**North Ayrshire Council**
Comhairle Siorrachd Àir a Tuath

**Communities and Education Directorate**

**St. Anthony's Primary School**

**Improvement Plan 2022-2023**

BUILDING BRIGHT FUTURES

**Vision, Values and Aims**

## Our Motto
Communitas Praestaniam Quaerens
Working Together For Excellence

## Our Vision
A community of learning where our young people are engaged in experiences that will give them the tools and skill set to participate in an ever-changing society

## Our Aims
- Make a safe, happy and healthy school
- Work with different people to help us with our learning and create opportunities
- To improve our levels and set goals to get better
- Respect the achievements all
- To treat others the way we want to be treated
- Our Catholic school should help pupils to understand and respect each other who believe in different things

## Our Values
FAITH is not hoping God can, it is trusting He will
INCLUDED in all aspects of school life
RESPECT is how to treat everyone, not just those you want to impress
TEAMWORK makes the dream work

St. Anthony's P.S. Saltcoats

**The Catholic Charter**

St. Anthony's Primary School, in honouring Jesus Christ as the Way, the Truth and the Life, will seek to feature the following characteristics as highlighted in the Catholic Charter:-

- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;

- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;

- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;

- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;

- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;

- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;

- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;

- a commitment to ecumenical action and the unity of Christians;

- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;

- a commitment to support the continuing professional and spiritual development of staff.

**BUILDING BRIGHT FUTURES**

**NORTH AYRSHIRE COUNCIL**
**EDUCATION SERVICE IMPROVEMENT PLAN SUMMARY 2022-23**

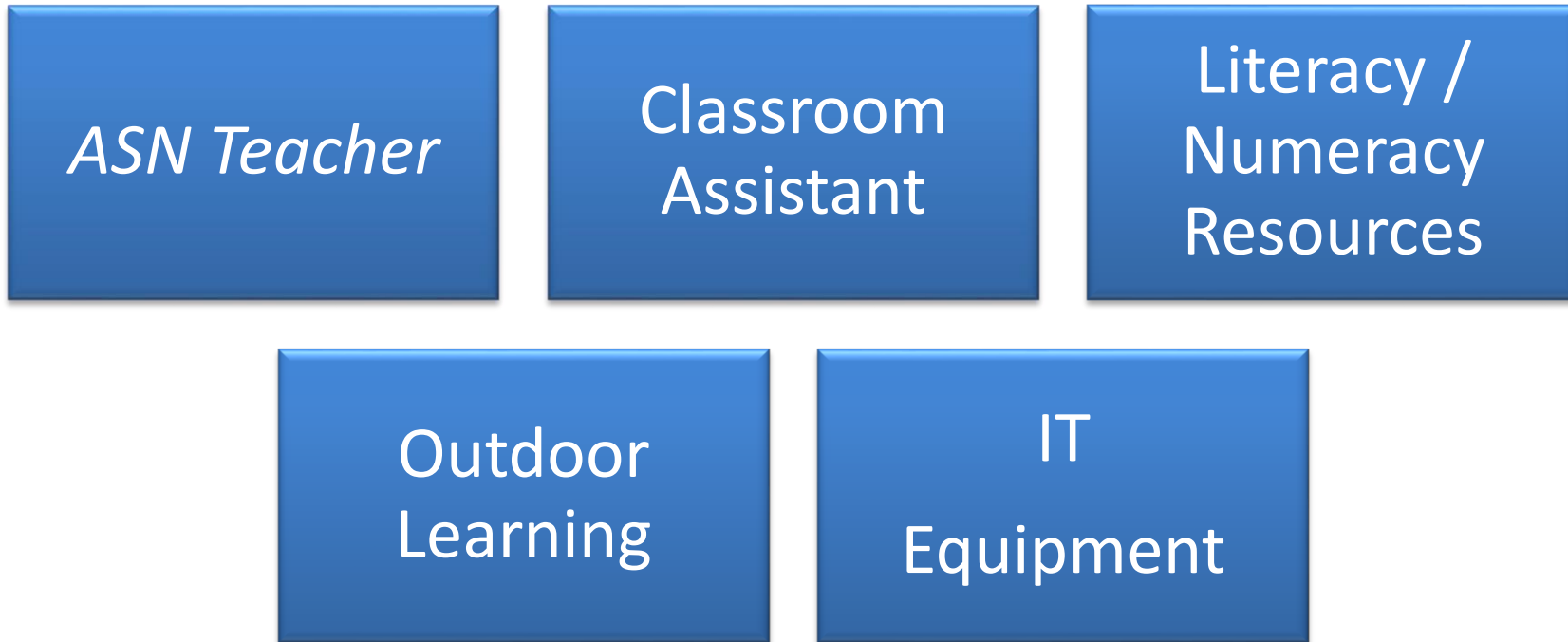North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

