



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Proud to be **apse** Overall Council of the Year 2017

Education and Youth Employment

St. Bridget's Primary School, EYC and ESR Base Improvement Plan 2019-20



Vision, Values and Aims

OUR VISION

That children, staff and parents work actively in partnership to enable all to realise their full potential. We all strive to be the best we can be.

OUR VALUES

Our core values are those of justice, courage, respect, compassion, responsibility and integrity. Our 'Code of Conduct' is based on three principles: Be Kind, Be Safe, and Be Responsible.

OUR AIMS

In St. Bridget's Primary School & Early Years Class we aim:

- to form an effective and supportive partnership between pupils, parents, school staff, other agencies and the community to support the development of each learner's academic and social skills.
- to create a safe, secure, happy, exciting and hardworking atmosphere which supports the development of the whole learner, so that they are challenged, make good progress and achieve their full potential.
- to promote a positive attitude in our school community with an emphasis on self-respect, self-discipline, respect for others, good manners and confidentiality.
- to build upon the learner's existing knowledge, skills and understanding to prepare them for each stage of their learning and life.
- to offer equality of opportunity for all within an inclusive environment.
- to offer a curriculum which gives all learners the opportunity to develop a variety of skills taking into account differing needs, interests and levels of development and attainment.
- to maintain a curriculum in which the teaching of skills and knowledge is planned, broad, balanced, relevant, exciting to learners and shows progression.
- to develop the thinking skills of all pupils, providing opportunities for independent learning within a supportive, fair and positive environment.

Council Priorities:

The Council strategic priorities for 2019-24 are detailed below:

Aspiring Communities

- ▶ Active and strong communities
- ▶ Children and young people experience the best start in life
- ▶ Inclusive, growing and enterprising local economy
- ▶ People enjoy good life-long health and well-being
- ▶ People and communities are safe

Inspiring Place

- ▶ Effective infrastructure and digital connectivity
- ▶ Affordable, modern and well-designed homes that meets residents' needs
- ▶ Vibrant, welcoming and attractive places
- ▶ A sustainable environment

National Improvement Framework:

The National Improvement Framework for Education is designed to help us deliver the twin aims of excellence and equity; galvanising efforts and aligning our collective improvement activities across all partners in the education system to address our key priorities. These priorities remain as:

- **Improvement in attainment, particularly in literacy and numeracy**
- **Closing the attainment gap between the most and least disadvantaged children**
- **Improvement in children and young people's health and wellbeing**
- **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

EDUCATION & YOUTH EMPLOYMENT

DRAFT COUNCIL PLAN 2019-24

Delivery Plan 2019-20

Aspiring Communities - A society where everyone has the same life chances to grow, prosper and have fulfilling and healthy lives.

What we'll do to ensure our children and young people experience the best start in life

We will create the conditions for our children and young people to access the highest quality learning experiences from ages 3-18.

1. We will create high quality indoor and outdoor learning environments that are fit for the purpose of delivering an innovative education service, including an expansion of Early Learning and Childcare to 1140 hours across the NAC early years estate.
2. We will build strong collaborative partnerships to ensure we deliver a high quality education service for our children and families.
3. We will develop continuous professional learning pathways that build the capacity of our staff and create future leaders of service delivery and learning that ensure high quality experiences and the best possible outcomes for our children and their families.

We will support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.

1. We will continue to design and implement programmes to achieve excellence and equity for our learners, with a clear focus on reducing the poverty-related attainment gap.
2. We will improve the attainment and achievement of our children and young people through high quality learning and teaching in our schools.
3. We will ensure our children and young people are equipped with the right skills for learning, life and work and that high numbers of our school leavers are entering positive and sustained post-school destinations.

We will offer opportunities to our young people and their families to play a more active role in school life and encourage more participation in learning.

1. We will implement a refreshed Parental Engagement Policy across the education service.
2. We will build on our well-established programmes to support families with their child's learning.
3. We will ensure our children, young people, staff and communities are empowered to shape the education service in our schools.

We will work with all young people to build their resilience, supporting their mental health and physical well-being.

1. We will develop a coherent mental health strategy in partnership with other agencies.
2. We will continue to extend our nurturing approaches and access to counselling in our schools.
3. We will focus on promoting positive relationships.

