



ST. JOHN PAUL II

Primary School & Nursery Class

SCHOOL IMPROVEMENT ACTION PLAN



2019-2020

Driving Excellence & Equity



Faith | Respect | Friendship | Trust | Kindness | Equality

Scottish Attainment Challenge School:	Yes
--	-----

Pupil Equity Fund Allocation:	£117,600
--------------------------------------	----------

Education and Families Priorities

- **Priority 1: Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.**

Improvement Actions

- Raising Attainment Strategy
 - There is a commitment to improve data informed practice across the Directorate, to increase numbers of young people achieving national benchmarks.
- Self- Evaluation Leading to Improvement
 - There will be a comprehensive refresh of quality improvement, based on a comprehensive review of HGIOS 4 and self-evaluation strategies.
- Review of Additional Support Needs
 - This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training and estate provision.

Priority 2: Equity - Closing the attainment gap between the most and least disadvantaged children and young people

Improvement Actions

- SAC/ PEF Plan
 - There is a well-established plan for the Scottish Attainment Challenge and Pupil Equity Fund which will require to be rolled out until 2022. It focuses on closing the attainment gap.
- Anti- Poverty Programmes
 - There are a number of specific programmes devoted to ensuring North Lanarkshire is typified by a commitment to addressing barriers to achievement, due to poverty.
- North Lanarkshire Research Lab
 - The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed.

Priority 3: Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.

Improvement Actions

- GIRFEC
 - There will be a refresh of GIRFEC approaches, focussing on ensuring that named persons and lead professionals have a clear understanding of the planning pathways.
- 1140 ELC Expansion
 - The expansion involves 1140 hours of nursery education being available to all 3-4 year olds and 2 year olds experiencing disadvantage.
- Mental Health and Wellbeing
 - Our practice in this area will be aligned with wider partnership approaches, translated into a **Mental Health and Wellbeing Strategy** for young people and those who work with them.

Priority 4: Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Improvement Actions

- Curricular Progression
 - A North Lanarkshire approach to ensuring a coherent, progressive curricular experience in Literacy, Numeracy, HWB and STEM will be established in all clusters.
- DYW Strategy
 - The work ensures that the Universal: Enterprising Learning; Additional: Work Based Learning Experience; Intensive: Pathways Programme.
- Digital Classroom
 - Young people learn across schools through digital learning opportunities, provided by host schools through Virtual Learning environments.

Priority 5: Vulnerable Groups- Improved outcomes for vulnerable groups.

Improvement Actions

- Support for Families/ Young People at Risk
 - There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support.
- Care Experienced Young People
 - There is a systematic approach being built to ensure positive outcomes for Care Experienced young people (and those at risk). The Virtual School is a key component of this activity.
- Support for Adults
 - There is a critical focus on improving systems to support vulnerable adults, including those in the justice system and victims of domestic violence.

School Vision and Values

- ✓ To provide a caring atmosphere which will be welcoming for all who use it, visit and learn in it.
- ✓ To help each child realise his/her maximum potential in a happy, secure environment.
- ✓ To make children proficient in all basic skills and develop emotionally, socially, intellectually, spiritually and physically so that he/she may experience a full and satisfactory life in the community.
- ✓ To promote education as a lifelong process by helping the children to develop the qualities, skills and attitudes they require to enable them to play an active part in a Christian society.
- ✓ To maintain effective communication with parents and the wider community thus fostering greater parental involvement and ensuring that the school is perceived as a communal resource.
- ✓ To strengthen links with other schools and establishments ensuring good liaison.
- ✓ To work together to ensure efficient and effective management of staff, resources and time.
- ✓ To create responsible citizens, successful learners, confident individuals and effective contributors.
- ✓ To seek progress through partnership, working closely with people with whom we share a common purpose.

