

***Driving Equity and Excellence***

**Improvement Planning**

**Session 2017-18**

School/Establishment: Our Lady & St. Francis Primary

Date submitted: 12th June 2017

**Rationale for the Improvement Plan**

Please consider the following challenge questions when developing your rationale for the new School Improvement Plan.

* What action are we currently taking to ensure excellence and equity for all learners?
* Which attainment gaps exist in our school?
* What action do we need to take to close these gaps?
* What data will we use to monitor progress?
* What action are we currently taking which will address the four priorities in the NIF?
* How good are our children’s outcomes in these areas?
* What further targeted interventions do we need to plan next year to improve outcomes for key groups of learners?
* How well are we improving across the 6 key drivers in the NIF?
* School Leadership
* Teacher Professionalism
* Assessment of Children’s Progress
* Parental Engagement
* School Improvement
* Performance Information
* How good are we now? What do we need to improve further?
* Which approaches to change will we use to ensure progress and impact with our key priorities?

In arriving at improvement priorities, schools should take account of North Lanarkshire’s Aspire priorities, an audit of the previous year’s improvement plan, and engagement with staff, parents/carers and learner. Current national priorities as outlined in the NIF, should also be considered:

* 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.

**Our Lady & St. Francis’ Vision, Values and Aims**

We consulted with staff, pupils and parents to create our collective vision and values at Our Lady and St. Francis Primary School. This was then made into an animation that is ‘pinned’ to the top of our Twitter feed. It can be viewed here:

<https://www.youtube.com/watch?v=_3XwKJWu3vw&rel=0>

It finishes by stating:

***‘But the most important thing for all of us are……. our wee people!’***

**School Vision and Values**

**Audit and Consultation**

In arriving at our improvement priorities, the school has taken account of North Lanarkshire’s Aspire priorities, an audit of the previous year’s improvement plan and engagement with parents/carers and learners. Current national priorities, are outlined in the NIF, have also been considered (see below):

• 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

Our school uses a variety of approaches to communicate and engage with parents, including letters, curriculum workshops, parents’ reporting sessions, self-evaluation questionnaires, survey monkey and Sacramental workshops.

Parents are consulted regarding to enhance policies and procedures, including a new homework policy and also reviewing arrangements for parents’ consultation evening formats. Parents, and indeed all stakeholders, were consulted regarding our school vision.

As a cluster, we are increasing opportunities for parents to support children’s learning.

Our school follows North Lanarkshire policies in relation to equity and inclusion.

PEF funding will be used to hire a family learning worker to respond to individual families’ needs.

All staff have had recent GIRFEC training from Steven Gallagher, ASM.

We have hosted a parent and child after school club.

We have a regular grandparent gardener, who works with teachers and pupils in our school garden, growing plants, flowers and vegetables.

Parents’ expertise is regularly called upon to enhance children’s learning experiences.

We have an open door policy and clear complaints procedure.

We foster strong school, parish and community links. This is further promoted by participation in the Pope Francis Faith Award, coffee mornings, open days and attending community events.

We have a very active Parent Council, who meet regularly to contribute to school decision making.

**Details of engagement with parents/carers**

**Details of engagement with learners**

Our school promotes a nurturing ethos and positive relationships are promoted at every level.

Children are highly motivated and engaged in their learning.

Children’s achievements are recognised and promoted through twitter, weekly assemblies and our ‘Good Work Wall.’

A range of resources, including ICT, are used to engage and motivate children.

Children are becoming increasingly involved in meaningful peer and self-assessment and target setting.

We have forged strong, positive links with partner agencies, including Educational Psychology, to ensure best outcomes for our young people.

Our children are regularly encouraged to take on leadership roles both in school and in the community; these include buddies and mentors, and participation in the Pope Francis Faith Award.

Children are involved in the self-evaluation for improvement process within our school and are consulted regularly through the ‘Big Question’ during Pupil Voice.

Staff confidence continues to increase in both the use of data, and in making professional judgements regarding achievement of levels.

Staff are increasingly using SIMD data and transition documentation to ensure continuity of learning for all pupils.

Our new reporting format is streamlined and personal to pupils, and identifies strengths and next steps in their learning.

**2017-18 Improvement Plan**

**Improvement Priority 1:**

Improve attainment in literacy through effective moderation of planning, learning, teaching and assessment to improve outcomes for all learners.

