

St Anthony's Primary

School Improvement Plan

2023/24

Planning framework

As part of Children's Services, St. Anthony's Primary has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

National Priorities

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

- 1. place the human rights and needs of every child and young person at the centre of education;**
- 2. improve attainment, particularly in literacy and numeracy;**
- 3. close the attainment gap between the most and least disadvantaged pupils;**
- 4. improve children's health and wellbeing; and**
- 5. improve children and young people's employability skills so that they move into positive and sustained destinations.**

Renfrewshire's Education Priorities

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on pages 3 and 4.

Pupil Equity Funding

Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

Renfrewshire Council Plan Strategic Outcomes

Cross cutting theme: Improving outcomes for children and families

<p>We will encourage kind and connected communities—where our citizens take pride in their place, attracting others to move here and share in the opportunities Renfrewshire has to offer.</p>	<p>We will support a strong and flexible local economy—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.</p>	<p>We want Renfrewshire to be a fair place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.</p>	<p>We are working towards a greener future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.</p>	<p>We want our employees to feel proud to work for Renfrewshire Council because we are a values driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.</p>
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Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

<p>Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.</p>	<p>Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.</p>	<p>Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.</p>	<p>Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.</p>	<p>Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes</p>
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Our Vision, Values and Aims

Our Vision

Students will have success for today and be prepared for tomorrow.

Our aim is to be Excellent every day in every way.

We will achieve this by:

Making sure all pupils are aware of the Rights through Right Respecting school education and become successful learners, effective contributors, confident individuals, and responsible citizens by:

1. Providing a broad balanced, challenging, and enjoyable curriculum through a range of personalised co-operative learning experiences.
2. Creating an inclusive ethos that nurtures healthy, happy children celebrating their wider achievements as they grow in their Faith.
3. Fostering good relationships between staff and pupils, effective partnerships between home and school and close links with agencies and the community in a safe, stimulating, and healthy environment.

Our 'HEART' Values

Honest

Extraordinary

Aspirational

Respect

Trust

Who did we consult?

To identify our priorities for improvement, we sought the views of learners, parents, carers, and staff. We used a variety of methods of getting the views of those who are involved in the life and work of St. Anthony's such as staff meetings, PRD reviews with all staff, working parties for the SIP and parent and pupil questionnaires and meetings.

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities. They include representatives from local universities, health, early years and the third sector.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How will we know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include Staff being involved in Self Evaluation programme using HGIOS 4. Developing in Faith, information collated and used to create School Profile, class learning visits, timetables of staff peer visits, monitoring programme agreed by staff in August for the year, attainment and attendance tracking, school inclusion programme, team teaching where appropriate and at pupil's ability and social skills level.

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff.

Improvement Priority 1 – Improving Parental Engagement

HGIOS/HGIOE
LC QIs
2.5
2.7

NIF Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children

NIF Drivers



Rationale for change

Our robust data has identified a poverty related attainment gap (PRAG) linked to poor parental engagement and attendance.

% of pupils	PRAG Target Group	Non Target Group	GAP
On track in Literacy	37%	80%	- 43%
On track in Numeracy	53%	83%	- 30%
Attendance above 90%	42%	76%	- 34%
Parental engagement	37%	76%	- 39%

Outcome and Expected Impact

We aim to reduce the poverty related attendance gap within our identified PRAG targeted group by 26% by June 2024 (from -34% to -8%).

We aim to increase parental engagement within our PRAG target group by 26% by June 2024 (from 37% to 63%)

Desired Impact

Increased attendance and parental engagement will improve attainment within the PRAG targeted group as below:


% of pupils	June 23	June 24
On track in Literacy	37%	53%
On track in Numeracy	53%	68%

Measures

- Tracking of attendance of pupils
- Home visits
- Tracking of parents/ carers attending parents' night/open afternoon/school events.
- Parental/Staff/Pupils surveys.
- Focus groups (parents/staff/pupil) established.

Interventions

- Parental Focus Group led by External trainer, supported by Class Teacher and ASNA.
- Regular parent-teacher conferences and workshops to discuss student progress and provide strategies for supporting learning at home, by using Literacy Planet/Sumdog, Music Lab).
- We will invest in outdoor play equipment and resources to encourage family learning opportunities which will be clearly timetabled to maximise engagement and attendance.
- We will provide support and guidance to families by offering resources such as counselling services, referrals to community organizations, home visits and academic support programmes.

