



Renfrewshire Council Children’s Services

**St Catherine’s Primary School**

**Improvement Plan**

**2017-2020 2018-2019**

As part of Children’s Services, St Catherine’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. **improve attainment, particularly in literacy and numeracy;**
2. **close the attainment gap between the most and least disadvantaged pupils;**
3. **improve children’s health and wellbeing; and**
4. **improve children and young people’s employability skills so that they move into positive and sustained destinations.**

**Local Priorities**

* **Reshaping our place, our economy and our future;**
* **Building strong, safe and resilient communities;**
* **Tackling inequality, ensuring opportunities for all;**
* **Creating a sustainable Renfrewshire for all.**

**Renfrewshire’s Education Priorities**

Our priorities will also align with Renfrewshire Council’s education strategic priorities listed below.

* **Develop high quality learning & teaching that leads to improved levels of attainment and achievement in all of our establishments;**
* **Reduce inequalities and deliver improved health & wellbeing outcomes for children & young people;**
* **Support self-evaluation and performance improvement throughout our establishments;**
* **Develop high quality leadership for staff at all levels;**
* **Support high numbers of our young people to enter positive destinations and sustained post-school destinations.**

**Pupil Equity Funding**

Our school received 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.

##### Planning framework

**Our school’s Vision, Values and**

**OUR VISION, VALUES AND AIMS**

**Our vision:** Attain Achieve Aspire!

**Our values:**

All children develop to be the best they can be, in both their learning and socially; the children being responsible, creative, tolerant and independent individuals who are aware of their role in the school and develop self-discipline through a focus on promoting positive behaviour.

**Our vision and values will be achieved through:**

* The development of an inclusive ethos based on the Gospel Values of The Church that will enable each child to develop their God given talents
* Providing our pupils with the appropriate skills for the world of work and how to contribute to the wider community
* Fostering and providing opportunities that develop effective partnerships with parents and our wider school community, partner agencies
* Acknowledging and celebrating wider achievements, pupils and staff, outwith school
* Ensure the provision of equal opportunities for pupils and staff to learn together within the school context.

**Our aims: In St Catherine’s we aim to**:

* Create a welcoming, secure and inclusive atmosphere conducive to a positive attitude to learning and teaching.
* Raise attainment and develop lifelong skills by providing a stimulating and accessible curriculum for all children.
* Promote a sense of responsibility, tolerance, loyalty, self-worth, co-operation and care for our community environment.

Who did we consult?

To identify our priorities for improvement, we sought the views of all of our stakeholders, namely our children, parents and carers,

partners and staff. We used a variety of methods of getting the views of those who are involved in the life and work of St Catherine’s Primary including:

|  |  |
| --- | --- |
| **Staff**   * Staff meetings * In-Service Days * Curriculum Development Sessions * Regular children’s progress/target setting meetings. * Attainment and GIRFEC meetings * Education Scotland Professional Learning materials * Collegiate consultation exercise ‘Identifying Priorities for Improvement’ * Evaluation of the service using How Good Is Our School (HGIOS) 4, How Good is our Early Learning and Child Care, Building the Curriculum 1-5 series, Education Scotland briefing notes * Regular review of School Improvement Plan priorities * Staff Questionnaires and HT 360 Questionnaire * Annual Professional Review and Development meetings | **Parents/Carers**   * Annual Report feedback * Parental Questionnaires/Surveys * Parents’ Meetings * Parent Council meetings * Monthly newsletters * Parents’ Noticeboard * Website * Have your say box * Parental evaluations of school events * Induction Days * Parent Workshops * Extended Support Team (EST) meetings * Family Learning Sessions * Open days |
| **Learners**   * Pupil Council meetings * Pupil Citizenship Group consultations * Pupil questionnaires and feedback * Strengths and improvement consultation * Pupil Questionnaires * Learning conversations with their teacher and SMT * Focus Groups * Throughout planning for curricular activities (KWHL, Mind Mapping, Floorbooks and other appropriate methods) * Whole school and classroom rights based learning activities * Playroom planning using mind mapping and floor books | **Partners**   * Informal feedback through discussions * Termly meetings with Active Schools Co-ordinator * Regular collaborative meetings with Home Link Worker, Educational Psychologist * Partners’ Questionnaire * Local and Central Admissions Panel Meetings * Cluster meetings |

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

How we will 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:

