



St David's Primary School

School Improvement Plan

2023/24

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

Renfrewshire's Education Priorities

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

Pupil Equity Funding

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

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

Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Renfrewshire Council's Values

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

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

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

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

Children's Services Vision

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

Renfrewshire's Education Improvement Plan Priorities

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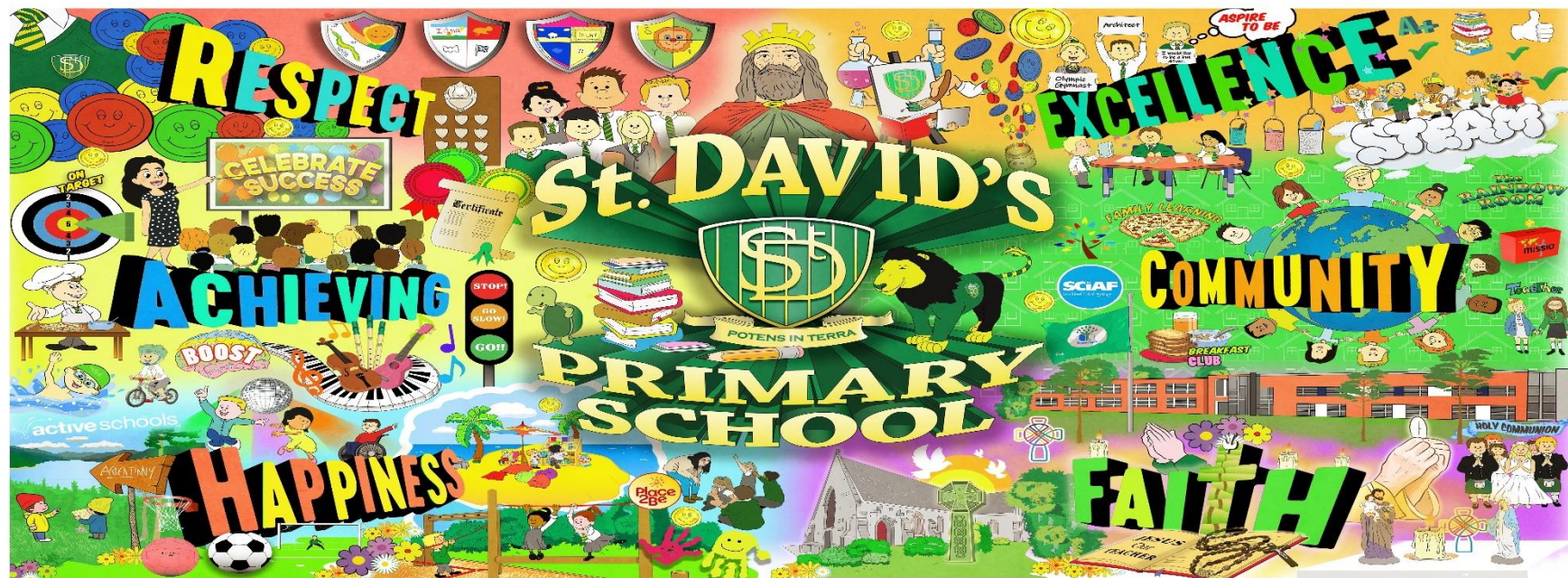
Our Vision, Values and Aims

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

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

REACHing 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
- Place 2 Be
- Active Schools
- Adult Learning and Literacy Team
- Paths Team

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

How will we know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

- 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

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

Improvement Priority 1 – Improving Pupils Social, Emotional and Mental Wellbeing

<p>HGIOS/HGIOELC QIs 1.3 2.3 3.2</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • 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>NIF Drivers</p> <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children’s Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children’s Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<ul style="list-style-type: none"> • UNICEF UK offers the Rights Respecting Schools Award programme to all primary and secondary schools in Scotland. Pupils who participate in the programme recognise their rights and have a good understanding of the rights of others. The Rights Respecting Schools programme is an important programme of work which will support and enhance pupil voice in our school. We will work towards bronze accreditation and ensure it is embedded in our policy and practice. • Data from pupil Rights Respecting Schools Nurture Questionnaire and GMWP Surveys (Glasgow Motivation & Wellbeing Programme) indicates that almost all pupils identify 	<ul style="list-style-type: none"> • Almost all students and staff will be more knowledgeable about the UNCRC and how it applies to their own lives at school, home, and in the community. They will also be more engaged in demonstrating how to implement positive changes in the school and community through participation in Rights Respecting Schools. The school will achieve bronze level RRS Accreditation and work towards silver accreditation. • Data gathered from Rights Respecting Schools baseline survey (Feb 23) for pupils in P1-P7 indicated the following areas requiring action: 	<ul style="list-style-type: none"> • Rights Respecting Schools pupil baseline survey • RNRA Action plan using PDSA (Plan, Do, Study, Act Framework) • RNRA Accreditation Awards – Attained Ruby. Working towards Amethyst Accreditation by January 2024. Then working on Accreditation • SLT show me the learning visits (termly) will evidence progression with individual pupil targets. • Pupil focus groups (termly) will focus on QIs and pupils experiences in class • Golden ticket tea parties (monthly) allow the HT to speak to pupils about self- 	<ul style="list-style-type: none"> • Engage in Rights, Respecting School Accreditation Bronze level by creating a pupil citizenship group to drive this agenda forward. • Work with our joint campus school, Cochrane Castle, on RRS, engaging in Health Days once a term. We will use RRS as a focus. • A Key Worker and ELCO will support groups of identified pupils and will use RRS as a focus, developing social skills and citizenship. (PEF)

