

Education – Improvement Planning Document – 2024-25

Saint Michael's Primary School

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Our Vision, Values and Aims

Our Values: Respect, Honesty, Ambition, Compassion and Learning

Our Vision

We are dedicated to inspiring young minds with nurturing hearts in a vibrant community of faith and learning. Guided by the Gospel values, we empower our children to dream, believe and achieve.

Our Motto

Inspiring young minds with nurturing hearts.

#DreamBelieveAchieve

Our Aims:

- **Fostering High Quality Teaching and Learning**
To create an inclusive environment where every child receives high quality teaching and learning experiences tailored to their individual needs, helping them exceed what they believe their potential to be, while developing the Four Capacities of Curriculum for Excellence: successful learners, confident individuals, responsible citizens and effective contributors. Our inclusive environment develops the knowledge, skills and attributes the children need for learning, life and work, while nurturing their unique, God-given talents.
- **Upholding Children's Rights**
To uphold and champion the rights of every child as outlined in the United Nations Convention on the Rights of the Child (UNCRC), fostering an environment where every child's voice is heard, valued and respected.
- **Implementing GIRFEC Principles**
To embed the principles of Getting it Right for Every Child (GIRFEC) into our practices, ensuring the well-being and protection of every child while providing appropriate support and interventions to help them thrive academically, socially and emotionally, thus fostering resilience and positive well-being.
- **Nurturing Spiritual Development**
To cultivate a nurturing environment where children can develop their knowledge and understanding of Catholic faith, nurture respect for other Christian traditions and world faiths, experience opportunities for spiritual growth, acquire the skills of

reflection, discernment and moral decision-making and commit to beliefs, values and actions in a positive response to God's invitation to faith.

- **Fostering Partnerships**

To work in partnership with parents, our parish and the wider community to support the holistic development of every child, recognising the importance of collaboration in providing a supportive and enriching educational experience.



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

National Priorities	Session 2024-2025	Session 2025-2026	Session 2026-2027
Improvements in attainment, particularly in literacy and numeracy	Dialogic Teaching (maintain) Visible Learning (maintain) Reading – understanding, analysing and evaluating Teaching writing Teaching numeracy Consistent approach to teaching and learning Play pedagogy Parental engagement strategy Learning expeditions	Dialogic Teaching (maintain) Visible Learning (maintain) Reading (maintain) Teaching writing (maintain) Teaching listening and talking Consistent approach to teaching and learning (maintain) Play pedagogy Parental engagement strategy Learning expeditions	Dialogic Teaching (maintain) Visible Learning (maintain) Literacy (maintain) Consistent approach to teaching and learning (maintain) Play pedagogy Parental engagement strategy Learning expeditions
Closing the attainment gap between the most and least disadvantaged children	Staff use of the dashboard to plan for interventions Continue to implement intervention strategies for identified children	Staff use of the dashboard to plan for interventions Continue to implement intervention strategies for identified children	Staff use of the dashboard to plan for interventions Continue to implement intervention strategies for identified children
Improvement in children and young people's health and wellbeing	PATHS (maintain) Developing in Faith – Serving the common good Laudato Si' Schools (maintain) Play pedagogy Trauma informed and sensitive practice (maintain) Building Racial Literacy	PATHS (maintain) Developing in Faith – Serving the common good Laudato Si' Schools (maintain) Play pedagogy Outdoor learning Trauma informed and sensitive practice (maintain) Building Racial Literacy	PATHS (maintain) Developing in Faith – Promoting Gospel Values Laudato Si' Schools (maintain) Play pedagogy Outdoor learning Trauma informed and sensitive practice (maintain) Building Racial Literacy
Improvement in employability skills and sustained positive	Digital Literacy (maintain) STEM (maintain)	Digital Literacy (maintain) STEM (maintain)	Digital Literacy (maintain) STEM (maintain)

school leaver destinations for all young people	Meta-skills	Meta-skills	<i>Meta-skills</i>
Placing the human rights and needs of every child and young person at the centre of education	Achieve RRS Gold Award Peer mediators Revisit Compassionate and Connected Classrooms Play pedagogy Learning expeditions	Maintain RRS Gold Award Play pedagogy Learning expeditions	Maintain RRS Gold Award Play pedagogy Learning 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 Parents' Group meeting. Our pupils have contributed to our self-evaluation through participation in pupil voice groups. Our staff views have been gathered through collegiate sessions, 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 their effectiveness.

How was PEF spend consulted on?

