

Education – Improvement Planning Document

Establishment Name: St Michael's Primary

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Signatures:

Head of Establishment	C Wallace	Date	28 th June 2019
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Quality Improvement Officer	N Greenshields	Date	August 2019
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Our Vision, Values and Aims

Our Vision, Values and Aims

Our Vision

At St Michael's Primary School, as a community of faith and learning, we aspire:

Through a nurturing approach and high quality learning and teaching, to provide our pupils with the knowledge, skills and attributes they need for learning, life and work; to develop each person's unique, God-given talents, ensuring that every child exceeds what they believe their potential to be.

Our Values

The school community has identified the following values which reflect the important principles on which we base all our decisions: Respect, Honesty, Ambition, Compassion and Learning.

Our Aims

It is the aim of everyone in St Michael's to ensure that:

- There is a welcoming atmosphere fostering a commitment to a sense of identity and pride in the school
- A strong partnership with parents exists and that we strive to keep parents fully informed and involved in their child's education
- Every child's needs are met – intellectual, physical, spiritual, social and emotional, through teaching and learning experiences of the highest standard
- All staff are committed to their ongoing professional development and there is a strong commitment to teamwork amongst staff
- As a Catholic school, Gospel Values permeate throughout all of school life and spiritual formation develops in partnership with the home and parish
- Respect for each other, co-operation, self-discipline and positive attitudes are encouraged
- We reach out to develop links with our local community and other agencies and establishments

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 2018-2019

Session 2019-2020

Session 2020-2021

Overview of rolling three year plan

National Priorities	Session 2018-2019	Session 2019-2020	Session 2020-2021
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> • Visible Learning (Cluster Primaries) • Dialogic Teaching • Revisiting Curriculum Rationale • Moderation of Listening and Talking (Cluster Priority) • Talk 4 Writing • Active Literacy • Literacy and Numeracy/Mathematics Progression Pathways • Reading pedagogy • Listening and Talking profiles • SEAL • Number Talks • Holistic Planning 	<ul style="list-style-type: none"> • Visible Learning (Cluster Primaries) – in-depth focus on feedback • Dialogic Teaching • Talk 4 Writing making links to Social Studies • Embed Curriculum Rationale • Holistic assessment • Reading pedagogy • Development of reading culture • SEAL • Number Talks • Moderation of reading across cluster • Listening and Talking profiles • Short term planning 	<ul style="list-style-type: none"> • Visible Learning (Cluster Primaries) • Dialogic Teaching • Talk 4 Writing • Reading • Moderation • IDL • Planning • Reporting
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> • Visible Learning (Cluster Primaries) • Use of IT to support learning • Talk 4 Writing • Active Literacy • Accelerated Reading • Number Talks • Parental engagement 	<ul style="list-style-type: none"> • Visible Learning (Cluster Primaries) • Coaching and Modelling to increase attainment and close the gap • Use of IT to support learning • Talk 4 Writing 	<ul style="list-style-type: none"> • Visible Learning (Cluster Primaries) • SEAL • Dialogic teaching • Talk 4 Writing

	<ul style="list-style-type: none"> • Planning, assessment and reporting 	<ul style="list-style-type: none"> • Dialogic Teaching • SEAL • Parental engagement • Targeted interventions in reading, writing and numeracy • Planning, assessment and reporting 	
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> • Developing in Faith • Social and emotional wellbeing • Family Learning • "Communication Friendly" school 	<ul style="list-style-type: none"> • Developing in Faith – Promoting the Gospel Values • Focus on nurture principle "All behaviour is communication" • PRPB Policy • Peer mediators • Family Learning • Communication Friendly environment 	<ul style="list-style-type: none"> • Developing in Faith • Nurture Principles • PRPB Policy • Family Learning • Adult Learning
Improvement in employability skills and sustained positive school leaver destinations for all young people	<ul style="list-style-type: none"> • Developing Inverclyde's Young Workforce • STEM • Family Learning – Development of Family Hub 	<ul style="list-style-type: none"> • Developing Inverclyde's Young Workforce • STEM • Digital Literacy • Family Learning • Adult Learning 	<ul style="list-style-type: none"> • Developing Inverclyde's Young Workforce • Digital Literacy • Family Learning • Adult Learning

Pupil Equity Fund –Session 2018-2019

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

St. Michael's has a school roll of 212, with 68.4% of children living in SIMD Bands 1 and 2, and 27% of pupils receiving free school meals.

