



Renfrewshire Council Children's Services

St Catherine's Primary School Improvement Plan

2017-2020 2019-2020

Planning framework

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;
- Improve employability skills and support all of our young people to enter positive destinations and sustained postschool 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.

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:

<p>Staff</p> <ul style="list-style-type: none"> • 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 	<p>Parents/Carers</p> <ul style="list-style-type: none"> • 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
<p>Learners</p> <ul style="list-style-type: none"> • 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 	<p>Partners</p> <ul style="list-style-type: none"> • 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

School priority 1: To continue to enrich the quality of learning experiences and raise attainment in Numeracy.					
NIF key driver	HGIO54 / 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 3	1.3 2.2 2.3 2.5 3.2 3.3	To create a growth mindset culture in which our ideas and experiences of maths are positive and progressive. This will be developed initially through team teaching approaches across all stages and through the delivery of parental workshops. PEF Timescale: Ongoing	Head Teacher Numeracy Champion – Mr Donagh Mr Gallagher	Learners are motivated and highly engaged in their learning. Development of tasks rich in creativity, innovation and thinking skills. Progressive experiences for all pupils with depth of learning and enhanced opportunities for application will be evident. Breaking down negative attitudes to maths. Improvement in attainment.	Quality assurance activities – monitoring/self-evaluation 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
2 4	1.2 1.3 2.2 2.3 3.2 3.3	Working party to continue the development of holistic assessments within numeracy and mathematics with a focus on creating questions and tasks that promote opportunities for quality feedback. Timescale: Term 3/4	Head Teacher Depute Head Teacher Numeracy Champion – Mr Donagh Lead members of staff to facilitate working parties	Confident teacher judgements together with benchmarking and an appropriate range of assessments will lead to improvements in attainment. Learners will participate in meaningful discussions about their progress and identify next steps in learning. Learners are motivated, engaged and aware of their achievements in maths.	Ongoing teacher assessment CfE Teacher Judgement Data End of Level pathway assessment National Assessments Learning conversations
1 2 4	1.2 1.3 1.5 2.2 2.3 2.6 3.2	To develop approaches to learning and teaching in numeracy in primary 2, building successfully upon those in the ELCC setting within the school PEF Timescale: ongoing	Head Teacher Depute Head Teacher Primary Two Class Teacher – Miss Berry Early Intervention ELCC Officer – Miss Piggot	Learners in primary 2 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.	Quality assurance activities – monitoring/self-evaluation Ongoing teacher assessment CfE Teacher Judgement Data End of Level pathway assessment National Assessments Self-evaluation including: -questionnaires -parental evaluations

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information

(PEF) denotes interventions/activities funded through Pupil Equity Funding

					-learner evaluations
4 5 6	1.1 2.3 2.4 2.6 3.2	Through analysis of data we have identified targeted groups/individuals and will aim to raise attainment by: <ul style="list-style-type: none">• 6% in Primary 3 SAC Timescale: ongoing	Head Teacher Depute Head Teacher Targeted Support Teacher – Miss Armstrong Transition Teacher – Miss Davies Class Teacher	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.	Ongoing teacher assessment CfE Teacher Judgement Data End of Level pathway assessment National Assessments Learning conversations Planning/tracking meetings Wellbeing conversations
2 4 5 6	1.2 1.3 2.2 2.3 3.2	To participate in cluster moderation in numeracy and maths. 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: Term 3	Head Teacher Depute Head Teacher Numeracy Champion – Mr Donaghy Coaching and Modelling Officer Moderation Facilitator – Mr Gallagher	Shared understanding/consistency of approaches to learning, teaching and assessment within numeracy and maths. 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 the raising of attainment in numeracy and maths.	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)
1 2 3 4 5 6	1.2 1.3 2.2 2.3 2.4 2.5 2.6 3.2 3.3	Early Learning and Childcare Continue to Improve approaches to profiling and target setting Continue to promote opportunities for early intervention to ensure progression through early level curriculum Develop home learning maths bags Continue to build on and extend approaches to creativity	Head Teacher Senior Nursery Officer Early Learning and Childcare officers Early Years Graduate Early Intervention ELCC Officer	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	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

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		<p>Increase opportunities to explore a wider range of mathematical learning in greater depth and to make connections across play and learning</p> <p>Timescale: ongoing</p>		<p>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.</p>	
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Action Plan

School priority 2: To continue to enrich the quality of learning experiences and raise attainment in Literacy					
NIF key driver	HGIO54 / 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 4 6	1.3 2.2 2.3 3.2	To create a progression pathway within our current reading scheme. Timescale: Term 1	Head Teacher Literacy Champion – Mr McKay	Confidence that appropriate pace is maintained across the school. Greater confidence in practitioner judgements of book banding and assurance that judgements are consistent and progressive across the school. Shared expectations of learning and understanding of standards and progression in learning. Parental and management confidence regarding practitioners' judgements when reporting. Increased confidence in supporting raising of attainment in literacy.	Quality assurance activities – monitoring/self-evaluation Ongoing teacher assessment CfE Teacher Judgement Data National Assessments. Planning/tracking meetings
3 5	1.1 2.3 2.4 2.6 3.2	Through analysis of data we have identified targeted groups/individuals and will aim to raise attainment by: <ul style="list-style-type: none">• 6% in Primary 3• 3% in Primary 4• 3% in Primary 5 SAC Timescale: ongoing	Head Teacher Depute Head Teacher Staff Targeted Support Teacher Transition Teacher	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.	Ongoing teacher assessment CfE Teacher Judgement Data National Assessments Learning conversations Planning/tracking meetings Wellbeing conversations
1 2 4	1.1 1.2 1.3 1.5 2.2	To develop approaches to learning and teaching in literacy in primary 2, building successfully upon those in the ELCC setting within the school. PEF Timescale: ongoing	Head Teacher Depute Head Teacher Primary Two Class Teacher	Learners in primary 2 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.	Quality assurance activities – monitoring/self-evaluation Ongoing teacher assessment CfE Teacher Judgement Data National Assessments.

