

Driving Equity and Excellence

Improvement Action Plan

Session 2018-19



School/Establishment:	St. Andrew's Primary & Nursery Class
Date Submitted:	May 2018

Scottish Attainment Challenge School:	Yes
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Pupil Equity Fund Allocation:	£66000
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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 Education, Youth & Communities Priorities** priorities are:

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

Education, Youth & Communities Priorities

<p>Priority 1: Improvement in attainment, particularly literacy and numeracy</p> <p>Improvement Actions</p> <ul style="list-style-type: none"> • 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 	<p>Priority 2: Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement Actions</p> <ul style="list-style-type: none"> • 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
<p>Priority 3: Improvement in children and young people's health and wellbeing</p> <p>Improvement Actions</p> <ul style="list-style-type: none"> • 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 	<p>Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p>Improvement Actions</p> <ul style="list-style-type: none"> • 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 continued

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

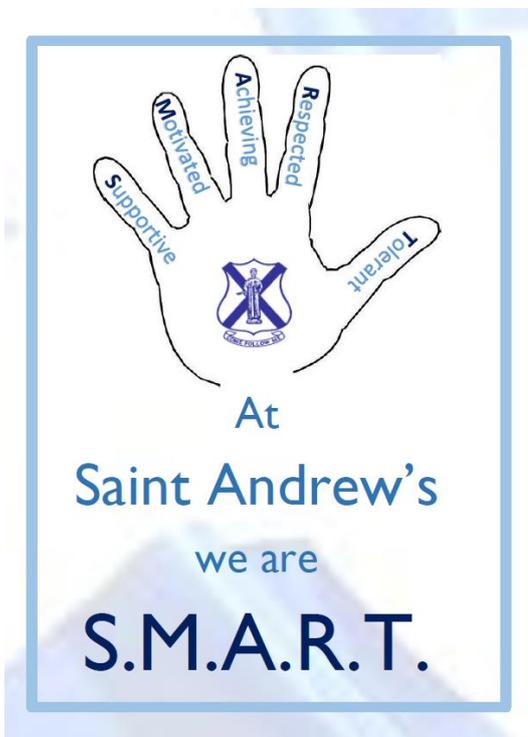
Head Teacher, Mrs. Jennifer Flanagan and all staff working in St. Andrew's Primary and nursery are dedicated to providing a happy, secure environment with excellent opportunities for all. Our joint vision and mission statement was formed via consultation with staff, parents and pupils.

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

2018-19 Improvement Plan

Establishment Priority 1:	To further improve attainment in numeracy/mathematics while improving digital literacy.
Establishment Priority 2:	To improve attainment in literacy and English with clear processes for assessment, moderation, monitoring and tracking in writing.
Establishment Priority 3:	To improve attainment and achievement via Health and Well Being.
Establishment Priority 4:	To focus on the Religious theme of developing as a community of faith and learning while including anti bullying and LGBT into the curriculum.

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:

Education, Youth & Communities Priorities	PEF Interventions	NIF Drivers	NIF Priorities
<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information 	<ol style="list-style-type: none"> 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

<i>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.</i>	Developing in Faith Themes	<i>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.</i> <i>The articles can be found here.</i>
	1. Honouring Jesus Christ as the Way, the Truth and the Life	
	2. Developing as a community of faith and learning	
	3. Promoting Gospel Values	
	4. Celebrating and Worshiping	
5. Serving the common good.		

Pupil Equity Fund Allocation and Impact

£66000 has been allocated from the pupil Equity Fund for session 2018-2019

Consultation focusing on learning and possible interventions to address barriers and closing the poverty related attainment gap has taken place with staff during November INSET and through staff HGIOS consultation. We have also consulted parent at Parent council and via Parent HGIOS consultations. Finally, we consulted pupils via HGIOS consultations and Pupil council meetings.