<p>Health & Wellbeing as a priority to be taken forward. Supporting staff, pupils, and families with Mental Health & Wellbeing and developing a consistent approach are priorities.</p> <ul style="list-style-type: none"> • Staff & pupil RNRA surveys (May 23) will inform the direction of our journey and which principle we will tackle next. Audits and reflections on our progress will indicate gaps and areas for improvement. • Staff recognise that most of our children need support with skills 	<p>I learn about my rights at school</p> <p>I enjoy being at school</p> <p>I feel safe at school</p> <p>Other pupils are kind & helpful</p> <p>My school listens to my ideas for how to do things better</p> <p>I know what I need to do to make progress in school</p> <p>There is also work to be done supporting children with ideas on how to help in the community and at home.</p> <p>We aim to ensure that the majority of children in P1 – P7 will have a sound knowledge and understanding of the above by June 2024.</p> <ul style="list-style-type: none"> • Almost all children in Primary 3-7 will have a good understanding of nurture practices in school and will be able to reflect on Principles already achieved. • Attendance across the school shows an average of 90%. We will aim to support pupils who are below 90% to 	<p>evaluation while pupils are rewarded for showing school values. This is supported by a parent who plans fun activities for the children.</p> <ul style="list-style-type: none"> • Home Link feedback for targeted pupils ensures school and home and working together and interventions from Home Link support the child at school and the family at home. • GMWP pupil surveys September 2023 and May 2024 will indicate a baseline and improvements made through interventions. • Feedback from teachers and support staff – collegiate sessions, questionnaires will inform next steps through evaluation of current practice. • Pupil Support Plans and Support Meeting Data ensure rigorous tracking is taking place and SLT are aware of gaps in attainment and that assessments are appropriate. 	<ul style="list-style-type: none"> • The RNRA Core Group will support staff to engage in the next principle. • Pupils will continue the RNRA journey and will have a say and a rationale for deciding which Principle we undertake next in 2023.24. • The plan is to implement 2 more Nurture principles 2023.24. We will start working on Principle 3 in August 2023 and finish June 2024
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<p>required for self-awareness, self-management, social awareness and relationship management.</p>	<p>increase attendance to an average of 94%</p>	<ul style="list-style-type: none"> • RNRA surveys will inform let the core group know if progress is being made by staff and pupils, or if changes need to be made/further training required. • Classroom Audits will inform staff about the environment and if changes/improvements are needed. • RNRA Core Group Minutes will inform the school community about progress & challenges. • RNRA Citizenship Pupil Group Agenda will ensure pupil voice is evident in our nurture journey. 	<ul style="list-style-type: none"> • Identified children will check in with our Key Worker in our nurture spaces, to support attendance in class. (4 pupils) (PEF). This 1-1 intervention will support pupils with attainment, and this ensure readiness to learn. It will help with mental health & wellbeing and a sense of belonging. • All children will benefit from our school wide RNRA Programme. Our nurture message will stem from our teaching. Wall displays & assemblies will reinforce our messages. • Class teachers will analyse data from surveys and with the support of the RNRA Core Group will decide next steps for pupils. • After gaining a Paths Model School Award (Oct 22) Paths will continue to be developed across the school to support nurture. • PPM Meetings staff, discussions around GIRFEC, Wellbeing Webs and support plans. • We will work towards our Amethyst Accreditation (Jan 2024) then start working on Gold Accreditation
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Improvement Priority 2 – Raise attainment in Literacy with a priority focus on Writing

