



Renfrewshire Council Children’s Services

**St Catherine’s Primary School**

**Improvement plan**

**2015-2018**

##### Vision

**Renfrewshire’s Council Plan and Community Plan sets out a vision for Renfrewshire, identifying the challenges and opportunities and provides a framework for improving outcomes for the citizens of Renfrewshire.**

**From this, Children’s Services has developed an action plan setting out how it intends to achieve the outcomes identified in the Council and Community Plan.**

**As part of Children’s Services, St Catherine’s Primary school has developed this school improvement plan which provides a framework for how we intend to continue our work towards achieving better outcomes for those associated with our school community.**

**AChildrenhjhjjIn both the national and local context, curriculum for excellence, getting it right for every child and closing the poverty attainment gap are the focus for education and responding to these priorities will be a central aspect for St Catherine’s since they are central to preparing and supporting children and young people for the future.**

**The priorities within this plan set out how we will improve our school and work towards achieving the vision for our school and for Renfrewshire.**



**Our vision and aims**

**The aims of St Catherine’s are:**

The aims of St Catherine’s Primaryare to ensure that our school is:

**Quality Indicator**

1 A place that is known for its high standards and caring atmosphere

2, 3 A place where learners, staff and parents have a feeling of community,

loyalty and belonging and are motivated to learn because of this.

1. A place where there is respect for all – in our own and in other communities.
2. A place where our curriculum meets the needs and abilities of all our children.

6,7,8,9 A place where the Christian ethos shines through everything that we do.

The aims of St Catherine’s Nursery are to ensure that we are :

1 A place that is known for its high standards and caring atmosphere

2, 3 A place where learners, staff and parents have a feeling of community, loyalty

and belonging and are motivated to learn because of this.

1. A place where there is respect for all – in our own and in other communities.
2. A place where our curriculum meets the needs and abilities of all of our children.

6,7,8,9 A place where the love of children shines through everything that we do.

Who did we consult?

All staff are regularly consulted on the operation of the school, this takes place through regular staff and departmental meetings, in service days and through the completion, on a three yearly cycle, of a “How Good Is Our School Audit”. In addition teaching and support staff participate in the annual staff review and development process reflecting on both the quality of service provided and their contribution to it.

Children’s views are sought through general class discussion, focus groups, and questionnaires. In addition views of the children are used to influence the planning of topics and. The Pupil Council meets monthly and is used as a vehicle to raise issues and implement change.

The HT operates an open door policy for parents. Parents’ views are sought through informal discussion at school events, an annual general questionnaire and questionnaires targeted at specific activities.

Members of the senior management team attend the Parent Council where issues of general interest are raised and discussed. Children are involved in commenting on their own learning and contribute to their annual report. Parents are also encouraged to comment on the child’s report card. Children with Pupil support Plans and Coordinated Support Plans and their parents are invited to an annual meeting to discuss both the child’s targets and their progress.

The opinions of other services supporting the work of the school are also sought through discussion and questionnaires.

The school is sensitive to the views of the community and responds quickly to any concerns raised.

How we will know if we are achieving our aims?

Monitoring and evaluation of learning is an ongoing process throughout the year by using the following methods:

* Regular Self evaluation linked to Quality indicators (HGIOS/ CATC)
* Target setting which allows tracking over the session to maintain highest attainment
* Forward Plans are reviewed by staff and S.M.T. termly, followed by professional dialogue
* Sampling of learner’s work in a variety of subject areas throughout the year with feedback to staff
* Review of teachers’ and nursery officers evaluations
* Class visits in various subject areas to monitor the children’s learning experiences
* Staff observing colleagues/classes at other stages and developing feedback/professional dialogue
* Pupil Learning Plans
* ASN Overview
* Review of PSPs and IEPs
* Extended Support Team meetings
* A range of award assemblies where success within the four capacities and wider achievement are celebrated

Moderation

* The “Write To The Top” Scottish Criterion Scale is used termly to monitor progress within writing
* School based writing moderation
* Development of the Trinity Cluster Writing Checklist
* Participation in the development of a cluster literacy continuum
* Educational Scotland QA Moderation resources

Attendance

* Attendance is monitored daily with unexplained absences followed up by texts and phone calls

Absence and late coming are monitored on a monthly basis.