Improvement Priority 2 Provide all children with high-quality STEM opportunities			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>QI 2.3 QI 2.2 QI 1.2 QI 3.3</p>	<p>• Placing the human rights and needs of every child and young person at the centre of education</p> <p>• Improvement in attainment, particularly in literacy and numeracy</p>		
<p>STEM Education: Continuing on our journey to improve outcomes for learners in STEM, will provide professional development opportunities for teachers. This will include training on how to incorporate STEM into their lesson plans and how to use technology to enhance STEM learning. The school will also continue to invest in new equipment and resources that will allow students to engage in hands-on STEM activities. STEM clubs and competitions will be organized to encourage student interest and participation in STEM subjects.</p>	<p>By June 2024, all staff will:</p> <ul style="list-style-type: none"> improve their confidence and expertise in STEM related subjects wide their portfolio of learning and teaching approaches <p>All teaching staff will benefit from participating in STEM CLPL by June 2024.</p> <p>All children will have benefitted from increased volume and quality of STEM opportunities by June 2024.</p> <p>P6 and P7 learners will have benefitted from the opportunity to lead learning in STEM through developing as Young STEM Leaders.</p> <p>Individual, class and whole school attainment in numeracy will improve as a result of supporting target groups/individuals to close</p>	<ul style="list-style-type: none"> Baseline and Comparative participant surveys will show where gains have been made in teacher and pupil confidence. Teachers' planning will reflect and increased focus on STEM and a progression of skills through relevant, real-life connections in the curriculum. Evaluations of new interactive planning formats Analysis from weekly & termly planning and meetings with staff, will reflect an increase in the number of and quality of STEM subjects taught together. Almost all pupils, through focus groups and class-based evidence feedback positively about their awareness of and learning in STEM subjects. Increased participation in STEM family learning opportunities will lead to increased involvement from parents/carers and partners in 	<p>Provide all children with high-quality STEM opportunities through effective planning for teaching and learning, staff development and partnership working.</p> <p>Partnership Working</p> <ul style="list-style-type: none"> The Royal Society – Primary 6 will participate in two-year project with The Royal Society and Glasgow Caledonian University to answer to answer the question 'What Impact does aerodynamic design have on car performance?' Amazon and APAX SSERC Vex – Primary 5 and 7 will participate in a two-year project with SSERC developing Coding concepts and approaches using Vex Go and Vex 123 resource

As pupils progress through the school, attainment data highlights a diminishing trend in achievement of CfE Numeracy levels at P5. The COVID-19 pandemic caused further disruption to learning and teaching, resulting in almost all classes falling below their pre-covid attainment % in Numeracy. Whilst there has been clear progress in recovery from the impact of the COVID-19 pandemic over session 2022-23, our aim is to now exceed pre-covid attainment levels by the end of session 2023-24.

Please see data below:

	% on track			
	P4	P5	P6	P7
2022-2023	88	83	80	79
2021-2022	67	76	79	69
2020-2021	50	67	0	0
2019-2020	Co vid	Co vid	Co vid	Co vid
2018-2019	70	81	78	82

There is a need to further develop all staff confidence in delivering engaging and

attainment gaps in numeracy & mathematics.

23-24	Target % range for children on track June 24
P5	88 - 90
P6	83 – 91
P7	80 – 88

Families:

Open afternoon exit poll/Feedback from comparative survey will show raised awareness and understanding of STEM amongst parents/carers.

support STEM learning, in and out of school.

- Measurement of the attainment data within numeracy by June 2024.
- Evaluation processes from Partnership work reflects a change in teacher, pupil and families perception of STEM subjects and their understanding and knowledge of the application of STEM subject to the World of Work and their own lives.
- Teacher feedback: The school will gather feedback from teachers on their experiences with the professional development opportunities provided to them. This feedback will be used to assess the effectiveness of the training and to make any necessary adjustments.
- Student feedback: The school will gather feedback from students on their experiences with STEM education, writing instruction, and school activities. This feedback will be used to assess the effectiveness of the school's strategies for engaging students and improving learning outcomes.

