



Driving Equity and Excellence

Improvement Plan

Part One: Strategic Overview

Session 2017/2018



School/Nursery: St. Andrew's Primary & Nursery Class

Date submitted to the Authority: June 2017

Rationale for the Improvement Plan

St. Andrew's Primary is a proud, thriving educational community where staff, parents and pupils are committed to continuous improvement and targeting excellence. The achievements of our pupils are varied and numerous. The school does however face certain challenges. According to the Scottish Index of Multiple Deprivation the school is situated in an area of high deprivation, with 73% of our role living in SIMD 1-3 and 30% in receipt of free school meals or clothing grants. The results of assessments show that while some children are attaining above expectation, a number of our pupils are performing below national standards in Literacy and maths and that there are significant gaps in attainments between our most and least disadvantaged children. Our School Improvement Plan has been constructed to improve our pupils overall attainment while reducing the inequalities between pupils.

Due to the challenges described above, St. Andrew's Primary has been designated as one of North Lanarkshire's 35 'Keys to Success' schools and so gains targeted improvement support in addition to the universal Scottish Attainment Challenge funding. We have also been allocated 1.0fte class teacher additionally to support CANcan targeted interventions. Our School Improvement Plan has been constructed to include targets and uses for these extra funds and resources.

The 4 key priorities in the **National Improvement Framework** (NIF) and the five priorities in **North Lanarkshire's 'Aspire'** were used as reference points, when constructing our improvement priorities for session 2017-2018.

The **National Improvement Framework** priorities are:

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.

The **North Lanarkshire's 'Aspire'** priorities are:

1. Improved economic opportunities and outcomes
2. Supporting all children to reach their full potential
3. Improving the health, wellbeing and care of the communities
4. Improving relationships with the communities and the third sector
5. Improving the council's resource base

In arriving at specific improvement priorities we built upon our audit and evaluations of last year's work, improvement plan, and engagement with staff, parents/carers and learners. We also considered current national expectations in the Curriculum for Excellence and used quality indicators from HGIOS 4.

The following questions were considered:

- How good are our children's outcomes in the national and local priority areas?
- What areas should be our priorities for improvement?
- How can we measure the attainment gap and what action might close these gaps?
- What data can we use to monitor progress?
- What new targeted interventions do we need to plan next year to improve outcomes for key groups of learners?
- Which approaches to change will we use to ensure progress and impact with our key priorities?
- What issues of wellbeing and inclusion exist in St Andrew's Primary?
- How can we improve consistency in learning and teaching, implementing recommendations of Improving Scottish Education
- How well are we doing across the 6 key drivers in the NIF?
 - School Leadership
 - Teacher Professionalism
 - Assessment of Children's Progress
 - Parental Engagement
 - School Improvement and Performance Information.

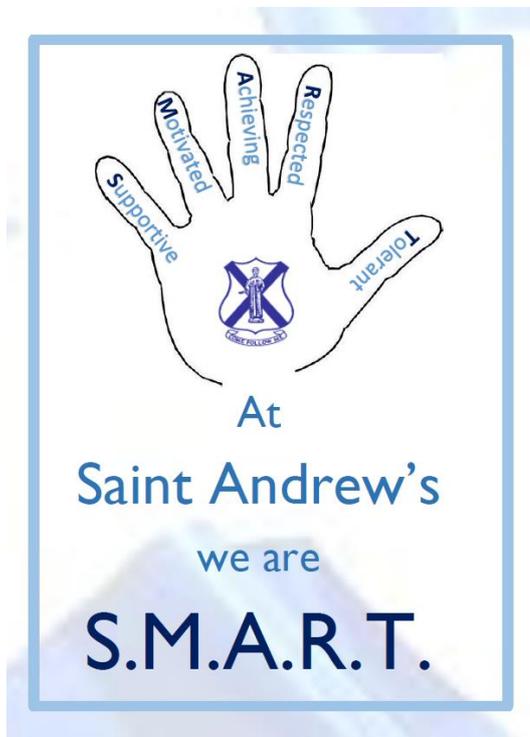
School Vision & Values

Head Teacher, Mrs. Jennifer Flanagan and all staff working in St. Andrew's Primary and nursery are dedicated to providing a happy, secure environment with excellent opportunities for all. Our joint vision and mission statement was formed via consultation with staff, parents and pupils.

