Education – Improvement Planning Document

Inverclyde council

Establishment Name: **St. Andrew's Primary School**

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Signatures:

Head of Establishment	Alan Connick	Date	June 2018

Quality Improvement Officer		Date	

Our Vision, Values and Aims

Our Vision:
Working together to ensure an active, fun education which enables learners to use their God-given talents while developing and nurturing new ones, in order to fulfil their potential in every way. At the centre of our work is the good and benefit of every St. Andrew's child. To develop as Responsible Citizens, Successful Learners, Effective Contributors and Confident Individuals we must ensure they are, and feel, Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

<u>**Our Values**</u>

Honesty   **Respect**   **Responsibility**

Our aims:
Working within 'Curriculum for Excellence' we strive to provide the highest quality learning and teaching. We try to ensure that all our children attain and achieve their full potential and acquire the full range of skills and abilities relevant to growing, living and working in the modern world.
We aim for our pupils to become:
SUCCESSFUL LEARNERS   by providing the highest quality learning and teaching to ensure all our children achieve their potential
CONFIDENT INDIVIDUALS by encouraging self-respect, ambition, and a sense of physical, mental and emotional well-being with secure values and beliefs and by valuing and celebrating each child's attainment and achievement.
RESPONSIBLE CITIZENS by developing and fostering positive attitudes and skills for all pupils enabling them to have respect for themselves and others. We aim for our pupils to know and be proud of Scotland and our culture and to explore the culture of other countries.
EFFECTIVE CONTRIBUTORS by encouraging enterprising attitude, resilience, independent learning skills and the ability to work as part of a team.

We aim to get it right for every child and to provide a caring environment in which all children feel safe, healthy, active, respected and responsible, included and nurtured.

We are proud to be part of the Scottish Government's Attainment Challenge to increase the life chances and tackle the attainment gap of those less well off in our country. Around 78% of our pupils live within SIMD 1 and 2 and we have been part of the Attainment Challenge for two years to date. 34% of our pupils qualify to receive a Free School Meal.

Recent feedback from parents commented on our ongoing strength in the care and support we provide for all pupils but we were specially commended for our improvements to learning and teaching, improvements in pupil motivation, progress and achieving their potential as well as the friendly, approachable staff team we have built.

In a separate survey pupils reported that they feel challenged by the learning in our school, that they are treated fairly and that they know how they are progressing in their learning and what they need to do to improve further.

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	• Visible Learning (school and cluster) further development • Cluster /Authority moderation – Numeracy • Full implementation of Authority Literacy and Numeracy Progression Pathways • Literacy Development Plan	• Visible Learning (school and cluster)-continued implementation • Cluster moderation – Writing/ Talking and Listening	• Visible Learning embedded aspect of school
Closing the attainment gap between the most and least disadvantaged children	• Use of PEF for additional staff (teaching and ASN)/new H&Wb Coach role •	• PEF interventions- based on evaluations of success	
Improvement in children and young people's health and wellbeing	• Developing in Faith – RE planning, learning and teaching • New Health and Wellbeing Coach employed • Pupil form of PRPB policy	• Developing in Faith • Pupil PRPB policy reviewed	
Improvement in employability skills and sustained positive school leaver destinations for all young people	• Developing Inverclyde's Young Workforce • Digital Technology/Literacy • Introduction of Spanish as additional language • World of Work events	• World of Work extended through school •	

Pupil Equity Fund –Session 2018-2019

Closing the attainment gap between the most and least disadvantaged children

1. St. Andrew's has a school roll of 239, with 187 children in SIMD 1 and 2 (78.2%), and 75 pupils (31.4%) on free school meals. These figures are significantly higher than the Authority average figures.

2. Our SIMD profile does not lend itself to focus on identifying the attainment gap between SIMD 1 & 2 and 9 & 10. Instead, we have a whole school focus on raising attainment for all pupils. This does, however, also include a specific view of pupils in SIMD 6 – 9.

