



Communities and Education Directorate

St. Bridget's Primary School

Improvement Plan 2021-2022

ST. BRIDGET'S



+UT OMNES UNUM+



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 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 learners' 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.

The North Ayrshire Annual Improvement Plan

The North Ayrshire Education annual improvement plan sets out our priorities for the year ahead in pursuit of the joint aims of achieving excellence and equity for our learners. It takes account of the feedback from consultation with our stakeholders across the Council and community and ensures the delivery of the locally agreed priorities of the Council Plan and the nationally agreed priorities of the National Improvement Framework. In the delivery of this plan, we will work in close partnership across the Council and communities of North Ayrshire and as part of the South West Educational Improvement Collaborative (SWEIC).

The COVID-19 pandemic has presented us with a fresh set of challenges and this plan reflects this new evolving context. Therefore, this is a plan like no other previously devised. However, as well as the context, it draws on the rigorous self-evaluation undertaken in establishments and across the service of the progress towards the previous year's plan. The process of arriving at the service level priorities and strategic actions included engagement of Head Teachers and the service leadership team in evaluation and planning sessions. At school level, this exercise was repeated with pupils, staff, parents/carers and key partners.

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

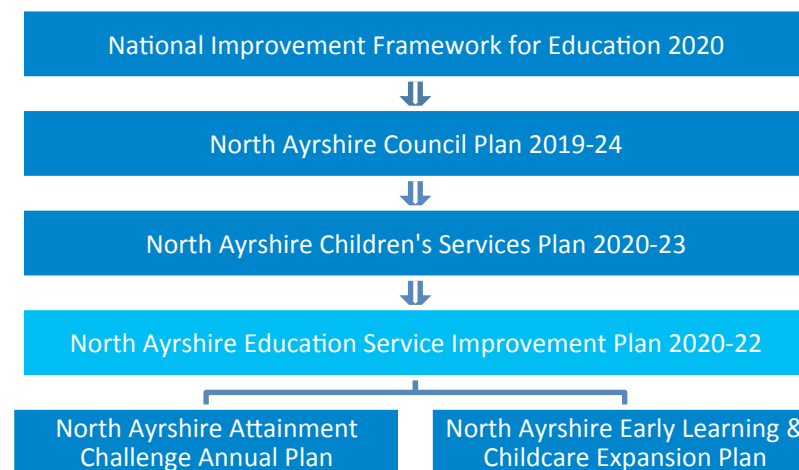
National Improvement Framework:

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**

Alignment to Local and National Plans

This plan is aligned to local and national plans as follows:



COMMUNITIES & EDUCATION DIRECTORATE

COUNCIL PLAN 2019-24

Education Service Delivery Plan 2021-22

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 experiences and 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 ensure our learning estate provides a safe environment in the context of COVID-19.
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. In response to COVID-19, we will redesign and implement programmes to achieve excellence and equity for our learners, with a clear focus on reducing the poverty-related attainment gap.
2. In the context of COVID-19, we will maintain a focus on high quality learning, teaching and assessment in our schools, including in-school and remote learning contexts.
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 further refine our draft Parental Engagement Policy.
2. We will build on our well-established programme to support families with their child's learning, considering the additional demands resulting from COVID-19.
3. We will ensure our children, young people, staff and communities are empowered to shape the education service in our schools.
4. We will develop and implement a clear communications strategy to ensure all stakeholders are kept informed of developments, strategy and policy.