Our vision:

- At Saint Andrew's it is our aim to provide a safe, warm and welcoming environment that supports the academic, social and spiritual development of each child.
- We are dedicated to offering a high quality, innovative and relevant curriculum, that motivates, inspires and challenges all pupils to reach their full potential.
- In partnership with parents, parish and the wider community, we set high expectations for our pupils and strive to increase aspirations, attainment and achievement for all.
- We value the dignity of each member of our community and foster an attitude of compassion, tolerance and respect.
- At the very heart of all that we do is a love of Christ and a firm commitment to the values of the gospels.

School Vision Graphic



Mission Acrostic Statement



Audit and Consultation

In arriving at our improvement priorities, the school has taken account of current national priorities as outlined in the NIF and North Lanarkshire's Aspire priorities. These have been compared to our audit of the previous year's improvement plan and engagement with parents/carers and learners.

Details of engagement with parents/carers include:

- HGIOS questionnaire
- Evaluations of learning
- Evaluations of partnership events
- Consultation with parent council
- Survey monkey questionnaires to gauge opinion

Details of engagement with learners:

- Personal Learning Planning
- Assessment folders
- HGIOS questionnaires
- Pupil Committees
- Target setting
- IDL theme planning

Details of engagement with staff:

- HGIOS questionnaire
- SIP working group meetings and evaluations
- HGIOS focus Q.I. evidence
- Staff meetings
- SRG WTA meetings
- Targeting inequality tasks
- Forward plan/assessment meetings
- Classroom observations & dissemination of good practise

2017-18 Improvement Plan

Improvement Priority 1:

- Improve parent partnerships through innovative whole school and targeted partnership work which will support the interventions for equality while targeting attendance, attainment, outdoor learning and social and emotional well-being.

Improvement Priority 2:

- To improve attainment in numeracy and mathematics through further developing progressive learning pathways with clear processes for assessment, moderation, monitoring and tracking.

Improvement Priority 3:

- To improve attainment in literacy and English through developing progressive learning pathways with clear processes for assessment, moderation, monitoring and tracking.

Improvement Priority 4:

- To improve opportunity for creativity and IDL work via the theme “serving the common good” from SECS Developing the faith document in the school and refreshed relevant themes in the nursery.

Pupil Equity Fund interventions and intended impact

Allocation and Impact:

£68000 has been allocated from the pupil Equity Fund.

| Interventions | Estimated costing | Intended Impact |
|---|--------------------|--|
| Principal Teacher with main remit of improving parent partnerships and attendance | £3355 | Remit to include: Improved engagement of parents to improve attainment and attendance and improved engagement of community to support skills for work. Improving leadership opportunities. |
| Additional teaching staff of 1.2 fte | £56782 | 0.4 - Vince Cairns – BMT mentor – 2 days PE and individualised supports to improve H&WB and raising attainment across the curriculum with this innovative approach to Physical Education. 0.6 – Claire McMichael – 3 days expressive art to target improved creativity and aspects of Priority 4 This will support the release of PT to target individual intervention in literacy, numeracy, nurture and parent partnerships. |
| Purchase of support materials for literacy inc IDL Purchase of support materials for maths inc IDL Purchase of board maker to support communication | £3000 estimated | Reduce the attainment gap by supporting children with specific literacy and numeracy problems. |
| Speech and Language Therapy support FergusonN@northlan.gcsx.gov.uk | TBC | Reduce the attainment gap by supporting children with specific speech and language problems |
| Supports for challenging behaviour to be purchased in liaison with Educational Psychologist FergusonN@northlan.gcsx.gov.uk | TBC | Reduce the attainment gap by supporting nurture group. |
| Flexible spending for outdoor learning visits for parents and children | £4863 | Improve opportunities for outdoor learning and partnerships with parents. |