Following the sharing of data on the May In Service day, staff were consulted on possible options for utilising PEF to: increase pupil participation levels and engagement in learning, improving attainment in reading and writing, and improving attendance. Our Parents' Group was consulted on the use of PEF to remove barriers to participation for P7 learners in this session's residential trip. It was agreed that £1000 to support this.

Parents have been consulted on the use of PEF to remove barriers to participation for all learners through the allocation of a budget to support learning in environments outwith the school setting that will enhance their expeditionary learning experiences. Almost all parents who responded agreed to the allocation of £7000 to support these learning opportunities.

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 2024-2025

Priority 1

Improvements in attainment, particularly in literacy and numeracy
 Closing the attainment gap between the most and least disadvantaged children and young people
 Improvement in children and young people's health and wellbeing

NIF Driver

Assessment of children's progress
 School Improvement
 Performance information

HGIOS/ELC QIs

1.3 Leadership of change
 2.2 Curriculum
 3.2 Raising attainment and achievement

UNCRC

Article 3 (Best interests of the child):
 Article 28: (Right to education):

Rationale for change based self-evaluation including data and stakeholder views

The majority of pupils, 69%, reside in SIMD Bands 1 and 2. This increases to 77% 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 0.75%, however, our attendance rate is still below the national expectation.

Our data indicates that interventions in reading have had a positive impact on attainment. However, staff report that children continue to experience challenge with inference, especially if reading about an unfamiliar context.

Whilst we have seen improvement in attainment in writing in four out of six classes, we recognise that writing remains an area of priority moving forward in this new session.

Analysis of Leuven scale data from last session, indicated a significant increase in pupil engagement in an identified cohort of children during expeditionary learning. Expeditionary Learning will be further developed to increase and improve pupil engagement in reading and writing.

Attainment in numeracy has decreased at four stages of the school; therefore, pedagogical approaches in the teaching of numeracy will be revisited. Teachers at the early stages report that children commencing Primary 1 are not as confident in their numerical skills as they were in previous years.

Expected outcomes for learners			
Who?	By how much?	By when?	What?
By June 2025 school attendance will have increased from 92.25% to at least 93%.			
By June 2025 attainment in reading will improve in			
<ul style="list-style-type: none"> • Primary 2 from 80% to 85% • Primary 4 from 75% to 81.25% • Primary 5 from 81.8% to 86.4% • Primary 6 from 73.3% to 80.6% • Primary 7 from 80.8% to 84.6% 			
By June 2025 attainment in writing will improve in			
<ul style="list-style-type: none"> • Primary 2 from 80% to 85% • Primary 3 from 72.2% to 77.8% • Primary 6 from 60% to 70.9% • Primary 7 from 73.1% to 80.8% 			
By June 2025 attainment in numeracy will improve in			
<ul style="list-style-type: none"> • Primary 2 from 75% to 80% • Primary 3 from 72.2% to 77.8% • Primary 6 from 63.3% to 74.2% • Primary 7 from 69.2% to 76.9% 			
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?			
<ul style="list-style-type: none"> • Attendance of pupils identified with low attendance (below 85%) in session 23/24 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 • Teachers will report an increase in the number of pupils that are ready to engage in learning • Leuven scale data indicates increased length of time engaged in learning from a 1 or 2 to a 4 or 5 for identified learners 			

If PEF spend is supporting – how much and what?

- Additional clerical hours to manage attendance £3244
- Additional PSA hours to support pupils in developing fluency in reading £3269
- Internal appointment of Principal Teacher to lead on development of Expeditionary Learning and Literacy Framework £6013
- Appointment of 0.6FTE teacher to release Principal Teacher to lead on the above priorities 0.4FTE and 0.2FTE to provide targeted interventions £38711
- Off campus visits/workshops in the school to develop cultural capital as pupils begin new expeditions £7000
- NGRT assessment to support Teacher Professional Judgements of reading £1250
- EdShed subscription £462.50
- Phonic Rocket subscription £424
- IDL subscription £350

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		SMT Admin assistants Parents/carers Social Work School Health Barnardo's Active Schools	Daily attendance data Analysis of trends Active Schools input at the end of the week to be arranged to motivate pupils to attend
All teaching staff to engage more fully with the local authority Reading Framework to enhance practice in the teaching of reading	Begins August In Service day		Class teachers SMT Attainment Challenge Pedagogical lead	Analysis of staff needs – baseline audit Refresh in accessing the Framework online and revisiting its components Coaching and modelling approach from Pedagogical Lead Use of NGRT assessment to support teacher professional judgement