<p>HGIOS/HGIOELC Qis Q.I 2.3 Q.I 2.4 Q.I 3.2</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children 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>NIF Drivers</p> <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Cfe data demonstrates that writing is one of the main areas for improvement and the biggest dip in attainment appears across P4, P5 & P6. Tracking and assessment data also shows a dip at the P2 stage. Most children in P1, P3 & P7 are attaining national standards in writing.</p> <p>Data from 2022/2023 showed that over 50% of children in all stages were meeting national standards in writing, the biggest dip being at P1 & P5.</p> <p>We have been working with cohort 1 schools on Talk for Writing over the last 2 school years, However, staff surveys</p>	<p>Writing attainment across current P2, P4, P5 and P6 is low. Cohort Range Targets – currently on track – predicted by June 2024</p> <p>P1 – 81% - 81% P2 – 57% – 79% P3 – 81% – 84% P4 – 38% – 50% P5 - 34% – 60% P6 - 37% – 54%</p> <p>There will be a shared and consistent approach to the learning, teaching, and assessment of writing across all</p>	<ul style="list-style-type: none"> Termly Writing planners show that all teachers plan and assess appropriate & progressive writing experiences aligned to Cfe Es & Os and benchmarks Pupil Support Plans and Support Meeting data evidence the progression being made and the gaps in attainment. Monitoring of pupil experiences – learning visits ensure pupil voice is heard and that class environments are 	<ul style="list-style-type: none"> TFW training for all staff, Cochrane Castle & St Margaret's PS, (WTA) All teachers to plan for writing experiences and planned assessments using new TFW planning format. Moderation of TFW with cluster primaries, peer visits and meeting to discuss assessment. (WTA) Moderation with Cochrane Castle for Book Week Scotland activities. (WTA) IDL for P1-P7 to support spelling. Teachers track pupil attainment through new tracking planners. Teachers use updated assessment to gauge progress and next steps. ELCO will engage with pupils in P1 & P2 to support phonics & writing progression using play pedagogy activities, while

<p>(Feb 2023) show confidence is low and more training & resources are required.</p>	<p>stages following the Talk for Writing programme.</p> <p>Teachers' confidence in implementing Talk for Writing teaching & assessment approaches to writing will improve.</p> <p>Almost all children P3 – 7 will be able to identify Writing individual targets and will discuss evidence of work and next steps for improvement.</p> <p>All teachers will be able to use TFW new exemplars, planning and assessment effectively.</p> <p>Teacher professional judgement will grow in confidence when identifying attainment of a level in writing through planned moderation sessions and peer learning sessions with cluster primary schools and Cochrane castle Primary.</p> <p>There will be clear target setting for pupil personal writing targets across the school. Teachers will have an agreed understanding of assessment benchmarks to inform teacher judgement of attainment in writing at each level/pathway.</p> <p>Teachers' confidence in tracking and assessing pupil attainment in writing in relation to agreed benchmarks/milestones for each level/pathway will improve.</p>	<p>nurturing, and staff are supporting appropriate progress across the school.</p> <ul style="list-style-type: none"> • Learning conversations with pupils demonstrate that most pupils from P1 – P7 can identify their writing targets and next steps. • Moderation of writing planning information and evidence of work ensures appropriate progress for most pupils in writing. • Trio learning visits feedback will support teachers with Talk for Writing and teacher judgement. • Professional dialogue and feedback at collegiate sessions will ensure a whole school approach. • Whole school tracking data is essential for identify gaps in attainment. • Standardised assessment data including SNSA/ACEL at P4 and P7 • Class formative assessment • IDL P1-7 progress and tracking results for spelling • Pupils' work – writing jotters, Assessment 	<p>identifying pupils who require individual support. (PEF)</p> <ul style="list-style-type: none"> • Literacy Leaders will keep staff informed about spelling, handwriting, and spelling developments.
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<p>IOC strategies implemented by CTs led by our PT showed an improvement in teaching & learning in writing, with most staff in the school. (2022 – 23). A QI visit in October 2022 identified that improvements were required in learning, teaching & assessment across the school.</p>	<p>Teacher confidence, skills and knowledge will improve attainment in writing.</p>	<p>jotters, spelling jotters, handwriting jotters, Magpie Journals P4-7</p> <ul style="list-style-type: none"> • Targeted interventions data/evidence of work • Moderation with Cochrane Castle – joint writing projects and moderation of TFW with cluster primaries will evidence that almost all teachers plan and assess effectively and there is a shared understanding of standards aligned to the writing benchmarks. • Tracking information Whole School Planner will ensure all staff are aware of gaps in attainment. • Data analysis results of GL, SNSA and teacher judgement will inform next steps to support learners. • Staged Intervention Plans & PPM meetings show that robust tracking processes are in place for all learners. • Staff training will focus on Improving pedagogy across the school, using IOC strategies. This will support teachers and ensure that learning, teaching & assessment is highly effective in all classes. 	<p>PT has completed Improving our Classrooms Programme. She will work with class teachers to implement strategies within the classroom to raise attainment in writing. A support for learning team will work with targeted pupils. Writing attainment will rise by 45% across the school by June 2024. (PEF). One teacher will complete the IOC Programme in 2023 – 2024.</p>
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Improvement Priority 3 – Raise Attainment in Numeracy