***NIF Priority*** *– Improvement in attainment, particularly in literacy and numeracy.*

***NIF Drivers*** *– Teacher professionalism; assessment of children’s progress; performance information*

***NL’s Aspire Priority*** *– Supporting all children to reach their full potential*

***HGIOS4 QIs*** *– 2.2 Curriculum; 2.3 Learning, Teaching and Assessment*

**Improvement Priority 2:**

Improve attainment in numeracy through effective moderation of planning, learning, teaching and assessment to improve outcomes for all learners.

***NIF Priority*** *– Improvement in attainment, particularly in literacy and numeracy.*

***NIF Drivers*** *– Teacher professionalism; assessment of children’s progress; performance information*

***NL’s Aspire Priority*** *– Supporting all children to reach their full potential*

***HGIOS4 QIs*** *– 2.2 Curriculum; 2.3 Learning, Teaching and Assessment*

**Improvement Priority 3:**

Increased access to targeted HWB and Safeguarding supports to ensure that all children and young people are safe, well cared for and enabled to flourish.

***NIF Priority*** *– Improvement in children’s and young people’s health and wellbeing*

***NIF Drivers*** *– Teacher professionalism; parental engagement*

***NL’s Aspire Priorities*** *– Ensuring the health, wellbeing and care of the communities; Improving relationships with the communities and the third sector*

***HGIOS4 QIs*** *– 2.1 Safeguarding and Child Protection; 2.5 Family Learning; 2.6 Transitions; 2.7 Partnerships; 3.1 Ensuring Wellbeing, Equality and Inclusion*

**Improvement Priority 4:**

Securing children’s progress in the Nursery Classes, promoting equity for all learners.

***NIF Priority*** *– Closing the attainment gap between the most and least disadvantaged children*

***NIF Drivers*** *– Teacher professionalism; parental engagement; assessment of children’s progress*

***NL’s Aspire Priorities*** *– Supporting all children to reach their full potential*

***HGIOELCC QIs*** *– 1.5 Management of Resources to Promote Equity; 2.4 Personalised Support; 2.5 Family Learning; 2.7 Partnerships; 3.1 Ensuring wellbeing, equality and inclusion; 3.2 Securing Children’s Progress*

**Pupil Equity Fund interventions and intended impact**

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| **MENU ITEM DESCRIPTION** | **Interventions for Equity** | **ESTIMATED COSTING**  **(IF KNOWN)** | **STAFFING**  **REQUIREMENTS**  **(IF ANY)** | **IMPLICATIONS RE. PROCUREMENT**  **(IF ANY)** | **POTENTIAL IMPACT** |
| **0.2 Family Link Worker**  HGIOS4 QI 1.5, 2.1, 2.5, 2.7, 3.1, 3.2  Family Link Worker to work with targeted family one day per week. | *2. Social and emotional wellbeing*  *9. Engaging Beyond the School*  *10. Partnership Working* | £9872.00 | 0.2 Family Link Worker  (August – June) | N/A | Improved attendance.  Increased engagement with families.  Increased family learning.  Stronger home-school links, improving outcomes for learners. |
| **0.2 Speech & Language Therapist**  HGIOS 4 QI 1.5, 2.2, 2.4, 2.7, 3.1, 3.2  Speech and Language Therapist to work with targeted children one day per week. | 1. *Early intervention and prevention*  *4. Targeted approaches to literacy and numeracy*  *6. Differentiated support*  *10. Partnership working* | £9872.00  (estimated cost) | 0.2 Speech & Language Therapist  (August – June) | N/A | Improved language acquisition.  Improved vocabulary.  Improved language and communication skills.  Improved understanding and use of expressive language. |
| **0.6 Teacher, Support for Learning**  HGIOS 4 QI 1.5, 2.2, 2.3, 2.4, 3.1, 3.2  Teacher to work with targeted pupils two days per week. | *1. Early Intervention and prevention*  4. *Targeted approached to literacy and numeracy*  *5. Promoting a high quality learning experience*  *6. Differentiated support* | £17203.00 | 0.4 Teacher  (August – March) | N/A | Targeted support for individual children.  Improved attainment in literacy and numeracy.  Improved achievement and engagement from targeted children. |
| **Nelson Spelling Programme**  HGIOS QI 1.5, 2.2, 2.3, 2.4, 3.1, 3.2  A progressive and cohesive programme of spelling for P3 – P7 | *4. Targeted approaches to literacy and numeracy*  *6. Differentiated support*  *7. Using evidence and data* | £1052 | N/A | Procurement through Oxford University Press (existing supplier) | Improved attainment in spelling.  Improved attainment in literacy.  Differentiated activities allow children to progress at their own pace. |
| **SRA**  HGIOS QI 1.5, 2.2, 2.3, 2.4, 3.1, 3.2  A progressive and cohesive reading and comprehension programme for P3-P7 | *4. Targeted approaches to literacy and numeracy*  *6. Differentiated support*  *7. Using evidence and data* | £2591.95 | N/A | Procurement through McGraw Hill Education (existing supplier) | Improved attainment in reading, fluency and comprehension skills.  Promotion of independent learning and higher order thinking skills in literacy tasks.  Differentiated activities allow children to progress at their own pace. |