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

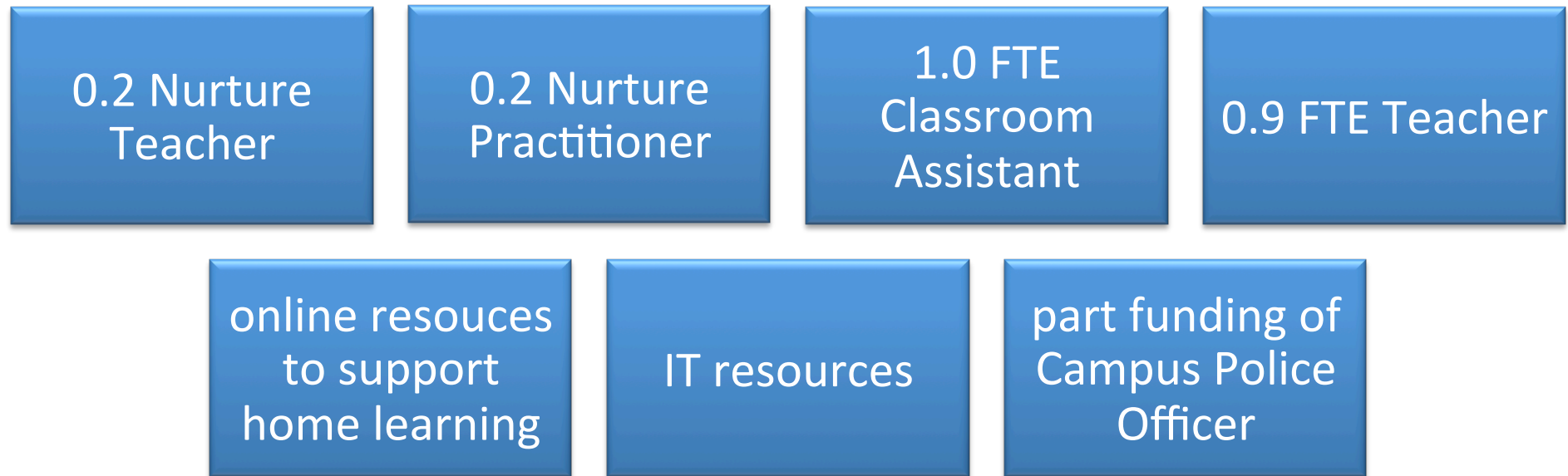
1. We will develop a range of wellbeing supports and advice for staff to ensure they are able to meet the needs of our children and young people.
2. We will develop a comprehensive approach to supporting mental health and wellbeing in partnership with other agencies, cognisant of the impact of COVID-19.
3. We will continue to develop our nurturing approaches and review provision in light of the potential impact of COVID-19.
4. We will focus on promoting positive relationships.

Strategic Plan 2021-22: St. Bridget's Primary School

<p>School Priorities</p>	<p>We will encourage children and their families to be actively and creatively involved in the life of the school and in the learning at school and at home</p>	<p>Deliver equitable provision and improved outcomes for all to raise attainment and achievement in Literacy</p>	<p>Deliver equitable provision and improved outcomes for all to raise attainment and achievement in Maths and Numeracy</p>	<p>Develop and fully integrate our 1+2 programme across the whole school and EYC</p>
<p>High Level Objectives</p>	<p>“How Good is OUR School” whole-school pupil and staff committee created to engage in reflective, evaluative dialogue around our school to question, confirm and change current practice.</p>	<p>Develop clear and concise policy and programmes for Literacy pathways</p> <p>Ensure high quality learning and teaching is taking place in all classes providing support and challenge for all</p> <p>Ensure quality resources are available for the whole of the Literacy curriculum</p> <p>Ensure levels of attainment and achievement are improving for all learners in Literacy</p> <p>Develop effective, appropriate and meaningful target setting processes in Literacy</p>	<p>Develop clear and concise policy and programmes for Maths and Numeracy pathways</p> <p>Ensure high quality learning and teaching is taking place in all classes providing support and challenge for all</p> <p>Ensure quality resources are available for the whole of the Maths and Numeracy curriculum</p> <p>Ensure levels of attainment and achievement are improving for all learners in Maths and Numeracy</p> <p>Develop effective, appropriate and meaningful target setting processes in Maths and Numeracy</p>	<p>Create, maintain and enhance a culture where all staff regularly engage in 1+2 practice throughout the school day, and in all physical areas of the school</p>