Audit and Consultation

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

Details of engagement with parents/carers

All Parents/Carers have been invited to engage in a number of self-evaluation activities this session, in order to seek contributions to the improvement process. The main source of contribution is through the annual questionnaire, which is issued during **Parental Consultation Evening** in March. This asks a series of questions relating to the school and elements of the feedback are then included in the School Improvement Plan. During **Parents as Partners** days and also **Tea with Mr T** for Parents/Carers, more informal feedback and contributions are sought. These events also provide opportunities for Parents/Carers to become more involved in the life of the school. Our Nursery Class offers **Growing Together, Learning Forever** groups, **Stay and play** sessions and an **Open Day** at various points throughout the year, along with Coffee Mornings. Parents of children in the Nursery are also involved in setting targets within **Personal Learning Plans**.

Early in the school year, a **Parental Involvement Questionnaire** is issued. This give Parents/Carers the opportunity to offer their skills/talents during the school day and for after school clubs. It also allows us to gather data on availability for support of activities/learning and excursions.

The Parent Council take a keen interest in school improvement and attend the various national and local training events open to them. They want to develop a fuller understanding of the Self Evaluation Cycle and a deeper involvement in the improvement of the school.

Details of engagement with learners

There are number of ways in which children have a say in the improvement of their school. As part of the Monitoring and Quality Assurance calendar, children participate in **Pupil Voice Groups** with members of the Senior Management Team. The **School Captains**, **Pupil Council** and **Rights Ambassadors** consult on a variety of issues including school improvement. The children also participate in the **Mystery Diner** experience and the **SusTrans Hands Up Survey** annually. These experiences also ensure that our children have opportunities to engage with issues and initiatives beyond the school and into the wider local and national platform.

Within our Nursery setting, our children are involved in **Little Opinions** groups. Their **Learning Stories** are also gathered and shared with them and their parents/carers. They participate in our **Rights Respecting Schools** work. Through **Responsive Planning** the children have an element of ownership of the curriculum being taught and the direction of their learning.

Children have the opportunity to take part and contribute to **Thinking Circles**. These opportunities deal with a variety of topics relating to school improvement – most recently our **Vision, Values and Aims**.

2019-20 Improvement Plan

Establishment Priority 1:	Develop consistent approaches to 'Making Thinking Visible' across all stages.
Establishment Priority 2:	Improvement in attainment in Numeracy throughout the school but with a particular focus on children in SIMD 1 & 2.
Establishment Priority 3:	Improve Health & Wellbeing of young people through further developing approaches to Nurture and Emotional Literacy.
Establishment Priority 4:	

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"> Improvement in attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<ol style="list-style-type: none"> Early intervention and prevention Social and emotional wellbeing Promoting healthy lifestyles Targeted approaches to literacy and numeracy Promoting a high quality learning experience Differentiated support Using evidence and data Employability and skills development Engaging beyond the school Partnership working Professional learning and leadership Research and evaluation to monitor impact 	<ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	<ol style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children's and young people's health and wellbeing; and 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.		

IMPROVEMENT PRIORITY 1:	Develop consistent approaches to 'Making Thinking Visible' across all stages.				
Person(s) Responsible Who will be leading the improvement?	A Martin (DHT), P McCann (PT)				
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	EYC Priorities	Developing in Faith/ RRS Article(s)
1.2, 1.4, 2.3	4, 5, 10, 11, 12	2, 4, 5	1, 2	1, 2	Art 29