* Monitoring calendar for school and nursery which ensures a rigorous and systematic approach to monitoring
* Regular staff meetings
* Monitoring of planning and evaluations of learning
* Responsive target setting for each child
* Monitoring and tracking of children’s learning and attainment at termly attainment meetings
* Termly GIRFEC wellbeing meetings to monitor impact and/or identify early intervention and personalised support.
* Pupil learning conversations
* Analysis of assessment data from ongoing class assessments, summative assessments and standardised assessments (school)
* Collegiate and INSET self-evaluation activities using HGIOS 4, HGIOELCC and Education Scotland guidance/resources.
* Education Scotland and other in-house devised questionnaires to staff, parents, children and partners and analysis of results to inform improvements.
* Review of practices and impact of actions in relation to statutory duties of ASL, Parental Involvement, Equalities Act, Care Inspectorate National Care Standards and SSSC.
* Monitoring and moderation of standards of pupil/children’s work and profiles, displays and evaluations.
* Monitoring of learning and teaching in classroom/playroom observations, including SMT learning conversations
* Peer learning visits
* Liaison with external partners who provide support for children and pupils (Speech and Language Therapy, PSADU) to ensure best provision for children.
* Staff review of policies (nursery and school) as required.
* A range of award assemblies where success within the four capacities and wider achievement are celebrated

**Moderation**

* Cluster working across all levels within Literacy/Numeracy
* School based moderation within all curricular areas
* 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 standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children’s Services’ staff

**Action Plan**

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| **School priority 1:** To enrich the quality of learning experiences and raise attainment in Numeracy. | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| **1**  **2**  **5**  **1**  **2**  **4**  **5**  **1**  **2**  **4**  **5**  **2**  **4**  **5**  **1**  **2**  **4**  **5**  **6**  **3**  **5**  **2**  **3**  **4**  **5** | **1.2**  **1.3**  **2.2**  **2.3**  **3.2**  **1.2**  **1.3**  **2.2**  **2.3**  **3.2**  **1.2**  **1.3**  **2.2**  **2.3**  **3.2**  **1.1**  **1.2**  **1.3**  **1.5**  **2.2**  **2.3**  **2.6**  **3.2**  **1.1**  **2.3**  **2.4**  **2.6**  **3.2**  **1.1**  **2.5**  **1.2**  **1.3**  **2.2**  **2.3**  **2.6**  **3.2** | Train Support Staff in SEAL using trained teachers to disseminate. **(PEF)** **Timescale: ongoing**  Working party to be established to improve consistency of approach to Problem Solving in numeracy and maths across the school. **Timescale: Term 1/2**  Working party to be established to develop holistic assessments initially within numeracy and mathematics. **Timescale: Term 3/4**  To develop approaches to learning and teaching in numeracy in primary 1, building successfully upon those in the ELC setting within the school. **(SAC/PEF)**  **Timescale: ongoing**  Through analysis of data we have identify targeted groups/individuals and will aim to raise attainment by:   * 6% in Primary 2 * 4% in Primary 5 * 5% in Primary 7 **(SAC)**   **Timescale: ongoing**  Newsletters/Website will have a ‘Numeracy’ section to provide parents with ideas for supporting their child’s Numeracy at home.  **Timescale: ongoing**  **Early Learning and Childcare**  Continue to make improvements to the Playroom environment to ensure numeracy embedded across various zones/ activities  Embed SEAL into the 3-5 room  Continue to Improve profiling and target setting  Continue Curricular transition programme: Number Buddies  Continue to improve the Family Learning focus on Numeracy, through events and home learning bags  **Timescale: ongoing** | Head Teacher  Depute Head Teacher  Numeracy Champion  Head Teacher  Depute Head Teacher  Numeracy Champion  Lead members of staff to facilitate working parties  Head Teacher  Depute Head Teacher  Numeracy Champion  Lead members of staff to facilitate working parties  Head Teacher  Depute Head Teacher  Primary One Class Teacher  Head Teacher  Depute Head Teacher  Targeted Support Teacher  Transition Teacher  Class Teacher  Head Teacher  Numeracy Champion  Head Teacher  Senior Nursery Officer  Early Learning and Childcare officers Early Years Teacher | Pupils’ needs will be better met through increased staff knowledge.  Improved learning and teaching.  Staff will show increased confidence in teaching Problem Solving.  Confident teacher judgements together with benchmarking and an appropriate range of assessments will lead to improvements in attainment.  Learner will participate in meaningful discussions about their progress and identify next steps in learning.  Learners in primary 1 are motivated and keen learners. They are highly engaged in all aspects of their learning and have a very well developed sense of their own learning and achievements.  Scrutiny of data leading to focussed targeted interventions for groups and individuals.  Staff will demonstrate increased confidence in using data to effectively identify, assess and plan for pupils who require targeted support in numeracy.  Staff will use the 3 Domain model to gather data relating to individual pupils & plan interventions accordingly.  Parents will be able to better support pupil progress in Numeracy homework with consistency of language and approach being used.  Children are provided with and engaged in quality learning experiences, which promote and develop early numeracy skills.  Children are clear on their targets and know what to do in order to improve.  Staff have increased confidence when planning and implementing numeracy across the curriculum.  Transition arrangements are well planned and support our children to be resilient and confident whilst building on their knowledge, skills and attributes.  Increased staff confidence with SEAL strategies.  Families are provided with opportunities to support their child’s learning at home and to be involved in the life of the nursery. | Ongoing teacher assessment  CfE Teacher Judgement Data  End of Level pathway assessment  National Assessments  Tracking and monitoring processes will demonstrate improved pupil knowledge and understanding of strategies.  Ongoing teacher assessment  CfE Teacher Judgement Data  End of Level pathway assessment  National Assessments  Learning conversations  Quality assurance activities – monitoring/self-evaluation  Ongoing teacher assessment  CfE Teacher Judgement Data  End of Level pathway assessment  National Assessments.  Planning/tracking meetings  Ongoing Teacher Assessment  CfE Teacher Judgement Data  End of Level pathway assessment  National Assessments  Self-evaluation including:  -questionnaires  -parental evaluations  -learner evaluations  Monitoring of planning and floorbooks  Wellbeing conversations  Tracking meetings  Quality assurance activities – playroom visits, monitoring of floorbooks and tracking  Staff audits of the playroom  Self-evaluation procedures |