The Education Service Improvement Plan is aligned to the 5 priorities of the National Improvement Framework. Individual establishments should create their own plan under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan.
In the diagram below, the orange boxes show the thematic areas under each priority which the service intends to focus on in the year ahead. A full version of the service improvement plan will be published on the Council website.

| | PRIORITY 1 | PRIORITY 2 | PRIORITY 3 | PRIORITY 4 | PRIORITY 5 |
|---|---|---|---|---|---|
| **Priority Area** | Improvement in attainment, particularly in literacy and numeracy | Closing the gap between the most and least disadvantaged children and young people | Improvement in skills and sustained, positive school-leaver destinations for all young people | Improvement in children and young people's health and wellbeing | Placing human rights and needs of every child and young person at the centre of education |
| **Themes** | • Quality learning, teaching and assessment<br>• Raising attainment and achievement | • Interventions to reduce gaps<br>• Specific focus on identified targeted groups, including care experienced learners | • Improved skills<br>• Improved transitions<br>• Partnerships to improve post-school learner outcomes | • Supporting mental health and wellbeing<br>• Supporting physical health and wellbeing<br>• Supporting social and emotional wellbeing | • Supporting children's needs review<br>• Maximising learner voice and participation<br>• Maximising parent/carer involvement and engagement |

| Establishment Priorities | Prioritise and promote the positive mental health and wellbeing of children & young people, parents/carers and staff

NAC Priorities 4 and 5 | We will create high quality indoor and outdoor learning experiences and environments that are fit for the purpose of delivering an innovative learning experiences

NAC Priorities 1, 4 and 5 | We will develop our approaches to the use of digital technologies to improve our learners experiences

NAC Priorities 1 and 3 | We will improve the attainment and achievement in Literacy of our children and young people through development of the NAC Literacy Strategy

NAC Priorities 1, 2 and 5 | We will improve the attainment and achievement in Numeracy of our children and young people through development of the NAC Numeracy Strategy

NAC Priorities 1, 2 and 5 |
|---|---|---|---|---|---|
| **Thematic areas** | • Supporting mental health and wellbeing<br>• Supporting social and emotional wellbeing<br>• Supporting children's needs review<br>• Maximising learner voice and participation<br>• Maximising parent/carer involvement and engagement | • Quality learning, teaching and assessment<br>• Raising attainment and achievement<br>• Supporting mental health and wellbeing<br>• Supporting social and emotional wellbeing<br>• Supporting physical health and wellbeing<br>• Maximising learner voice and participation<br>• Maximising parent/carer involvement and engagement | • Quality learning, teaching and assessment<br>• Raising attainment and achievement<br>• Improved skills | • Quality learning, teaching and assessment<br>• Raising attainment and achievement<br>• Interventions to reduce gaps<br>• Specific focus on identified targeted groups, including care experienced learners<br>• Supporting children's needs review<br>• Maximising learner voice and participation<br>• Maximising parent/carer involvement and engagement | • Quality learning, teaching and assessment<br>• Raising attainment and achievement<br>• Interventions to reduce gaps<br>• Specific focus on identified targeted groups, including care experienced learners<br>• Supporting children's needs review<br>• Maximising learner voice and participation<br>• Maximising parent/carer involvement and engagement |
| | Articles 2, 3, 6, 12, 16, 17, 19, 20, 23, 24, 25, 27, 28, 29, 31, 35, 36, 37 and 39 | Articles 28, 29 and 31 | Articles 13, 24, 28, 29 and 31 | Articles 12, 13,17, 28 and 29 | Articles 12, 13,17, 28 and 29 |

Here is an overview of how we intend to use our **Pupil Equity Funding** to support improvement:

*ASN Teacher*

Classroom Assistant

Literacy / Numeracy Resources

Outdoor Learning

IT Equipment

| Establishment Strategic Priority: | | | Prioritise and promote the positive mental health and wellbeing of children & young people, parents/carers and staff | | | Linked to Service Priority: 4 and 5 |
|---|---|---|---|---|---|---|
| **Thematic Area** | **HGIOS 4 HGIOE LC** | **Supported through PEF? Y/N** | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** *What will change for our learners?* | **Measurement** *How will we measure impact?* |
| • Supporting mental health and wellbeing <br> • Supporting social and emotional wellbeing <br> • Supporting children's needs review <br> • Maximising learner voice and participation <br> • Maximising parent/carer involvement and engagement <br><br> **High Level Objective** <br> A whole school approach will be taken to MHWB across the school community in conjunction with key partners which is exemplified in our School's Vision, Value and Aims and Rationale | QI 1.3 <br> QI 2.1 <br> QI 2.4 <br> QI 3.1 | No | • Revisit our School's Vision, Value and Aims and Rationale <br> • Raise awareness of what a whole school approach is <br> • Implement readiness checklist for school <br> • Devise implementation plan. <br> • Raise awareness and develop the 8 Principles within the school <br> • Revisit and update positive relationships policy <br> • Audit resources for learning and teaching that promote resilience and support mental health and well being <br> • Continue to empower children to participate and use their voice to make positive decision which affect them and others. <br> • Supporting staff professional learning and development in order to ensure their own and others' wellbeing <br> • Identifying need and monitoring impact of interventions <br> • Working with parents, carers and the wider community <br> • Targeted support and appropriate pathways to the right support | • 17th August 2022 In-service for staff <br> • 19th Sept '22 In-service for staff <br> • PASS Data ( September and May) <br> • 22nd November '22 In-service for staff ( Pillars, Action Plan and Audit resources ) <br><br><br><br><br><br> • PASS data analysis and STINT paperwork | • Increased pro social behaviour <br> • Increased self esteem <br> • Pupil welfare is promoted <br> • Children feel valued and listened to <br> • Academic achievement improved <br> • Improved resilience <br> • An openness to share without judgement about their feelings <br> • Children's rights are realised and upheld | • PASS data <br> • Termly My Word Triangle <br> • Pupil daily check ins <br> • Pupil audit |

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| | | | • Participate in Children's Mental Health, 'Growing Together,' Week 2023 February 7th to February 13th. | • FLT - Mental Health Improvement: A practical approach<br>• FLT Using food and healthy lifestyles as a focus for learning<br>• Family Connect<br>• Jigsaw Group<br>• Referrals and interventions from The Exchange, CAMHS, Educational Psychologist, Family Centred Wellbeing Support Team and NAC Counselling Service, ERS Base support  etc. | | |

| Establishment Strategic Priority: | | | We will create high quality indoor and outdoor learning experiences and environments that are fit for the purpose of delivering an innovative learning experiences | | | Linked to Service : Priority: 1, 4 and 5 |
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| **High Level Objectives** | **HGIOS 4 HGIO ELC NIF** | **Supported through PEF? Y/N** | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** *What will change for our learners?* | **Measurement** *How will we measure impact?* |
| • Children will experience a wide and varied set of contexts in which to learn both inside and outside the classroom which is exemplified in our School's Vision, Value and Aims and Rationale<br><br>• The school community will make effective use of the learning environment, including outdoor learning opportunities | QI 1.2 2.2 2.3 3.1 3.2<br><br>NIF 1,2, 3 and 5 | Yes | • Revisit our School's Vision, Value and Aims and Rationale<br>• Cluster Priority- Jo and Christine to work with cluster and establish priority and moderation focus<br>• Planning documents will highlight outdoor learning experiences using the Education Scotland tree symbol<br>• Staff have opportunities to share their outdoor learning practice<br>• Pre intervention questionnaire- staff experience/knowledge, resources, evaluation of outdoor space<br>• CPD for Teaching Staff and Classroom Assistants<br>• Further develop and use outdoor grab and go boxes<br>• Continue to develop the gardening club/council<br>• Acquire new equipment<br>• Introduce an outdoor learning evaluation into the school's planning framework<br>• Develop an outdoor learning policy<br>• Partnership activities with our wider community<br>• FLT – Family Homework Club<br>• FLT Outdoor Learning sessions<br>• FLT – John Muir Family Award<br>• Apply for Food for Thought Grant to be used for sustainable development education | • 17th August In-service for staff<br>• 19th September '22 In-service for staff<br><br>• August '22<br><br>• August '22 (Collegiate session)<br><br>• September '22 (Collegiate session)<br><br>• August 2022 – June 2023<br><br><br><br>• August '22<br><br>• August 2022 – May 2023 ( Working Groups)<br><br>• August 2022 – June 2023<br><br>• August 2022 – June 2023 | • Enhanced learning experiences and outcomes for children through effective use of the outdoors<br>• All children will have the opportunity to participate in a range of creative outdoor learning experiences<br>• Outdoor learning is a regular, progressive, curricular –led experience for all learners<br>• Outdoor learning will be embedded within the curriculum<br>• Increased staff confidence about delivering outdoor learning using the school grounds and the local area<br>• Increased enjoyment of learning and teaching outdoors<br>• Outdoor spaces will be used to promote positive relationships and wellbeing with pupils and staff. | • Staff and pupils evaluate outdoor learning experiences and appropriate next steps are identified<br>• Feedback from parents and community members<br>• Observations<br>• Pre and post questionnaire data<br>• PASS Data<br>• Evaluations of CLPL<br>• Termly Planner Evaluations<br>• FLT Data |

