

Education – Improvement Planning Document

Establishment Name:

St. Mary’s Primary

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Signatures:

Head of Establishment	Angela Guthrie	Date	June 2021
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Quality Improvement Officer	Alison McLellan	Date	June 2021
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Our Vision, Values and Aims

Vision and Values

We are committed to upholding and providing the moral teaching, faith, tradition and sacramental life of the Catholic Church. In our daily work, we live by the Gospel Values of: **“Faith in God, Belief in Ourselves, Love for One Another and Hope for our Future”**. Our aims and values are reviewed regularly in order to ensure that they remain relevant and central to the work of our school community.

Agreed Core Values

- Respect
- Honesty
- Tolerance
- Faith

All members of our school community are valued equally, as is their right to be themselves and to excel in different ways. Regardless of sex, race or creed, everyone is offered the same opportunities to participate in the life of the school.

Aims

In order to equip the children to achieve their full potential, we aim to:

- Provide a happy, safe and welcoming environment where each member of our school community feels valued and respected.
- Provide the highest quality learning experiences which support and enhance each child’s potential for success and life-long learning.
- Develop as a community of faith, through the promotion of Christian values, celebration and worship, and service to others.

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 2021-2022

Session 2022-2023

Session 2023-2024

Overview of rolling three year plan

National Priorities	Session 2021/22	Session 2022/23	Session 2023/24
Improvements in attainment, particularly in literacy and numeracy	Play Pedagogy	Play Pedagogy	Play Pedagogy
Closing the attainment gap between the most and least disadvantaged children	Sharing Good Practice Training for pupil support assistants re recovery/closing the gap teaching strategies Homework Clubs		
Improvement in children and young people's health and wellbeing	Laudato Si programme Children's Rights Pupil Voice	Laudato Si programme	
Improvement in employability skills and sustained positive school leaver destinations for all young people	Digital Literacy	Digital Literacy	Digital Literacy

Pupil Equity Fund –Session 2021-2022

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

Evaluation of Progress – June 2021

In June 2021, almost all pupils in the school were on the expected SEEMIS level for their year group for Talking and Listening (94%), Reading and Writing (93%) and most were on the expected level for Numeracy (89%).

In comparison to June 2019 figures, Talking and Listening dropped by 2%, Reading increased by 1%, Writing increased by 2% and Numeracy decreased by 1%. It would seem that, despite two lockdowns, our overall attainment figures have remained consistent. However, it is difficult to make an accurate comparison of our attainment as our school roll has dropped by 12% since 2019.

In June 2021, 58 children were entitled to free school meals (21% FME). Among this group, attainment was 91% for Listening and Talking, 84% for Reading, 81% for Writing and 74% for Numeracy. When comparing these children against whole school attainment, it is clear that the disruption to their education has continued to result in disadvantage. Listening and Talking was 3% lower, Reading was 9% lower, Writing was 12% lower and Numeracy was 15% lower than overall school attainment.

Over the past year, we have also carefully tracked the progress of 71 children in our school who live within SIMD areas 1 and 2 (just over 26% of our school population). In June 2021, most of these children were on the expected SEEMIS levels for Listening and Talking (89%), Reading and Writing (87%) and Numeracy (79%). Again, attainment is lower for this group in comparison to whole school attainment - there is a difference of 5% for Listening and Talking, 6% for Reading and Writing and 10% for Numeracy.

Where attainment was lower for children entitled to free meals or living within SIMD bands 1 and 2, focused interventions were put in place in August 2020 to help close the poverty related attainment gap. There were positive gains recorded between August and December, however, due to the schools closing again after Christmas, many of the interventions had to be put on hold and re-evaluated when P1-3 returned in February and P4-7 in March.

When reviewing FME and SIMD 1 & 2 attainment, it is clear that some of our pupils have been further disadvantaged because of the second lockdown and did not make as much progress as we originally expected. However, we are confident that, with greater stability and focused support for these children, we can make further improvements to close the poverty related attainment gap next session.

Monitoring of attendance continues to show a gap for children entitled to free school meals. Only 88% (51 out of 58 children) in this group had 90% or above attendance, whereas 97% (208 out of 214) of non-FME pupils had 90% or above attendance for the same period. Given the close link between good attendance and attainment, this will continue to be a focus for intervention over the coming year.

Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend	How you will evidence improvement
<ul style="list-style-type: none"> SEEMIS attainment results among pupils entitled to free school meals will increase to at least 90% for Reading, 85% for Writing and 80% for Numeracy by June 2022. SEEMIS attainment results among pupils in SIMD areas 1&2 will increase to at least 90% for Reading and Writing and 85% for Numeracy by June 2022. The percentage of pupils entitled to free meals who are recorded on SEEMIS as being ahead of expectations (Green) will increase to at least 15% for Talking and Listening, 22% for 	<p>August 2021 - June 2022</p>	<p>Class teacher to release Depute Head and Principal Teacher to provide learning support for pupils and share best practice among teachers. This will be targeted support for those children entitled to free meals and other identified children who are working below the expected levels in Literacy and Numeracy due to deprivation.</p> <p><i>£55,000 – 1FTE (Aug '21-June '22)</i> <i>Christine Combe – 0.2</i> <i>Jenna Boyd – 0.4</i> <i>Malcolm Reynolds – 0.2</i> <i>Emma Stephens - 0.2</i></p> <p><i>£2,000 – 0.4 (Sept '21 –Oct'21)</i> <i>Andrew Bryce</i></p> <p>Acting DHT post to be responsible for identification and assessment of vulnerable pupils, liaising with parents in relation to attendance issues, accessing appropriate resources, target setting, training support staff and monitoring the impact of interventions.</p> <p><i>£8,000 (August 2021-March 2022)</i></p>	<ul style="list-style-type: none"> Termly professional dialogue with teachers, pupils and support staff will provide evidence that the strategies in place are appropriate and leading to ongoing improvement in attainment for the identified children. Direct observation of pupils during class visits and reviewing class work will show that the identified children are engaged in learning and receiving appropriate support and challenge. Data from a range of assessments e.g. individual targets, SEAL, Staging Posts, Writing, Spelling, SNSA and other standardised assessments will provide evidence of improvement in attainment among the identified children and show progress in closing the poverty related attainment gap. Attendance figures will demonstrate that engagement with parents is having a positive impact on an identified group of children's ability to attend school regularly.

<p>Reading, 17% for Writing and 7% for Numeracy by June 2022.</p> <ul style="list-style-type: none"> The percentage of pupils in SIMD areas 1&2 who are recorded on SEEMIS as being ahead of expectations (Green) will increase to at least 12% for Talking and Listening, 23% for Reading, 13% for Writing and 9% for Numeracy by June 2022. The percentage of pupils entitled to free school meals who are recorded on SEEMIS with 90%+ attendance for session 2021/2022 will increase to at least 92%. 		<p>Additional PSA hours to provide early intervention/reinforcement activities for those children in P1-7 who are at risk of not attaining the expected levels in Literacy or Numeracy.</p> <p><i>£6,000 7.5 hours per week (August 2021-June 2022)</i></p> <p>Individual/small group tutoring to close attainment gap among identified pupils who do not have access to support at home.</p> <p><i>£6,000 (staff costs and additional resources)</i></p>	
<p>Total</p>		<p>£77,000*</p>	

Plan –Session 2021-2022

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
NIF Driver Teacher professionalism Assessment of children's progress School Improvement	HGIOS?4 1.2 Leadership of learning 1.3 Leadership of change 2.3 Learning, teaching and assessment	Other Drivers RRS Article 28: (Right to education): Article 31 (Leisure, play and culture): Developing in Faith Serving the common good

Expected outcomes for learners which are measurable or observable

- Improved attainment in Literacy and Numeracy, through enhanced learning opportunities.
- Improved communication, problem solving skills and creativity among pupils.
- Improved pupil engagement and ownership of learning.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1. Whole staff training to raise awareness of the principles and benefits of Play Pedagogy.	August 2021	All staff	Authority led training
2. P1 staff to work with colleagues in Glenpark and Cluster Early Learning Centres to develop their understanding of how children learn through play and how best to facilitate this.	August 2021 - June 2022	P1 staff Glenpark and Cluster Early Learning Centres	
3. P1 staff to moderate learning experiences with other cluster colleagues working at early level.	January-June 2022	P1 staff Cluster colleagues working at the early level	
4. Audit of existing resources and supplemented as appropriate to facilitate effective learning through play.	August - October 2021	SMT and P1 teachers	Play resources (bought and donated by local businesses etc)
5. Information sharing with parents re the principles and benefits of Play Pedagogy.	April - June 2022	SMT and P1 teachers	

Evidence of Impact

Evidence gathered through learning conversations (pupils and teachers), classroom observations and walkthroughs will show:

- improved Literacy and Numeracy learning experiences for pupils.
- Improved skills for life among pupils, including communication, problem solving, independence and creativity.

Priority 2 Closing the attainment gap between the most and least disadvantaged children		
<p>NIF Driver</p> <p>Teacher professionalism Parental engagement Assessment of children's progress Performance information</p>	<p>HGIOS?4</p> <p>1.5 Management of resources to promote equity 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 3.2 Raising attainment and achievement</p>	<p>Other Drivers</p> <p>RRS Article 28: (Right to education):</p> <p>Developing in Faith Serving the common good</p>

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Improved learning experiences for pupils, in school and at home. • Improved attainment among identified pupils. • Evidence of closing the poverty related attainment gap.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1. Increase opportunities for positive engagement with a small group of parents to improve their children’s attendance at school.	August 2021 - June 2022	SMT Parent Council Parent Forum Elaine McLoughlin (Education Officer)	Engaging parents and families - A toolkit for practitioners Learning Together - Scotland's national action plan on parental involvement, parental engagement, family learning and learning at home 2018 - 2021
2. Increase opportunities for staff to share good practice in teaching and Learning through moderation activities, team teaching and peer visits.	August 2021 - June 2022	All teachers and pupil support assistants	Time for collaboration and class visits
3. Introduce homework clubs to improve attainment among identified pupils who do not have access to support at home.	October 2021-May 2022	SMT Support staff	Pupil Equity Fund to pay support staff
4. Staff training for new pupil support assistants re strategies to assist with school recovery and closing the poverty related attainment gap.	August 2021 - June 2022	All pupil support assistants Acting DHT Coaching and Modelling Officers for Literacy and Numeracy	Staff training (authority and in-school)
5. Mentoring/support programme for pupils with a history of poor attendance.	August 2021 - June 2022	Acting DHT	

