

***Driving Equity and Excellence***

**Improvement Action Plan**

**Session 2018-19**

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| **School/Establishment:** | Our Lady & St. Francis Primary School & Nursery Classes |
| **Date Submitted:** | May 2018 |

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| **Scottish Attainment Challenge School:** | No |

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| **Pupil Equity Fund Allocation:** |  £40200 |

**Education, Youth & Communities Priorities**

**Priority 1: Improvement in attainment, particularly literacy and numeracy**

**Improvement Actions**

* Effective tracking and monitoring within the BGE and senior phase using and interpreting relevant data
* Understanding achievement of a Level within the BGE incorporating progression frameworks and benchmarks
* Raising attainment in Literacy and Numeracy
* Develop appropriate curriculum, national qualifications and opportunities for accredited achievement

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

**Improvement Actions**

* Effective analysis of data to identify the poverty related attainment gap
* Apply appropriate interventions to close the poverty related attainment gap and reduce barriers to whole school involvement
* Effective use of the Pupil Equity Fund to support targeted young people
* Appropriate use of universal and targeted interventions through the Scottish Attainment Challenge

**Priority 3: Improvement in children and young people’s health and wellbeing**

**Improvement Actions**

* Developing nurturing interventions and parental engagement to meet children and young people’s individual needs
* Develop effective interventions to combat the impact of Adverse Childhood Experiences through increasing the resilience of our young people
* Develop effective interventions including, physical, emotional, social, active health and healthy lifestyle
* Ensure transition enhances children and young people’s well-being and raises attainment

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

**Improvement Actions**

* Improve the quality, accuracy, and use of leaver data to ensure positive outcomes for young people
* Develop an effective approach to careers education which supports children and young people into sustained positive destinations
* Improve the creativity and employability skills of our children and young people
* Improve the quality of our partnerships with employers and local organisations to develop an effective approach to careers education

**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?

**School Vision and Values**

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!’***

**Audit and Consultation**

In arriving at our improvement priorities, the school has taken account of Education, Youth and Communities’ priorities, an audit of the previous year’s improvement plan and engagement with parents/carers and learners.

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

Parents are consulted regarding the enhancement of policies and procedures, including our 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 was used last session to buy a CLD Worker once a week to engage with parnts and families.

We have hosted three parent and child after school clubs.

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 a 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.

We have monthly coffee mornings, involving parents and the wider community.

Parents regularly assist with school excursions and whole school events, i.e. Outdoor Learning Day, Sports’ Day etc.

**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 once a month through the ‘Big Question’ regarding school matters.

Furthermore, all pupils are part of a Pupil Voice group, i.e. Eco, Fairtrade etc. and meet regularly with nominated staff members.

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.

**2018-19 Improvement Plan**

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| **Establishment Priority 1:** | Improvement in Attainment in Literacy |
| **Establishment Priority 2:** | Improvement in Attainment in Numeracy |
| **Establishment Priority 3:** | HWB |
| **Establishment Priority 4:** | STEM Education and Training |

When considering your School/Establishment Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

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| **Education, Youth & Communities Priorities** | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** |
| 1. Improvement in attainment, particularly literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people’s health and wellbeing
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people
 | 1. Early intervention and prevention
2. Social and emotional wellbeing
3. Promoting healthy lifestyles
4. Targeted approaches to literacy and numeracy
5. Promoting a high quality learning experience
6. Differentiated support
7. Using evidence and data
8. Employability and skills development
9. Engaging beyond the school
10. Partnership working
11. Professional learning and leadership
12. Research and evaluation to monitor impact
 | 1. School Leadership
2. Teacher Professionalism
3. Parental Engagement
4. Assessment of Children’s Progress
5. School Improvement
6. Performance Information
 | 1. Improvement in attainment, particularly in literacy and numeracy;
2. Closing the attainment gap between the most and least disadvantaged children;
3. Improvement in children's and young people’s health and wellbeing; and
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people
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| *Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within ‘Developing in Faith’, as requested by the Bishops’ Conference of Scotland.* | **Developing in Faith Themes** | *All schools are encouraged to consider links to Rights Respecting Schools. Where appropriate please list the relevant articles which will be a focus for the coming year in the box opposite and on the action plan(s) below.**The articles can be found* [*here*](https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.247971279.913671124.1519647897-1043211882.1519647897)*.* |  |
| 1. Honouring Jesus Christ as the Way, the Truth and the Life
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| 1. Developing as a community of faith and learning
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| 1. Promoting Gospel Values
 |
| 1. Celebrating and Worshiping
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| 1. Serving the common good.
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| **IMPROVEMENT PRIORITY 1:** | Improvement in Attainment in Literacy |
| **Person(s) Responsible** Who will be leading the improvement? |  |
| **HGIOS/ HGIOELC Quality Indicators** | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **EYC Priorities** | **Developing in Faith/ RRS Article(s)** |
| QI 1.2, 1.5, 2.2, 2.3, 2.4, 3.2 | 1 4 5 6 7 10 11 12 | 1 2 4 5 6 | 1 2 4 | 1 2 4 | N/A |