Each year we also complete a self evaluation profile which is monitored by our link education officer within headquarters.

**Children’s Services Service Improvement Plan Actions**

**This section sets out the actions relating to education in the Children’s Service Plan.**

**Service outcome 1: Children, young people and families get the right support at a time when they need it through our partnership with other services**

| **Ref** | **Action** |
| --- | --- |
|
| 1.1 | Continue to implement GIRFEC and GIRFEL policies |
| 1.2 | Develop a plan to implement the GIRFEC elements of the Children and Young People Act, including Named Person and the single Child’s Plan |
| 1.3 | Review our single agency arrangements for screening and resource allocation to ensure partnership approach where appropriate |
| 1.6 | Use early intervention family learning and parenting programmes to raise expectations and aspirations of both children and adults to promote a culture that values family learning and achievement |
| 1.7 | Implement the recommendations from the Scottish Government’s Developing Scotland’s Young Workforce |
| 1.8 | Work with partners in Development and Housing Services around supported employment opportunities for young care leavers |

**Service outcome 2: Vulnerable children and adults are protected and feel safe**

| **Action number** | **What do we plan to do as a service?** |
| --- | --- |
|
| 2.1 | Review and implement changes to our managing and storing information policy in line with national guidance |
| 2.2 | Update our child protection training programme to include training for trainers 5, internet safety, child protection and child sexual exploitation |
| 2.3 | Continue to monitor child protection management information to ensure compliance with revised standard circular 57 |
| 2.4 | Continue to implement the provisions of the Equality Act 2010 |

**Service outcome 3: Children, young people and families benefit from services which are focused on getting it right at the earliest possible stage**

| **Action number** | **What do we plan to do as a service?** |
| --- | --- |
|
| 3.1 | Develop a nurture strategy across all sectors focusing on early intervention, children’s rights and the promotion of emotional literacy and wellbeing |
| 3.2 | Continue to develop the Promoting Positive Thinking Strategies (PATHS) programme in our primary schools |
| 3.3 | Continue to embed and evaluate the early years and early intervention strategy and explore the possibility of extending to a further two geographical areas |
| 3.4 | Promote health and well-being among young people through peer education programmes |
| 3.5 | Tackle inequality in life chances which arise as a result of deprivation or other factors |

**Service outcome 4: All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages**

| **Action number** | **What do we plan to do as a service?** |
| --- | --- |
|
| 4.1 | Implement the recommendations from the tackling poverty commission report |
| 4.2 | Continue to develop the curriculum to ensure all children receive their entitlement under curriculum for excellence. In particular:   * continue to improve levels of attainment for all; * evaluate the broad general education (BGE) in secondary schools; * continue to improve our approach and practices of transition; * continue to implement the 1+2 approach in modern languages; * increase the focus on developing literacy * evaluate the use of standardised assessment to support professional judgement through BGE * continue to implement the action plan of the Skills for Success group to develop Scotland’s young workforce |
| 4.3 | Continue to monitor compliance with standard circular 8 to ensure continued reduction in schools exclusions |
| 4.4 | Review our provision of social, emotional behavioural needs (SEBN) support to secondary sector to ensure learners experience their entitlements under curriculum for excellence |

**Service outcome 4: All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages**

| **Action number** | **What do we plan to do as a service?** |
| --- | --- |
|
| 4.5 | Review processes and practice to ensure the needs of all learners are met, particularly those who are outwith mainstream education provision |
| 4.6 | Promote wider education achievement through accredited and non-accredited awards |
| 4.7 | Develop skills for learning, life and work through quality youth and outdoor learning programmes |
| 4.8 | Build personal growth and resilience in adults through confidence building and motivational adult learning programmes |
| 4.9 | Reduce inequalities so adults in Renfrewshire improve their life chances and communication skills, and increase their participation as family members, workers, citizens and lifelong learners |
| 4.10 | Develop and implement an action plan for improving the attainment of looked after children |

