



Renfrewshire Council Children's Services

St David's Primary School

Improvement Plan

2021-2022

Planning framework

As part of Children's Services, St David's Primary School 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.**

Renfrewshire's Education Priorities

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on the next page.

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.

Renfrewshire's Council Plan 2017-2027

Working together for a thriving and connected Renfrewshire, creating opportunities for all

Reshaping our
place, our
economy, our
future

Building strong,
safe and resilient
communities

Tackling inequality,
ensuring
opportunities for all

Creating a
sustainable
Renfrewshire for all

Working together
to improve
outcomes

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

Develop high quality
learning and teaching that
leads to improved levels of
attainment and
achievement in all of our
establishments

Reduce inequalities and
deliver improved health and
wellbeing outcomes for
children and young people

Develop high quality
leadership to promote
empowerment at all levels

Improve employability skills
and support all of our
young people to enter
positive and sustained
destinations

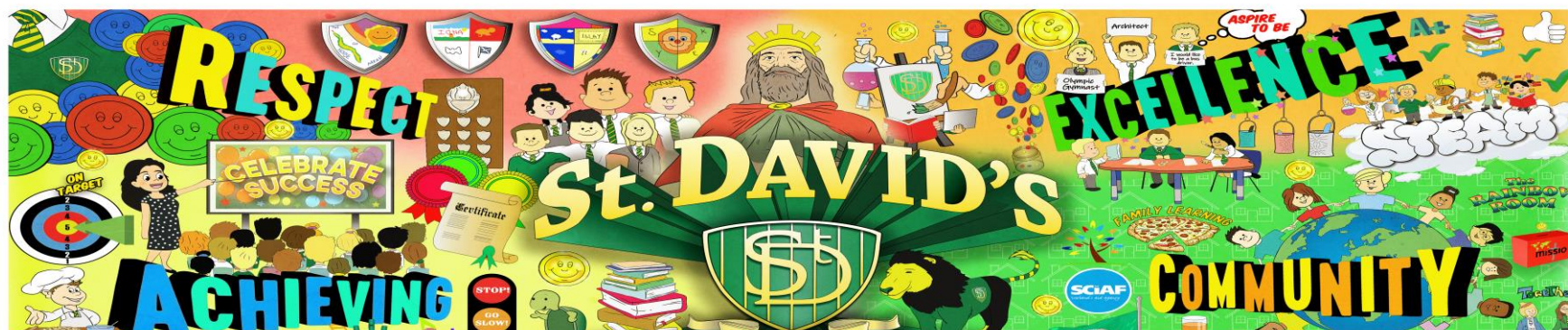
Our Vision, Values and Aims

Improving the education and life chances of our children by working together

Respect **E**xcellence **A**chieving **C**ommunity **H**appiness **F**aith

REACH**ing with **Faith

St David's PS is an ambitious learning community, which is inclusive of all our partners, primarily pupils, parents and staff. Our child-centred approach ensures that each child aspires to success, plays an active part in their own learning and that their views are sought and valued. Excellence is the standard we aim for in everything we undertake. To achieve this, all who identify with our school community have a part to play in contributing to our overall success. St David's is committed to raising expectations, attainment, and achievement by delivering a curriculum that is creative, challenges pupils and develops transferable skills. In so doing, we instil confidence, motivation and enthusiasm for lifelong learning whilst fostering the Gospel Values of the Catholic Church.



Who did we consult?

To identify our priorities for improvement, we sought the views of all stakeholders including staff, pupils, parents and partners. We used a variety of methods of getting the views of those who are involved in the life and work of St David's PS such as parent, pupil and staff surveys, collegiate and INSET sessions, informal and formal feedback throughout the session.

