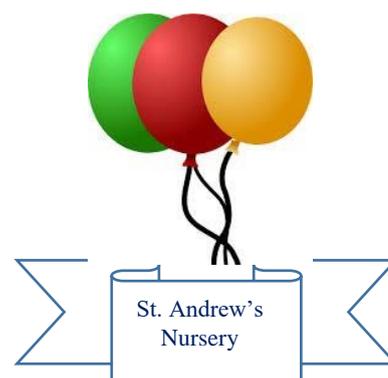


Driving Equity and Excellence

Improvement Action Plan

Session 2019-20



School/Establishment:	St. Andrew's Primary & Nursery Class
Date Submitted:	May 2019
Scottish Attainment Challenge School:	Yes
Pupil Equity Fund Allocation:	£59400

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 57% of our role living in SIMD 1-2 and 23% in receipt of free school meals or clothing grants. As well as these statistics our current role is affected by the following statistics.

Child Protection Safe Guarding/ACE	PEF	SIMD1-2	SHANARRI barriers	Interventions Level 1-4	GIRFme Plans	EAL	Health Overview	More Able	ASD	Dyslexic
29 18%	36 23%	90 57%	71 45%	58 37%	23 15%	15 9%	33 21%	30 19%	8 5%	6 4%

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. However, our results have steadily improved over the past five years with our best results being recorded in 2018-2019. Our School Improvement Plan has been constructed to further 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 NLC SAC 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.

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.

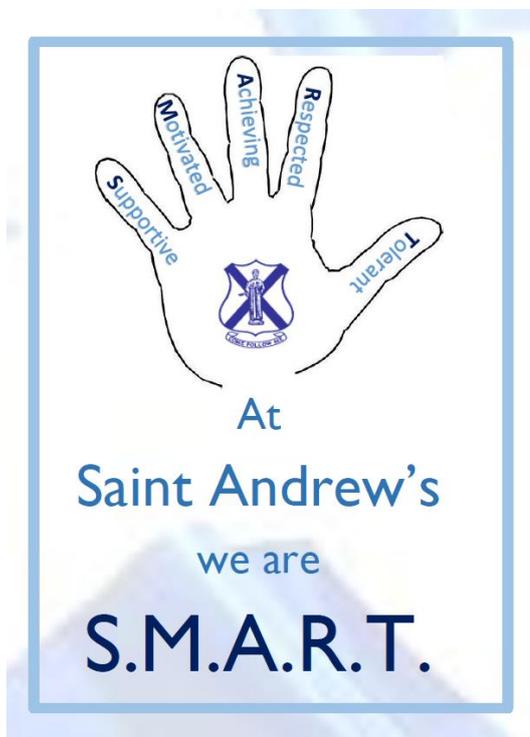
School Vision & Values

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
- Twitter Polls
- PEF intervention consultation with Parent Council
- PEF questionnaire to Free School Meal parents

Details of engagement with learners:

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

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
- PEF & SAC intervention evaluation and next steps
- SIP consultation

2018-19 Improvement Plan

Establishment Priority 1:	Numeracy: To further improve attainment in numeracy/mathematics while working with the cluster to improve STEM opportunities in the N-P7 curriculum.
Establishment Priority 2:	Literacy: To improve attainment in literacy and English with clear processes for assessment, moderation, monitoring and tracking in writing in N-P7.
Establishment Priority 3:	HWB: To improve attainment and achievement via Health and Well Being focus on mental health, DYW and Resilience in N-P7.
School Priority 4:	RE: P1-P7 To focus on the Religious theme of developing an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God. In N-P7 we will continue to develop LGBTQ into the curriculum via Rights Respecting School focus and LGBT into the curriculum.
Nursery Priority 5	Aiming for excellence in quality of care and support via family learning HGIOS 2.5

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 (2018-2019) cont 2019-20	
	3. Promoting Gospel Values	
	4. Celebrating and Worshiping	
	5. Serving the common good. (2017-18)	

Pupil Equity Fund Allocation and Impact

£59400 has been allocated from the pupil Equity Fund for session 2019-2020

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
NLC admin cost	£1876	
PEF PT Parents	£4000	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.
0.2fte staffing Mrs Hamill	£11119.20	Time added to existing 0.5fte remit to support nurture particularly in P1 intake
0.4fte staffing	£22238.40	Probationer allowing PT release
0.4fte staffing NOW TAKEN FROM SCHOOL BUDGET	£22238.40	Vince Cairns – BMT mentor – 2 days PE and individualized supports to improve H&WB and raising attainment across the curriculum with this innovative approach to Physical Education.
Heinemann Maths spend C/F	£4000	
L/N/HWB/ICT SIP Flexible spending materials	£10000	Improved training opportunities and resources.
FSM Poverty Proofing trips etc	6166.40	Focus on ensuring cost of school day is kept to a minimum. Outdoor learning focus.
TOTAL	£59400	