**Action Plan**

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| **School priority 2:** To enrich the quality of learning experiences and raise attainment in Literacy | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| **2**  **5**  **2**  **5**  **1**  **2**  **4**  **5**  **6**  **3**  **5**  **2**  **4**  **5**  **1**  **2**  **4**  **5**  **6**  **2**  **3**  **4**  **5** | **1.2**  **1.3**  **1.5**  **2.2**  **2.3**  **3.2**  **2.2**  **2.3**  **1.1**  **2.3**  **2.4**  **2.6**  **3.2**  **1.1**  **2.5**  **3.3**  **1.1**  **1.2**  **1.3**  **1.5**  **2.2**  **2.3**  **3.2**  **1.2**  **1.3**  **2.2**  **2.3**  **3.2**  **1.2**  **1.3**  **2.2**  **2.3**  **2.6**  **3.2** | To promote enjoyment and engagement and raise attainment in reading the Big Cat Reading Scheme will be introduced across the school **(PEF)**  **Timescale: Term 1**  Show progression in handwriting and grammar through our common planning format.  **Timescale: Term 1**  In addition to NGRT C, NGRT A (September) and B (February) will be introduced to provide 3 data points for tracking purposes.  To explore the use of the 3 Domain model to inform & support:   * target setting, progress meetings & attainment discussions * individual planning for pupils * curriculum planning & design   Through analysis of data we have identify targeted groups/individuals and will aim to raise attainment by:   * 6% in Primary 2 * 4% in Primary 5 * 15% in Primary 7 **(SAC)**   **Timescale: ongoing**  Extension of family learning to include the Tech Lit Café will be provided for parents and children to access literacy through digital technology. **(PEF)**  **Timescale: Term 2/3**  To develop approaches to learning and teaching in literacy in primary 1, building successfully upon those in the ELC setting within the school. **(SAC/PEF)**  **Timescale: ongoing**  To participate in Local Authority moderation in writing.  To moderate assessment judgements by taking account of samples of evidence from different sources to discuss standards and progress of learners.  Use the benchmarks to monitor progress and support overall professional judgement of when a learner has achieved a curriculum level.  **Timescale: ongoing**  **Early Learning and Childcare**  Continue to make improvements to the Playroom environment to ensure literacy is embedded across various zones/ activities  Introduce aspects of the Primary Literacy Coaching programme  Continue to make improvements to profiling and setting targets  Continue Curricular transition programme: Reading Buddies  Continue to improve the Family Learning focus on Literacy, through events and home learning bags  **Timescale: ongoing** | Head Teacher  Depute Head Teacher  Literacy Champion  Head Teacher  Head Teacher  Depute Head Teacher  Staff  Targeted Support Teacher  Transition Teacher  Head Teacher  Depute Head Teacher  Literacy Champion  Staff will take on a lead role in facilitating Tech Lit Café sessions  Head Teacher  Depute Head Teacher  Primary One Class Teacher  Head Teacher  Depute Head Teacher  Literacy Champion  Moderation Facilitator  Head Teacher  Senior Nursery Officer  Early Learning and Childcare officers Early Years Teacher | Increased learner engagement, practice, attainment, confidence and equity.  Higher standards of presentation across the school and improved results within spelling.  Scrutiny of data leading to focussed targeted interventions for groups and individuals.  Staff will demonstrate increased confidence in using data to effectively identify, assess and plan for pupils who require targeted support in literacy.  Staff will use the 3 Domain model to gather data relating to individual pupils & plan interventions accordingly.  Higher standards of literacy across the school, impacting on attainment in literacy.  Children with no access to IT at home will not have any barriers to learning.  Improved parental engagement will support and motivate pupils. All available resources, including digital technologies  will be used effectively to create  and sustain effective learning environments and to support learning.  Learners in primary 1 are motivated and keen learners. They are highly engaged in all aspects of their learning and have a very well developed sense of their own learning and achievements.  Shared understanding/consistency of approaches to learning, teaching and assessment within writing  Greater confidence in practitioner judgements and assurance that judgements are consistent with those of other professionals both in school and beyond.  Shared expectations of learning and understanding of standards and progression in learning.  Improvement in the quality of assessment.  Confidence in parents and management regarding practitioners’ judgements when reporting.  Increased confidence in supporting raising of attainment in writing.  Increased confidence in use of learning intention and success criteria.  Children are provided with and engaged in quality learning experiences which promote and develop early literacy skills.  Children are clear on their targets and know what to do in order to improve.  Staff have Increased confidence when planning and implementing literacy across the curriculum.  Transition arrangements are well planned and support our children to be resilient and confident whilst building on their knowledge, skills and attributes.  Families are provided with opportunities to support their child’s learning at home and to be involved in the life of the nursery | Ongoing Teacher Assessment  CfE Teacher Judgement Data  NGRT  National Assessments  Burt Reading Test  Edinburgh Reading Test  Spelling Assessments  Monitoring of planning and samples of course work.  Spelling Assessments  NGRT Results will provide additional data points to measure impact  3 Domain model  Planning/tracking meetings  Wellbeing conversations  Monitor uptake  Self-evaluation including:  -Baseline questionnaires  -Parental evaluations  -Learner evaluations  Quality assurance activities – monitoring/self-evaluation  Ongoing teacher assessment  CfE Teacher Judgement Data  National Assessments.  Planning/tracking meetings  Ongoing Teacher Assessment  CfE Teacher Judgement Data  National Assessments  Evidence of learning  Analysis of evidence  Interpretation and sharing of analysis (moderation templates)  Monitoring of planning and floorbooks  Wellbeing conversations  Tracking meetings  Quality assurance activities – playroom visits, monitoring of floorbooks and tracking  Staff audits of the playroom  Self-evaluation procedures |