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities, including;

- Educational Psychologist
- RNRA Team
- Barnardos
- Active Schools
- Adult Learning and Literacy Team

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:

- Planned Quality Assurance Calendar of Monitoring and Evaluation
- Professional dialogue with a focus on attainment, support and health & wellbeing
- SLT monitoring class work and focus groups with pupils, including sampling work
- Peer / Self assessments
- Learning visits to classes by SLT and Peers
- Focus groups with children
- Staff/pupil/parent questionnaires and routine feedback influences practice
- ASN Overview tracker

- Pupils support plans including review cycle
- Team Around the Child Meetings
- Professional Reviews for all staff and Professional Update for Teaching Staff on a 5 yearly cycle
- Professional judgement surveys and analysis of attainment data
- Staff observing colleagues/classes at other stages/across the shared campus and outwith.
- SLT monitoring of Learning and Teaching
- Evaluation of learning by pupils and parents

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 - Promote the positive health and wellbeing of children & young people, parents/carers and staff through our recovery journey			
HGIOS/HGIOELC QIs QIs 2.1-2.4 QI 2.7 QI 3.1	NIF Priorities <ul 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 Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Following an additional period of Lockdown and Remote Learning this session, as well as the ongoing impact of the COVID-19 pandemic, it is necessary to have a clear plan in place to support the recovery journey of the school community as a whole whilst we adapt and learn from our experiences throughout this period of change.</p>	<p>By September 2021, all staff will have an enhanced knowledge and understanding of programmes, resources and strategies available to support their own wellbeing. All staff will feel less anxious in their daily practice.</p> <p>By December 2021, all pupils will have experience of the Do Be Mindful Adventurers or Explorers Programme and be engaged in daily mindful practice. The majority of pupils will be able to use mindfulness practice in their daily routines and when faced with a challenge.</p> <p>By May 2022, a whole school approach to mindfulness will be evident in classroom practise as well as in school displays and whole school assemblies. All staff and pupils will feel equipped with additional self-regulation tools to encourage a calm, kind and compassionate culture in our school.</p> <p>By April 2022, all staff will have contributed to the creation of the RNRA Action plan for implementation in 2022/23. Evaluations for Year 1 will have been gathered and used to inform this plan.</p>	<p>Pre and post CLPL training survey shows an increase in understanding and confidence in all staff, with a specific focus on the Science of Early Childhood Development & Resilience and Trauma informed mindfulness. (Do Be Mindful resource)</p> <p>Participation rates show that all staff have engaged in CLPL (Do Be Mindful resource)</p> <p>Pre and Post evaluation surveys from pupils will show that pupils have developed life skills to improve their emotional wellbeing and improve resilience (Do Be Mindful Resource)</p> <p>Collegiate/INSET programme shows that a range of staff wellbeing activities opportunities are being provided.</p> <p>RNRA Action Plan (Year 1) Evaluation will be completed by all staff to outline the successes, positive impact and areas for further development.</p> <p>Pre policy writing, data will be gathered via survey from all stakeholders with regard to the purpose of the policy and what it should reflect. The draft policy will be reviewed with stakeholders and edited thereafter before launch. Further evaluation will be sought in 2022/23 following launch and implementation.</p>	<p>All staff will complete Do Be Mindful Resilience Based Recovery Programme. (PEF)</p> <p>Staff will guide all pupils through the Do Be Mindful Adventurers or Explorers programme and introduce daily mindful breathing practice (PEF)</p> <p>St David's will become a Do Be Mindful Ambassador School, highlighting and sharing good practice from within this area with colleagues from other schools. Staff Wellbeing Champion will lead this journey. (PEF)</p> <p>RNRA Action Plan (Year 1) will be implemented by all staff.</p> <p>All staff will engage with Educational Psychology to select another RNRA Nurture Principle to be the focus of CLPL sessions, create an Action Plan for implementation in 2022/23</p>