Strategic Plan 2021-22: St. Bridget's Primary School

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



Detailed Action Plan 2021-22: St. Bridget's Primary School

Establishment Strategic Priority: 3 and 4		We will encourage children and their families to be actively and creatively involved in the life of the school and in the learning at school and at home				Linked to Directorate Priority: 3
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes <i>What will change for our learners?</i>	Measurement <i>How will we measure impact?</i>
<p>“How Good is OUR School” whole-school pupil and staff committee created to engage in reflective, evaluative dialogue around our school to question, confirm and change current practice.</p>	<p>HGIOS 4 1.1 1.2 1.3 1.4 1.5 2.1 2.2 2.3 2.4 2.5 2.6 2.7 3.1 3.2 3.3 NIF 1, 3, 5</p>	<p>Y</p>	<p>Whole-school and ESR Committee created</p>	<p>Sept. 2021</p>	<p>Two pupils will be nominated by their class teacher and peers</p>	<p>Committee elected and meeting arrangements in place</p>
			<p>Committee will meet to look at all five themes in relation to our school. They will discuss each theme in turn, take the committee’s findings back to class, host a whole-class forum and return to committee with their findings.</p>	<p>Sept. – Dec. 2021</p>	<p>Pupils will be actively involved in discussions, evaluations and plans for:</p> <ul style="list-style-type: none"> • Developing a shared vision/values/aims • Arrangements to ensure wellbeing • Learning and engagement • Universal Support • Wellbeing, inclusion and equality 	<p>Theme 1 will be explored by committee, then each class and then committee again. Plan created based on views of all parties.</p>
			<p>Action plans will be created for all five themes:</p> <ul style="list-style-type: none"> • our relationships • our learning and teaching 	<p>Sept. – Dec. 2021</p>	<ul style="list-style-type: none"> • Children and young people leading their own learning • Learning pathways, skills for learning, work and life • Learning and engagement, quality of teaching, effective use of assessment • Removal of barriers to learning • Collaborative planning and delivery, • Continuity and progression in learning 	<p>Theme 2 will be explored by committee, then each class and then committee again. Plan created based on views of all parties</p>

		<p>Action plans will be created for all five themes:</p> <ul style="list-style-type: none"> • our school and community • our health and wellbeing • our successes and achievements 	<p>Sept. – Dec. 2021</p> <p>Sept. – Dec. 2021</p> <p>Sept. – Dec. 2021</p> <p>Dec. 2021 – Jan. 2022</p>	<p>Pupils will be actively involved in <u>discussions, evaluations and plans for:</u></p> <ul style="list-style-type: none"> • Building and sustaining a professional staff team • Management of resources and environment for learning • Developing a shared vision • Collaborative learning and improvement, impact on learners • Digital innovation • Management of finance for learning, management of resources and environment for learning • Arrangements to ensure wellbeing and engagement • Quality of family learning programmes • Development and promotion of partnerships • Wellbeing • Skills for learning, life and work • Impact on learners • Inclusion and equality • Attainment and achievement • Creativity and employability <p>For each theme, the children will:</p> <ul style="list-style-type: none"> • decide upon which evidence is appropriate • collect and develop their own templates for recording the evidence • facilitate focused conversations • understand the need sometimes to be sensitive in delivering their messages • provide a powerful message about meaningful pupil participation • if possible meet with group of parents/carers 	<p>Theme 3 will be explored by committee, then each class and then committee again. Plan created based on views of all parties.</p> <p>Theme 4 will be explored by committee, then each class and then committee again. Plan created based on views of all parties.</p> <p>Theme 5 will be explored by committee, then each class and then committee again. Plan created based on views of all parties.</p> <p>HGIOURS plans made and shared for all five themes</p>
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			Committee will involve whole school community in the delivery of their plans across all five themes.	Dec. 2021 – June 2022	Pupils will understand the true meaning of collaboration, of teamwork, of compromise, of goal setting, of flexibility and adaptability.	All five themes addressed ahead of the end of the school session. Whole school community involved in delivery and adaptation of plans.
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Establishment Strategic Priority: 2		Deliver equitable provision and improved outcomes for all to raise attainment and achievement in Literacy				Linked to Directorate Priority: 2
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes <i>What will change for our learners?</i>	Measurement <i>How will we measure impact?</i>

