

Education – Improvement Planning Document

Establishment Name:

St Patrick's Primary School

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Signatures:

Head of Establishment	<i>Mrs Kirsteen Doherty</i>	Date	28 th June 2021
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Quality Improvement Officer	<i>Mrs Alison McLellan</i>	Date	30 th June 2021
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Our Vision, Values and Aims

Our Vision

In St Patrick's we strive to provide a secure, happy, caring school in which children are nurtured and enabled to achieve their full potential through effective learning and teaching experiences of the highest quality.

Our Motto

Our motto is inspired by our Patron Saint, St Patrick; *Christ be beside me in all I say, all I do and all I am.*

Our Values

In session 2016/17, our whole school community reviewed our Values, led by the Pupil Council. Members of St Patrick's Primary School community have **Kindness** at the heart of all we do, and are guided by the 3 Rs; **Respect, Rights and Responsibility**; and the 2 As; we are **Ambitious to Achieve**.

Our Aims

- To foster an open, welcoming and caring school in which all children are safe, healthy, achieving, nurtured, active, respected, responsible and included.
- To nurture successful learners by providing all pupils with the best opportunities to achieve their full potential and prepare them for a life of learning.
- To inspire responsible citizens who develop positive attitudes to serve the common good, promote social justice and opportunity for all.
- To form confident individuals with a self-belief and passion for using their God given talents to pursue excellence for themselves and others.
- To encourage effective contributors with enterprising attitudes, resilience and independent skills capable of positively impacting the communities in which they live.
- To develop as a community of faith, promoting Gospel values and respecting the dignity of all God's children.

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	<ul style="list-style-type: none"> • Play Pedagogy • Active Literacy – Reading & Writing • Moderation – Reading & Writing • Quality first learning and teaching – Differentiation • Visible Learning – assessment-capable learners 	<ul style="list-style-type: none"> • Play Pedagogy • Plan interventions and adaptations as necessary based on evaluation 	<ul style="list-style-type: none"> • Play Pedagogy • Plan interventions and adaptations as necessary based on evaluation • HGIOurS? – Our Learning & Teaching
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> • As above • Improved parental engagement • Improved attendance 	<ul style="list-style-type: none"> • Plan interventions and adaptations as necessary based on evaluation 	<ul style="list-style-type: none"> • Plan interventions and adaptations as necessary based on evaluation
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> • Play Pedagogy • Children's Rights & Pupil Voice – HGIOurS? – Our Relationships • Improved tracking of H&WB • Further develop PATHS • Developing in Faith – Equality and Inclusion • Laudato Si • Cyber Resilience & Internet Safety (CRIS) 	<ul style="list-style-type: none"> • Play Pedagogy • HGIOurS? – Our Health & Wellbeing • Laudato Si 	<ul style="list-style-type: none"> • Play Pedagogy • Laudato Si
Improvement in employability skills and sustained positive school leaver destinations for all young people	<ul style="list-style-type: none"> • Laudato Si • HGIOurS? – Our Relationships • Cyber Resilience & Internet Safety (CRIS) 	<ul style="list-style-type: none"> • Laudato Si • HGIOurS? – Our Successes and Achievements 	<ul style="list-style-type: none"> • Laudato Si • HGIOurS? – Our School & Community

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 achieved the expected level for their year group in Talking & Listening (94%), and **most** pupils achieved the expected level for their year group in Reading (83%), Writing (82%) and Numeracy (85%).

In comparison to June 2019 data, attainment in Listening & Talking increased by 1%, decreased by 3% in Reading, decreased by 2% in Writing and decreased by 3% in Numeracy. Given that, between June 2019 and June 2021, we experienced two national lockdowns during which schools were closed and learning was provided remotely, it is understandable that attainment would decrease, and so the maintenance of attainment in Listening & Talking and the marginal decreases in all other areas are indicative of the robust systems we have in place to support the needs of the pupils.

Attainment for children who live in areas defined as SIMD 1&2, was more consistently maintained compared with the whole school. Attainment in Listening & Talking increased by 5% (4% more than for the school as a whole). Attainment in Writing dipped by 2% in line with the whole school, and decreased in Reading and Numeracy but by less than the school as a whole (only a 1% decrease in Reading and Numeracy).