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

	<p><i>By March 2022, St David's PS will have created a Mental Health and Wellbeing Policy which reflects the LA policy and takes account the views of all stakeholders including partners, programmes already in place, as well as the local context of the school.</i></p> <p><i>By June 2022, almost all children will have increased knowledge and understanding of the supports available to them within school and within the community.</i></p> <p><i>By June 2022, all staff will have increased knowledge and understanding of the supports available to children's mental health and wellbeing and signpost and draw upon these supports as required.</i></p> <p><i>By October 2021, the £3000 budget for the participatory budgeting exercise will be complete and the playground area will have been improved in line with pupil designs and votes.</i></p> <p><i>By September 2021, SLT, Parental Engagement Champion and ALLS staff will have finalised a refreshed programme to offer to families throughout 2021/22. This will reflect feedback and professional dialogue in 2020/21.</i></p>	<p><i>Learner conversations will demonstrate that almost all children know and understand the supports available within school and the community.</i></p> <p><i>Learning visits and teacher evaluations will show that almost all children are happy in class and engaged in learning.</i></p> <p><i>Qualitative and quantitative information received from partners will show that almost all children successfully participate and engage in programmes.</i></p> <p><i>Qualitative and quantitative data from wellbeing profiling tool will show positive impact of mental health and wellbeing interventions.</i></p> <p><i>Pre and Post Surveys of school staff to identify areas for focus with Active School staff. These will highlight areas of increased confidence with all staff.</i></p> <p><i>Post intervention survey completed by families will be used to compare with 2020/21 data to identify improvements made and impact of refreshed programme.</i></p>	<p><i>All staff will become familiar with Renfrewshire's Children's Services Mental Health and Wellbeing Policy</i></p> <p><i>St David's School Community will create a local Mental Health and Wellbeing Policy. Glasgow Wellbeing Profiling Tool will be introduced to all staff and pupils to replace Wellbeing Webs. Teaching staff will use Data Literacy skills to analyse class data from this tool.</i></p> <p><i>Active Schools Coach will continue to support to all staff in delivery of Physical Education with a focus on a coaching and modelling approach.</i></p> <p><i>Pupils to engage in quality play experiences at break times. This will include redevelopment of the playground areas and equipment – participatory budgeting project. (PEF carry forward from 2020/21)</i></p> <p><i>Review and adapt Family Learning Project with ALLS staff to identify areas for refresh and adaption following survey of families in 2020/21. (PEF)</i></p>
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Improvement Priority 2 – Raising Attainment			
HGIOS/HGIOELC QIs Q.I 2.3 Q.I. 3.2	NIF Priorities <ul 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 Improvement in employability skills and sustained, positive school leaver destinations for all young people 		NIF Drivers <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>As pupils progress through the school, attainment data highlights a diminishing trend in achievement of CfE levels at P4 and P7. The COVID-19 pandemic has caused further disruption to learning and teaching, especially impacting our lower primary pupils with limited school experience. We recognise the value of high quality CLPL for all staff throughout the last 5 years and the need for a clear plan to ensure this is being employed consistently throughout the school with positive impact on attainment.</p>	<p><u>Numeracy</u> By October 2021, all staff will be clear as to the what, why and how of curriculum design at St David's and how these fit with the national vision. A refreshed curriculum narrative will be shared via our school mural with the wider school community.</p> <p>All teaching staff have access to high quality CLPL to increase staff confidence and enhance professional practices in teaching maths to children.</p> <p>Most pupils will feel increasingly confident in talking about strategies used in numeracy and explaining their thinking.</p> <p><u>Writing</u> Most pupils in P4 and P7 will achieve first and second level respectively in writing.</p> <p>Almost all pupils will highlight improved scores in autonomy and agency in the Glasgow Wellbeing Profiling Tool.</p>	<p><u>Numeracy</u> Staff and pupils will engage in the audit and review process of the curriculum via the four contexts for learning. This will result in maximising and developing the opportunities to meet the aspirations of our learners.</p> <p>Evaluation data from teaching staff will demonstrate that they have a wide range of effective learning and teaching approaches to promote positive attitudes, high expectations, confidence and resilience in maths.</p> <p>Professional Enquiry findings will be influenced by the use of Video Assessment of target pupils. This will be used to measure the impact and effectiveness of SEAL strategies being delivered</p> <p><u>Writing</u> Autonomy and Agency data from the Glasgow Wellbeing Profiling Tool will be used to measure how pupils feel about their competence and skills as well as their sense of being capable, trusted and allowed to be responsible within their own learning environment.</p> <p>Talk for Writing Formative Assessment will be implemented in line with training provided (Term</p>	<p>Adapt Health and safety risk assessment to local context.</p> <p>Undertake the H&S workplace assessment using "COVID workplace checklist" Follow clear protocols in the event of someone becoming unwell and/or presenting with Co-Vid 19 symptoms Refer to document: Risk assessment educational establishments</p> <p>Contextualise the LA 'Recovery guidance for schools and early years establishments' and retain for own establishment.</p> <ul style="list-style-type: none"> Reducing potential exposure Physical distancing Hygiene and protection Cleaning regimes <p>Create a staff (teaching and support) timetable for those available to work in the establishment and those working from home. Staff timetables will reflect a 'blended' learning approach for children and will maximise learning outdoors.</p> <p>Plan for phased return of priority groups, divide into cohorts and establish attendance patterns. Devise plan for staggered arrivals, departures, breaks etc & include minimising the movement of children (PEF)</p>