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>Continue to develop and consolidate whole school culture of thinking which engages all stakeholders.</p> <p>Leaders of Learning will lead SLCs in order to engage staff and enable them to work towards accessing learners' understanding more accurately.</p>	<p>Lead Learners to attend all MTV sessions.</p> <p>All teaching staff to engage in Staff Learning Community activities based on learning shared by Lead Learners.</p> <p>Ensure staff who require support are given this through peer observation and mentoring from Lead Learners.</p>	<ul style="list-style-type: none"> Questionnaires at the beginning, mid point and end of the programme. (Pupils & Staff) Evaluations from Lead Learners Levels of staff engagement with CLPL Peer Observation feedback 	<ul style="list-style-type: none"> £3000 (cost of participation) paid for through PEF in 2018/19. Purchase supporting literature. (PEF) Lead Learners/Mentors for staff 	<p>Various dates throughout session</p> <p>Various dates until June 2019</p> <p>Ongoing</p>
<p>All classes to be further developed places where thinking is valued, visible and actively promoted for all children.</p> <p>Through the MTV approach, all children will be given opportunities to further develop their thinking skills, encouraging more active participation in learning with an increased awareness and use of Higher Order Thinking Skills.</p>	<p>Provide appropriate support for Class Teachers. Refresher session to be held at the beginning of the school year.</p> <p>Include MTV in the school Monitoring and Quality Assurance Calendar.</p> <p>MTV to be included in the Collegiate Working Time Agreement.</p>	<ul style="list-style-type: none"> Learning Visit formal written feedback and discussions Action points from Learning Visits Pupil Voice Group feedback 	<ul style="list-style-type: none"> HT/DHT Learning Visits Lead Learners Peer Observations (Time and class cover) 	<p>Term 1 Learning Visits</p> <p>Term 2 Learning Visits</p> <p>Term 3 Learning Visits</p> <p>Pupil Voice Groups (Term1 & 3)</p>
<p>Thinking routines are embedded and evident in a variety of learning experiences.</p> <p>Routines are in place and are consistently implemented. Children are comfortable with the routines and they encourage all learners to engage. Routines are used with increasing regularity.</p>	<p>Provide appropriate support for Class Teachers.</p> <p>Include MTV in the school Monitoring and Quality Assurance Calendar.</p> <p>Follow up tasks from seminars (Lead Learners) and Staff Learning communities.</p> <p>MTV to be included in the Collegiate Working Time Agreement.</p> <p>Thinking Routines to be used with Parents/Carers where possible.</p>	<ul style="list-style-type: none"> Evidence from tasks/research/discussions through seminars and SLC meetings. Learning Visit formal written feedback and discussions Action points from Learning Visits Pupil Voice Group feedback Data from questionnaires demonstrate an increase in use/regularity/confidence over time. 	<ul style="list-style-type: none"> Collegiate Working Time Additional time to support Lead Learners in taking aspects forward (PEF Staffing Additionality) 	<p>Ongoing</p> <p>Written feedback and discussions</p> <p>Action points from Learning Visits</p> <p>Pupil Voice Group feedback</p>

<p>Further develop and embed the use of AifL within all learning experiences. All lessons to have a variety of AifL strategies built into them with an increase of pupil awareness and ownership of these. Children will be able to apply strategies and discuss them.</p>	<p>Review of strategies within AifL draft policy (2018).</p> <p>All Class Teachers will incorporate the use of Learning Intentions & Success Criteria within all learning opportunities, further developing their confidence and quality of these. The appropriateness and impact of these will be developed through Assessment & Moderation work.</p> <p>A jotter feedback policy will be agreed and implemented by all staff. This will include consultation with pupils.</p> <p>Senior Leadership Team to have a focus on this through Learning Visits and Pupil Voice Groups.</p> <p>Position Statement to be prepared for implementation.</p>	<ul style="list-style-type: none"> • Staff survey of AifL strategies (pre & post) • Learning Visit formal written feedback and discussions • Action points from Learning Visits • Pupil Voice Group feedback 	<ul style="list-style-type: none"> • Draft School Assessment Policy • Building the Curriculum 5 	<p>August 2019</p> <p>Then ongoing throughout the school year.</p>
---	--	--	---	--

Evaluative Statement & Actual Impact/ Evidence	
November	
February	
May	

IMPROVEMENT PRIORITY 2:

Improvement in attainment in Numeracy throughout the school but with a particular focus on children in SIMD 1 & 2.