Attainment for our children who are entitled to free school meals (FME), was more consistently maintained, or improved, compared with the school as a whole and compared with children from areas defined as SIMD 1&2. Attainment increased for our FME pupils in Talking & Listening by 4% and by 2% in Writing. Attainment in Reading was maintained at 73%. There was a decrease in Numeracy attainment by 2% for our FME pupils.

This data indicates that the support we provided across the school, and in particular to pupils who experience most disadvantage, has been targeted appropriately. Moreover, it indicates that our tracking and monitoring practices are robust as we identified concerns early upon returning to school in 2020 to plan for effective support for children adversely impacted by the first lockdown and school closure, and again in February and March 2021 after the second lockdown and school closure.

Monitoring of attendance continues to show a downward trend across the whole school. 92.8% of the school had attendance over 90% in 2020/21. Only 89.3% of children living in areas defined as SMID 1&2 had over 90% attendance rate compared with 97.4% of children living in areas defined as SIMD3-10 (a gap of 8.1%). Only 86.1% of pupils who are FME had over 90% attendance compared with 97% of non-FME children (a gap of 10.9%). The gap can be further seen in that no children from SIMD 3-10 has below 85% attendance but 6% of children from SIMD 1&2 have an attendance rate below 85%. Given the close link between good attendance and attainment, we will continue to focus on improving attendance for all, and, in particular, our children living with most disadvantage.

Project / Priority (details of what you are doing and who you are targeting with additional intervention) (Outcomes)	Timescale	Details of Spend (Interventions)	How you will evidence improvement (Measures)
At least 90% of pupils in SIMD 3-10 will be On Track for Reading and Numeracy, and at least 88% in Writing.	Aug 21 – Jun 22	Additional Teaching Staff to allow Acting PT to; <ul style="list-style-type: none"> coach and model quality first learning and teaching 	<ul style="list-style-type: none"> Progress Meetings – Sep, Jan & Apr TPJs on SEEMIS Progress & Achievement – Oct, Feb & May
At least 85% of pupils in SIMD 1&2 will be On Track for Reading, 83% in Writing and 89% in Numeracy.	Aug 21 – Jun 22	<ul style="list-style-type: none"> organise additional support effectively 	<ul style="list-style-type: none"> Progress Meetings – Sep, Jan & Apr
Raised attainment by 5% in Reading, Writing and Numeracy for pupils who are FME.	Aug 21 – Jun 22	<ul style="list-style-type: none"> organise Pupil Support Assistant timetables team teach liaise with parents to improve parental engagement for pupils with ASN 	<ul style="list-style-type: none"> TPJs on SEEMIS Progress & Achievement – Oct, Feb & May ASN Progress Meeting – Sep, Jan & Apr
No child will have an attendance rate below 85%.	Aug 21 – Jun 22	Additional Teaching Staff to allow DHT to;	<ul style="list-style-type: none"> SMT Attendance Monitoring – Fortnightly and bespoke for specific pupils
Increased attendance at school from 89% to 93% for pupils living in areas defined as SIMD 1&2.	Aug 21 – Jun 22	<ul style="list-style-type: none"> work with parents to improve attendance and decrease latecoming 	
Increased attendance at school from 86% to 90% for FME pupils.	Aug 21 – Jun 22	<ul style="list-style-type: none"> encourage parental engagement and in working with partners eg Barnardo's and CLD 	
Identified parents will show an increase in participation from their baseline.	Aug 21 – Mar 22		<ul style="list-style-type: none"> Barnardo's & CLD to record data – monthly/6-weekly meetings with SMT
Identified parents will show positive feedback in terms of confidence and participation from their baseline.	Aug 21 – Mar 22	£64,402	
Enhanced play experiences for P1 pupils	Aug 21 – Jun 22	Additional Pupil Support Assistant to: Support P1 Teachers and Nurture Teacher to provide effective play £15,000	<ul style="list-style-type: none"> Termly Progress Meetings to evaluate effectiveness of Play Pedagogy provision
Enhanced outdoor learning and playground experiences for pupils across the school	Aug 21 – Jun 22	Additional Pupil Support Assistant to: Enhance playground and outdoor education experiences for pupils	<ul style="list-style-type: none"> Termly Progress Meetings to evaluate effectiveness of playground experiences of pupils – baseline data of

		across the school £15,000	engagement in positive play and positive peer interactions.
Total		£82,088 + 15% PEF premium uplift = £94,402	
Underspend from 2020/21 PEF Budget to be used to fund resources to enhance outdoor learning, play and technologies.	Apr 21 – Apr 22	Cost TBC when Underspend Budget from 2020/21 Confirmed.	

