIOS/ELC QIs**  3.3 Increasing creativity and employability  2.5 Family learning  1.5 Management of resources to promote equity | **UNCRC**  Article 2 (Non-discrimination):  Article 23 (Children with disabilities): |

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| **Rationale for change based self-evaluation including data and stakeholder views** | | | | |
| **We have an ongoing authority priority to investigate and promote equality. We have had a focus on developing racial awareness and will further develop this as a school. Our own experiences have led us to look at the wider Equalities agenda and we will explore further next session.** | | | | |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | | | | | |
| All pupils will have opportunities – either as part of their class learning or at school assemblies to learn more about what Equality means and to further understand the Protected Characteristics.  Our learners will have an increased understanding of what meta-skills are and how they use them in their daily life and learning by June 2025.  Staff, through planning discussions and self-evaluation of our curriculum throughout the year, will highlight increased opportunities for learning involving anti-racist and the wider equalities agenda being delivered. | | | | | |
| **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?** | | | | | |
| * The majority of pupils will be able to, in discussion, recall the protected characteristics included in the Equality Act. * Our school Equalities Action plan will enhance all pupil and parent awareness of the various aspects of the Equality Act. Questionnaire feedback will show increased awareness of the characteristics. Fewer racist and homophobic insults will be used by pupils. * In class observation, pupil discussions and ongoing conversations almost all pupils will be able to name at least one meta-skill and explain how it impacts their daily life. * Staff discussions in planning meetings will show increased inclusion of aspects of the equalities agenda in their teaching resulting in greater awareness in the pupils’ behaviour and knowledge. | | | | | |
| ​**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** | | |
| Staff attend Skills Development Scotland information session | August In-Service |  | All teaching staff | SDS meta-skills framework | | |
| Whole school implementation plan created and shared | By end of September 24 |  | Working Party – P7 teachers  HT/DHT | As above | | |
| Staff discuss plan and monitor implementation | Ongoing from October In-Service |  | All staff | Review and discuss at collegiate sessions and Planning meetings | | |
| Primary 7 pupils study Windrush Child novel and discuss issues within | By end of October 24 |  | P7 and 6/7 teachers  HT | Windrush Child novel and teacher materials | | |
| Primary 6 pupils study Wonder novel and discuss issues within | By end of October 24 |  | P6 and 6/7 teachers  HT | Wonder novel and teaching materials | | |
| Equality Co-Ordinator carries out audit and creates Action plan | By October 24 |  | Co-Ordinator  Head Teacher  Depute Head | Equality Team materials  Speak to cluster schools/others to gather best practice and ideas. | | |
| School Equality Group established | By October 24 |  | Group  Co-Ordinator |  | | |
| Carry out Action plan | Ongoing |  | Group  Head Teacher  Class teachers as required |  | | |
| School assemblies, parent workshops etc. | Ongoing |  | Group  Head Teacher  Class teachers as required  Parents |  | | |
| Cluster Equality event | By May 2025 |  | Group  Head Teacher  Class teachers as required | Cluster event | | |