Evidence of Impact

- Classroom observations, walkthroughs and feedback from staff, pupils and parents will show improved learning experiences for pupils, which impact positively on attainment.
- SEEMIS attainment results among pupils entitled to free school meals will increase to at least 90% for Reading, 85% for Writing and 80% for Numeracy by June 2022.
- SEEMIS attainment results among pupils in SIMD areas 1&2 will increase to at least 90% for Reading and Writing and 85% for Numeracy by June 2022.
- The percentage of pupils entitled to free meals who are recorded on SEEMIS as being ahead of expectations (Green) will increase to at least 15% for Talking and Listening, 22% for Reading, 17% for Writing and 7% for Numeracy by June 2022.
- The percentage of pupils in SIMD areas 1&2 who are recorded on SEEMIS as being ahead of expectations (Green) will increase to at least 12% for Talking and Listening, 23% for Reading, 13% for Writing and 9% for Numeracy by June 2022.
- The percentage of pupils entitled to free school meals who are recorded on SEEMIS with 90%+ attendance for session 2021/2022 will increase to at least 92%

Priority 3 Improvement in children and young people's health and wellbeing		
<p>NIF Driver</p> <p>Teacher professionalism School Improvement</p>	<p>HGIOS?4</p> <p>1.3 Leadership of change 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 2.7 Partnerships</p>	<p>Other Drivers</p> <p>RRS</p> <p>Article 3 (Best interests of the child): Article 4 (Protection of rights): Article 12 (Respect for the views of the child): Article 28: (Right to education): Article 42 (Knowledge of rights):</p> <p>Developing in Faith</p> <p>Serving the common good Developing as a community of faith and learning Promoting Gospel values</p>

Expected outcomes for learners which are measurable or observable

- Improved understanding among pupils about what they can do to follow the message of Pope Francis (Laudato Si) to love God, look after each other and protect the world.
- Improved promotion and protection of children's rights within the school to ensure all pupils feel included, valued and respected.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1. Whole staff training re Laudato Si.	October 2021	All staff Paisley Diocese RE advisor	Diocesan training
2. Review opportunities to incorporate the principles of Laudato Si across the curriculum.	August 2021-June 2022	All staff	
3. Liaise with Inverclyde’s Children’s Rights and Information Officer to raise awareness of the UNCRC (incorporation) (Scotland) Bill.	October 2021	All Staff Aileen Wilson (Children’s Rights and Information Officer)	Staff training
4. Further develop systems and practices within the school to strengthen pupil voice and ensure all pupils feel included, valued and respected.	November 2021 - June 2022	All Staff Aileen Wilson (Children’s Rights and Information Officer)	

Evidence of Impact

- Feedback from pupils provides positive evidence that they understand what Laudato Si means and can demonstrate ways in which they can “love God, look after each other and protect the world”.
- Feedback from pupils provides positive evidence that they are aware of their rights and can share ways in which they feel included, valued and respected.
- Professional dialogue, Forward Plans, classroom observations and walkthroughs provide positive evidence of the incorporation of Laudato Si and Children’s Rights into the curriculum.

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

NIF Driver

Teacher professionalism
Parental engagement
School Improvement

HGIOS?4

2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement
3.3 Increasing creativity and employability

Other Drivers

RRS

Article 17 (Access to information; mass media):

Article 29 (Goals of education):

Developing in Faith

Serving the common good

Expected outcomes for learners which are measurable or observable

- Improved learning experiences for pupils through the effective use of Digital Literacy across the curriculum.
- Improved confidence among pupils in using digital devices effectively to enhance their learning.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1. Increase opportunities for staff to share good practice in using Digital Literacy across the curriculum.	August 2021 - June 2022	SMT All teachers Digital Champions	Inverclyde’s Digital Literacy strategy
2. Continue to develop staff confidence in using digital devices to enhance teaching and learning through in-school support and access to appropriate training opportunities.	August 2021 - June 2022	SMT All teachers Digital Champions	Appropriate training for staff based on individual and agreed school priorities.
2. Review current teaching programmes to ensure continuity and progression of Digital Literacy skills among pupils.	August 2021 - June 2022	SMT All teachers Digital Champions	

Evidence of Impact
<ul style="list-style-type: none"> Professional dialogue, learning conversations, Forward Plans, classroom observations and walkthroughs show improved learning experiences for pupils through the effective use of Digital Literacy across the curriculum. Professional dialogue, learning conversations and classroom visits demonstrate pupils’ improved confidence and skill in using digital devices effectively to enhance their learning.