**(Service outcome 5: Not relevant to educational establishments)**

**Service outcome 6: Our schools and services take account of the views of people who use them, and the views of staff and communities they serve**

| **Action number** | **What do we plan to do as a service?** |
| --- | --- |
|
| 6.1 | Engage with stakeholders to continue to improve the children’s services support service |
| 6.2 | Continue to engage with parents, on the reporting of pupil progress, profiling and achievements |
| 6.3 | Empower young people to have a voice, take part in decision making and make a positive contribution to the community through youth voice and volunteering |
| 6.4 | Strengthen our approach to engagement with our full range of stakeholders |

**Service outcome 7: Our staff are skilled, knowledgeable and committed to their own professional development to support efficient and effective service delivery**

| **Action number** | **What do we plan to do as a service?** |
| --- | --- |
|
| 7.1 | Continue to implement Teaching Scotland’s Future through the development of our leadership strategy and develop our progress and learning programme |
| 7.2 | Develop a programme of additional support needs (ASN) continuous professional development (CPD) to meet the needs of all staff in educational settings |

**Service outcome 8: We develop our services as part of our commitment to becoming a 'Better Council’**

| **Action number** | **What do we plan to do as a service?** |
| --- | --- |
|
| 8.1 | Develop and embed a shared vision and culture for the new Children’s Services |
| 8.2 | Implement, with partners, the recommendations from the multi-agency inspection of integrated children’s services in Renfrewshire |
| 8.4 | Continue to embed self-evaluation and improvement across all our establishments and services |
| 8.5 | Deliver improvements to information systems to support joint working across the service and with partners |
| 8.6 | Continue to develop and implement the school estate management plan |

**Action Plan**

**Council plan theme: A better future – improved health, wellbeing and life chances for children and families**

**Community planning theme: Children and young people**

**Service outcome 1: Children, young people and families get the right support at a time when they need it through our partnership with other services**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Task(s)** | **Responsibility** | **Timescale** | | | **Resources** | **Is an \*EHRIA required**  **(Y/N)** | **Expected impact**  **(on learners; staff; families etc)** |
| **15/16** | **16/17** | **17/18** |
| Continue to implement GIRFEC and GIRFEL policies  Extend processes for screening and resource allocation through the introduction of a Class EST Programme | HT  ASN Co-ordinator  All Staff  HT  ADHT | ✓  ✓ | ✓  ✓ | ✓  ✓ | Staff Collegiate time  Management Time  ASN Co-ordinator  Teaching Staff  Educational Psychologist  Homelink Service  LAAC Teacher | N  N | Increased staff confidence in implementing the Getting it Right for Every Learner Policy within the school and nursery.  Wellbeing needs identified and supported through appropriate action leading to improved outcomes for learners. |

Action Plan

Council plan theme: A better future, reduction in the causes and impact of poverty, improved health, wellbeing and life chances for children and families

Community planning theme: Children and young people

Service outcome 3: Children, young people and families benefit from services which are focused on getting it right at the earliest possible stage

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Task(s)** | **Responsibility** | **Timescale** | | | **Resources** | **Is an EHRIA required**  **(Y/N)** | **Expected impact**  **(on learners; staff; families etc)** |
| **15/16** | **16/17** | **17/18** |
| Develop a nurture strategy that focuses on early intervention and promotes emotional literacy and wellbeing.  Develop a ‘five to thrive’ approach in our work with children and families | HT  ADHT  Nurture Champion  All Staff  ADHT  Nursery Staff | ✓ | ✓ | ✓ | Nurture Room  Nurture Garden  Nurture champion  Visit to Nurture Class (Glencoats)  Management Time  Collegiate Time  Boxhall Profile  Homelink Service  Five to Thrive resources  Parent focus Group  Nurture Room | No  No | Staff develop greater understanding of the challenges faced by some families.  learners develop maturity, resilience and become more successful learners.    Parents are provided with opportunities to discuss relevant issues.  Through sharing transformative knowledge, deep reflective practice and empowering individuals, parents develop confidence and parenting skills are enhanced. |