<p>Develop clear and concise policy and programmes for Literacy pathways</p>	<p>HGIOS 4 1.1 1.2 1.3 1.4 1.5 2.2 2.3 2.4 3.1 3.2 3.3 NIF 4, 5, 6</p>	<p>Y</p>	<p>Create Literacy working party, facilitated by PT, to visit all policies, strategies, resources (including ASN):</p> <ul style="list-style-type: none"> • collect examples of planners from other establishments to facilitate the creation of new planners for whole school • introduce new writing resource and pathway • look at whole-school reading resources. Update and replenishment required • ensure resources for Listening and Talking are updated and maintained <p>A separate, but integrated working party created, facilitated by Miss Finan to look specifically at target setting</p>	<p>Sept. 2021 - June 2022 PT Miss Finan</p>	<p>High quality, consistent learning and teaching of Literacy across the school</p> <p>Consistent use of Literacy vocabulary, strategies and access to enhanced resources across all areas of Literacy</p> <p>New Writing resource introduced and adopted by all</p>	<p>Literacy planners in place and being utilised by all</p> <p>Attainment across all areas of Literacy will be raised</p> <p>Resources will be updated, organised and easily accessed by all</p> <p>Pupil focus groups, met through annual monitoring plan, will evidence improvement</p>
<p>Ensure high quality learning and teaching is taking place in all classes providing support and challenge for all</p>			<p>Audit of current practice in Literacy</p> <p>Literacy planners revised</p> <p>Develop an agreed and consistent standard across the school focussing on how to structure Literacy lessons and blocks of lessons</p> <p>SMT and peer class visits within agreed whole-school monitoring plan</p>	<p>Working Party SMT</p>	<p>Pupils will benefit from focussed teaching of Literacy concepts and the use of concrete materials</p> <p>All pupils receive high quality learning experiences within an appropriate high quality learning environment</p>	<p>High quality learning experiences are evidenced through tracking and monitoring programme</p> <p>Forward planning will show clear progression for all</p> <p>Pupil Progress Meeting minutes</p> <p>Pace of learning improved</p>
<p>Ensure quality resources are available for the whole of the Literacy curriculum</p>			<p>Audit of all Literacy resources. Any shortfall to be addressed and any new resources to be ordered.</p> <p>Centralisation of whole-school Literacy resources</p>	<p>Working Party Working Party</p>	<p>All pupils (and staff) have access to a wide range and variety of excellent resources</p>	<p>Pupil engagement is high and motivation enhanced through use of quality resources</p>

<p>Ensure levels of attainment and achievement are improving for all learners in Literacy</p> <p>Develop effective, appropriate and meaningful target setting processes in Literacy</p>			<p>Moderation with stage partners and across levels to maintain consistency of standards</p> <p>Staff to review the range of evidence gathered & support overall professional judgement</p> <p>Pupil HGIOURS focus group established and supported to lead self-evaluation throughout school</p> <p>A separate, but integrated working party created, facilitated by Miss Finan, to look specifically at target setting</p> <p>Target setting to be implemented across all areas of Literacy</p>	<p>All teaching staff</p> <p>All teaching staff</p> <p>Mrs. Robertson and HT</p> <p>Miss Finan</p>	<p>Consistency of approach, resource, expectation creating excellent learning experiences for pupils</p> <p>HGIOURS Group inputting with genuine impact, evidenced by and evident to the pupils themselves</p> <p>Target setting individualises the learning, ensuring more targeted and appropriate learning styles and experiences</p>	<p>Teacher professional judgement GL and SNSA data Attainment improves Progress and Achievement data</p> <p>Triangulation of evidence more robust</p> <p>Pupil ownership evidenced when evaluating with focus groups</p> <p>Attainment and achievement improve</p>
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Establishment Strategic Priority: 2		Deliver equitable provision and improved outcomes for all to raise attainment and achievement in Maths and Numeracy				Linked to Directorate Priority: 2
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes <i>What will change for our learners?</i>	Measurement <i>How will we measure impact?</i>
Develop clear and concise policy and programmes for Maths and Numeracy pathways	HGIOS 4 1.1 1.2 1.3 1.4 1.5 2.2 2.3 2.4 3.1 3.2 3.3	Y	<p>Create Maths and Numeracy working party, facilitated by DHT, to visit all policies, strategies, resources (including ASN):</p> <ul style="list-style-type: none"> • collect examples of planners from other establishments to facilitate the creation of new literacy planners for whole school • look at whole-school Maths and Numeracy resources. Update and replenishment as required 	<p>Sept. 2021 - June 2022</p> <p>DHT and Working Party</p>	<p>High quality, consistent learning and teaching of Maths and Numeracy across the school</p> <p>Consistent use of Maths and Numeracy vocabulary and access to enhanced resources across all areas of Maths and Numeracy</p>	<p>Maths and Numeracy planners in place and being utilised by all</p> <p>Attainment across all areas of Maths and Numeracy will be raised</p> <p>Resources will be updated, organised and easily accessed by all</p> <p>Pupil focus groups, met through annual monitoring plan, will evidence improved</p>
			<p>A separate, but integrated working party created, facilitated by Miss Finan, to look specifically at target setting</p>	<p>Miss Finan</p>	<p>Pupils will benefit from focussed teaching of Maths and Numeracy concepts and the use of concrete materials</p> <p>All pupils receive high quality learning experiences within an appropriate high quality learning environment</p>	<p>Forward planning will show clear progression for all</p> <p>Pupil Progress Meeting minutes</p> <p>Pace of learning improved</p>
Ensure high quality learning and teaching is taking place in all classes providing support and challenge for all	NIF 4, 5, 6		<p>Audit of current practice in Maths and Numeracy</p> <p>Maths and Numeracy planners revised</p> <p>Develop an agreed and consistent standard across the school focussing on how to structure Maths and Numeracy lessons and blocks of lessons</p> <p>SMT and peer class visits within agreed whole-school monitoring plan</p>	<p>Working Party</p> <p>Working Party</p> <p>All teaching staff</p> <p>SMT</p>	<p>Pupils will benefit from focussed teaching of Maths and Numeracy concepts and the use of concrete materials</p> <p>All pupils receive high quality learning experiences within an appropriate high quality learning environment</p>	<p>High quality learning experiences are evidenced through tracking and monitoring programme</p> <p>Forward planning will show clear progression for all</p> <p>Pupil Progress Meeting minutes</p> <p>Pace of learning improved</p>