**Action Plan**

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| **School priority 3:** To improve the Social and Emotional Wellbeing of our families. | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| **1**  **3**  **5**  **2**  **4**  **5**  **3**  **5**  **3**  **5**  **1**  **2**  **5**  **2**  **4**  **5** | **1.4**  **2.4**  **2.5**  **2.7**  **3.1**  **3.2**  **2.1**  **2.2**  **3.1**  **3.2**  **2.1**  **3.1**  **3.3**  **1.1**  **2.5**  **1.1**  **1.2**  **2.2**  **2.3**  **3.1**  **3.3**  **1.1**  **1.2**  **2.2**  **2.3**  **3.1**  **3.3** | Introduce Place 2Be Counselling service this will include:   * access to individual and group counselling for pupils * access to dedicated therapeutic support for parents and carers * access to training, individual advice and support for staff **(PEF)**   **Timescale: Term 2**  Devise a cohesive programme of HWB across the school, which encompasses ICE Pack, Mindfulness, Growth Mind-set, Emotional Literacy and skills. **(PEF)**  **Timescale: Term 1**  To align behaviour policy with skills progression which will include more restorative practice and promote good decision-making.  **Timescale: Term 1**  Extension of Family Learning to include weekly drop in sessions which focus on helping parents to access training and information about specific aspects of health and wellbeing, for example promoting self-confidence, resilience and coping skills and to provide family-based support, in particular to help young parents improve their own health and wellbeing.  **Timescale: ongoing**  Further develop curriculum planning to maximise opportunities for outdoor learning initially within Physical Education. Create outdoor zones to maximise and utilise space for outdoor learning.  **Timescale: Term 3**  **Early Learning and Childcare**  To track the health and wellbeing of children using the Leuven Scale.  **Timescale: ongoing** | Head Teacher  Depute Head Teacher  Health and Wellbeing Coordinator  Staff  Head Teacher  Depute Head Teacher  Health and Wellbeing Coordinator  Head Teacher  Depute Head Teacher  Health and Wellbeing Coordinator  Head Teacher  Depute Head Teacher  Health and Wellbeing Coordinator  Families First  Head Teacher  Depute Head Teacher  Physical Education Coordinator  Head Teacher  Senior Nursery Officer  Early Learning and Childcare officers Early Years Teacher | Enhanced resources will support children’s individual needs.  Identification of children for targeted groups.  Improved attainment.  Parents will have skills to support their child.  Improved parent attitudes and knowledge of the importance of social, emotional and mental wellbeing will impact positively on their relationship with their child.  Improve Health and Wellbeing of staff.  Progressive experiences for all pupils with depth of learning and enhanced opportunities for application will be evident.  Pupils are supported to ensure they can take responsibility for their own learning, successes and achievements. Our learners are developing the necessary resilience and confidence to enable them to make good decisions about their behaviour.  Improved parental attitudes and knowledge and understanding of the importance of health and wellbeing will impact positively on our families and community.  Outdoor learning is a regular, progressive curriculum led experience for all learners.  All available resources, including outdoor spaces, are used effectively to create  and sustain effective learning environments and to support learning.  Through measuring the level of wellbeing and involvement of children using the Leuven Scale, Early Learning and Childcare officers will be able to adapt the environment, interactions, experiences and supports to meet the needs of all children. | Pupil feedback  -questionnaires  -evaluation  ‘Myself as a Learner’ Scale results  Boxhall Profile results  Wellbeing Assessment Results  Staff PRD meetings  Quality Assurance calendar: monitoring/self-evaluation  Wellbeing Assessment Results  Pupil survey/questionnaires  Wellbeing Assessment Results  Pupil survey/questionnaires  Monitor uptake  Wellbeing Assessment Results  Parental survey/questionnaires  Forward planning will show clear progression and development of skills  Monitoring Calendar  Learning Conversation  Leuven Scale Assessment  Observations  Wellbeing conversations  Monitoring of planning and floorbooks  Wellbeing conversations  Tracking meetings  Quality assurance activities – playroom visits, monitoring of floorbooks and tracking  Self-evaluation procedures |

**Action Plan**

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| **School priority 4:** Improvement in employability skills and sustained, positive school leaver destinations for all  young people. | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| **1**  **2**  **5**  **3**  **5** | **1.2**  **2.2**  **2.3**  **2.7**  **3.3**  **2.7**  **3.3** | To extend Citizenship Groups to include a STEM Group.  Embed STEM within Contextualised Learning Programme.  Enhance partnership with West College Scotland to promote further awareness of career/employment opportunities and skills development in areas including Creativity, Science and Sport, Energy and Engineering, Business and Computing, Hair, Beauty and Make Up and Hospitality.  **Timescale: ongoing**  Include local employability/training opportunities for parent/carers on school website/newsletter  **Timescale: ongoing** | Head Teacher  Depute Head Teacher  STEM Ambassador  Head Teacher | Learners:  -develop the knowledge, confidence and skills they need to make well informed, relevant choices and plans for their future  -Are aware of further career/employment opportunities available to them  -are aware of their skills development  -are aware of the relevance of skills to the wider world of work  - are aware of the connections between their achievements and the world of work  -develop positive, aspirational attitudes towards further education  Families are supported to develop positive aspirations and develop skills for life, learning and work. | Pupil Profiles  Learner Evaluations  School tracking of Wider Achievements  Pupil Aspirations Wall  Class Achievement Displays  Parental survey/questionnaires  Data relating to parental engagement |