Strategic Plan 2019-20: St. Bridget's Primary School, EYC and ESR Base

School Priorities	Introduction of Visible Learning (Ed. Psych.) / Growth Mindset (Teach Mindset)	Further refine our approaches to the use of data and research to inform effective learning and teaching.	Raise attainment and achievement for all learners (with a specific focus on reducing poverty-related attainment gap) in Maths and Numeracy)	<i>Refer to ESR Improvement Plan (page appended)</i>
High Level Objectives	<p>Shared and consistent understanding of the importance of visible learning for staff, pupils and parents/carers.</p> <p>Upskill all staff in the art of effective feedback in order to reduce the gap in learning.</p> <p>Develop mental resilience in all stakeholders and ensure a growth mindset is utilised to raise attainment and help close the attainment gap.</p>	<p>Use benchmarks, milestones, Teachers' Professional Judgement, national standardised assessments and moderation to support continuous improvement.</p> <p>Qualitative and quantitative data will be collected and utilised for targeted groups and will cover all interventions.</p>	<p>Enrich the quality of learning experiences and raise attainment and achievement in Numeracy/Maths.</p> <p>Qualitative and quantitative data will be collected and utilised for targeted groups to tackle any issues around poverty-related gaps.</p>	

Strategic Plan 2019-20: St. Bridget's Primary School, EYC and ESR Base

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

*1.2 teacher -
raising
attainment*

1.0 EYP - raise
attainment at
Early Level

IT equipment
to enhance L.
& T.

HWB/Music
resources &
equipment

Provision of
Art Therapy

			<p>JP will work with each school's children and parents/carers to baseline knowledge on growth mindset then deliver a workshop. Following this, teachers in locality groups will devise lesson/activities around Growth Mindset.</p> <p>In cluster groups teachers will evaluate value of activities and note strengths/ challenges and decide next steps to suit their school context. This will be repeated once more to ensure validity.</p>		<p>Children take responsibility for their own learning</p> <p>Consistency across the school and cluster particularly at points of transition.</p> <p>Children will be more resilient and bounce back because they will have the tools and strategies to understand that mistakes are part of learning process. Mental resilience is greatly improved.</p>	<p>The impact of this will be the answers contained within questionnaires which will evidence a positive mindset.</p> <p>PASS tests will evidence a positive approach to school and learning.</p>
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School Strategic Priority 2:		Further refine our approaches to the use of data and research to inform effective learning and teaching.				Linked to Directorate Priority: 1-3
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement
<p>Use benchmarks, milestones, Teachers' Professional Judgement, national standardised assessments and moderation to support continuous improvement</p> <p>Qualitative and quantitative data will be collected and utilised for targeted groups and will cover all interventions</p>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2</p> <p>NIF 1 NIF 2</p>	yes	<p>School Leadership Plan further activities to support teachers to become familiar with the Benchmarks – school QAMSO to take major role. Develop ways to effectively use the Benchmarks to support teacher professional judgement of achievement of a level. Use test of change methods to analyse impact of PEF interventions. Look outwards within the cluster/locality and beyond to find/share best practice.</p> <p>Teacher Professionalism Data coach to train teachers in more effective analysis of standardised data, identification of next steps and putting these into practice. QAMSO to lead moderation opportunities within planned NCCT and Collegiate times.</p> <p>Assessment of Children's Progress/Performance Information Teachers will use a variety of class assessments, standardised assessments, moderation and benchmarks to assess individual pupil progress.</p> <p>PEF-funded teacher will lead</p>	Data Coaches	<p>Teachers will make confident and accurate judgements when a pupil achieves a Level. Pace of learning and teaching will be increasingly challenging pupils. Interventions will be measured effectively for impact to ensure they are working. Pupil attainment and achievement will increase particularly for target group(s).</p> <p>Teachers will confidently analyse and use standardised test data to back up professional judgements and to support and challenge pupils.</p> <p>Best practice will be shared across the school. Standards will be discussed and compared across schools.</p> <p>Termly Pupil Progress meetings will take place with groups of teachers in classes/levels and will focus on discussion of assessment evidence and the Literacy and Numeracy benchmarks. Next steps will be clearly identified and taken forward to support and challenge pupils.</p>	<p>Termly trackers and Pupil Progress meeting minutes will demonstrate that almost all pupils are on track with their learning. Pupils requiring support or challenge are clearly identified and strategies put in place.</p> <p>Teacher analysis and professional dialogue will demonstrate understanding of the data and how next steps will be taken forward.</p> <p>School Collegiate/NCCT calendar will highlight whole staff activities and departmental activities.</p> <p>Teachers' professional judgement and standardised assessment data, minutes of Pupil progress meetings, learning discussions with pupils and evaluations of learning and teaching will evidence a range of assessments being used to make accurate judgements of pupil progress.</p>