St. Andrew's Primary also benefits from being one of the 35 authority CANcan schools. 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
Pedagogy Practitioner support Maths, Literacy, H&WB & STEM	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:		Numeracy: To further improve attainment in numeracy/mathematics while working with the cluster to improve STEM opportunities in the curriculum.			
Person(s) Responsible Who will be leading the improvement?		School: Geraldine Wardrope, Laura Henderson Claire Lane Alice Beekman		Nursery lead: Christine McCabe Norma Alexander All staff focus Term 1 August – October	
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, 9, 10	1, 2, 3 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?
Nursery, to host early year's number presentation to parents.	<ul style="list-style-type: none"> Teacher to present early number milestones etc CLD to support number Workshops 	<ul style="list-style-type: none"> Pre post parent survey 	<ul style="list-style-type: none"> Games number tasks CLD support 	<ul style="list-style-type: none"> Term 1
Improve the attainment and experience of all children in numeracy.	<ul style="list-style-type: none"> Agree and use on non-resource linked progressive planners looking at benchmarks and teachers adding resources using active maths books, Heinemann, sumdog and Numbertalks as main resource and SEAL for SfL. Revise maths policy – STEM /SEAL 	<ul style="list-style-type: none"> Pre/ Post teacher judgement Maths numeracy scores Pre/ post pupil surveys Standardised assessments Class formative assessment Staff survey 	<ul style="list-style-type: none"> New planners Early level jotters Sumdog Monitoring Mhairi Sumdog assessments set - taught by CI to all staff 3 groups per class as maths task Convince me cards in use 	<ul style="list-style-type: none"> Measure November February, May 10 week interventions gauged against MALT results for SfL groups
Periodic Assessment	<ul style="list-style-type: none"> Look to the types of periodic assessments schools are using in P1, 4 & 7 to support TJ 	<ul style="list-style-type: none"> Periodic maths assessments in use 2020-21 	<ul style="list-style-type: none"> MALTS 	<ul style="list-style-type: none"> 2020-21
Maintain the Narrowed gap at Early level numeracy evident in teacher judgement.	<ul style="list-style-type: none"> Create a tailored maths resource that coincides with Benchmarks and identify the main support resources. 	<ul style="list-style-type: none"> Professional tracking meetings with learning assistant and class teacher 	<ul style="list-style-type: none"> CEM results Teacher judgment tracking meeting results 	<ul style="list-style-type: none"> Measure November February, May
Narrow the gap for PEF and SIMD1-2 children particularly at P6 level. Improving teacher judgement levels for amber (A) and Red (R) identified children. 2018-19 RESULTS: G- 19 A-11 R-6	<ul style="list-style-type: none"> 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 MALT 	<ul style="list-style-type: none"> Rapid maths bought Additional teaching staff for 3 day SfL focus P1 AH P2-3 GW P4-5 CL P6-7 TC 	<ul style="list-style-type: none"> On going Measure November February, May

IMPROVEMENT PRIORITY 1 CONTINUED:		Numeracy: To further improve attainment in numeracy/mathematics while working with the cluster to improve STEM opportunities in the curriculum.			
Person(s) Responsible Who will be leading the improvement?		School: Geraldine Wardrope, Laura Henderson Claire Lane Alice Beekman		Nursery lead: Christine McCabe Norma Alexander All staff focus Term 1 August – October	
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, 9, 10	1, 2, 3 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?	
Improve STEM opportunities across the school	<ul style="list-style-type: none"> Improved planners to be put 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... 	<ul style="list-style-type: none"> New STEM resources Programing sites in use supported by St. Margaret's Technology kits 	<ul style="list-style-type: none"> June 2020 	
Improve outcomes for all in terms of STEM.	<ul style="list-style-type: none"> Identification and sharing of excellent and good practice. Set up STEM Working Party to facilitate and support the implementation of STEM across the cluster. Identified times / opportunities for staff across the cluster (ELPs / Primary Teachers and Secondary teachers) to meet at regular intervals to plan the implementation. 	<ul style="list-style-type: none"> Increased teacher confidence / implementation / consistency of STEM teaching within the classroom. Refreshed cluster STEM policy. Improved teacher confidence in planning and delivering STEM lessons. Improved Learning and Teaching across STEM. 	<ul style="list-style-type: none"> Results from audit to identify STEM purchases for individual schools. Staff expertise. CPD opportunities delivered by secondary specialists. Cluster KNEX challenge. 	<ul style="list-style-type: none"> Audit completed by September 2019 Working party established September 2019 STEM policy prepared June 2020 	
Increased staff understanding and application of STEM through pre and post evaluation. Measure of improvement pre/post questionnaire.	<ul style="list-style-type: none"> Complete all audits and evaluate responses. Identify STEM training opportunities for all staff across the cluster. 	<ul style="list-style-type: none"> Evaluate individual and collective responses to show the gap in school and cluster communities. 		<ul style="list-style-type: none"> August 2019 – June 2020 	
Develop and deliver a consistent approach across all cluster schools in the development of STEM.	<ul style="list-style-type: none"> Develop a skills progressive planner. Identify Working party focus group. Create a share point for good practice. Peer observations across cluster. 	<ul style="list-style-type: none"> Protected time to train, work collegiately and develop sustainable working partnerships with all sectors connected to the cluster community. 		<ul style="list-style-type: none"> August 2019 – June 2020 	
Evaluative Statement & Actual Impact/ Evidence					
November					
February/May					