3. Attendance for St. Andrew's is slightly below the BGE comparator and our Family Group. We continue to implement the Inverclyde Attendance Policy to focus on attendance and to act in specific cases. Our very low exclusion rate, for the second year in a row, reflects the caring, inclusive ethos of St. Andrew's and the high levels of support provided by staff, parents and the school community. This is lower than our Family Group.

4. Our rationale for proposals is to focus on developing staff skills and knowledge, ensuring sustainability of the positive interventions and changes we implemented last session. As a focus school for the Scottish Attainment Challenge since 2015, we have already seen improvements through targeted interventions from visiting staff and we used this model to upskill our own support staff. Our attainment in Literacy and Numeracy in Primary 1 and 4 show increase as a result of increased, targeted support for identified children. We now plan to develop this into second level as we have a dip in our attainment in Primary 7.
To increase pupil involvement in physical activity during PE, after school and during break-times we are employing a Health and Wellbeing Coach.

Inverclyde council

Details of spend				
Amount allocated £104,400				
	Role	£	FTE / hours/No.	
Teaching staff	0.8 FTE class teacher to enable additional support time from SfL teacher	£30,000 (depending on successful candidate)	0.8 FTE	This will enable our SfL teacher to work with increased numbers of targeted groups on planned, focused intervention while also ensuring she is not required to be permanently timetabled for e.g. RCC also enable Nurture teacher to work mor with upper school pupils.
Support staff	3 x ASN to free up additional staff to focus on supporting attainment. This will continue very successful interventions we have had in place this session.	3 x £12056 = £36156	3 x 25 hrs	We have had additional support staff thi session working on focused, planned interventions with pupils. This has achieved a good level of succes and we hope to continue these interventions.
Health & Wellbeing Coach	Support staff and pupils	£26000 approx.		Very positive feedback on this role withir other Inverclyde schools and this staff member would help Support our pupils in developing their skil and also in becoming more ready to learn.
Additional Admin	Additional admin time to support SMT in data collection, attendance info etc.	8 hrs x 10.30 p/w =£82.40 £3296 p/a	8 hrs p/week	With increased data to manage and handle this has been beneficial to suppc SMT in gathering info as well as freeing time for them and teaching staff.

Resources	ICT – 6 laptops	£4200 approx.		Further develop the ICT capacity of the school in line with our increased access to Wi-Fi.
Partners	Osiris Visible Learning training programme	£4000 per year		Ongoing expense
	Catch Up Literacy training for Support Staff	£400 per staff member x 10 = £4000		Specialist training for specific members of support staff to implement Catch Up Literacy targeted support for pupils.
Other	Central funding	£2953		Shared admin/HR costs
Total		£104,400 approx.		

Plan –Session 2018-2019

Priority 1	Improvements in attainment, particularly in literacy and numeracy	
NIF Driver Assessment of children's progress Teacher professionalism School Improvement Performance information	**HGIOS 4** 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions	**Other Drivers** **RRS** Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
• **Increased attainment in Literacy and Numeracy for all pupils through enhanced learning and teaching in Literacy and Numeracy.**

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Revisit/develop our Curriculum Rationale in partnership with all stakeholders	August /September 2018	SMT House Captains/Vice Captains Staff	Visible Learning Plan – 1st and 2nd parts Parental feedback/questionnaires Pupil survey information Visible Learning capability study
1.2. Staff will further enhance their knowledge of Visible Learning and effective learning and	Three In- service days – September, February and May.	Impact Coaches – two staff members Teaching staff	Training delivered by Osiris Guiding Coalition of Impact Coaches, HT and DHT