Based on teacher professional judgements at the end of last session, 2017/18, and comparing results of pupils in SIMD Bands 1 and 2 with SIMD Bands 3-10 the following gaps were identified. A negative figure indicates that pupils living in SIMD Bands 1 and 2 are making better progress than those in SIMD Bands 3-10. The fields in green indicate improvement in comparison to last year's data.

	Reading	Writing	Listening/Talking	Numeracy
P1 - Early	-18.9%	-30%	-30%	-30%
P4 - First	-11.7%	-11.7%	-11.7%	1.7%
P7 - Second	15%	10%	10%	15%

Target cohorts were identified across the school through analysis of a range of data: SIMD, FME, CfE levels, teacher professional judgement and standardised assessments. These children have received additional support through PEF interventions and the local authority Attainment Challenge initiatives

Impact of PEF Interventions 2018-19

EYECO Support

Our PEF EYECO has developed pedagogies modelled by the Attainment Challenge Outreach teachers which has led to improvement in attainment for targeted individuals from P1- P3 in reading, writing, listening and talking and numeracy.

ASNAs (from November 2018)

ASNAs have provided in-class support at the upper stages of the school, enabling class teachers to support the learning of children who are not achieving the desired levels. ASNAs have also provided supported playtimes for children who require a small scale play environment. Additional hours were also funded to support learners requiring a high level of 1:1 support.

Acting Principal Teacher to develop strategies to raise attainment through Parental Engagement

Our greatest success was through the introduction of PATPAL (Pupils As Teachers Parents As Learners) sessions where children led the learning for their parents in Talk 4 Writing and Number Talks. Parents learned not just what but how their children were learning. Attendance at these events was very high and feedback from parents has been very positive. Parents are more confident in being able to support their child' learning, had a better understanding of their child's Learning Targets and also developed an understanding of the Language of Learning. Some parents requested 1:1 sessions with our Acting Principal Teacher to find out about other ways they can support their child.

Increase in clerical hours

An increase in clerical hours (10 hours) has led to improved implementation of our attendance policy. Comparative data from March 2018 and March 2019 indicated an improvement of 2% in attendance.

Health and Wellbeing Coach

Our Health and Wellbeing Coach has continued to seek ways to increase pupil engagement in physical activity outwith the routine school day which the majority of learners engage in. We still have a small group of children who choose not to engage in any additional physical activities, despite a targeted approach and continually seeking their views and interests. Our playground interventions have had some success but still require further time to develop and embed. Engagement with families at Sports T Club assisted in supporting health lifestyle choices within the family home. This project was carried out in partnership with CLD and Barnardo's. Our Health and Wellbeing Coach successfully developed an Inclusive Festival of Sport to ensure increased opportunity for all children in conjunction with school staff, Active Schools Co-ordinator and the Young Sports Leaders of the school.

Development of Family Learning Hub/School Library

This was very slow in being created due to procurement processes. We now have a highly inviting, engaging space, designed in partnership with Learner Council. New books will arrive later this term at which point we will launch a new reading initiative to foster a love of reading in our young people.

Funding transport for children who live in areas requiring school bus to attend after school clubs

Having recognised that children who were travelling to and from school on the school bus were not attending after school clubs PEF was used to provide transport home. Since this intervention was put in place some of the children have started to attend sports clubs and our drama club increasing their opportunities to develop their social and physical wellbeing.

Pupil Equity Fund – Plan for Session 2019-2020

As we seek to increase attainment for all whilst closing the poverty related attainment gap, analysis of our attainment data has identified two key area for intervention: writing and reading.

Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend	How will you evidence improvement?
Appointment of Teacher (1.0) <ul style="list-style-type: none"> • to work alongside class teachers in a Coaching and Modelling capacity to raise attainment in writing • to develop approaches to teaching reading and provide additional support to learners who are not achieving expected levels 	August 2019- June 2020	£51,626.77	<ul style="list-style-type: none"> • Professional dialogue with teachers and other adults providing support • Direct observation of pupils during class visits • Reviewing children’s work • Standardised assessments • Progression of pupils following individual targets
Appointment of EYECO (0.5) to provide targeted support at the early stages to pupils at risk of not achieving expected levels in literacy and numeracy.	August 2019- June 2020	£14,266	<ul style="list-style-type: none"> • Progress of targeted children in meeting expected CfE levels • Feedback from pupils about their learning experiences
Appointment of clerical assistant (10 hours) to continue to manage and implement attendance policy	August 2019- June 2020	£5,200	<ul style="list-style-type: none"> • Further improvement in attendance rates • Further improvement in engagement with parents regarding attendance and timekeeping
Continue to engage with Osiris whole school training on Visible Learning – focus on upskilling teachers to be able to provide high quality teaching for all children, including the targeted children.	August 2019- June 2020	£2,408	<ul style="list-style-type: none"> • Whole school approach evident in approaches to learning, teaching, assessment and feedback
Total		£73,500.77 of £85,320	

Plan –Session 2019 - 20

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
NIF Driver Assessment of children's progress Teacher professionalism Performance information	HGIOS?4 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment	Other Drivers RRS Article 28: (Right to education): Article 29 (Goals of education):

Expected outcomes for learners which are measurable or observable

- Improved attainment for pupils through more effective learning and teaching in literacy and numeracy
- Improved engagement in reading leading to improved attainment

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 All teaching staff will engage in further professional learning led by Osiris on Visible Learning. Continued focus will be on feedback. Staff will engage in professional enquiry which will be shared through an Impact Cycle methodology.	August 2019 – June 2020	Osiris SMT Impact Coaches Class teachers	Training programme delivered by Osiris and Impact Coaches
1.2 Continue to embed dialogic teaching. Staff encouraged to share good practice through peer visits. Visits to other schools to be facilitated if required.	August 2019 – June 2020	Chartered Teacher Literacy CMOs All teaching and support staff	School based collegiate sessions

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.3 Curriculum Rationale to be shared across the school community and embedded in life of the school	Shared by September 2019 To be evident in decision making re planning learning experiences	All school staff Pupils Parents Partners eg CLD, Barbardo's Parents' Group	Professional dialogue at collegiate session
1.4 Moderation of teaching and learning in numeracy and writing at school and cluster level	October 2019-June 2020	All school and cluster based teaching staff	Collegiate sessions at school and cluster level Partnership working with Literacy CMOs
1.5 Further development of Talk 4 Writing programme, seeking links with Social Studies through IDL	August 2019- June 2020	All teaching staff	Pie Corbett resources Social Studies Benchmarks Multi stage planning and moderation sessions
1.6 Six weekly planning to be extended to include: numeracy, IDL – with links to literacy and social studies	September 2019 – June 2020	All teaching staff	Collegiate sessions Staff to engage in joint planning sessions
1.7 Short term planning model to be agreed and devised	August 2019	All teaching staff	Collegiate session
1.8 Whole school reading policy to be finalised and reading culture to be developed	September 2019 September 2019 – June 2020	SMT PEF Teacher	Collegiate sessions Coaching and Modelling approaches within class Joint planning for short term interventions
1.9 Close monitoring of pace in numeracy with appropriate interventions in place to meet learners' needs	October 2019– June 2020	All teaching staff Attainment Challenge Outreach teacher PEF EYECO	

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.10 Continued focus on target setting with renewed focus on writing evaluative statements for reports	August 2019 – June 2020 February 2020 – evaluative statements	All teaching staff	

Evidence of Impact

- Our data shows improvements in attainment in reading, writing, talking/listening and numeracy/maths
- Professional dialogue about children’s progress
- Moderation of planning leads to consistent learning experience, evidenced through formal and informal class visits and professional dialogue
- All staff observed using dialogic teaching pedagogy
- Trackers demonstrate progress
- Minutes of collegiate sessions
- Sampling of pupils’ work
- Consistent use of Language of Learning evident in Learning Conversations
- Staff Impact Cycles
- Learners will be able to discuss their learning targets, their progress and next steps

