Education – Improvement Planning Document 2023-24

St Michael’s Primary

Establishment Name:

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Signatures:

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| Head of Establishment | C Wallace | Date | June 2023 |

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| Quality Improvement Officer |  | Date |  |

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**: 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 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 | Dialogic Teaching (maintain)Visible Learning (maintain)Reading – finding and using information; inferenceTeaching writingConsistent approach to teaching and learning (expectations)Play pedagogyParental engagement strategyLearning expeditions | Dialogic Teaching (maintain)Visible Learning (maintain)Reading – understanding, analysing and evaluatingTeaching writingConsistent approach to teaching and learning (maintain)Play pedagogyParental engagement strategyLearning expeditions | Dialogic Teaching (maintain)Visible Learning (maintain)Reading (maintain)Teaching writing (maintain)Consistent approach to teaching and learning (maintain)Play pedagogyParental engagement strategyLearning expeditions |
| Closing the attainment gap between the most and least disadvantaged children | Staff use of the dashboard to plan for interventionsContinue to implement intervention strategies for identified children | Staff use of the dashboard to plan for interventionsContinue to implement intervention strategies for identified children | Staff use of the dashboard to plan for interventionsContinue to implement intervention strategies for identified children |
| Improvement in children and young people's health and wellbeing | PAThS (maintain)Developing in Faith – Developing as a community of faith and learningLaudato Si’ Schools (maintain)Play pedagogyOutdoor learningTrauma informed and sensitive practiceBuilding Racial Literacy | PAThS (maintain)Developing in Faith – Serving the common goodLaudato Si’ Schools (maintain)Play pedagogyOutdoor learningTrauma informed and sensitive practice (maintain)Building Racial Literacy | PAThS (maintain)Developing in Faith – Celebrating and worshippingLaudato Si’ Schools (maintain)Play pedagogyOutdoor learningTrauma informed and sensitive practice (maintain)Building Racial Literacy |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | Digital Literacy (maintain)STEM (maintain)Increase connections with business partnersMetaskills | Digital Literacy (maintain)STEM (maintain)Metaskills | Digital Literacy (maintain)STEM (maintain)Metaskills |
| Placing the human rights and needs of every child and young person at the centre of education  | RRS Gold AwardRestorative conversationsPlay pedagogyLearning expeditions | Maintain RRS Gold AwardPeer mediatorsRevisit Compassionate and Connected ClassroomsPlay pedagogyLearning expeditions | Maintain RRS Gold AwardPlay pedagogyLearning expeditions |

*Stakeholder’s views*

**How were stakeholders views collected?**

We have consulted with pupils and parents through the use of Microsoft Forms. We have also consulted parents via surveys at parents’ evening and discussion at our Parent’s Group meeting. Our pupils have also contributed to our self-evaluation through participation in pupil voice groups. Our staff views have been gathered through collegiate session, staff meetings, attainment meetings and In Service days. Our partners contribute to our self-evaluation process by reflecting on the impact of interventions and giving feedback on effectiveness.

**How was PEF spend consulted on?**

Staff were consulted via Microsoft Forms and through discussion of data on the In Service day in May. Our Parents’ Group was consulted on the employment of a teacher for the new session after reporting to them the benefits gained from the interventions the previous year. The Parents’ Group was fully supportive of utilising part of the PEF budget to address issues associated with the cost of the school day for Primary 7 pupils attending a residential experience. Pupils who had received targeted support last session were able to talk about the benefits of having additional teacher time and support from Pupil Support Assistants. They felt that continuing with additional support would be worthwhile in the new session.