IMPROVEMENT PRIORITY 2:

Literacy: To improve attainment in literacy and English with clear processes for assessment, moderation, monitoring and tracking in writing.

Person(s) Responsible Who will be leading the improvement?		Colette Lambie , Fraser Eunstou Louise Milliken & Joana Martin		Nursery Lead: Helen McDonagh, Gillian Rolink /Edyta P All staff focus: Term 2 October – December	
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 2	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?
<p>Narrow the poverty gap identified at first level writing by 5%</p> <p>Current 2018-19 achieved: Whole 75% PEF 43% SIMD 67%</p>	<ul style="list-style-type: none"> support from learning assistants and SFL teachers for identified group by Sep 2019 	<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 support teacher 	<ul style="list-style-type: none"> SFL teachers: P1 AH P2-3 GW P4-5 CL P6-7 TC 	Oct '18- calendar of CLPL opportunities created and shred with staff <ul style="list-style-type: none"> Sep '18- training for support staff in working with identified group
Improve the attainment and experience of all children in reading, writing, listening and talking, numeracy and IDL. (Choose one aspect- depending on your agreed cluster focus) Increase ACEL data in reading, writing, listening and talking, numeracy results by 5%/10% or 15%. (ACEL data)	<ul style="list-style-type: none"> AML led Assessment and Moderation Activites at cluster level will provide opportunity to build capacity through Professional Dialogue. SNSA testing and additional standardised testing as and when necessary. 	<ul style="list-style-type: none"> Teacher judgement information CEM Data SNSA Data Class assessments Periodic Assessments Moderation feedback 	Data information from CEM and SNSA downloaded and compiled. Data linked to SIMD 1-3 highlighted. Addressing attainment gaps with appropriate and timeous interventions eg Malt, Number box etc Time for cluster moderation sessions (4 hours from WTA)	October 2019- planning for cluster moderation activities. February- May 2020: cluster moderation sessions held during inset days.
Build in agreed, planned and protected time in the Working Time Agreement in order to have a sustainable model of cluster moderation procedures. Using the West Partnership model this could be 8-20 hours with all schools approving this amount of time.	<ul style="list-style-type: none"> Agree the WTA as a cluster in May/June 	<ul style="list-style-type: none"> Protected time to train, work collegiately and develop sustainable working partnerships with all sectors connected to the school community. 		June 2019
Improve the engagement/uptake of focus aspects with the Moderation Hub to further develop and enhance staff training to achieve high quality learning, teaching and assessment practice.	<ul style="list-style-type: none"> Record the engagement with the Moderation Hub – Such as- cluster/ whole school/ departments/levels/individuals. 	<ul style="list-style-type: none"> Improved confidence in planning, providing differentiation, improved pace and challenge and engagement of pupils and young people through observed learning and teaching by SMT and peer observers involved in classroom monitoring, professional discussions/ dialogue and VSE. 		
Improving Attainment in T&L	<ul style="list-style-type: none"> Develop Task Charts based on moving texts such as movie trailers/adverts Philosophy Friday sessions to continue and become embedded. Alan Peat word games 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Philosophy Friday policy 	<ul style="list-style-type: none"> TJ Feb and May 2020

**IMPROVEMENT PRIORITY 2
CONTINUED:**

Literacy: To improve attainment in literacy and English with clear processes for assessment, moderation, monitoring and tracking in writing.