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

<p>NIF Driver Teacher professionalism Parental engagement Performance information</p>	<p>HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions</p>	<p>RRS Article 12 (Respect for the views of the child): Article 28: (Right to education):</p>
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Expected outcomes for learners which are measurable or observable

- Improved attainment for pupils living in SIMD Bands 1 and 2 in literacy and numeracy
- Identified groups of children with historically low attendance will benefit from additional interventions as attendance improves
- Targeted interventions are shared with parents, enabling them to support at home
- Increased opportunities for parents to be involved in their child’s learning
- Positive playground experiences leading to settled learners

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
2.1 All teaching staff will engage in further professional learning led by Osiris on Visible Learning. Renewed focus will be on assessment and feedback	August 2019– June 2020	Osiris SMT Impact Coaches Class teachers	Training programme delivered by Osiris and Impact Coaches
2.2 Coaching and Modelling approaches to develop teaching of reading and writing	August 2019 – June 2020	All teaching staff and EYECO PEF Teacher	Access to Talk 4 Writing materials and training Collegiate sessions

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
2.3 Targeted interventions for identified learners in reading and writing to be provided by class teachers in partnership with PEF Teacher	August 2019 – June 2020	SMT All teaching staff EYECO PEF Teacher	Professional learning opportunities will be provided for staff as and when required
2.4 Targeted interventions for identified learners in literacy and numeracy to be provided by Attainment Challenge Outreach teachers and PEF EYECO	August 2019 – June 2020	SMT All teaching staff EYECO Outreach teachers	Professional learning opportunities will be provided for staff as and when required
2.5 PEF Teacher will work with parents of pupils receiving targeted support to enable them to support at home	August 2019 – June 2020	All teaching staff and EYECO PEF Teacher	Home learning packs as required Parents signposted to support from other agencies and school partners as required
2.6 Positive playground experiences lead to settled learners	August 2019 – June 2020	Active Schools Support staff Peer mediators Playground Pals Football Ambassadors	New playground equipment Training for peer mediators Leadership training for Playground Pals and Football Ambassadors

Evidence of Impact
<ul style="list-style-type: none"> • Our data shows improvements in attainment in reading, writing, listening/talking and numeracy. Comparisons of attainment over time will indicate an upward trend. SNSA, SEAL assessments, Staging Posts, phonic assessments, Reciprocal Reading assessments and Talk 4 Writing assessments will evidence this. • Staff feedback on learners' progress and readiness to learn • Tracking systems will provide evidence of progress • Parents of learners in target groups will be able to use appropriate strategies to support learning

Priority 3 Improvement in children and young people's health and wellbeing		
NIF Driver School Improvement School Improvement Assessment of children's progress	HGIOS?4 2.2 Curriculum 2.5 Family learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion	RRS Article 14 (Freedom of thought, conscience and religion): Article 28: (Right to education): Developing in Faith Developing as a community of faith and learning Promoting Gospel values

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Learners will be able to articulate and demonstrate the Gospel values in their daily interactions • Learners will have an understanding of the life of St Therese of Lisieux, the importance of her life for Catholics and her connection with Missio Scotland • The playground will be a relaxing and safe space for all • Increased uptake in extra curricular activities leading to improved physical wellbeing, social, emotional and mental wellbeing • Continual increase in attendance at Family Learning events • A “communication friendly” school where all are included

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
3.1 Assemblies and class services to focus on Gospel Values	August 2019 – June 2020	Class teachers All pupils SMT School chaplain Parents	SCES resources