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.
Principal Teacher with main remit of improving attainment in maths. And digital literacy.	£3355	Remit to include: Maths and ICT to improve attainment in maths and opportunities in ICT. Improving leadership opportunities.
Additional teaching staff of 1.2 fte	£56782	0.6- Vince Cairns – BMT mentor – 3 days PE and individualised supports to improve H&WB and raising attainment across the curriculum with this innovative approach to Physical Education. 0.6 – Unknown – 2 days ICT non class contact cover and 1 day PT cover This will support the release of PT to target individual intervention in literacy, numeracy, nurture and parent partnerships.
Flexible spending for outdoor learning visits for parents and children	£2508	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 SMT to support a SfL remit & teacher to support Nurture remit with P1-3
Literacy & Numeracy Support	TBC
Increased CLD support	TBC
Speech and Language Therapy support FergusonN@northlan.gcsx.gov.uk	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. Supports analysing data and quantifying the gap. FergusonN@northlan.gcsx.gov.uk	Reduce the attainment gap by supporting nurture group.

IMPROVEMENT PRIORITY 1:	To further improve attainment in numeracy/mathematics while improving digital literacy.				
Person(s) Responsible Who will be leading the improvement?	HT- Jennifer Flanagan (with whole school SIP commitment), Laura Henderson & Claire Lane				
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.2.7 Q.I. 3.2	1, 4, 5, 6, 7, 8 (ICT) 10	1, 2, 4, 6	1	1, 2	RRS Article 3

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?
Improve the attainment and experience of SIMD 1 & 2 children in numeracy in P1-3	Develop learning and teaching strategies for SEAL Cluster Moderation of Maths term 1 and 3 Supporting assessments administered in Spring 2019.	<ul style="list-style-type: none"> Pre/ Post teacher judgement Maths numeracy scores Pre/ post pupil surveys Standardised assessments Class formative assessment Levels of staff engagement with CLPL 	Identified resources for implementation in P1-3 by September 2018.	September '18- resources identified and distributed Assessments administered October and April May '19- CEM & SNASA assessments administered
Maintain the Narrowed gap at Early level numeracy evident in teacher judgement.	1:1 support from learning assistants for identified group by October 2018.	<ul style="list-style-type: none"> Professional tracking meetings with learning assistant and class teacher 	CEM results Teacher judgment tracking meeting results	
Narrow the gap for PEF and SIMD1-2 children particularly at P7 level. Raising percentage achieved by 5% for 2019 P7 levers and 10% by 2010 levers.	Increased pace of learning achieved via collegiate planning and moderation. Moderation of assessments and benchmarks. Improved Learning and teaching of 4 processes including decimals fractions and percentages.	<ul style="list-style-type: none"> SNASA results Summative assessment results Teacher judgement Tracking of levels over time comparison. 	Number Talks introduced for decimals, fractions and percentages	Number talks - December 2018 Moderation – October & April SNASA May TJ professional discussions January & May
Improve digital literacy	Improved planners in use Improved staff training supported by family group Improved resources Partnerships with old folks home and senior's skills for life links.	<ul style="list-style-type: none"> Teacher survey pre ad post Digital award applied for... 	VERP New beebots in use Programing sites in use supported by St. Margaret's	Staff training October in house St. Margaret's Link sessions
Improve parental attendance at Reporting and Curriculum events to within 5% by June 2019	Improve engagement with target families via more direct communication (phone calls/face to face) Introduction of ICT learning supports at home throughout the school. All using study ladder.	<ul style="list-style-type: none"> Pre and post parental surveys Review of homework policy M&T participation curriculum events 	Presentations at curriculum events	September Curriculum event Increased parent's appointments from 2 per year to 3 with decreased expectation and work load for reports.
Evaluative Statement & Actual Impact/ Evidence				
November				
February				

IMPROVEMENT PRIORITY 2:		Improvement in Attainment in Literacy			
Person(s) Responsible Who will be leading the improvement?		PEF – Principal Teacher Mrs Lambie , Louise Milliken & Joana Martin			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	EYC Priorities	Developing in Faith/ RRS Article(s)
Q.I. 1.2, Q.I. 3.2	4, 5, 6, 7, 10	2, 4, 6	1	1	RRS Article 3
May					