Person(s) Responsible

Who will be leading the improvement?

Colette Lambie , Fraser Eunstun Louise Milliken & Joana Martin

Nursery Lead: Helen McDonagh, Gillian Rolink /Edyta P

All staff focus: Term 2 October – December

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?
Improve Attainment in Reading	<ul style="list-style-type: none"> • Audit current reading resources and replenish • Move unsuitable/uninspiring titles to stage • Identify suitable new titles to enhance IDL topics • Development of Reflective reading task maps for texts most in use from P4-P7 • Early identification of pupils not achieving; identification of specific difficulties; appropriate intervention applied. • Incorporation of ICT reading tasks i.e. Studyladder, to support comprehension in P4-7 • Supplement Barrington Stokes novels for senior pupils with reading difficulties. • Reading Wall display – photos of staff/pupil reading favourite books with blurb about it alongside. • Afterschool book club • Celebrate world book day (cost free) • Order coloured overlays 	<ul style="list-style-type: none"> • YARC- TARGETED PUPILS PRE/POST INTERVENTION • ONE PUPIL PER GROUP PER TERM AS BENCHMARK • POLAR – P1 • JOTTER EVIDENCE • PLP – SEE-SAW PILOT • PUPIL ATTITUDE TO READING – PRE/POST GLOW FORM • 		<ul style="list-style-type: none"> • TJ Feb and May 2020
Improve Attainment in Writing	<ul style="list-style-type: none"> • Develop genre posters of bronze/silver/gold sentence types for each genre using Alan Peat resources. • Use Alan Peat Literacy Games to widen vocabulary – identify suitable games for each stage and include in FP. • Develop more consistent approach to assessing writing using new Taught writing jotters • Review spelling programme – particularly in P6/P7. • Develop a ‘Weekly Literacy Lessons’ structure from P1-P7, to ensure consistency. • Moderation at school/cluster and national level. 	<ul style="list-style-type: none"> • MODERATION • EVIDENCE IN JOTTERS • USE OF BENCHMARKS PRINTED INTO NEW JOTTERS • SWST • POLAAR • PHAB • 	<ul style="list-style-type: none"> • New Taught Writing Jotters • Alan Peat Literacy Games book • 	<ul style="list-style-type: none"> • TJ Feb and May 2020
Partnership focus	<ul style="list-style-type: none"> • CLD interventions ongoing throughout the year in response to needs arising. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Ongoing
Evaluative Statement & Actual Impact/ Evidence				
November/Feb				
February				
May				

IMPROVEMENT PRIORITY 3:
HWB: To improve attainment and achievement via Health and Well Being focus on mental health, DYW and Resilience.

Person(s) Responsible Who will be leading the improvement?		Jennifer Flanagan, Mhairi Raitt, Molly McDade, Vince Cairns		Nursery Lead: Angela Wynn/Gillian Lewis All staff focus: Term 3 January – April 2020	
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 7 8 9 10 12	3 4 6	2 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?
Link Outdoor Learning Agenda to improving resilience and Mental Health. 5% increase in overall positive GL health assessments. Targeted children to receive support.	<ul style="list-style-type: none"> • Increase ODL opportunities and expectations • Links with CAMHS universal and targeted support • Growth Mind-set maths strategies in place • Nurturing school policy in place 	<ul style="list-style-type: none"> • Health and wellbeing tracker in use to monitor and track pupil H&WB and quantify the gap to be targeted. • Pupil SHANARRI questionnaire completed via glow forms • 	<ul style="list-style-type: none"> • Glow forms • CAMHS links • 	<ul style="list-style-type: none"> • Ongoing
Mental Health Week Focus Nursery to P7. Focus to be national but also to from SHANNARRI questionnaire.	<ul style="list-style-type: none"> • Assemblies • Guest speakers • Preparation of questionnaires to support developing change in culture. 	<ul style="list-style-type: none"> • Questionnaires • Soft evidence from pupil voice and teacher opinion 	<ul style="list-style-type: none"> • Mental Health Resources fitting our Philosophy Friday resource. 	<ul style="list-style-type: none"> • May 2019
3 rd Gold Sport Award Achieved	<ul style="list-style-type: none"> • Increased attendance at sporting events • Physical Education & sport opportunities increased beyond 2hour standard per week • OOSHL sport related • Community links for sport • Staff training in sport • Staff sport opportunities – keep fit 	<ul style="list-style-type: none"> • Gold Sport award application 	<ul style="list-style-type: none"> • Various 	<ul style="list-style-type: none"> • May 2019 •
World of Work Week organised Nursery to P7 in October	<ul style="list-style-type: none"> • DYW progressive overview in place • Community links increased • WW week including enterprise and stalls to business and career opportunities • Links Sky and Apple visits • Links local Sky View Nursing home • Strengthening links to Mavisbank Primary • 	<ul style="list-style-type: none"> • Pre and post teacher surveys • Monitor and track community links • Pupil evaluations of WWW • 	<ul style="list-style-type: none"> • WWW resources letter, work, etc 	<ul style="list-style-type: none"> • Progressive Planner August 2019 • WWW October 2019 • Community Links December 2019 •