Plan –Session 2023-2024

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| **Priority 1** Improvements in attainment, particularly in literacy and numeracyClosing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people  |
| **NIF Driver** Assessment of children's progressSchool Improvement | HGIOS/ELC QIs 1.3 Leadership of change2.2 Curriculum 3.2 Raising attainment and achievement | **UNCRC**Article 3 (Best interests of the child):Article 28: (Right to education):  |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| The majority of our pupils, 67%, reside in SIMD Bands 1 and 2. This increases to 76% when SIMD 3 is taken into account. For this reason we do not focus on closing the poverty related attainment gap but focus on raising attainment for all. This has been agreed with the local authority.Recognising the direct links between good attendance and attainment, attendance continues to be an area of focus for us. Our attendance has improved since last session by 3.36%, however, our attendance rate is still below the national expectation.Our data indicates that interventions in reading have had a positive impact on attainment. Our baseline, mid intervention and final surveys of pupils views indicates that most pupils feel their fluency has improved in reading. This would indicate that pupils are ready to move on to develop other skills in reading. Our SNSAs and teacher judgements identify that pupils still find inference challenging. Our data indicates that our attainment in writing has decreased at four stages of the school. Talk 4 Writing was introduced five years ago and gave positive results, however, there has not been the same focus on its methodology over the past two years since returning to school post covid restrictions. Staff and pupils report a lack of interest and engagement, particularly in the upper stages, when extended writing is required. A renewed approach is required to captivate learners. Our data indicates that attainment in reading at the end of Primary 1 and numeracy at the end of Primary 4 was below our initial prediction. Further intervention is required for identified learners in order to achieve the desired outcomes.Feedback from parents at the early stages indicated that Stay and Play sessions had had a positive impact on their understanding of play and how to support learning at home. These sessions also included opportunities to learn about: accessing Glow, Active Literacy, Word Aware and SEAL.  |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| By June 2024 school attendance will have increased from 91.76% to 93%.By June 2024 attainment in writing will improve in * Primary 2 from 61.1% to at least 72%
* Primary 5 from 66.7% to at least 74%
* Primary 6 from 55.6% to at least 70%
* Primary 7 from 60% to at least 70%

By June 2024 attainment in reading will improve in Primary 2 from 72.2% to 77.8%By June 2024 attainment in numeracy will improve in Primary 5 from 70.4% to 77.8%By June 2024, all pupils in Primaries 1 and 2 will benefit from play pedagogy approaches, demonstrating an improved level of engagement in learning. By June 2024, 70% of parents in P1 and P2 will engage in Stay and Play sessions that will support learning at home.  |
| ​**If PEF spend is supporting – how much and what?**  |
| Additional clerical hours to manage attendance £2,920Targeted support in writing, reading and numeracy from PEF teacher £58,119 |

| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Daily monitoring of attendance and reporting to SMT – families of pupils with historically low attendance will be contacted swiftly | All year |  | SMTAdmin assistantsParent/carersSocial workSchool healthBarnardo’s Active Schools | Daily attendance dataAnalysis of trendsActive Schools input at end of week to motivate pupils to attend |
| Ensure all non-trained staff are proficient in the use of Talk 4 Writing | August onwards |  | Class teachersSMT | Online trainingPeer observationsCoaching and Modelling approaches |
| Develop inference skills through continued focus on best practice in teaching of reading  | October onwards |  | Class teachersLiteracy CMO | Professional learning event for all staff form “The Learning Zoo”CMO led professional learning |
| Targeted interventions to enable identified learners to make maximum progress in reading, writing and numeracy | August onwards |  | SMTClass teachersPEF teacherRecovery teacher |  |
| Upskilling of staff through professional learning including visits to other establishments, professional reading, CMO support | From August  |  | Inverclyde Play StrategyP2/1 and P3/2 class teachersPlay CMOs |  |
| Parents of pupils in Primaries 1 and 2 will have opportunities to engage in Stay and Play sessions led by our nurture teacher. | From August 2022 |  | Inverclyde Play StrategyHT / DHTClass teacherNurture teacher | Play and Stay sessions for parentsLeafletsStay and Play sessionsPEF budget to be used to provide food for families attending Stay and Play sessions |