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| **Improvement Priority 1:**  (Expressed as an outcome for learners, and identifying NIF and NLC priorities being addressed ) | **PEF** (✓ if appropriate**)** | **Person(s) Responsible**  Who will be leading the improvement? | **Outcome(s)**  What do we want to achieve? | **Measures of Success** which include performance data, quality indicators and stakeholders’ views | **Timescale**  What are the key dates for implementation? When will outcomes be measured? |
| Improve attainment in literacy through effective moderation of planning, learning, teaching and assessment to improve outcomes for all learners.  ***NIF Priority*** *– Improvement in attainment, particularly in literacy and numeracy.*  ***NIF Drivers*** *– Teacher professionalism; assessment of children’s progress; performance information*  ***NL’s Aspire Priority*** *– Supporting all children to reach their full potential*  ***HGIOS4 QIs*** *– 2.2 Curriculum; 2.3 Learning, Teaching and Assessment* | Nelson Spelling Programme for middle and upper school.  SRA reading comprehension programme.  SFL Teacher | Acting DHT | All learners will be appropriately supported and challenged through teachers’ increased use of assessment data and professional expertise.  Increased use of higher order reading skills to promote critical thinking and engagement with texts.  Increased pupil motivation in response to a wider variety of texts and challenging activities.  Increased staff and pupil confidence in learning conversation about progress towards, and achievement of, a level.  Increased use of targeted interventions, particularly for children in SIMD 1-3, to promote equity and attainment. | Regular benchmarking to validate professional judgement.  Evidence of learning walks and Learning rounds.  Evidence of professional dialogue at tracking and progress meetings.  Evidence of planned monitoring activities.  Evidence of moderation activities (at school and cluster level).  Updated literacy policy reflecting new pedagogy.  Data evidence re progress in Toe by Toe, Rainbow Reading, Catch up Literacy.  Evidence of formative and summative assessments.  Tracking and monitoring. | Progress re outcomes will be measured at checkpoints. |

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| **Improvement Priority 2:**  (Expressed as an outcome for learners, and identifying NIF and NLC priorities being addressed ) | **PEF** (✓ if appropriate**)** | **Person(s) Responsible**  Who will be leading the improvement? | **Outcome(s)**  What do we want to achieve? | **Measures of Success** which include performance data, quality indicators and stakeholders’ views | **Timescale**  What are the key dates for implementation? When will outcomes be measured? |
| Improve attainment in numeracy through effective moderation of planning, learning, teaching and assessment to improve outcomes for all learners.  ***NIF Priority*** *– Improvement in attainment, particularly in literacy and numeracy.*  ***NIF Drivers*** *– Teacher professionalism; assessment of children’s progress; performance information*  ***NL’s Aspire Priority*** *– Supporting all children to reach their full potential*  ***HGIOS4 QIs*** *– 2.2 Curriculum; 2.3 Learning, Teaching and Assessment* | Universal Offer – Maths Comprehension Cards  Universal Offer – Number Talks  SFL Teacher | Acting DHT | Revised pathway programme reflecting knowledge and skills development, incorporating the use of benchmarks to track and monitor progress and ensure challenge for all children.  Increase of Number Talks across the school to ensure a consistent and progressive approach to the development of mental agility skills for all pupils.  Creation and use of holistic maths assessments across the cluster to track pupil progress and achievement.  Increased opportunities for parental involvement in numeracy development.  Staff confidence in the teaching of mathematics and numeracy will increase through CLPL, learning walks and professional dialogue. | Regular assessments to validate professional judgement.  Increased use of data (i.e. CEM) to inform strengths and weaknesses.  Evidence of learning walks and Learning rounds.  Evidence of professional dialogue at tracking and progress meetings.  Evidence of planned monitoring activities.  Evidence of moderation activities.  Updated numeracy policy reflecting new pedagogy.  Evidence of formative and summative assessments.  Tracking and monitoring. | Progress re outcomes will be measured at checkpoints. |