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1	2.3 2.6 3.2				
2	1.2	Early Learning and Childcare Continue to make improvements to the Playroom environment to ensure literacy is embedded across various zones/ activities	Head Teacher Senior Nursery Officer	Children are provided with and engaged in quality learning experiences which promote and develop early literacy skills.	Monitoring of planning and floorbooks
3	1.3	Continue to make improvements to profiling and setting targets	Early Learning and Childcare officers	Children are clear on their targets and know what to do in order to improve.	Wellbeing conversations
4	2.2	Continue to build on and extend approaches to creativity	Early Years Graduate	Staff have Increased confidence when planning and implementing literacy across the curriculum.	Tracking meetings
5	2.3	Timescale: ongoing	Early Intervention ELCC Officer	Transition arrangements are well planned and support our children to be resilient and confident whilst building on their knowledge, skills and attributes.	Quality assurance activities – playroom visits, monitoring of floorbooks and tracking
6	2.5 2.6 3.2 3.3			Families are provided with opportunities to support their child's learning at home and to be involved in the life of the nursery	Staff audits of the playroom Self-evaluation procedures

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Action Plan

School priority 3: To improve the Social and Emotional Wellbeing of our families.

NIF key driver	HGIO54 / 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 3	1.3 2.2 2.3 2.5 3.1	To participate in training and develop approaches to ensure St Catherine's is a Mentally Healthy School with a focus on parental engagement and staff wellbeing. Timescale: ongoing	Head Teacher Depute Head Teacher – Ms McLaughlin Health and Wellbeing Coordinator – Mrs Millar Families First Team	Improved parental attitudes and knowledge of the importance of social, emotional and mental wellbeing will impact positively on their relationship with their child. Parents will have the skills to support their child. Staff will be aware of services/literature that are available to support mental health.	Data relating to: Parental Engagement Parental Questionnaires Parental Evaluations Staff PRD meetings
1 2 3 5	1.3 2.5 3.1 3.2	Extension of Family Learning to include adult literacy classes. PEF Timescale: ongoing	Head Teacher Mrs Burns	Families are supported to develop positive aspirations and develop skills for life, learning and work.	Data relating to: Parental Engagement Parental Questionnaires Parental Evaluations
1 2 5	1.3 2.3 3.1	Further increase staff knowledge and understanding of legislation relating to wellbeing, equality and inclusion through staff training -SCES (Scottish Catholic Education Service) resource "Equality and Inclusion Learning and Teaching" Timescale: Term 2	Head Teacher Depute Head Teacher – Ms McLaughlin Health and Wellbeing Coordinator – Mrs Millar	Increase in staff skills in ensuring well planned and progressive opportunities to explore diversity, equalities and inclusion for children - SCES (Scottish Catholic Education Service) resource "Equality and Inclusion Learning and Teaching" Further develop learning environments which are inclusive, promote diversity, and the rights of the child.	Ongoing teacher assessment CfE Teacher Judgement Data Learning conversations Planning/tracking meetings Wellbeing conversations Wellbeing assessment

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Action Plan

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?
3 5	1.2 1.3 2.5 3.1 3.2	To extend family learning to include credited courses for parents/carers. PEF Timescale: Term 2/3	Head Teacher West College Scotland Colleagues	Families are supported to develop positive aspirations and develop skills for life, learning and work.	Data relating to: Parental Engagement Parental Questionnaires Parental Evaluations
2 5	2.2 2.3 3.3	Working party to promote approaches to creativity within planning and implementation of learning experiences. Timescale: Term 1/2	Head Teacher Working Party lead Miss Calvert	Children develop as creative learners and creative thinkers with highly developed skills for learning, life and work. Children develop creativity, entrepreneurial skills and an ability to innovate. Children enjoy learning and are supported to pursue their interests and develop as confident, creative and independent thinkers	Quality assurance activities – monitoring/self-evaluation Ongoing teacher assessment CfE Teacher Judgement Data National Assessments. Feedback from QI visit 3
2 4	1.3 2.2 2.3 3.3	Early Learning and Childcare To build on and extend the range of daily leadership roles and responsibilities. To develop opportunities for new leadership and to develop further approaches to outdoor learning, science and technology.	Head Teacher Senior Nursery Officer Early Learning and Childcare officers Early Years Graduate	Children are capable, confident and successful learners who know they have rights and that their opinions are valued.	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

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