| Establishment Strategic Priority: | | | We will develop our approaches to the use of digital technologies to improve our learners' experiences | | | Linked to Directorate: Priority: **3 and 4** |
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| **High Level Objectives** | **HGIOS 4 HGIO ELC NIF** | **Supported through PEF? Y/N** | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** *What will change for our learners?* | **Measurement** *How will we measure impact?* |
| • To improve the quality of learning and teaching in Digital Technologies and is exemplified in our School's Vision, Value and Aims and Rationale | QI 1.2 1.3 2.2 2.3 2.5 2.6 3.2 3.3  NIF 1-6 | Yes | • Revisit our School's Vision, Value and Aims and Rationale<br>• Review Digital Technologies planners introduced last session<br>• Gather learners' views using digital tools and platforms where appropriate<br>• Digital tools are used for tracking, monitoring, summarising and analysing data<br>• Continue to identify training needs or new, and current members of staff for Digital Technologies<br>• Staff have opportunities to share their digital practice with others<br>• Learners can access digital devices to learn, when and where appropriate across all areas of the curriculum and the four contexts of learning<br>• We will work with parents/ carers to share the digital tools/platforms that are being used and ensure that the digital tool/ platforms are accessible and that parents/ carers have the necessary digital skills to access the platforms<br>• Parents/ carers have access to digital tools/ platforms that allow them to see how learners are progressing and what the learners next steps are in learning<br>• Complete Education Scotland 'Features of highly effective Digital Learning, Teaching and Assessment in Schools' self- | • 17th August 2022 In-service for staff<br>• Jamboard feedback on Technology Planners January/February 2023<br>• August 2022 – June 2023 ( Assessment Calendar)<br>• 17th August In-service for staff - Microsoft Forms<br>• August 2022 – June 2023<br>• August 2022 – June 2023 ( Collegiate sessions )<br>• August 2022 – June 2023<br><br><br>• Parents' Evening September/ October 2022 – Drop in session on digital platforms<br><br><br>• October/November 2022 | • Digital learning permeates all areas of the curriculum<br>• Children become more independent in their learning through the use of digital technologies<br>• Learning is enriched and supported by the use of digital technologies<br>• Children understand the importance of developing their own digital skills for learning, life and work<br>• Pupils become more digitally literate and have an opportunity to become digital innovators and leaders<br>• Teachers' skills and confidence are increased to ensure effective pace and challenge for pupils<br>• To further develop our World of Work | • Quality Assurance paperwork from classroom observations and pupils focus groups.<br>• Pre and post self-evaluation feedback from staff and pupils<br>• Feedback from parents/carers about Internet Safety and Information Sessions<br>• Continue to work towards achievement of Digital Schools Awards<br>• Completion of Education Scotland 'Features of Highly Effective Digital Learning, Teaching and Assessment in Schools' self-evaluation pro forma and appropriate next steps identified |

| | | | | Actions | Timescale | Measures of success | |
|---|---|---|---|---|
| | | | evaluation pro forma<br>• Maintain and update resources to support delivery of Digital Technologies<br>• FLT – Young STEM Leader Award sessions<br>• FLT – Internet Safety – 1 Session<br>• Continue to develop and enhance role of Digital Leaders working towards the Digital Schools Awards<br>• Continue to promote links to work through STEM focus week and 'World of Work' activities<br>• Staff engage with CLPL opportunities offered by NAC | • August 2022- June 2023<br><br>• Term 3 2022-2023<br><br>• Term 1 2022-202<br>• Weekly Pupil Councils August 2022- June 2023<br><br>• Yearly Planner Focus weeks | activities, providing a greater variety of workshops and guest speakers. In addition, introduce a placement programme for our children<br>• Pupils to achieve the Young STEM Leader Award<br>• Whole school community will have a deeper understanding of safer internet use<br>• Teachers have improved skill in data analysis to inform next steps for pupils<br>• Creative digital teaching approaches are used to engage pupils<br>• Parents / carers will have opportunities to engage in digital information sessions | |