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
teaching strategies through focused professional learning opportunities.	Action Plan – September 18 – June 19	SMT Support staff House Teams	Working Time Agreement – Curriculum Development allocation of time Staff CLPL Newly developed Visible Learning Action Plan
1.3 Moderation activities – in school, Cluster and Authority	Numerous events throughout session.	HT leads Staff	Time allocated Current staff will support new staff members with moderation model Staff will also support/facilitate other staff in support of HTs training sessions as part of own CPD
1.4 Further develop staff knowledge and expertise in reciprocal and dialogic teaching	From August/September	HT Staff working group All teaching staff	HT to attend training session August 2018 Working group to develop own class practice
1.5 St. Andrew's Literacy Action Plan implemented/evaluated as an ongoing core development of the school.	From August 2018	All staff	Staff meetings Stage meetings Curriculum Development sessions
1.6 Full use of Planning format as developed in 2017-18	Three reports per year – October, February and May.	Teaching Staff SMT	

Evidence of Impact

- Curriculum Rationale created and shared with school community.
- Impact/influence of Visible Learning noted in Learning Talks, learning observations, pupil discussions.
- Introduce SMT meetings to follow progress and Tracking meetings to discuss progress of all pupils and plan interventions as required – minutes of meeting.
- Moderation sessions evaluated by all staff – ongoing recording of impact.
- Principles of Dialogic teaching seen in learning visits and noted
- Literacy Action Plan evaluated and revisited as ongoing matter – outcomes seen in classes
- Increased progress and achievement of level in Listening and Talking

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

NIF Driver	**HGIOS?4**	**Other Drivers**
Teacher professionalism Assessment of children's progress Performance information School leadership	3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions	**RRS** Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
• Reduction in attainment gap in literacy and numeracy – data shows 100% of SIMD 5 and above achieving appropriately. • Improved attainment for pupils with FME, in SIMD 1&2 and LAC. • Increased attendance at school for children with FME, in SIMD 1 and 2 and LAC.

	Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1.	Priority 1 above has this as a central component and main purpose.			
1.2.	Further increase staff skills in the analysis and interpretation of data, including use of the BGE toolkit	August 18 – June 19	SMT Teaching staff	Use of targeted data in Progress meetings to support pupil progress BGE Toolkit Seemis tracking SNSA data and reports

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
			NGRT/SWST results – school have purchased digital format to reduce workload and provide detailed info.
1.3. Introduce Inverclyde Literacy and Numeracy Progression Pathways – full implementation from August	From August 2018	Literacy and Numeracy CMOs	CMOs presentation in September New Numeracy assessments Review progress with pathway throughout year – focused part of Progress meetings.
1.4. Fully implement and monitor the authority Attendance Policy	From August 2018	SMT Admin staff	Attendance Policy 6 weekly meetings to review pupil attendance

Evidence of Impact
• Teaching staff are more able to track and accurately record pupil attainment with support of Pathways • Increased use of data available to all staff to plan for progress – minuted in Progress meetings. • Increased attendance for all pupils • Data shows increase in attainment in literacy and numeracy across the school with increased attainment at all levels – at least 80% achieving appropriately. • Data shows increase in attainment in literacy and numeracy for pupils entitled to free school meals, those in SIMD 1&2 and LAC pupils. • Evidence of improved learning and teaching during class observations – in reference to GTCS standards as well as HGIOS4 Level 5 examples. Follow-up observations of learning to support development. • GIRFEC Action plans show achievement of Targets and progression.

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

NIF Driver	HGIOS?4	Other Drivers
School Improvement Assessment of children's progress Parental engagement	3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions	**RRS** Article 28: (Right to education): Article 31 (Leisure, play and culture): **Developing in Faith** Celebrating and worshipping Honouring Jesus Christ as the Way, the Truth and the Life

Expected outcomes for learners which are measurable or observable

- Increased positive engagement and enhanced playing experiences within playground.
- Children on appropriate GIRFEC Pathway and learning is planned and experienced appropriately.
- Improved Boxall Profile results.
- The centenary of Catholic Education in Scotland is a time of great celebration and worship for our school, Cluster and Parish – pupils will understand the importance of Catholic education in Scotland and their own life.
- Pupils continue to make appropriate progress with their learning at points of transition.

	Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1.	Focus on fully embedding Restorative practice throughout the school.	From August 2018	SMT All staff Parents Pupils	PRPB Policy Educational Psychology input

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.2. Pupil created version of PRPB Policy	By September 2018	DHT House Captains/Vice Captains Parents	Authority PRPB Policy
1.3. New Health and Wellbeing Coach employed through PEF – provides variety of activity sessions to support pupils	From August 2018	H&Wb coach All staff Pupils Parents	PE Framework PEF Ongoing innovation for our school
1.4. Develop Family Learning across the school – within and out with school hours.	From August 2018	Parents CLD Nurture Teacher to take lead across school	Parental Engagement Policy Seek Parent opinions on what they would like to be offered.
1.5 Promote and Celebrate the centenary Year of Catholic schools in Scotland. Further develop St. Andrew's as a Community of Faith through class masses and celebrations, more regular visits to Parish mass.	August 18– December18	All Cluster staff All Cluster children Cluster Parents Cluster Parishes School Chaplain Diocese of Paisley Primary 6 and 7 pupils and staff	Developing in Faith. Planning opportunities. Parish/Cluster events. Pope Francis Faith Award. Raise awareness of the Centenary and develop pupil awareness of the historical importance of catholic education and its significant role in Scotland today. Risk assessments updated

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
			Calendar of religious events agreed (Aug/Sep)
1.6 Review and develop our transition arrangements at P1 and 7 and also throughout school.	August 18 – June 19	All Cluster SMT members – particularly DHTs at early level P1 Teachers P7 Teachers	Tracking information from Pre-5 to Primary and from Primary to Secondary. Progress Meetings between Pre-5 and Primary staff and between Primary and Secondary staff. Share end of year PIPS data

Evidence of Impact

- Improved playground experience for all pupils in school – pupil voice groups gather opinions from pupils, fewer disruptive incidents, lower referrals coming from playground incidents (measure baseline sample and compare against changes).
- All staff confident in reviewing pathways and devising new targets with pupils to ensure continuous progress for all pupils.
- Paperwork will be manageable for all staff
- Promote the message that Catholic Schools are #GoodforScotland as a cultural, historical and educational positive story.
- Increased opportunities for class/school worship and celebration.
- Parent and pupil views on impact/improvement
- Shared progression pathways supporting pupil transition from Pre-5 to primary 1 an P7 to S1 creating smoother and easier transition for pupils.

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

NIF Driver	HGIOS?4	Other Drivers
School Improvement Assessment of children's progress School leadership	3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions	**RRS** Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
• Children have a greater understanding of employability skills and how to articulate them. • Increased opportunities for pupil presentations/assemblies on various topics including DiYW

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Whole school Visible Learning Action Plan focuses on pupils understanding the characteristics of a Good Learner – skills for work	From August	All staff Osiris training Impact Coaches	Osiris training days Curriculum Development sessions
1.2 Introduction of additional language - Spanish	August - June	PT St. Columba's Modern Languages dept.	Online resources Platform resources

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.3 Pupil use of Digital Technologies as increased part of their learning day and curriculum	From August 2018	ICT co-ordinators St. Columba's staff to advise PEF funded ICT equipment	Increased Wi-Fi capacity throughout school Access to laptops Staff meeting time Use of websites e.g. Scratch
1.4 World of Work events	May/June 2019	Staff member to co-ordinate Various partners CLD	Time allocation for staff member Staff meeting Pupil views sought regarding possible employers to visit

Evidence of Impact
- Teachers planning using Inverclyde Employability Skills development grid   - Observations and Learning Conversations with children evidence skills awareness and demonstration.   - Minutes of staff meetings will show plans for pupil involvement and feedback on activities.   - SMT/Teacher progress meetings   - Children comfortable with skills language and able to use.   - Teaching staff include skills development in their teaching.   - Increased partnership working.