<p>Ensure quality resources are available for the whole of the Maths and Numeracy curriculum</p>			<p>Audit of all Maths and Numeracy resources. Any shortfall to be addressed and any new resources to be ordered.</p>	<p>Working Party</p>	<p>All pupils (and staff) have access to a wide range and variety of excellent resources</p>	<p>Pupil engagement is high and motivation enhanced through use of quality resources</p>
<p>Ensure levels of attainment and achievement are improving for all learners in Maths and Numeracy</p>			<p>Centralisation of whole-school Maths and Numeracy resources</p>	<p>Working Party</p>	<p>Consistency of approach, resource, expectation creating excellent learning experiences for pupils</p>	<p>Teacher professional judgement GL and SNSA data Attainment improves Progress and Achievement data</p>
<p>Develop effective, appropriate and meaningful target setting processes in Maths and Numeracy</p>			<p>Moderation with stage partners and across levels to maintain consistency of standards</p>	<p>All teaching staff</p>		
			<p>Staff to review the range of evidence gathered & support overall professional judgement</p>			
			<p>Pupil HGIOURS focus group established and supported to lead self-evaluation throughout school</p>	<p>Mrs. Robertson and HT</p>	<p>HGIOURS Group inputting with genuine impact, evidenced by and evident to the pupils themselves</p>	<p>Triangulation of evidence more robust</p>
			<p>A separate, but integrated working party created, facilitated by Miss Finan, to look specifically at target setting</p>	<p>Miss Finan</p>	<p>Target setting individualises the learning, ensuring more targeted and appropriate learning styles and experiences</p>	<p>Pupil ownership evidenced when evaluating with focus groups</p>
			<p>Target setting to be implemented across all areas of Maths and Numeracy</p>	<p>All teaching staff</p>		<p>Attainment and achievement improve</p>

Establishment Strategic Priority: 2 and 3		Develop and fully integrate our 1+2 programme across the whole school and EYC				Linked to Directorate Priority: 2
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes <i>What will change for our learners?</i>	Measurement <i>How will we measure impact?</i>
Create, maintain and enhance a culture where all staff regularly engage in 1+2 practice throughout the school day, and in all physical areas of the school	HGIOS 4 1.1 1.2 1.3 1.4 1.5 2.2 2.3 2.4 3.1 3.2 3.3 NIF 2, 5, 6	Y	Whole-school audit of current practice - self-evaluation 1+2 Working Party created – led by DHT and Mrs. Hume Refresher sessions for all staff facilitated by Mrs. Hume Introduce “Language Ambassadors” – two pupils per class from primaries four to seven will receive training to visit classes to lead language learning. Develop an agreed and consistent standard throughout the school. Audit of resources and requisition of new resources Trial of reading and writing in Spanish with staff and selected classes.	Sept. 2021 - June 2022 DHT and Mrs. Hume Mrs. Hume All teaching staff Mrs. Hume	All pupils from P1- P7 will experience high quality learning experiences. All pupils and staff will have access to excellent resources Consistent use of vocabulary across the school An enthusiasm for modern languages will be fostered throughout the school The use of Spanish in classrooms and the general school environment will be ‘normalised’	Staff evaluation at the end of the school session Results of pupil focus groups Evidence of everyday interactions in class and around the school