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| **Improvement Priority 3:**  (Expressed as an outcome for learners, and identifying NIF and NLC priorities being addressed ) | **PEF** (✓ if appropriate**)** | **Person(s) Responsible**  Who will be leading the improvement? | **Outcome(s)**  What do we want to achieve? | **Measures of Success** which include performance data, quality indicators and stakeholders’ views | **Timescale**  What are the key dates for implementation? When will outcomes be measured? |
| Increased access to targeted HWB and Safeguarding supports to ensure that all children and young people are safe, well cared for and enabled to flourish.  ***NIF Priority*** *– Improvement in children’s and young people’s health and wellbeing*  ***NIF Drivers*** *– Teacher professionalism; parental engagement*  ***NL’s Aspire Priorities*** *– Ensuring the health, wellbeing and care of the communities; Improving relationships with the communities and the third sector*  ***HGIOS4 QIs*** *– 2.1 Safeguarding and Child Protection; 2.5 Family Learning; 2.6 Transitions; 2.7 Partnerships; 3.1 Ensuring Wellbeing, Equality and Inclusion* | Family Link Worker  Speech and Language Therapy | Head Teacher | Pilot new health and wellbeing programme to ensure positive outcomes for all pupils.  Further embed high quality play based pedagogy at early stages.  Increase opportunities for children to access ‘Seasons for Growth’ groups.  Increase implementation of bi-lateral integration to improve bilateral coordination.  Increase opportunities for outdoor learning, including planned outdoor learning days.  Family link worker will work with children and families who are identified through monthly attendance report to increase attendance.  Planned opportunities for staff CLPL in relation to GIRFEC, SHANARRI, safeguarding, inclusion and equity. | Evidence of professional dialogue at tracking and progress meetings.  Evidence of planned opportunities for play based experiences at the early stages.  Evidence of a wider range of children having access to a Seasons for Growth group.  Annual calendar, including planned theme days/ weeks.  Monthly attendance report.  Evidence of staff CLPL and insets. | Progress re outcomes will be measured at checkpoints. |

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| **Improvement Priority 4:**  (Expressed as an outcome for learners, and identifying NIF and NLC priorities being addressed ) | **PEF** (✓ if appropriate**)** | **Person(s) Responsible**  Who will be leading the improvement? | **Outcome(s)**  What do we want to achieve? | **Measures of Success** which include performance data, quality indicators and stakeholders’ views | **Timescale**  What are the key dates for implementation? When will outcomes be measured? |
| Securing children’s progress in the Nursery Classes, promoting equity for all learners.  ***NIF Priority*** *– Closing the attainment gap between the most and least disadvantaged children*  ***NIF Drivers*** *– Teacher professionalism; parental engagement; assessment of children’s progress*  ***NL’s Aspire Priorities*** *– Supporting all children to reach their full potential*  ***HGIOELCC QIs*** *– 1.5 Management of Resources to Promote Equity; 2.4 Personalised Support; 2.5 Family Learning; 2.7 Partnerships; 3.1 Ensuring wellbeing, equality and inclusion; 3.2 Securing Children’s Progress* |  | Principal Teacher | Targeted use of additional staffing to support key areas, i.e. literacy, numeracy and HWB.  Revisit Nursery Vision, involving new parents from 2-year-old room.  Regular family learning opportunities, i.e. ‘Stay and Play’.  Increased use of targeted interventions, particularly for children in SIMD 1-3, to promote equity and attainment, i.e. Parent Workshops.  Increased use of home link support packs to strengthen home/nursery links.  Increased liaison with P1 to ensure continuity of learning.  Introduce bilateral integration to improve bilateral coordination.  Increased use of skills overview grids to inform next steps in children’s progress. | Evidence of planned opportunities for family learning.  Evidence of parental workshops.  Stakeholders views re Nursery Vision.  Children’s Pupil Profiles, including assessment data such as skills overviews.  Evidence of home learning, i.e. lending bags.  Evidence of P1/Nursery liaison.  Tracking and monitoring.  Evidence of professional dialogue at tracking and progress meetings. | Progress re outcomes will be measured at checkpoints. |

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| **Checkpoint**  **Nov 2017** | **Next Steps** |
| **Feb 2018** |  |
| **May 2018** |  |