**Action Plan**

**Council plan theme: A better future – improved health, wellbeing and life chances for children and families**

**Community planning theme: Children and young people**

**Jobs and the economy**

**Service outcome 4: All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Task(s)** | **Responsibility** | **Timescale** | | | **Resources** | **Is an EHRIA required**  **(Y/N)** | **Expected impact**  **(on learners; staff; families etc)** |
| **15/16** | **16/17** | **17/18** |
| Develop and implement an action plan to improve the attainment of looked after children.  Local Authority Numeracy and Mathematics Guidance documents on progression to be implemented  Further develop IDL Planning to ensure consistently high quality learning experiences for learners  Implement the relationships programme ‘God’s Loving Plan’ across the school | ASN Co-ordinator  L.A. Numeracy Development Officer  Numeracy Champion  HT  HT  ADHT  All Staff  HT,  DHT  Teaching Staff | ✓  ✓  ✓  ✓ | ✓ |  | LAC Teacher  LAC Homelink Worker  Nurture Group  Homework Club Professional Learning IS Day 1  Renfrewshire Council Numeracy and Mathematics Guidance documents for Early, First and Second Level:   * Pathways * Support and Guidance documents * End of Pathway Assessments * Mental Strategies Guide   Local authority Training  Virtual Numeracy Hub  Education Scotland Guidance  In-Service Training:  IS Day 1  Professional Learning time  new IDL Planning format  ‘God’s Loving Plan’  resources  Collegiate Time  Diocesan CPD Courses | N  N  N | Increased attainment of learners who are Looked After  Improved understanding of skill development across all experiences and outcomes in Numeracy and Mathematics  Transition process from Nursery to P1 and P7 to S1 aided by agreed standards in Numeracy and Mathematics.  Numeracy Champions equipped with relevant knowledge and trained to deliver sessions on best practice  Learners understand connections and apply skills across learning  Learners have access to a range of experiences and can apply their learning in IDL contexts.  Increased staff confidence in evidencing progress using the Significant Aspects of Learning  Staff are confident in delivering the God’s Loving Plan’ programme  Learners’ understanding of their physical, spiritual and emotional development is increased |

**Action Plan**

**Council plan theme: A better council – serving our customers and citizens**

**Community planning theme: Empowering our communities**

**Service outcome 6: Our schools and services take account of the views of people who use them, and the views of staff and communities they serve**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Task(s)** | **Responsibility** | **Timescale** | | | **Resources** | **Is an EHRIA required**  **(Y/N)** | **Expected impact**  **(on learners; staff; families etc)** |
| **15/16** | **16/17** | **17/18** |
| Revise processes and procedures relating to profiling and the reporting of pupil progress and achievements | SMT  All Staff | ✓ | ✓ | ✓ | Collegiate Time  Parent Focus Group  Pupil Focus Group  Advice from Education Scotland  Advice from the Local Authority Reporting Working Party  My MerIT online profile | N | Parents and carers continue to be actively involved in supporting their children’s learning  Learning environments support choice and learners leading learning  Clear positive and constructive feedback about children's and young people's learning and progress is provided to parents and carers |

**Action Plan**

**Council plan theme: A better council – serving our customers and citizens**

**Community planning theme: Empowering our communities**

**Service outcome 7: Our staff are skilled, knowledgeable and committed to their own professional development to support efficient and effective service delivery**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Task(s)** | **Responsibility** | **Timescale** | | | **Resources** | **Is an EHRIA required**  **(Y/N)** | **Expected impact**  **(on learners; staff; families etc)** |
| **15/16** | **16/17** | **17/18** |
| Continue to implement Teaching Scotland’s Future through the development of our leadership strategy and develop our progress and learning programme | HT , DHT  All Staff | ✓ | ✓ | ✓ | Management time  Collegiate time  Access to online GTC registration. | N | Increased skill level of staff leading to improved learning and teaching experiences and the development of the four capacities. |