| Establishment Strategic Priority: | | | We will improve the attainment and achievement in Numeracy of our children and young people through development of the NAC Numeracy Strategy | | | Linked to Service : Priority: 1, 2 and 5 |
|---|---|---|---|---|---|---|
| **High Level Objectives** | **HGIOS 4 HGIOELC NIF** | **Supported through PEF? Y/N** | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** *What will change for our learners?* | **Measurement** *How will we measure impact?* |
| • To improve the quality of learning and teaching in numeracy <br> • Attainment in numeracy is improving over time <br> • There is equity for all learners <br> • Achievements are recognised and celebrated <br> • Effective use of assessment by staff and learners to maximise success and achievement | 1.2 2.3 2.4 2.5 3.2 <br><br> NIF 1-6 | Yes | • PLA Interventions <br> ➢ Classroom Assistants supporting Numeracy <br> ➢ In-service Problem Solving Early / First <br> ➢ In-service Problem Solving First /Second <br> ➢ In-service Maths Mindset /Anxiety <br> ➢ Whole school twilights Back to Basics Addition and Subtraction <br> ➢ Whole school twilights Back to Basics Multiplication and Division <br> ➢ Whole school twilights Back to Basics Fractions and Decimals <br> ➢ Numeracy and Maths Strategy – Jo and Christine to facilitate and identify an area to develop from the new Numeracy and Maths Strategy <br> ➢ Number Sense Intervention <br><br> • Inclusive Pedagogies for Numeracy <br><br> • Develop/ Review consistency guide for Numeracy and Mathematics <br> • Continue to develop staff's awareness of Dyscalculia through the NAC policy | • 25th August – 15th December 2022 <br> • 22nd November 2022 <br><br> • 22nd November 2022 <br><br> • 14th February 2023 <br><br> • 29th September 2022 <br><br><br> • 28th November 2022 <br><br><br> • 19th January 2023 <br><br><br> • TBA <br><br><br><br><br><br> • 22nd November 2022 – 17th May 2023 <br> • 1st November 2022 and 17th January 2023 | • Consistent approach to teaching and learning in Numeracy and Mathematics <br> • Increased attainment <br> • Upskilled classroom assistants <br> • Strategies to promote a positive maths mindset <br> • Targeted pupils will undertake the Reading Recovery Programme to raise attainment <br> • Consistent approach in teaching ensuring skills progression and appropriate pace of learning <br> • Increased confidence in gathering appropriate evidence and professional judgement. Early identification of pupils with literacy difficulties | • PLA Pre and post interventions/ assessments / questionnaires <br> • PLA Base line assessments <br> • SNSA and GL Data <br> • Classroom Observations <br> • Pupil sampling <br> • Consistency in marking and feedback <br> • Moderation activities |

| Establishment Strategic Priority: | | | We will improve the attainment and achievement in Literacy of our children and young people through development of the NAC Literacy Strategy | | | Linked to Service : Priority: 1, 2 and 5 |
|---|---|---|---|---|---|---|
| **High Level Objectives** | **HGIOS 4 HGIOELC NIF** | **Supported through PEF? Y/N** | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** *What will change for our learners?* | **Measurement** *How will we measure impact?* |
| • To improve the quality of learning and teaching in Literacy<br>• Attainment in Literacy is improving over time<br>• There is equity for all learners<br>• Achievements are recognised and celebrated<br>• Effective use of assessment by staff and learners to maximise success and achievement | 1.2<br>2.3<br>2.4<br>2.5<br>3.2<br><br>NIF 1-6 | Yes | • Implement Phonological Awareness Policy<br>• Update and implement Learning and Teaching Policy<br>• Devise Reading, Writing and Spelling Policy<br>• Devise a marking consistency guide for Writing<br>• Devise a criterion for the assessment of Writing<br>• Update Talking and Listening Policy<br>• PLA Interventions<br>    ➢ Attention and Listening Across the School<br><br><br>    ➢ Talk Boost 1<br>    ➢ Talk Boost 2 | • August 2022- June 2023<br><br><br><br><br><br><br><br><br>• Pre Intervention 31st August 2022<br>• Mid Intervention 12th October 2022<br>• Post Intervention 14th December 2022<br><br>• In-service 22nd November 2022 | • Consistent approach in teaching ensuring skills progression and appropriate pace of learning<br>• Increased confidence in gathering appropriate evidence and professional judgement.<br>• Early identification of pupils with literacy difficulties.<br>• Dyslexia testing in T3 for P3 who are not achieving as expected | • Pre and post intervention assessments<br>• PM Benchmarking Reading<br>• SNSA and GL Data<br>• Classroom Observations<br>• Pupil sampling<br>• Consistency in marking and feedback<br>• Moderation activities |