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| **Outcome(s) / Expected Impact**Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Resources**Please include costs and, where relevant, state if cost is being met from PEF. | **Timescale** What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| Increase attainment in reading (82-87% of children working at average or above) by June 2019. | Literacy working party to create lesson idea exemplars for novel studies which promote higher order thinking skills.Rapid Readers used for identified children.SRA used to enhance comprehension skills. | * Jotters
* Oral feedback from pupils
* CEM results
* SNSA
* T&P Meetings
* Benchmarks
 | CEM (£1273 PEF Funded)SNSA (No cost)SRA (£1679.96 PEF Funded) | Checkpoints at October 2018, January 2019 and May 2019.SNSA Testing March 2019.CEM Testing June 2019. |
| Increase attainment in phonics in P1-P3 (85% of children or above working at average or above average levels) by June 2019. | Working party to re-write infant phonics programme to include identified gaps.Soft start in Primary 1.ELP to work with identified children in P1. | * Ongoing literacy assessments
* Single word spelling tests
* CEM
* SNSA
 | OLSF literacy programmeSWST (PEF funded)CEM (£1273 PEF Funded)SNSA (No cost)ELP (£19111 PEF Funded) | Ongoing active literacy assessments.Baseline August 2018. End of level testing June 2019. |
| Increase attainment in spelling in P4-P7 (80% of children or above working at average or above average levels) by June 2019. | Nelson Spelling programme to be embedded in P4-P7.Toe by Toe for identified children.IDL for identified children.  | * Single word spelling tests
* SNSA
* Ongoing literacy assessments
 | SWST (PEF funded)SNSA (No cost) | Ongoing weekly literacy assessments.Baseline August 2018.End of year testing June 2019. |
| Increase pre-reading skills in pre-school children in the nursery by 50% by June 2019. | Three Read Programme to be implemented by Nursery Teacher to pre-school children in small groups. | * Oral answers
* Observations
* Professional judgement
* Early level benchmarks
 | Reading books in nursery (No cost). | Ongoing weekly observations.Baseline August 2018.End of programme benchmarks June 2019. |

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| **Evaluative Statement & Actual Impact/ Evidence** |
| **November** |  |
| **February** |  |
| **May** |  |

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| **IMPROVEMENT PRIORITY 2:** | **Improvement in Attainment in Numeracy** |
| **Person(s) Responsible** Who will be leading the improvement? |  |
| **HGIOS/ HGIOELC Quality Indicators** | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **EYC Priorities** | **Developing in Faith/ RRS Article(s)** |
| QI 1.2, 1.5, 2.2, 2.3, 2.4, 3.2 | 1 4 5 6 7 10 11 12 | 1 2 4 5 6 | 1 2 4  | 1 2 4 | N/A |

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| **Outcome(s) / Expected Impact**Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Resources**Please include costs and, where relevant, state if cost is being met from PEF. | **Timescale** What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| Increase staff confidence and expertise by 75% in maths and numeracy pedagogy and practice. | Staff CLPL on the use of SEAL, Number Talks and Maths Recovery.Learning rounds, sharing good practice.Visits to Family Group Schools.Continue to revise maths pathway. | * Pre/post teacher questionnaires
* Levels of staff engagement with CLPL
* Levels of staff engagement with peer/family group visits
 | SEAL (£100)Number Talks (Universal Offer)Maths Recovery (Staff already trained) | Checkpoints at November 2018, February 2019 & May 2019. |
| Increase attainment in mental agility (79-85% of children working at average or above) by June 2019. | Develop learning and teaching strategies through SEAL and Number Talks interventions. | * CEM Results
* SNSA Results
* Teacher Professional Judgements
 | CEM (£1273 PEF Funded)SNSA (No cost) | Termly benchmarking and moderation with stage partners.Annual assessments. |
| Narrow the attainment gap in numeracy between the highest and lowest achievers by 5%. | Create a robust numeracy support for learning programme. | * Teacher Professional Judgements
* CEM Results
* SNSA Results
* Bechmarking Data
* SEAL Profiling Results
 | CEM (£1273 Pef Funded)SNSA (No cost)Benchmarking (No cost)SEAL (£100)Identified numeracy resourcesMALT assessments (Universal Offer)The Number Box (Universal Offer) | Termly benchmarking and moderation with stage partners.Annual assessments. |
| Improve tracking of pupils’ depth of knowledge and ability to transfer mathematical skills by 100% at first level. | Creation of maths holistic assessments. | * SLT Tracking and Monitoring
* Holistic Assessment results
 | Teaching StaffWorking Party | Annual self-evaluation calendar, including regular jotter monitoring & classroom observations |
| Increase concept of number and place value in pre-school children by 50% in the nursery by June 2019. | DHT to work with ELPs and Nursery Teacher to plan high quality play experiences that promote number skills. | * Early level benchmarks
* Professional judgement
* Oral answers
* Observations
 | Existing resources within the nursery. | Ongoing regular observations.Baseline August 2018.End of programme benchmarks June 2019. |