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| **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? |
| * Attendance of pupils identified with low attendance in session 22/23 will improve by at least 10%
* Tracking of attainment in writing through teacher progress meetings demonstrate an increase in writing skills and pupil work indicates an increase in the quality and quantity of their work
* Tracking of attainment in reading and numeracy will demonstrate positive impact of interventions for identified learners
* Through pre and post staff questionnaires staff confidence will increase for the staff involved in delivering and supporting play in Primary 1 and Primary 2
* Teachers will report an increase in the number of pupils that are ready to engage in learning
* Attendance records at In-Service and Play CLPL will show staff participation
* Termly tracking meetings with P1 and P2 teachers will indicate progress for all learners
* Teacher planning will clearly show play experiences and targets for improvement
* Parental audits will indicate increased understanding and confidence in supporting learning at home
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| **Priority 2** Placing the human rights and needs of every child and young person at the centre of their educationImprovement in children and young people's health and wellbeing |
| **NIF Driver** School leadershipTeacher professionalism | HGIOS/ELC QIs 1.3 Leadership of change3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement | **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** |
| Although we have seen positive progress in attainment through recovery interventions, we are aware that some children are still struggling with staff and peer relationships post covid. School staff report that the resilience of some children is low and they find it difficult to utilise coping strategies. We are also acutely aware that we have children who have experienced other forms of trauma in their lives which impacts on their day to day wellbeing. Our school prides itself on positive relationships and has a very nurturing ethos. It is crucial that this is maintained in order to meet the needs of all our young people.  |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| Throughout the session, pupils requiring additional supports will have their needs more effectively reviewedBy June 2024, a targeted group of pupils impacted by trauma will be more able to self-regulate and less reliant on co-regulatory support.  |
| ​**If PEF spend is supporting – how much and what?**  |
|  Targeted support from PSA for pupils affected by trauma £6,000 |

| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Introduce and implement the new Local Authority single agency pupil assessment and planning document | From September 2023 |  | DHTClass teachersPartner agencies | Collegiate session in school to introduce new approach |
| Bespoke single or multi agency supports in place to respond to wellbeing needs | From September 2023 |  | DHTClass teachersPSAsPartner agencies |  |
| Ensure all new staff are trauma informed in line with the school’s approaches | From August 2023 |  | DHTNew staff | In Service presentationsBespoke training depending on need |
| All staff to engage in refresh of trauma informed and sensitive practice | In Service August 2023 |  | DHTAll staff | Online courses - STILTIn Service presentations |
| Therapeutic intervention using evidence based trauma approaches to be provided for identified learners | From September 2023 |  | DHTPSA (PEF)Educational Psychology | Beacon House resources |
| Work in partnership with Educational Psychology to develop tracking system to track and monitor effectiveness of therapeutic interventions  | From September 2023 |  | DHTPSA (PEF)Class teachersEducational Psychology |  |
| Achieve Bronze accreditation as a Trauma Infomed school – cluster priority (Jenni Nock) – in recognition of effective approaches used in school | By June 2024 |  | All staffCluster colleagues | Trauma Informed School audit form |
| Janitorial and catering staff to be trained in trauma informed approaches | From August 2023 |  | Tony McEwanEducational Psychology | Local authority training |