		<p>development of measurement assessments/tests of change to assess the impact of PEF interventions on individual pupil progress.</p> <p>School Improvement All staff will be involved in evaluating the impact of targeted interventions using the school QA activities and HGIOS 4/HGIOELC.</p> <p>Parental Engagement Parents will receive opportunities to participate in workshops and information sessions. They will be alerted to any new procedures and results through our regular whole school communications. Parental feedback will be sought on a regular basis.</p>		<p>Appropriate measurements, qualitative and quantitative, will be used to measure impact.</p> <p>All staff will be able to evaluate, articulate and evidence the impact of targeted interventions.</p> <p>Parents will feel further valued and will be increasingly more confident and knowledgeable about engaging with their child in curricular activities at home.</p>	<p>PEF measurement data will evidence impact.</p> <p>Professional dialogue with teachers, minutes of collegiate meetings and evidence of whole-school self-evaluation activities will show impact of SIP priorities.</p> <p>Discussion with focus group of parents will evidence impact. Exit passes from workshops and oral reporting will inform next steps.</p>
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School Strategic Priority 3:		Raise attainment and achievement for all learners (with a specific focus on reducing poverty-related attainment gap) in Maths and Numeracy)				Linked to Directorate Priority: 1 - 3
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement
<p>Enrich the quality of learning experiences and raise attainment and achievement in Maths/ Numeracy .</p> <p>Qualitative and quantitative data will be collected and utilised for targeted groups to tackle any issues around poverty-related gaps.</p>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.2</p> <p>NIF 1 NIF 2</p>	Yes	<p>School Leadership DHT will lead staff in an audit of current Maths/Numeracy provision across the school. Priorities for improvement will be identified and an action plan (inwards, outwards, forwards) created and taken forward.</p> <p>Develop and implement evidence-based targeted Maths/Numeracy interventions with a focus on closing the gap, improving attention skills and motivating all in Maths/Numeracy from EYC to P7</p> <p>Staff will work in partnership with DHT (Maths Coordinator) to lead whole school events and initiatives.</p> <p>Teacher Professionalism All staff will participate in training to improve their Maths/Numeracy skills and expertise led by SMT and/or PLA. Staff collegiate meetings will provide the forum for continual professional dialogue. Involvement of SLT to assist with pupils with specific needs.</p> <p>Staff at Second Level will volunteer to participate in moderation of Maths/Numeracy with Secondary</p>	PT to lead	<p>Raised attainment in Maths/Numeracy – almost all pupils will achieve expected levels by end of P1, P4 and P7. Improved basic numeracy levels across whole school.</p> <p>Pupils will benefit from more effective engagement at home. Increased positive partnerships with parents.</p> <p>Pupils will benefit from the improved skills of teachers and classroom assistants.</p>	<p>Information from teacher plans and evaluations, learning discussions with pupils and class observations will demonstrate the action plan being taken forward and high quality learning experiences being provided for pupils.</p> <p>Staff report targeted pupils attaining higher and achieving greater success.</p> <p>DHT will develop a means of capturing and measuring data from the activities. A clear plan for the projects will be in place.</p> <p>Teachers report greater confidence in delivering all elements of the Maths/Numeracy curriculum post-training and moderation activities. Professional dialogue with teachers and classroom assistants will show increased confidence of staff in delivering strategies to raise attainment.</p>

		<p>colleagues.</p> <p>School Improvement Our updated Maths/Numeracy planner, Early to Second Level, will be fully implemented and evaluated against the new benchmarks by January 2020. New EYC (NAC) planning to be piloted further.</p> <p>Assessment of Children's Progress/Performance Information Benchmarks for Maths/Numeracy will be used alongside teacher professional judgement, specific resource assessments and moderation activities, to assess if a pupil has achieved a Level.</p> <p>Pupils likely to be affected by poverty will be identified once again. Staff will ensure that this group have the same opportunities as their peers.</p> <p>Parental Engagement Targeted parents will work alongside pupils at after-school clubs. Family Learning Team worker will work in partnership with PEF teacher and DHT to plan family after-school club(s). Parents will participate in training/workshops on a range of Maths/Numeracy -themed subjects but others will include ICT, sewing, cookery, mindset and Visible Learning.</p>		<p>There is equity of opportunity for all pupils and any barriers to learning are removed or reduced.</p> <p>Confident teacher judgements together with benchmarking and an appropriate range of assessments will lead to improvements in pupil attainment.</p> <p>Parents will have the knowledge, understanding and skills to engage effectively with their children at home.</p> <p>Parents will develop new skills to benefit the whole family and increase chances of accessing employment/training.</p> <p>Parents will participate in fun and engaging activities with their children at home.</p> <p>Impact of interventions will be tracked effectively. This will lead to improved outcomes for pupils and their families.</p>	<p>NAC termly trackers and Pupil Progress meeting minutes and evidence (video, photographic, written) will demonstrate raised attainment and achievement.</p> <p>Consistent approaches will be more evident in observations of learning and teaching, in plans, and in discussion with teachers and pupils.</p> <p>Attainment discussed at Pupil Progress meetings. New benchmarks and teacher professional judgement used to assess achievement of a level. Discussions will give particular focus to target groups to ensure equity.</p> <p>Engagement, involvement and satisfaction will be evidenced on exit passes from workshops.</p> <p>EYC staff will seek views from parents to assess impact and establish next steps.</p>
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