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| **Evaluative Statement & Actual Impact/ Evidence** |
| **November** |  |
| **February** |  |
| **May** |  |

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| **IMPROVEMENT PRIORITY 3:** | **HWB** |
| **Person(s) Responsible** Who will be leading the improvement? |  |
| **HGIOS/ HGIOELC Quality Indicators** | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **EYC Priorities** | **Developing in Faith/ RRS Article(s)** |
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| **Outcome(s) / Expected Impact**Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Resources**Please include costs and, where relevant, state if cost is being met from PEF. | **Timescale** What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| Children’s talents and time used to bring about positive change within school gardens and local community. | Monthly gardening activities throughout the school with ‘gardening grandad’.Litter picking within the community. | * Observations
* Pre and post questionnaires
 | Plants, soil, seeds etc. will be identified throughout the year and bought through school funds. | June 2019 |
| Improved mental wellbeing in targeted families. | Creation of a Seasons for Growth group for identified adults. | * What I think Tools
* Pre and post questionniares
 | Ed Griesl ( PEF Funded) | Programme will be measured at the end of the 6 week block. |
| Improved mental wellbeing in targeted pupils. | Further opportunities for Seasons for Growth groups for identified children. | * What I think Tools
* Observations
* Professional judgement
 | Ed Griesl ( PEF Funded)Kathryn Mushet, Class Teacher | Programme will be measured at the end of the 6 week block. |
| Improved resilience, ability to resolve conflict and relationships between senior pupils. | Peer mediation for P6 pupils. | * Observations
* Pre and post questionnaires
 | Ed Griesl ( PEF Funded) | Ongoing observations throughout the year. |
| Increased aspirations as individuals and families(by 50%) through their engagement in stimulating and challenging outdoor learning and play. | Create a Family HWB Homework Programme.Encourage families to ‘tweet’ their achievements and successes. | * Pre and post surveys
* Proformas
* Tweets
* Feedback from pupils & families
 | HWB working party & SLT (no cost) | Implemented in term 2 and term 4. Measured at the end of each of these terms. |

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| **Evaluative Statement & Actual Impact/ Evidence** |
| **November** |  |
| **February** |  |
| **May** |  |

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| **IMPROVEMENT PRIORITY 4:** | STEM Education and Training Strategy for THS Cluster - OLSF |
| **Person(s) Responsible** Who will be leading the improvement? | **S Rankin & Whole Staff** |
| **HGIOS/ HGIOELC Quality Indicators** | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **EYC Priorities** | **Developing in Faith/ RRS Article(s)** |
| Q.I. 1.2, Q.I. 2.2 Q.I. 3.3 | 5 8 9 10 11 | 2 4 5 6 | 4 | 4 | N/A |

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| --- | --- | --- | --- | --- |
| **Outcome(s) / Expected Impact**Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Resources**Please include costs and, where relevant, state if cost is being met from PEF. | **Timescale** What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
| To provide opportunities for primary teacher within the selected school clusters to raise their levels of confidence and expertise in science and technology by 50%, thereby increasing pupil engagement . |  Develop learning and teaching strategies for STEM.Attendance of cluster staff at SSERC TrainingPart 1 of Residential/ If not attending residential, liaise with cluster staff | * Pre/ Post teacher judgement
* Pre/ post pupil surveys
* Levels of staff engagement with CLPL
 | Identified resources for implementation The Scottish Government and STEM Learning are providing funding for 2018/19 to continue the Primary Cluster Programme in Science and Technology | May18 onwards  |
| To develop further the range of pedagogic and assessment skills of all primary teachers by 90-100% within the cluster in science and technology contexts . | Provide professional learning for all staff involved to support the development of STEMUtilise opportunities leading to the training in pedagogy for all staff.Calendar of in house CLPL opportunities created for staff.1:1 support from learning assistants for identified group by October 2018. | * Pre/ post evaluations on staff confidence and understanding
* Professional feedback, discussion and collegiate meetings
 | Dissemination of training by Mentors | Aug ’18- calendar of CLPL opportunities created and shared with staffSep ’18 training for wider staff groups (school level)Nov. 18 - Training of staff (cluster level)Feb.’19 Phase 2 Training mentorsMay 19 –Training and Evaluation - cluster |
| To increase collegiality between schools within the cluster and, where appropriate, between clusters by 90-100%. | Provide professional learning for all staff involved to support the development of STEM | * Staff Feedback
* Minutes of Meetings
* Levels of staff engagement
* Pre/ post staff survey
 | StaffPhysical learning resources and apparatus.Agreed collegiate times | Sept. 18 – Pre questionnairesMay ’19- Post Initiative Questionnaires to evaluate impact. |
| To increase parental awareness of importance of STEM subjects in school. | Production of cluster leaflets for Parents/CarersUse of Social Media to highlight good practice. | * Qualitative and quantitative feedback from parents
 | School ICT platforms for parental engagementLeaflets produced. |

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| **November** |  |
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| **May** |  |