3.2 Playground Awards to be introduced which acknowledge Gospel values in action	August 2019 – June 2020	All staff All pupils	Certificates Wall display to celebrate success
3.3 Increased opportunities for children to become familiar with prayers of the Mass	August 2019 – June 2020	All staff All pupils	PowerPoint for use in all classes and at Mass
3.4 Preparation for the celebration of the relics of St Therese of Lisieux arriving in our Diocese. P7 to attend Mass in St Mirin’s Cathedral on 16 th September.	September 2019	All pupils All staff	PowerPoint for use at assembly Hymn of St Therese made accessible to staff
3.5 All classes to participate in “Little Way Week” during October	October 2019	All pupils All staff	Access to Missio website
3.6 All school staff to engage in renewed PRPB policy professional learning	August 2019 – June 2020	All staff Educational Psychologist	In Service days to be allocated
3.7 Whole school approach to understanding that all behaviour is communication (Nurture Principle)	October 2019	All staff Nurture teacher	Collegiate sessions
3.8 Partnership working with Active Schools provides additional opportunities for children to be physically active leading to improvements in wellbeing	August 2019 – June 2020	Active Schools School staff Sports coaches All pupils	Coaching courses to be made available as required Resources to be sourced by Active School co-ordinator
3.9 Audit of pupil interests for extra curricular activities which are not sports based and will lead to improvements in wellbeing	August 2019 – June 2020 September 2019 – audit to be completed	Learner Council with DHT All pupils	Audit to be carried out by Learner Council
3.10 Range of family and adult learning events to be delivered throughout the session	August 2019 – June 2020	SMT Barnardo’s CLD PEF PT	Activities to be planned based on family feedback already received
3.11 Further development of a Communication Friendly environment: Autism plan, signage,	August 2019 – June 2020	All staff ICOS outreach teachers	Training for staff

visual timetables, transition passports and playground zones			
3.12 To work towards achieving Rights Respecting School Gold Award	August 2019 – June 2020	Whole school community Children’s Rights Officer	Meeting for SMT, project lead and CRO Access to UNICEF materials

Evidence of Impact
<ul style="list-style-type: none"> • Assemblies planned for the year and delivered accordingly. Learners can articulate the Gospel values and what they mean. • Playground environment is conducive to positive relationships through living the Gospel values • Children are active participants at Mass • Children can talk about the importance of St Therese of Lisieux in their lives and in the work of Missio Scotland • High level of uptake at a range of extra curricular activities. Children reflect on these experiences in their Learning Journals. • High level of participation in family learning and adult learning events • Parental feedback from courses organised by CLD and Barnardo’s • Whole school approach evident in our Communication Friendly environment

Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people		
NIF Driver School leadership Parental engagement Assessment of children's progress	HGIOS?4 1.3 Leadership of change 2.5 Family learning 2.7 Partnerships 3.2 Raising attainment and achievement	RRS Article 28: (Right to education): Article 29 (Goals of education):

Expected outcomes for learners which are measurable or observable			
<ul style="list-style-type: none"> • Opportunities for pupils to develop employability skills across the curriculum • That pupils make connections between skills being developed now and their place in the future • That parents have the required support which enables them to deal with family matters, such as finance and employment 			
Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
4.1 Learning experiences to focus on the following employability skills: ICT (Personal Development Skill), Taking Responsibility (Personal Development Skill),) and Creativity (Enterprise Skill)	August 2019 – June 2020	Class teachers Business partners	Skills Development Scotland website
4.2 Review the model of delivery for the Credit Union making explicit links to employability skills: Time Management (Personal Development Skill), Teamwork (Personal Development Skill) and Planning and Organising (Enterprise Skill)	August 2019 – June 2020	P7 pupils, teachers and support staff Tail of the Bank Credit Union	

<p>4.3 Continue to develop STEM approaches across the whole school using holistic assessment. Self evaluation task in Digital Literacy to be undertake to enable planning for professional learning for staff.</p>	<p>August 2019 – June 2020 September 2019 – Self evaluation to be completed</p>	<p>All teaching staff Digital Literacy CMO Business partners</p>	<p>Education Scotland self evaluation toolkit Professional learning opportunities for staff based on self evaluation feedback</p>
<p>4.4 Maximise opportunities for families to engage in learning based in classrooms and in The Arc ensuring that recent feedback (family and adult learning) from parents is planned for through partnership with CLD and Barnardo's</p>	<p>August 2018- June 2019</p>	<p>All staff PEF PT Parents and families Brnardo's CLD</p>	<p>Dependent on course requests from parents</p>

<p>Evidence of Impact</p>
<ul style="list-style-type: none"> • Learning opportunities ensure a progression of personal development, inter-personal and enterprise skills in pupils • STEM is evident at all stages with pupils making connections between subject areas, transferring skills as appropriate • All classes have engaged in partnerships which have enhance pupils' learning experiences • Parental feedback from class based learning, family learning and adult learning