Person(s) Responsible Who will be leading the improvement?		K Thomas (HT), N Guidi (PT)			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	EYC Priorities	Developing in Faith/ RRS Article(s)
1.2, 1.3, 1.5, 2.2, 2.3, 3.2	4, 5, 6, 7	2, 3, 5, 6	1, 2	1, 2	Art. 29

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?
Develop and further embed the level and of Active Learning in Numeracy. Heinemann Active Maths implemented throughout the school with increased confidence and motivation for learners and teachers.	<p>Provide further support to embed the use of Heinemann Active Maths throughout the school.</p> <p>Continue to implement Number Talks as a core resource.</p> <p>Pilot new NLC Progression Pathways in conjunction with school Skills Progressions (from 2018/19)</p>	<ul style="list-style-type: none"> • Learning Visits • Peer Observations • Teacher Evaluations 	<ul style="list-style-type: none"> • Heinemann Active Maths • School Planners • NLC Pathway • Input from Curriculum Leaders (NLC Numeracy) 	Checkpoints in November, February & March.
Continue to Improve the attainment in Numeracy. Narrow the gap in numeracy by 10% in SIMD 1 & 2. Increase confidence and engagement in numeracy through a balanced approach to learning and teaching strategies.	<p>Pilot the new North Lanarkshire Maths Pathway for Early, First and Second Levels.</p> <p>Implement the SEAL Maths approach for children in targeted support groups.</p> <p>Integrate SEAL Maths theory and application within all classes as 'core numeracy'.</p> <p>Provide other targeted support through Number Box for targeted children.</p>	<ul style="list-style-type: none"> • MALT Assessments (Medium) • Scottish National Standardised Assessments (Long Term) • SEAL Resources & Literature • Pre/post Teacher Judgements • Number Box Support Sessions offered through volunteers. • Learning Visits as part of the Monitoring & Quality Assurance Calendar 	<ul style="list-style-type: none"> • MALT Assessments • Scottish National Standardised Assessments • CEM Assessments • SEAL Resources & Literature (PEF Funded £6,000 from 2017/18) • Number Box • Parent Support Group – working with identified children. 	<p>Checkpoints in November, February & March.</p> <p>SNSAs administered around Easter.</p> <p>Teacher Judgements in October, February & June</p> <p>Attainment Tracking as part of Monitoring Calendar</p>
Improve Parental Engagement with Numeracy Home Learning for identified children. Increase level of support in learning at home by providing support and strategies to identified parents.	<p>Liaise with CLD Worker to offer support sessions to parents/carers.</p> <p>Invite parents/carers to Maths Workshops to increase their own confidence and subject knowledge.</p> <p>Offer a numeracy homework club at various points throughout the school year.</p>	<ul style="list-style-type: none"> • Pre/post Parent/Carer questionnaires • Engagement in Maths Workshop (uptake and attendance) • Evaluations of homework clubs • Evaluations of Toolbox 	<ul style="list-style-type: none"> • Selection of resources used within school to share with parents/carers • Workshop design/collaboration time • CLD Worker (Attainment Challenge) • Resources for Toolbox (PEF – cost unknown yet) 	<p>September Parental Engagement Workshops</p> <p>October Parents as Partners Events</p>

	<p>Parent/Carer Toolbox provided to targeted children (contents to be agreed).</p> <p>SUMDOG After School Clubs to be offered to children, but identified children to be approached.</p>			
--	--	--	--	--

Evaluative Statement & Actual Impact/ Evidence	
November	
February	
May	

IMPROVEMENT PRIORITY 3:

Improve Health & Wellbeing of young people through further developing approaches to Nurture.

Person(s) Responsible Who will be leading the improvement?		C Byers (PT), T Murtagh (PT), L Layden (PT)			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	EYC Priorities	Developing in Faith/ RRS Article(s)
1.1, 1.2, 1.5, 2.2, 2.4, 2.5, 2.7, 3.1, 3.2	1, 2, 3, 5, 6, 7, 9, 10, 11, 12	1, 3, 4, 5	1, 2, 3	1, 2, 3	Art. 3, 5, 24, 28, 29, 31