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
All teaching staff to engage with the new Writing Framework developed by local authority staff	From October		Class teachers PEF PT SMT Attainment Challenge Pedagogical lead	CLPL delivered by PEF PT and Pedagogical Lead
“Big Questions” from Expeditionary Learning to be used as IDL provocations for developing skills in reading and writing	From September		Class teachers PEF PT SMT	Access to iPads to motivate and facilitate learning Leuven scale
Field trips to be used just before, or at the beginning, of a learning expedition to build cultural capital, giving the children the best possible chance to succeed	From September		Class teachers PEF PT PSAs External partners	
All teaching staff to engage in refresh CLPL on best practice in teaching of numeracy and development of number agility	By October		SMT Class teachers Pedagogical lead	CLPL session for staff Focus of class visit
Targeted interventions to enable identified learners to make maximum progress in reading, writing and numeracy	From August		Class teachers Intervention teacher PEF teacher PSAs	Use of new software (IDL) to engage learners CLPL for staff on use of IDL to track pupil progress Use of appropriate apps on iPads

<p>Priority 2 Placing the human rights and needs of every child and young person at the centre of their education Improvement in children and young people's health and wellbeing</p>			
<p>NIF Driver Teacher professionalism School leadership Choose an item.</p>	<p>HGIOS QIs 1.3 Leadership of change 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement</p>	<p>UNCRC Article 3 (Best interests of the child); Article 12 (Respect for the views of the child);</p>	
<p>Rationale for change based self-evaluation including data and stakeholder views</p>			
<p>Building on the self-evaluation of QI 2.1 Safeguarding and child protection carried out in session 23/24, we will engage with the new local authority audit toolkit to further improve our practice. All staff have engaged in professional learning in supporting the wellbeing needs of children affected by trauma. It is important that we build on this to ensure that our actions are always trauma responsive. Playground observations, discussions with pupils, staff and parents, indicate that some children are still finding forming positive relationships and maintaining friendships difficult. The resilience of some children is low and they find it difficult to utilise coping strategies. This can have a negative impact on their general sense of wellbeing and overall experience at school.</p>			
<p>Expected outcomes for learners</p>			
Who?	By how much?	By when?	What?
<p>Once it has been piloted, SMT will engage with the new Child Protection audit toolkit, creating an action plan based on the outcome, leading to improved processes for our young people. Throughout the session, staff will be trauma responsive in their actions when supporting during periods of dysregulation. By June 2025, a targeted group of pupils finding playtime experiences challenging, will be more able to form and maintain friendships and report an improvement in their sense of wellbeing.</p>			
<p>Measure of Impact: What we will see and where?</p>			
<p>How will we measure this? What does "better" look like? How will we recognise better when we see it?</p>			
<ul style="list-style-type: none"> • Revisiting the audit toolkit will demonstrate improvement in identified areas for action • Consistency of approaches to supporting pupils through reflecting the implementation of our whole school trauma plan • 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 the implementation of our whole school trauma plan 			

- Reduction of in the number of incidents being observed in the playground through more appropriate play opportunities on offer and the introduction of Playground Pals and peer mediators

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Completion of Child Protection audit toolkit	Post Notre Dame pilot		SMT	Local authority audit toolkit
Create and implement action plans based on outcome of Child Protection audit	Post Notre Dame pilot		SMT	
Introduce and implement the school's trauma plan	From August		All staff	
Ensure all new staff are trauma informed in line with the school's approaches	From August		DHT New staff	STILT online resources
Track the effectiveness of any therapeutic interventions in place to develop self-regulation	Ongoing		DHT Educational Psychologist	Tracking system in place to monitor effectiveness of interventions
Contribute towards cluster event supporting family wellbeing	By April 2025		All staff Community partners Cluster colleagues External agencies/companies	
Review playground provision and identify peaceful alternatives to busy activities	By September 2024 and keep under review		DHT PSAs	Appropriate playground/playtime equipment

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
PSAs to create and implement a variety of playground activities to support their classes	By September 2024 and keep under review		DHT PSAs Active Schools	Resource packs previously distributed to give ideas
Playground Pals to be trained in peer mediation/conflict resolution techniques	By October 2024		DHT Playground Pals Educational Psychologist Active Schools	Training for Playground Pals in leading games Training for Playground Pals in peer mediation
Close monitoring of pupil wellbeing to be undertaken and interventions put in place to lead to improvement	From August 2024		SMT Class teachers PSAs Parents	GMWP online toolkit