Evaluative Statement & Actual Impact/ Evidence

November	
February	
May	

IMPROVEMENT PRIORITY 4: SCHOOL ONLY		RE: To focus on the Religious theme of developing an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God while continuing to develop LGBTQ into the curriculum via Rights Respecting School focus.			
Person(s) Responsible Who will be leading the improvement?		Mrs. Hamill, Mrs Cairney			
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 2.2 3.1	4, 5, 6, 7, 10	2, 4, 6	3 4	3 4	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?
Looking at the celebrating and worshipping theme	<ul style="list-style-type: none"> Class masses planned where children lead the liturgy and invite community for tea afterwards. Joint Carol service with Golfhill. 	<ul style="list-style-type: none"> See planner 	<ul style="list-style-type: none"> Class masses Liturgical calendar 	<ul style="list-style-type: none"> Throughout the year
Ensure gender stereotypes are not present via play or expectations from Nursery to P7	<ul style="list-style-type: none"> Improved toilet systems Lads night to encourage fathers to take more influential role in childcare/encouraging academic links DYW jobs to tackle gender eg encourage interested girls in STEM and interested boys in care profession where numbers are smaller. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Rights respecting School Award	<ul style="list-style-type: none"> See Silver action Plan Questionnaires Action Plan Assemblies Charter Raising awareness via planned actions MR teaching lessons throughout school 	<ul style="list-style-type: none"> See RRS questionnaires and data 	<ul style="list-style-type: none"> RRS Glow resources Wall display – focal point on entering building replacing love heart wall showing rights our charter etc 	<ul style="list-style-type: none"> Bronze June 2019 Silver June 2010
Continuing to develop LGBTQ into the curriculum via following Catholic Church guidance.	<ul style="list-style-type: none"> Inclusive ethos N-P7 Embedding LGBT into our religious programme via national and Catholic School guidelines. 	<ul style="list-style-type: none"> Parental opinion sought at Parent Council Children can express their understanding and speak about tolerance as part of our School vision 	<ul style="list-style-type: none"> UNICEF resource RRS Glow RRS materials 	<ul style="list-style-type: none">

Evaluative Statement & Actual Impact/ Evidence	
November	
February	
May	

IMPROVEMENT PRIORITY : Nursery ONLY

Aiming for excellence in quality of care and support via family learning HGIOS 2.5

Person(s) Responsible Who will be leading the improvement?		All nursery staff have termly focus with different staff leading Christine McCabe, Emma McKinley, Sue H			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	EYC Priorities	
	1 2 3 4 5 6 9 10 12	1 3 6	1 2	1 2	

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 number of parent workshops covering Maths, literacy, HWB themes by 20% working with CLD and supporting transition	Calendar of events created with CLD Sue Hannibal, High Five, SLT, CAMHS Targeted Parenting classes Solihull Increase targeted uptake by 10%	<ul style="list-style-type: none"> Questionnaires Soft evidence from pupil voice and teacher opinion 	<ul style="list-style-type: none"> Library lending bags Kitchen and recipes/resources Links with Active Sports and clubs 	•
Further improved Forest Learning Opportunities and parent outdoor learning links.	<ul style="list-style-type: none"> Reinstate Forest Learning Parent link final term following same process as last year Minimum of weekly forest visits for groups Daily outdoor learning Outdoor learning evening event re run 	<ul style="list-style-type: none"> Questionnaires Soft evidence from pupil voice and teacher opinion Photos Twitter Polls 	<ul style="list-style-type: none"> Forest Learning Bag See App timetables grouping 	•
Implementation of pilot 1140hours including lunches for children.	<ul style="list-style-type: none"> Pilot lunches with am children August 2019 New hours structure decided upon and information given to parents – Dec 2019 	<ul style="list-style-type: none"> Photographs Parent/staff and Children opinion Changes in day structure and opportunities 	<ul style="list-style-type: none"> Decorate tables Table ware Increased outdoor learning Visits in community 	•

Evaluative Statement & Actual Impact/ Evidence

November	
February	
May	