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		<p>3/4) This will be used in comparison to previous writing assessment information</p> <p>All teaching staff will participate in the collegiate quality assurance and editing of the St David's Literacy Pathways. These will underpin professional dialogue about achievement, progress and moderation with school, campus and cluster colleagues.</p> <p>CLPL Evaluations from staff will demonstrate the impact on the range of teaching tools staff feel confident with as well as outlining next steps in incorporating these into our curriculum rationale and approach.</p> <p><u>Differentiation</u></p> <p>All children will experience a curriculum that enables them to achieve their potential through clear progression in their learning throughout the school.</p> <p>By June 2022, all staff will use a range of assessment data and evidence-based approaches to raising attainment in literacy and numeracy to support and challenge children appropriately through considered approaches to differentiation.</p> <p><u>Building Learning Power</u></p> <p>By June 2022, all children and staff will be enabled to use a rich and evolving language of learning, recognising its emotional, cognitive, social and strategic dimensions.</p>	<p>Develop a clear learning, teaching and assessment plan that assesses the wellbeing and learning needs of children and provides both learning within the establishment and at home. Priorities initially to re-engage children and families, establish routines and ensure wellbeing needs are met. New learning will be planned when children are ready.</p> <p>Identify and address staff CLPL needs particularly around digital learning pedagogy, wellbeing and learning outdoors.</p> <p><u>Differentiation</u></p> <p>All teaching staff will engage in CLPL provided by the central learning and teaching team with a focus on effective differentiation.</p> <p>All teaching staff will use the 3 domain model as a reflection tool to prompt significant shifts in thinking and capture a learning ecology promoting attainment and equity.</p> <p><u>Building Learning Power</u></p> <p>Continue to develop Building Learning Power common language and skills progression. (PEF)</p>
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	<p><i>By December 2021, BLP will permeate learning across the school and its community.</i></p> <p><i>By June 2022, pupils are confident and fluent in using the language of learning to describe and understand themselves as learners in a wide range of contexts</i></p>	<p><i>planning process to ensure that pupils are experiencing the mastery of tasks and learning different skills.</i></p> <p><i>Attainment and tracking data for almost all children shows that they are making progress in literacy, numeracy and health and wellbeing with a trend towards closing identified attainment gaps.</i></p> <p><i>Quality assurance activities demonstrate clear impact of professional learning on the quality of learning experiences</i></p>	<p><i>All teaching staff will engage in BLP Stepping Stones 2 CLPL programme. All support staff will engage in Stepping Stones 1 CLPL programme. (PEF)</i></p> <p><i>BLP Champion will support collegiate sessions to reflect and disseminate BLP modules for staff and create an action plan for implementation in the wider school community. (PEF)</i></p> <p><i>Seesaw will be used to share BLP with families and allow the permeation of the learning power language to become normalised. (PEF)</i></p>
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Improvement Priority 3: Learning and Teaching – Pedagogical Approaches			
HGIOS/HGIOELC QIs Q.I. 2.2 Q.I. 2.3	NIF Priorities <ul 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 Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Curriculum for Excellence has established clear values, purposes and principles for education from 3 to 18 in Scotland. It aims to enable children and young people to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors. St David's has been researching, training and implementing play pedagogy and enquiry-based learning at all stages. Following the disruption and restrictions of COVID-19, staff now recognise the need for consistency to ensure this approach is meeting the needs of all learners and providing a coherent curriculum which provides opportunities to develop the knowledge, skills and attributes needed to adapt, think critically and flourish in today's world.</p>	<p>By June 2022, all staff will be confident and knowledgeable in implementing play and enquiry-based learning. In their practice, they will demonstrate their deep understanding of the critical role of play in promoting children's development and learning.</p> <p>Children will contribute effectively to the learning environment in purposeful and innovative ways. They will enjoy and be actively involved in learning through active opportunities</p>	<p>Team Teacher joint working plans will demonstrate improvement in teacher confidence and pupil engagement through a scoring process, making use of the Leuvens Scale of Engagement.</p> <p>Pupil engagement will be a focus within the quality assurance and monitoring calendar. Feedback and professional dialogue on pupil engagement will be a feature of SLT and Peer observations.</p>	<p>All teaching staff will engage in the audit and evaluation of our teaching and learning policy and play policy.</p> <p>Staff will contribute to the school's curriculum rationale to highlight our current approach to play and enquiry-based learning and how this supports children's progress throughout the school as well as our aspirations for a consistent and progressive model.</p> <p>A member of staff will work with colleagues throughout the school to collegiately reflect on the learning environment, teaching and learning approaches and pupil engagement. (PEF)</p>