St. Andrew’s Primary also benefits from being one of the 35 authority CANcan school’s. Therefore, we will also benefit from the following interventions.

| Interventions | Intended Impact |
|---------------------------------------|--|
| CANcan teacher 1fte | To allow maths setting to be piloted and reduce teaching group size in maths from P4-7 & Nurture remit with P1-3 |
| Literacy & Numeracy Support | TBC |
| Increased CLD support | TBC |
| Further interventions to be confirmed | TBC |

Improvement Priority 1:
 Improve parent partnerships through innovative whole school and targeted partnership work which will support the interventions for equality while targeting attendance, attainment, outdoor learning and social and emotional well-being.

| Outcome for Learners | PEF | Person(s) Responsible | Outcome(s) | Measures of Success which include performance data, quality indicators and stakeholders' views | Timescale |
|---|------------|------------------------------|--|---|------------------------------------|
| Improve attendance, attainment, outdoor learning and social and emotional well-being. NIF priorities: 1, 2 & 3 NLC 'Aspire priorities: 2, 3 & 4 | √ | C Lambie CLD | 1. Increase number of parents participating in children's learning including outdoors. | 1. HGIOS survey results improving in terms of parent partnerships. | May 2018 |
| | | C Lambie | 2. Improved attendance whole school and for targeted pupils | 2. Attendance Driver diagram | Nov, February, May 2018 |
| | | C Lambie All Staff | 3. Increased opportunities for outdoor learning involving parental support in our local community. | 3. Display & learning experience planned | May 2018 |
| | | A.Hamill & J. Martin | 4. Development of a nurture room & identification of pupils requiring nurture support | 4. Pupils and parent evolutions of nurture room Boxhall profiles | September 2017- ongoing |
| | | A. Hamill & J. Martin | 5. Adopt a sustainable Nurturing school approach using nurture evaluation toolkit. | 5. Education Scotland Nurturing schools evaluation | 2020 |
| | | All | 6. Raised attainment and reduced gap between most and least disadvantaged | 6. Teacher assessments, judgement, INAS, CEM results | May 2018 with termly M&T - ongoing |
| | | V. Cairns | 7. Development of PE curriculum via PE specialist | 7. PE planners BMT programme BMT assessment | Throughout Year |

| Checkpoint | Achieved | Next steps |
|-------------------|----------|------------|
| Nov 2017 | | |
| Feb 2018 | | |
| May 2018 | | |

Improvement Priority 2:
To improve attainment in numeracy and mathematics through further developing progressive learning pathways with clear processes for assessment, moderation, monitoring and tracking.

| Outcome Learners | PEF | Person(s) Responsible | Outcome(s) | Measures of Success | Timescale |
|---|------------|-------------------------------|--|--|------------------|
| Improved attainment in numeracy and mathematics. NIF Priorities: 1 & 2 NLC Aspire Priorities: 2 | | T Cairney & SIP working party | 1. Audit of present resources and identification of new resources for targeted areas. | New teaching resources in use evaluated in planners and assessed. | May 2018 |
| | | L. Henderson | 2. Progressive planning pathways to be developed to support learning and teaching. | Staff evaluations of Heinemann block planners in line with pathway. | May 2018 |
| | | L.Milliken | 3. Staff's shared expectations of standards to be achieved to be developed through Robust arrangements for moderation across stages. | Moderation activities Holistic assessments Improved CEM results Pupil assessment files Teacher year assessment records | May 2018 |
| | | T Cairney | 4. Increased SfL and intervention for children struggling with maths. | Monitoring and Tracking Maths Setting Catch up Numeracy – Number box | May 2018 |
| | | P4-7 staff | 5. Maths setting P4-7 piloted September 2017 using additional staffing | Planning Assessment results | May 2018 |

| Checkpoint | Achieved | Next steps |
|-------------------|-----------------|-------------------|
| Nov 2017 | | |
| Feb 2018 | | |
| May 2018 | | |