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?
Continue to increase the level of Nurturing approaches for all learners.	<p>Staff to be further trained and skills in nurture developed.</p> <p>Additional Teacher to attend full Nurture training.</p> <p>Review of Nurture Self Evaluation Toolkit.</p> <p>Link with CLD Worker to agree a suite of supports to be offered to families. Identify parents who could take part in the online training. Agree a number of dates and times for parents/carers to visit the 'nurture space'.</p>	<p>Pre and post questionnaires (staff/pupil/parent/carers)</p> <p>Nurture Self Evaluation Toolkit responses.</p> <p>Uptake from Parents/Carers and evaluations from CLD Worker.</p> <p>Parental feedback/Pupil feedback</p>	<p>Collegiate CLPL time</p> <p>3 Day Nurture Training</p> <p>SLT & Nurture Teacher to carry out Nurture Evaluation.</p> <p>Meeting with CLD worker to arrange</p> <p>Sessions planned for Nursery initiatives.</p>	<p>August 2019</p> <p>August/September 2019</p> <p>August 2019</p> <p>August/October 2019</p> <p>January/March 2020</p>
Continue to develop the use of 'The Tree House' to offer nurture support to targeted groups and individuals.	<p>Nurture Self Evaluation Tool to be used and action plan reviewed/updated.</p> <p>Carry out evaluation and assessment to identify children who require enhanced nurture provision.</p> <p>Resource the space appropriately.</p>	<p>Nurture Self Evaluation Toolkit responses.</p> <p>Boxall Profile (Pre and Post)</p> <p>Teacher requests for assistance (internal)</p>	<p>SLT Meeting time</p> <p>Additional staffing (1FTE through PEF)</p>	<p>Ongoing</p> <p>August 2019</p> <p>August 2019 onwards</p>
Increase the amount of Outdoor Learning for all children but with a focus on identified children.	<p>PT to utilise recent Forest School Training.</p> <p>Continue to participate in the 'Learning in local greenspace' project with NLC and Scottish National Heritage.</p> <p>Develop an Action Plan with NLC to</p>	<p>Short and long term feedback from the PT. Measure level of pupil engagement?</p> <p>Evaluation toolkit (provided by SNH)</p> <p>Evaluations from milestones of Action Plan (long term)</p>	<p>£250 grant from SNH (continued from 2018/19)</p> <p>'Beyond your Boundary: easy steps to learning in local greenspace'</p>	<p>Ongoing</p> <p>August 2019 – June 2020</p> <p>August 2019 and ongoing</p>

	<p>Further develop the use of and our relationship with Viewpark Community Allotment.</p> <p>Continue to use Viewpark Nursery Gardens and Fullwood Nature Reserve as a space for Outdoor Learning.</p> <p>Establish small groups of children who require O.L. as part of their nurture provision.</p> <p>Establish a calendar of visits to the identified spaces.</p> <p>Outdoor Learning log to be kept in order to evidence what has been undertaken throughout the school year.</p> <p>'Loose Parts' and 'This Place is like a building site' documents to be further implemented within our Early Level setting. Parent Workshops will be offered for this.</p>	<p>Teacher evaluations.</p> <p>Health and wellbeing wheel/what I think tool.</p> <p>Beyond Your Boundary Audit tool. Beyond Your Boundary Questionnaire</p> <p>Beyond Your Boundary Action Plan</p> <p>Loose Parts Document</p> <p>This Place is Like a Building Site document.</p>	<p>https://www.nature.scot/learning-local-greenspace</p> <p>£50 cost towards the Allotment space</p>	<p>August 2019 and ongoing</p> <p>August 2019</p>
<p>Increase the Emotional Literacy of all children through a whole school approach for all children and adults.</p>	<p>Implement 'Emotion Works' as a core HWB resource.</p> <p>Offer parental workshops/pupil assemblies based on the philosophy behind 'Emotion Works'.</p> <p>Introduction Programme agreed with all staff. Each cog initially introduced at weekly assembly, with associated work/development taking place in the following week</p> <p>Work with other establishments to share their practice and experience of using 'Emotion Works'.</p>	<p>Pre/post assessments</p> <p>Teacher evaluations</p> <p>Parent/pupil questionnaires</p>	<p>Emotion Works subscription (PEF)</p> <p>Emotion Works resources and planners (shared by Muir Street Primary).</p> <p>Support Assistant time</p> <p>Staff CLPL</p>	<p>August 2019 (annual subscription)</p> <p>August 2019 with further meetings arranged.</p> <p>August 2019 with further meetings arranged.</p>

Evaluative Statement & Actual Impact/ Evidence	
November	
February	
May	