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

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Renfrewshire Council Children's Services

St Benedict's Cluster

Improvement Priority: Moderation of Writing (G Miller)			
HGIOS/HGIOELC QIs 1.2, 1.3, 2.2, 2.3, 3.2	NIF Priorities <ul 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 Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	
Rationale for change	Outcome and Expected Impact	Measures	Intervention

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<p><i>Due to impact of COVID 19 and subsequent lockdowns, we recognise there is potential for significant negative impact on attainment levels in literacy, particularly in writing, of our pupils. We recognise that we need to provide strong curricular focus for our pupils to re-establish work routines and close the attainment gap. We also recognise the need to moderate and share standards in our school community to keep aspirations and expectations high for all learners.</i></p>	<p><u>Learners:</u></p> <ul style="list-style-type: none"> Will benefit from accurate professional judgements of progress in writing, leading to improved feedback and appropriate support and challenge Those at key transition stages will benefit from more robust assessment information being shared with receiving staff/depts <p><u>Staff:</u></p> <ul style="list-style-type: none"> Will benefit from increased confidence in assessing writing due to participation in the moderation process High quality assessment processes will enable staff to make more accurate judgements of pupil progress Professional judgements will show greater consistency due the increased professional dialogue A shared standard of expectations, progression and learning will increase staff aspiration for learners' achievements Cluster relationships will benefit from sharing good practice amongst colleagues <p><u>Families:</u></p> <ul style="list-style-type: none"> Will benefit from better, more informed judgements of pupil progress in reporting standards of writing 	<p>We will measure the impact of this improvement objective by:</p> <p>Seeking out attitudinal trends by collecting staff views in pre and post moderation questionnaires</p> <p>Scrutinising moderation templates to ensure high expectations, a shared standard and effective use of feedback</p> <p>Engaging in regular professional dialogue around a shared purpose</p> <p>Scrutinising attainment data for writing at school and cluster level</p> <p>Identifying set children (a sample from each school) whose work will be put forward for moderation across the session so that improvements in attainment due to moderation protocols e.g effective feedback can be measured more precisely</p>	<p><u>For moderation of writing we will:</u></p> <p>Meet to moderate writing twice per year- first date early November, second date Early May</p> <p>Focus on the key transition point of Primary/Secondary with a focus on 'critical essay' writing as the second piece to be moderated at the P7 stage</p> <p><u>To manage this process and achieve this outcome we will:</u></p> <p>Appoint a moderation staff lead for each curricular level: early, first, second and third, across the BGE, for the cluster- they will make use of the new cluster teams page to meet on a regular basis to develop the moderation calendar and organise the moderation programme this session</p> <p>Appoint a lead in each school, at each level, as a single point of contact for moderation purposes- they will make use of the new cluster teams page to meet regularly with the Cluster leads to plan moderation exercises within their own level, collate writing pieces and organise in readiness for moderation purposes</p>
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Improvement Priority : RE (J McBurnie)

HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
1.3 2.3 2.7 3.1	<ul 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 Improvement in employability skills and sustained, positive school leaver destinations for all young people 	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention

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<p>To allow us to <u>Reflect and Act on Theme 2: Developing as a Community of Faith and Learning:</u></p>	<p><u>Learners:</u></p> <ul style="list-style-type: none"> • Will have increased opportunities to become more actively involved in the development of their own faith and play, pray and reflect with peers from Cluster schools. • Will feel an increased sense of belonging by being part of the 'St. Benedict's Family.' • Will benefit from the inclusive approaches that our school has towards behaviour, relationships and religion. • Have increased opportunities to link Gospel values to faith in action. <p><u>Staff:</u></p> <ul style="list-style-type: none"> • Will have the opportunity to engage in meaningful self-evaluation to identify strengths and areas of improvement. • Will benefit from a renewed sense of their spiritual development through planned opportunities to re-connect with Christ at school level and Cluster/Diocesan level. <p><u>Families:</u></p> <ul style="list-style-type: none"> • Will have increased opportunities to engage in the spiritual formation of their children through Sacramental preparation and participation in faith events. 	<p>We will measure the impact of this intervention through:</p> <ul style="list-style-type: none"> • Self-evaluation using the 'Developing in Faith' challenge questions and engagement in ongoing review of progress. • Quality Assurance Monitoring of RERC. • Professional dialogue/learning conversations with staff, parents, learners. • Track parental engagement at religious events. Analysis of evaluations provided by staff and learners at Cluster retreats in terms of added value 	<p>We will :</p> <p>*Develop opportunities to develop as a community of faith and learning across the Cluster. In particular we will:</p> <ul style="list-style-type: none"> - Facilitate a spiritual retreat / service for Primary 4 across the Cluster as an opportunity for children to play and pray together and reflect upon their Sacramental journey. (This will be either at school or cluster level in line with restrictions). - Facilitate a spiritual retreat for Primary 7 across the Cluster to Carfin as an opportunity for children to play and pray together and reflect upon their Sacramental journey. (This will be either at school or cluster level in line with restrictions) - Celebrate Mass together as a community).
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Improvement Priority 3: Cluster Identity, Community and Collaboration (L Berry)

HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
<p>Q.I. 1.1 Q.I. 1.4 Q.I. 2.6</p>	<ul 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 • Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>1. School Leadership</p> <p>2. Teacher Professionalism</p> <p>3. Parental Engagement</p>	<p>4. Assessment of Children's Progress</p> <p>5. School Improvement</p> <p>6. Performance Information</p>
Rationale for change	Outcome and Expected Impact	Measures	Intervention

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<p><i>Evidence from a Cluster Working Party questionnaires issued to all stakeholders, suggested that St Benedict's cluster staff do not always feel a sense of belonging within the cluster. The questionnaires revealed that staff would welcome the opportunity to develop a staff sense of belonging and they identified areas which could be positively impacted by this change.</i></p> <p><i>Identified areas for improvement outlined opportunities to meet other colleagues from other establishments are limited which prevents limited sharing of information and good practice between establishments. The majority of respondents suggested that improved forms of communication would help achieve a sense of cluster belonging.</i></p>	<p><i>By April 2022, a cluster identity will be agreed and promoted within the St Benedict's Cluster. The Cluster identity will take account of the values and culture of all establishments within the cluster and enhance these rather than create an additional set of cluster values and or new values for all.</i></p> <p><i>By April 2022, all cluster stakeholders will have a clear view of who we are and what matters most to the cluster community to ensure that we are serving the needs of our school community.</i></p> <p><i>By April 2022, an action plan for the use of MS Teams as a platform to work together collegiately will be submitted to Cluster SLT.</i></p> <p><i>By September 2021, MS Teams platform will be shared to all cluster staff. This central space will provide a collaborative space to celebrate success, host events, highlight practice and pedagogy and share information.</i></p>	<p><i>Launch event in each establishment will provide an opportunity to gather baseline data from all staff with regard to their expectations and training needs for using the platform.</i></p> <p><i>Quantitative data will be gathered to reflect the numbers of staff accessing the platform and actively engaging - this will be analysed on a termly basis.</i></p> <p><i>School champions will monitor platform usage and provide a summary of usage to Cluster SLT in April 2022 with suggestions for usage in 2022/23</i></p> <p><i>In February 2022, a post survey will be conducted via MS Teams/MS Forms, to measure impact of MS Teams platform on sense of belonging for cluster staff,</i></p>	<p><i>All staff will have a platform through which to communicate, build relationships and share good practice.</i></p> <p><i>Standing committees, working parties and other groups will be able to use the MS Teams platform to meet efficiently and share resources, documents, etc</i></p> <p><i>A representative from each school will be involved in the organisation, maintenance and promotion of the platform in Year 1.</i></p> <p><i>As we look forward to Year 2, we aim to involve more staff with shared interests, responsibilities etc and use the platform to support transition, share good practice etc</i></p>
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(PEF) denotes interventions/activities funded through Pupil Equity Funding