Improvement Priority 3:

To improve attainment in literacy and English through developing progressive learning pathways with clear processes for assessment, moderation, monitoring and tracking.

| Outcome Learners | PEF | Person(s) Responsible | Outcome(s) | Measures of Success | Timescale |
|---|------------|---|---|---|------------------|
| Improved attainment in literacy and English. NIF Priorities: 1 & 2 NLC Aspire Priorities: 2 | | G. Wardrope | 1. Staff to work collegiately to moderate evidence of learning and teaching in literacy, developing shared understanding and agreeing standards. | Moderation Activities Peer Observations Teacher wall bases to have examples of work graded Early, First Second. | May 2018 |
| | | M. Raitt | 2. Staff to develop increased confidence in teacher judgement data on achievement of a level in literacy over time through working collegiately. | TLC- meeting Moderation Activities Peer observations/planning | May 2018 |
| | | SMT | 3. Regular monitoring/tracking consultations to be scheduled to discuss pace, challenge and meeting children's needs, including updating assessment profiles and files. | Forward Plan Meetings Updating Resources Improved CEM results Jotter Monitoring | May 2018 |
| | | G. Wardrope T. Cairney C. McMichael | 4. Targeted support for children with difficulty in literacy. | Appropriate Interventions: IDL, Wave 3.Rainbow Reading. Better reading. RFA's to Literacy Hub/SAM group | May 2018 |
| | | | 5. Support from NLC literacy layer, lego therapy, language land etc | Literacy base PP interventions Assessment results. | |
| | | C. Lane CA. Moore A.Beekman | 6. Consistent assessment format and marking guide developed. | Improvement In Attainment Consistent Approach throughout school. Assessment folders. Assessment box in use P4-7 | May 2018 |

| Checkpoint | Achieved | Next steps |
|-------------------|----------|------------|
| Nov 2017 | | |
| Feb 2018 | | |
| May 2018 | | |

Improvement Priority 4:

To improve opportunity for creativity and IDL work via the theme “serving the common good” from SECS Developing the faith document in the school and refreshed relevant themes in the nursery.

| Outcome for Learners | PEF | Person(s) Responsible | Outcome(s) | Measures of Success | Timescale |
|--|------------|------------------------------|--|---|------------------|
| To increase opportunity for creativity and IDL work via the theme “serving the common good” from SECS Developing the faith document NIF Priorities: 2, 3 & 4 NLC Aspire Priorities: 2, 3 & 4 | | C. McMichael | 1. Lessons in Art taught by focused art teacher built into teaching plans. | Wall displays M&T of progression | Termly updates |
| | | E. McMillen | 2. Progressive programmes of work in IDL reviewed. | Questionnaires opinion gathered from stakeholders | Term 2 |
| | | J. Flanagan | 3. Whole school IDL themes explored | Evaluations of themed work weeks | Term 4 |
| | | J. Flanagan | 4. Whole school focus on theme “serving the common good” from SECS Developing the faith document via assemblies. | Developing the faith audit | Term 1 |
| | | D. Divers 0.5 | 5. Development of pupil leadership via pupil committees | Pupil committees set up and meeting termly. Minutes of meetings. Actions taken | Term1-4 |
| | | E. McMillen | 6. Behaviour policy review reward system revised. | Improved behaviour reported by staff and community Peer visits to classes reporting on behaviour systems | Term 4 |

| Checkpoint | Achieved | Next steps |
|-------------------|-----------------|-------------------|
| Nov 2017 | | |
| Feb 2018 | | |
| May 2018 | | |