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| **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 staff are confident in trauma informed approaches (staff surveys – pre and post training)
* Regulated and respectful interactions between pupils and staff are observed by SMT
* GMWP (Glasgow Wellbeing and Motivation Profile) shows more positive sense of self-worth
* Consistency of approaches to supporting pupils through reflecting and acting upon the outcomes of the Trauma Informed Schools audit
* Tracking of trauma interventions show an increase in self-regulation and less dependency on co-regulation
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| **Priority 3** Placing the human rights and needs of every child and young person at the centre of their educationImprovements in attainment, particularly in literacy and numeracy |
| **NIF Driver** Assessment of children's progressTeacher professionalism | HGIOS/ELC QIs 1.2 Leadership of learning3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement | **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** |
| At the time of our HMIe visit in October 2019, part of the feedback received was that we needed to teach diversity as our community was not representative of wider society. Since that time the demographic of our community has slowly started to change. It is essential that our curriculum is representative of families now living in our community and beyond. Staff report that it is difficult to have a consistent approach across the school with regular changes in staff. Information from tracking meetings indicates that we still do not have a universal understanding of achievement of a level. Pupil, staff and parental audits about our curriculum highlighted what each considers to be important for both now and in the future. Pupils were able to articulate what they would like to experience more of, or have introduced, in order to increase engagement and help them be successful.In December 2022 we received our Rights Respecting School – Silver – Rights Aware award. It is important that we continue on this journey to fully embed children’s rights in our policies, practice and ethos.  |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| By June 2024, our school community has a shared understanding of the UNCRC and uses this to work for improved child wellbeing, school improvement, global justice and sustainable living.By June 2024, actions and decisions affecting children are rooted in, reviewed and resolved through rightsBy June 2024, all children will be empowered to enjoy and exercise their rights and promote the rights of others locally and globally By June 2024 a targeted group of pupils will show greater engagement in learning due to the curriculum offered them (Baselines to be set in October 2023)  By June 2024, most pupils will experience high quality teaching and learning through the implementation of “The St Michael’s Way”By March 2024, the quality of pupil feedback will increase informed by more confident teacher judgement |
| ​**If PEF spend is supporting – how much and what?**  |
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| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| All staff to engage in professional learning that leads to the development of their own racial literacy, providing confidence in dealing with racism  | From August 2023 |  | (Currently on waiting list for Building Racial Literacy programme)Partnership working with Newark Primary School | Education Scotland recommended reading for staffNewark Primary School’s “Building Racial Literacy” programme (via Glow) |
| Primary 5 pupils to work in partnership with same stage from Newark Primary in preparation for future whole school development work in racial literacy for pupils | From October 2023 |  | Partnership working with Newark Primary School |  |
| Through the redesigning of our curriculum, ensure that it is representative of our whole community | From August 2023 |  | Teaching staff | Themed weeks and months created last session  |
| Work with Education Scotland Curriculum Innovation Team to establish a plan to increase engagement through an enriched curriculum. | August – November 2023 |  | SMTAll staffEducation Scotland Innovation TeamPartner school – St Monica’s, Glasgow | Education Scotland to lead professional learning sessionsOnline research of pupil directed learning |
| Establish tracking processes to monitor pupil engagement | October onwards |  | Class teachersSMT |  |
| All staff to implement a learning expedition  | January – March 2024 |  | All staffEducation Scotland Innovation Team | Education Scotland to lead professional learning sessionsOnline research of pupil directed learning |
| Throughout learning expeditions, focus is on exciting opportunities to write | January-March 2024 |  | All staffEducation Scotland Innovation Team |  |
| All staff will follow agreed expectations of learning and teaching which lead to a consistency of approach across the school | August onwards |  | All teaching staff | Overview of “The St Michael’s Way” |
| All staff will engage in a range of moderation activities that support the development of a consistent approach to delivering high quality teaching and learning and consistent teacher professional judgements | Six weekly moderation discussions |  | All teaching staff |  |
| To create learning opportunities that achieve the desired outcomes of RRSA Gold award (See RRS Steering Group action plan) | By June 2024 |  | All staffParentsPartner agenciesCRO | UNCRC resources |

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| **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 audits indicate an increase in confidence in dealing with racial incidents and leading anti racism (pre and post audits)
* Learner conversations report positive learning experiences for all children from all ethnic groups
* Increase the length of time engaged in learning from a 1 or 2 on the Leuven Scale of Engagement to a 4 or 5 for identified pupils.
* Teacher observations will show an increase in excitement and engagement in learning
* Pupil surveys will show an increase in motivation and love of learning
* Class visits, both formal and informal, will observe agreed key features of high quality teaching and learning in all classes
* Through dialogue at moderation and planning meetings, there will be agreement about where young people are in their learning journey
* All pupils and staff will be able to talk confidently about children’s rights which will be embedded throughout our school: in policies, practice and ethos
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