HGIOS/HGIOELC Qis 1.3 2.3 3.2	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children 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
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Renfrewshire Maths Planners have been updated and now include SEAL and links to high quality tasks that will enhance the numeracy curriculum. There is a requirement across the school to provide consistent approaches that challenge and support learners. Assessment processes have also been updated.</p> <p>Teacher judgement and SNSA data assessments demonstrate that there is a need to raise attainment and achievement for all in maths and numeracy.</p> <p>Most children are currently on track to achieve national standards in numeracy in the current P1 & P3.</p> <p>Less than half of children are on track to achieve national standards in the current P2,4,5 & 6.</p> <p>We shared new approaches to learning and teaching of numeracy to support family learning in a joint campus Maths</p>	<p>By June 2024 – Current</p> <p>P1 – 81 – 87%</p> <p>P2 – 42 – 64%</p> <p>P3 – 75 – 83%</p> <p>P4 – 31 – 56%</p> <p>P5 – 53 – 60%</p> <p>P6 – 36 – 54%</p> <p>Most children will achieve national standards in numeracy in P1, 3, & P5 with targeted support and enhanced numeracy planners and assessments. (PEF)</p> <p>The majority of children will achieve national standards in P2, 4 & 6 with targeted support and enhanced numeracy planners and assessments. (PEF)</p> <p>All stages will be using Renfrewshire Maths Progression Planners and Assessments by</p>	<ul style="list-style-type: none"> Pupil Support Plans and Support Meeting data will allow staff to assess and track individual pupils and ensure challenge and support and appropriate pace. Learning visits will inform SLT of progress across the school. Numeracy recovery data – pre and post assessment information will allow for robust tracking and inform next steps. Pupil focus groups will allow for pupil voice and a discussion around personal targets. Tracking information Whole School Planner ensures a school wide tracking system to inform staff. 	<ul style="list-style-type: none"> PT will lead Numeracy Recovery for targeted children 2 x weekly (PEF) CLPL – Renfrewshire Numeracy Planners & Assessments (WTA) CLPL IOC strategies & analysing data (WTA) PT has completed Improving our Classrooms Programme. She will work with class teachers to implement strategies within the classroom to raise attainment. (PEF) Work with shared campus school for Maths Week Scotland activities. (WTA) In house numeracy moderation across stages. Family maths is fun sessions with shared campus school. Family learning sessions in STEM & Numeracy through cookery with Adult Learning staff. Individual targets updated by pupils and class teachers during learning conversations. A support for Learning Team will target specific pupils who require support with numeracy. Regular meetings will

<p>Fun Family Engagement Session in May 2023. We will continue to run these sessions 2023.24 to ensure progress in numeracy supported through parental engagement.</p> <p>IOC strategies implemented by CTs led by our PT showed an improvement in teaching & learning in numeracy, with most staff in the school. (2022 – 23). A QI visit in October 2022 identified that improvements were required in learning, teaching & assessment across the school. Improvements in pedagogy will improve teaching of numeracy,</p>	<p>December 23. Progression will be consistent across all stages by June 24.</p> <p>Almost all children P3 – 7 will be able to identify Numeracy individual targets and will discuss evidence of work and next steps for improvement.</p>	<ul style="list-style-type: none"> • Data analysis results of GL, SNSA and teacher judgement will inform next steps and gaps in attainment. • Staged Intervention Plans & PPM meetings offer a place for teachers and SLT to discuss learning, teaching, assessment & tracking. • Support for learning weekly meeting notes will ensure all targeted pupils are making appropriate progress. (PEF) 	<p>ensure appropriate support is in place and progress is being made. (PEF teacher (PEF), ELCO (PEF) CA, PT, Key Worker (PEF).</p> <ul style="list-style-type: none"> • All staff will undertake SEAL refresher training, to ensure resources are being utilised correctly and individual children’s needs are being met consistently. Numeracy attainment will increase across the school by 45% by June 2024. • PT will use knowledge of Improving Our Classrooms to inform staff, to ensure teaching of numeracy is consistent across the school and high quality. (PEF) • We will target identified pupils with co-ordinated plans. Our team will include our ELCO, Support Staff, Principal teacher, PEF teacher & Key worker. Regular meetings will allow for tracking, monitoring & analysis of data. (PEF) • Targeted support and updated numeracy planners and assessments will support teaching & learning.
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