- **Primary Engineer –** Participate in 'If you were and Engineer, what would you do? Programme
- **Extra-curricular – ‘St. Anthony’s Let’s Get Coding!’** – Provide a series of extra-curricular activities based on Computing Science that give opportunities for key target groups, across all school stages. Some of these opportunities will provide include Family Learning. Young STEM Leaders will lead on aspects of this. (Digital Xtra Funding)
- **Working Party –** Support implementation of new interactive planning structures for Digital Literacy, Computing Science and Science. Develop extra-curricular coding experiences.
- **Embedding –** Embed good practice and learning from last sessions SSERC Primary Science development work
- **Targeted Support –** Pupils identified from tracking data will receive targeted support from Numeracy & Mathematics Modelling & Coaching Officer trained ASNAs
- **Moderation –** Develop shared understanding of high-quality

<p>practical STEM lessons and to develop a clear plan to ensure that STEM is being employed consistently throughout the school with positive impact on numeracy attainment.</p>			<p>learning, teaching and assessment experiences in Science, Engineering and Technology.</p> <ul style="list-style-type: none">• STEM Nation Award – By June 2024 apply for at least one area of STEM Nation Award to reflect progress with above actions and general ethos of STEM in school.
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Improvement Priority 3 Raise Attainment in writing

HGIOS/HGIOELC QIs

Q.I 2.3
Q.I 2.4
Q.I. 3.2

NIF Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children

NIF Drivers



Rationale for change

Talk for Writing is a Renfrewshire initiative, providing training for all staff, to raise attainment for all.

CfE school data demonstrates that, writing is the main area for improvement and the biggest dip in attainment appears at First level.

Assessment and tracking information also identifies a poverty related attainment gap at this level linked with poor attendance and parental engagement.

	PRAG Target Group	Non target group
% of learners on track in writing	37%	76%

Outcome and Expected Impact

Learners:

By June 2024 we aim that attainment in Writing will be as follows:

Stage	Current %	Stretch Aim %
P2	83	83 - 86
P3	74	74 - 76
P4	58	67 - 71
P5	90	90 - 93
P6	74	86 - 91
P7	76	76 - 84

By June 2024 attainment of the target group is increased, therefore decreasing the poverty related attendance gap:

	Gap 23	% Range gap closed	GAP JUNE 24 Range
Target Group	39%	16% - 31%	23% - 8%

Measures

- Pre/ post teacher judgement data
- Writing assessment scores
- Pre/ post pupil surveys/learning conversations
- Standardised assessment data including SNSA/ACEL at P4 and P7
- Class formative assessment
- Levels of staff engagement with CLPL
- Relevant programme assessment measures
- L and T working group feedback
- Pre/post evaluations on staff confidence and understanding
- Tracking meetings with class teacher and inclusion support officers
- Peer class visit feedback
- Learner feedback – target group
- Target group writing journals
- Engagement with and use of library resources
- Pre/ post child and family survey
- Levels of parental engagement
- Attendance and late-coming data

Intervention

- Appointment of 1 FTE ASNA and 0.49 CT to support targeted interventions to identified group.
- Calendar of writing working party sessions finalised by Sep 2023 and delivered throughout the session.
- Provide professional learning for teaching and support staff (Talk for Writing)
- Audit resources for writing, identify and purchase resources required.
- Further Development of solo taxonomy as an assessment/progression tool
- Development of digital technologies to promote independence in writing in develop adult/peer/child and parent feedback to improve writing.

By June 2024 pupil writer engagement surveys will show that over 50% of the target group will identify themselves as writers

Staff:

By Dec 2023, almost all teachers are more confident and skilled in the learning and teaching of writing. Almost all support staff are more confident and skilled in providing in-class support to the identified group.

Learners

Attendance of the target group is increased (linked with priority 1)

Late coming for the target group is reduced to 4% by June 2023 and 2% by June 2024.

Families:

Parents will have a better understanding of their child's progress/next steps in writing and be able to support them to achieve this.

By June 2024, parental engagement for the target group increases by 26% (see priority 1)

- Senior Leadership Team fully trained
- Class Trio visits feedback now at Cluster level
- Adult/peer/self/parent feedback via seesaw