Plan –Session 2021-2022

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
NIF Drivers School leadership Teacher professionalism Assessment of children's progress School Improvement Performance Information	HGIOS?4 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	Other Drivers RRS Article 31 (Leisure, play and culture): 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"> • Most learners (75% to 90%) across the school will know and be able to share their targets for learning within Literacy and Numeracy by October 2021. • Most learners (75% to 90%) will be able to report on their progress with their targets in Literacy and Numeracy by March 2022. • By end of March 2022, all Class Teachers will show increased confidence in deciding achievement of benchmarks within Progression Pathways in Literacy from their baseline. • By May 2022, all Class Teachers will show increased confidence in differentiating appropriately for their learners in class from their baseline. • By March 2022, all P1 pupils will have had increased opportunities to engage in play compared with baseline.

- By June 2022, at least 90% of pupils in SIMD 3-10 will be On Track for Reading and Numeracy, and at least 88% in Writing.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Professional learning and development for teachers to raise awareness of Play Pedagogy.	Aug 21 – Jun 22	P1 Teachers Nurture Teacher SMT Educational Psychology	Authority led training – Aug 21 Professional Reading eg <ul style="list-style-type: none"> • “Can I Go and Play Now?” by Greg Bottrill • “Play is the Way” Edited by Sue Palmer • “Interacting or Interfering?” by Julie Fisher
Audit of existing resources and supplemented as appropriate to facilitate play.	Aug 21 – Jun 22	P1 Teachers Nurture Teacher SMT Clerical Staff	Play resources (purchased and/or donated)
Moderation of learning experiences and provision for play pedagogy.	Jan – May 22	P1 Teachers Nurture Teachers Cluster Schools and Early Years Establishments	WTA
Information sharing with P1 parents/carers about play pedagogy.	Oct 21 – May 22	P1 Teachers Nurture Teacher SMT	As appropriate eg digital, information leaflet, workshop/information session
Review Visible Learning School Action Plan to promote assessment-capable learners.	Aug-Oct 21	All Teaching Staff SMT	Visible Learning resources Visible Learning School Action Plan
Review active literacy approaches in Reading and Writing in all classes to ensure targeted learning and differentiation as appropriate.	Aug 21 – Jun 22	All Teaching Staff SMT Literacy CMOs	Acting PT to coach and model differentiation in classes Training and coaching & modelling from CMOs North Lanarkshire Active Literacy Reflective Reading
Moderation sessions to facilitate professional dialogue focused on planning of learning, teaching and assessment of reading and	Sep 21 – May 22	All Teaching Staff SMT	WTA North Lanarkshire Active Literacy Inverclyde Progression Pathways

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
writing.			Benchmarks

Evidence of Impact

- Learning Conversations, Learning Observations and Professional Dialogue with P1 Teachers and Nurture Teacher will show increased opportunities for play for P1 pupils.
- Learning Conversations with pupils and Learning Observations will evidence increased awareness and articulation amongst pupils of learning targets in Literacy and Numeracy.
- Attainment data in June 22 will evidence increase across the school for children in SIMD 3-10.
- In Progress Meeting 2 (Jan/Feb 22), Class Teachers will be more confident in detailing evidence of attainment at each stage.
- During Progress Meetings, in Learning Observations and during Learner Conversations with SMT, there will be more evidence of quality first learning and teaching being supported by Class Teachers in class.