<p>Priority 3 Placing the human rights and needs of every child and young person at the centre of their education Improvement in skills and sustained, positive school-leaver destinations for all young people</p>			
<p>NIF Driver Assessment of children's progress Teacher professionalism School leadership</p>	<p>HGIOS QIs 1.2 Leadership of learning 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement Developing in Faith: Serving the common good</p>	<p>UNCRC Article 3 (Best interests of the child): Article 12 (Respect for the views of the child):</p>	
<p>Rationale for change based self-evaluation including data and stakeholder views</p>			
<p>We continue to build on the feedback we received from HMIE following our inspection in October 2019. We continue to strive towards creating a curriculum that is representative of all. In doing so we need to tackle all forms of prejudice and continue to raise awareness of Global Citizenship and cultural diversity.</p> <p>In December 2022 we received our Rights Respecting School – Silver – Rights Aware award. As we work towards our Gold accreditation assessment in November 2024, it is important that we continue on this journey to fully embed children’s rights in our policies, practice and ethos. Pupil voice became a strong feature of our practice in session 23/24 and this will be further developed in session 24/25.</p> <p>With a significantly higher than usual change in teaching staff, it is essential that we implement our “Steps to Success” guidance to ensure a consistent approach to teaching and learning across the school. This approach should lead to increased confidence in teacher professional judgements.</p> <p>Through the introduction of expeditionary learning last session, the children have become more aware of the importance of developing meta-skills, for both now and in the future. This leads on from pupil, staff and parental audits carried out about our curriculum offer and what they consider important both now and in the future. Staff identified that professional learning in carrying out observations, coaching and questioning techniques would support them in facilitating high quality learning expeditions.</p>			
<p>Expected outcomes for learners</p>			
Who?	By how much?	By when?	What?
<p>By June 2025, all staff will be confident in their use of the anti-racist critical thinking framework as part of our planning process. By June 2025, all staff and pupils will have benefitted from the introduction of a reading framework that focuses on Global Citizenship. By June 2025, all staff and pupils will talk with confidence about Children’s Rights and the role they have in ensuring that others access their Rights, both locally and globally.</p>			

By June 2025, all staff will have reflected on “Serving the common good” (Developing in Faith) ensuring that we are committed to communicating Catholic social teaching and thereby promoting social justice and opportunity for all.
 By June 2025, all pupils will experience high quality teaching and learning through the implementation of “Steps to Success”
 By June 2025, almost all children will be aware of the importance of meta-skills and are aware of their next steps in order to progress.

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 the curriculum offer for each class; that it is inclusive of all
- Learner conversations report positive learning experiences for all children from all ethnic groups
- 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
- Staff audits indicate an increase in confidence in carrying out high quality observations, coaching and questioning techniques (pre and post CLPL audits)
- Pupil voice groups will have a direct impact on school improvement and link to How Good Is OUR School, Laudato Si’ and Developing in Faith
- 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

If PEF spend is supporting – how much and what?

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
All staff to use the anti-racist critical thinking planning framework as part of their planning process	By October 2024		All teaching staff SMT	Anti-racist critical thinking planning framework

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Develop awareness of Global Citizenship, cultural diversity and build racial literacy through the introduction of the Reading Framework	By October 2024		All staff SMT Parents	Global Citizenship reading framework
Explicit links to Children’s Rights to be embedded in lessons, Pupil Voice and wider life of the schools	Ongoing – all year		All staff SMT Peripatetic staff Active Schools	UNCRC materials Article of the week Global Goals awareness
Pupil Voice to focus on aspects of school improvement	All year – meetings every three weeks		Class teachers SMT Pupil Voice Groups Pupil Focus Groups	How Good Is OUR School Developing in Faith – Serving the common good Laudato Si’
Professional learning event for teaching staff which focuses on the role of the teacher in a Catholic school linking to the Jubilee Year 2025 “Pilgrims of Hope”	October In Service		All teaching staff Barbara Coupar (SCES Director) Roisin Coll (Director of the St Andrew’s Foundation for Catholic Teacher Education)	Developing in Faith – Serving the common good Full day In Service
All staff to implement “Steps to Success” leading to a consistent approach across the school	From August		All staff	“Steps to Success” handbook
All staff to engage in moderation of teaching and learning to ensure reliable, consistent teacher professional judgements across the school	Six weekly moderation meetings		All teaching staff Cluster colleagues	Teacher’s planning, samples of learning and assessment data

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
	Cluster moderation event x 1			
Staff to engage in professional learning that supports their development in three key areas: observations, questioning and coaching techniques	By end of September		All teaching staff Pedagogical Lead Yvonne Gallacher (Quality Improvement Manager)	CLPL event for staff - CDT
Meta-skills progression framework to be created and implemented across the school	To be ready by end of September		PEF PT Class teachers Primary Science/STEM Development Officer	Skills Development Scotland resources