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?
Improve the attainment and experience of PEF & SIMD 1 & 2 children in writing throughout the school	Develop learning and teaching strategies for writing Supporting assessments administered in October 2018 and April 2019.	<ul style="list-style-type: none"> • Pre/ Post teacher judgement • Writing results scores • Pre/ post pupil surveys • Standardised assessments • Class formative assessment • Levels of staff engagement with CLPL 	Alan Peat INSET Literacy base support Partnership school support with writing process	December '18- resources identified and purchased March '19- new assessments administered
Narrow the gap at first level writing from TJ 33% achieved by 5%.	Provide professional learning for staff involved with the target group in P2-4 to support literacy and writing in particular. Sourced PL opportunities leading to the training in pedagogy for staff. Calendar of in house CLPL opportunities created for staff. 1:1 support from learning assistants for identified group by October 2018.	<ul style="list-style-type: none"> • Relevant programme assessment measures • L and T working group minutes • Pre/ post evaluations on staff confidence and understanding • Professional tracking meetings with learning assistant and class teacher 	Writing NLC pack Alan Peat resources Improved wall display of stimulus In house writing competitions and homework tasks to raise achievement.	Oct '18- calendar of CLPL opportunities created and shred with staff Sep '18- training for support staff in working with identified group
Improve attendance to within 4% by June 2019 and 2% by June 2020 for those identified children within the P2-4 year cohort. Improve Latecoming to within 5% by June 2019 and 3% by June 2020 for those identified children within the P2-4 year cohort.	Provide Family Support Worker to engage with target families to improve attendance and late coming and to encourage writing at home.	<ul style="list-style-type: none"> • Learner Feedback • Writing Records • Use of library resources • Pre/ post child and family survey • Standardised Assessment at P4 • Levels of parental engagement • Attendance and Latecoming Data 	Family Support Worker (CLD)- £9785 for 0.1FTE (cost met by PEF)	May '19- measure impact on Latecoming and attendance of target group
Improve parental attendance at Reporting and Curriculum events to within 5% by June 2019 for those identified children within the P2-4 year cohort.	Improve engagement with target families via more direct communication (phone calls/face to face)			Increased parent appointments from 2 times per year to 3 with tracking report.
Evaluative Statement & Actual Impact/ Evidence				
November				
February				
May				

IMPROVEMENT PRIORITY 3:		To improve attainment and achievement via Health and Well Being.			
Person(s) Responsible Who will be leading the improvement?		PT: Mrs Cairney, Alice Beekman & Debi Harris			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	EYC Priorities	Developing in Faith/ RRS Article(s)
3.1, 3.2, 2.2,	2 3 5 10 12	3 4 6	3	3	RRS Article 3

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?
Health and wellbeing tracker in use to monitor and track pupil H7WB and quantify the gap to be targeted.	Staff training	Teacher judgement results Pre post HWB results EP results of targeted children Boxhall profiles Pupil Surveys (online HWB surveys carried out annually)	Nurture Network Boxhall profiles	May 2019
Staff refreshment training in Better Movers and Thinkers to make intervention sustainable.	Staff working with Vince as CPD each term	Pre post staff confidence surveys	BMT resources	Throughout year
Introduction of Philosophy thinking skills	Staff and pupil Training	Pre and Post talking and listening assessments Teacher Judgment Parental questionnaire Pupil questionnaires	Tom, Tom the Philosophy Man	August start TOM Tom
Evaluative Statement & Actual Impact/ Evidence				
November				
February				
May				

IMPROVEMENT PRIORITY 4:		To focus on the Religious theme of developing as a community of faith and learning while including anti bullying and LGBT into the curriculum.			
Person(s) Responsible Who will be leading the improvement?		PT - Mrs. Wardrope (mostly focusing on Nursery SIP) and Nurture teacher - Mrs. Hamill, Mhairi Raitt & Molly McDade			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	EYC Priorities	Developing in Faith/ RRS Article(s)
Q.I. 1.2, Q.I. 3.2	4, 5, 6, 7, 10	2, 4, 6	1	1	RRS Article 3

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?
Anti –Bullying and LGBT	New policy devised and implemented in conjunction with NLC working party, parents, staff and pupils.	Bully incident reports decreased	Policy New reading material that deals with some bullying and LGBT themes and tolerance and respect	December 2018
Developing faith theme to be agreed at cluster level	Staff INSET August School Masses Themed display Increased involvement with Church PEF interventions and day trips with St. Vincent De Paul	TBC agree with cluster	TBC	TBC
Evaluative Statement & Actual Impact/ Evidence				
November				
February				
May				