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

NIF Driver	HGIOS?4	Other Drivers
Teacher professionalism Parental engagement Assessment of children's progress School Improvement Performance Information	1.1 Self-evaluation for self-improvement 1.5 Management of resources to promote equity 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement	RRS Article 28: (Right to education): Article 29 (Goals of education): Developing in Faith Promoting Gospel values Serving the common good

Expected outcomes for learners which are measurable or observable

- By June 2022, at least 85% of pupils in SIMD 1&2 will be On Track for Reading, 83% in Writing and 89% in Numeracy.
- By June 2022, raise attainment by 5% in Reading, Writing and Numeracy for pupils who are FME.
- By June 2022, no child will have an attendance rate below 85%.
- Increased attendance at school from 89% to 93% by June 2022 for pupils living in areas defined as SIMD 1&2.
- Increased attendance at school from 86% to 90% by June 2022 for FME pupils.
- By March 22, identified parents will show an increase in participation from their baseline.
- By March 22, identified parents will show positive feedback in terms of confidence and participation from their baseline.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> • Review active literacy approaches in Reading and Writing in all classes to ensure targeted learning and differentiation as appropriate. 	Aug 21 – Jun 22	All Teaching Staff SMT Literacy CMOs Numeracy CMOs	Acting PT to coach and model differentiation in classes Training and coaching & modelling from CMOs North Lanarkshire Active Literacy Reflective Reading SEAL and Number Talks
<ul style="list-style-type: none"> • Bespoke measures to support identified children and families where attendance is lower than 90%. 	Aug 21 – Jun 22	SMT Acting PT All Teaching Staff CLD Educational Psychology Liz Sommerville Barnardo's	Pupil Voice through use of HGIOurS? – Our Relationships
<ul style="list-style-type: none"> • Increased opportunities for parental engagement in children's learning and/or life of the school. 	Aug 21 – Jun 22	SMT Parent Council Identified parents Nurture Teacher Barnardo's Family Support Worker	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

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
		CLD Support Worker CMOs	Parental Workshops Celebrations of Learning Drop-in Café Sacramental Meetings / Mass Families Connect Programme

Evidence of Impact

- Increased attainment and reduction in attainment gap for children with most disadvantage evident in Progress Meetings throughout the year and in TPJs on SEEMIS Progress & Achievement in Oct, Feb and May.
- Increase in attendance rate for children with most disadvantage evident in SEEMIS Click & Go throughout fortnightly monitoring.
- Increased participation of identified parents with bespoke packages or events evident in data gathered.

Priority 3 Improvement in children and young people's health and wellbeing

NIF Driver	HGIOS?4	Other Drivers
Teacher professionalism Parental engagement Assessment of children's progress School Improvement Performance information	1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion	RRS Article 2 (Non-discrimination): Article 4 (Protection of rights): Article 12 (Respect for the views of the child): Article 28: (Right to education): Article 29 (Goals of education): Article 42 (Knowledge of rights): Developing in Faith Promoting Gospel values

Expected outcomes for learners which are measurable or observable

- Identified pupils (from P4-P7) will engage with HGIOurS? Theme 1 – Our Relationships to begin to evaluate the school’s baseline, plan improvements and progress with planned improvements.
- Greater consistency achieved in progress with targets identified for specific pupils through Boxall Profiles.
- Pupil participation in H&WB curriculum will be more progressive and meaningful – increased expectation that pupils will apply skills in peer settings, with decreasing adult dependency.
- By December 2022, decreased number of adult interventions required for a targeted group of pupils against baseline data.
- By April 2022, pupils will have an increased awareness and understanding of equality and inclusion, as evidenced in pre- and post-data.
- By June 2022, pupils across the school will have increased awareness, knowledge and understanding of cyber resilience and internet safety compared with baseline data.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> • School staff to engage with Challenge Questions from HGIOurS – Part 1 to ensure readiness to support pupil participation in self-evaluation for self-improvement. 	Aug 21 – Sep 21	SMT All staff	HGIOurS? Part 1 WTA
<ul style="list-style-type: none"> • Pupils from P4-P7 identified to begin examining Theme 1 – Our Relationships. Pupils plan for process of Plan, Do, Reflect and Share. 	Sep 21 – Jun 22	SMT Acting PT Teaching Staff	HGIOurS? – Theme 1 – Our Relationships. Features of Highly Effective Practice + Plan, Do, Reflect & Share
<ul style="list-style-type: none"> • Staff training on Beyond the Boxall Profile. • Creation of H&WB plans for identified children. • Sharing of plans with Teachers and reviewing these incorporated into the ASN Progress Meetings. 	Aug 21 – Dec 21	Nurture Teacher All Teaching Staff Pupil Support Assistants Acting PT SMT	Boxall Profiles Beyond the Boxall Profile H&WB Plan WTA

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> Revisit and further develop the use of PATHS to promote positive relationships and healthy attitudes. 	Aug 21 – Jun 22	Teaching Staff	PATHS resources
<ul style="list-style-type: none"> Revisit and further develop the implementation of SCES Equality and Inclusion Learning and Teaching. 	Aug 21 – Jun 22	Teaching Staff	SCES Equality and Inclusion Learning and Teaching resources
<ul style="list-style-type: none"> Register for CRIS Special Recognition Badge. Audit practice and plan for improvements. Implement. 	Aug 21 – Jun 22	Sharon Lightfoot (Digital Leader) All Teaching Staff	Education Scotland Special Recognition for CRIS

Evidence of Impact

- Increased pupil engagement with the life of the school evidenced in pupil voice and promotion of children’s rights – evident in baseline data and progress data.
- Greater consistency amongst adults in supporting children’s H&WB evident in Progress Meetings.
- Curriculum developed so that H&WB education is consistently delivered across the school evident in Progress Meetings, in Learner Conversations and in Learning Observations.
- Increased understanding and improved experiences of pupils of equality and inclusion evident in words and actions through monitoring of break-time data.
- Progress with CRIS Special Recognition Badge evident through CRIS audit.

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

NIF Driver	HGIOS?4	Other Drivers
Teacher professionalism School Improvement Parental engagement	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.5 Family learning 3.3 Increasing creativity and employability 2.7 Partnerships	RRS Article 12 (Respect for the views of the child): Article 29 (Goals of education): Article 42 (Knowledge of rights): Developing in Faith Honouring Jesus Christ as the Way, the Truth and the Life Developing as a community of faith and learning Promoting Gospel values Celebrating and worshipping Serving the common good

Expected outcomes for learners which are measurable or observable

- By October 2022, all children across the school will have understanding of Laudato Si' and, appropriate to their stage, be able to explain what it means in St Patrick's Primary to be a Laudato Si' school.
- By June 2022, all children across the school, appropriate to their stage, will understand and articulate their pledge to be Stewards of God's Creation – to love God, look after each other and protect our world.
- By June 2022, Laudato Si' will be incorporated into our IDL planning.
- Identified pupils (from P4-P7) will engage with HGIOurS? Theme 1 – Our Relationships to begin to evaluate the school's baseline and progress with planned improvements.
- By June 2022, pupils across the school will have increased awareness, knowledge and understanding of cyber resilience and internet safety compared with baseline data.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> • Whole staff training on Laudato Si'. 	Aug 21	All School Staff Fr Gerry – Parish Priest	Laudato Si' training presentation created by Claire Coggins (PT)

		and School Chaplain	SCES
<ul style="list-style-type: none"> Whole school prayer service / Mass to pledge to make a Change for Good. 	Sep 21	All School Staff and Pupils Fr Gerry – Parish Priest and School Chaplain	SCES resources – prayer service
<ul style="list-style-type: none"> Incorporate Laudato Si' into planning for IDL across all stages. 	Aug 21 – Jun 22	All Teaching Staff	SCES
<ul style="list-style-type: none"> Pupils from P4-P7 identified to begin examining Theme 1 – Our Relationships. Pupils plan for process of Plan, Do, Reflect and Share. 	Sep 21 – Jun 22	SMT Acting PT Teaching Staff	HGIOurS? – Theme 1 – Our Relationships. Features of Highly Effective Practice + Plan, Do, Reflect & Share
<ul style="list-style-type: none"> Register for CRIS Special Recognition Badge. Audit practice and plan for improvements. Implement. 	Aug 21 – Jun 22	Sharon Lightfoot (Digital Leader) All Teaching Staff	Education Scotland Special Recognition for CRIS

Evidence of Impact

- Learner Conversations include pupils' articulation of their understanding of Laudato Si' in St Patrick's.
- IDL Planning will incorporate Laudato Si'.
- Increased pupil engagement with the life of the school evidenced in pupil voice and promotion of children's rights.
- Progress with CRIS Special Recognition Badge.