



Renfrewshire Council Children’s Services

**St. Fillan’s Primary School**

**Improvement Plan**

 **2018-2019**

As part of Children’s Services, St. Fillan’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.**

**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 Aims**

**Vision:**

In St. Fillan’s Primary School, we believe that all persons are created by God, unique and equal. The whole school community strives to build up an ethos that is based upon Gospel Values.

St. Fillan’ Primary School aspires to be a centre of excellence and achievement, one which provides the highest quality of education. We believe that children learn best and fulfil their potential in a secure and happy environment where they are confident, valued and trusted.

We promote creativity and enthusiasm because we believe that children should enjoy their learning and also be challenged to develop to their fullest potential. All children are valued, supported and encouraged to participate in the life of the school and the wider community.

**‘In Learning, we are growing and succeeding together.’**

**Values:**

The Values of our school community are:

**Faith Respect Responsibility Trust Team Work Success**

**AIMS: (BUDS)**

We aim to provide a stimulating, inclusive and appropriate curriculum in line with Curriculum for Excellence which will be:

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| **Area of the National Improvement Framework** | **Aim** |
|  Ethos & Life of The School as a Community. | 1. **Be brave:**

Develop positive behaviours so that all children, staff, families and partners feel safe, secure and valued within our school family. Create a strong collegial school community which operates in an atmosphere of openness, support, effective communication, self-evaluation and school improvement.  |
| The Curriculum. | 1. **Unleash excellence:**

Provide a rich, skills- based curriculum which adheres to the principles of curriculum design, challenge, enjoyments, breadth, progression, depth, personalisation and choice, coherence and relevance. |
| The Four Capacities of CfE. | 1. **Develop creativity:**

Put the learner directly at the centre of the curriculum to holistically develop the child.  |
| Assessment and Recognition of Skills.  | 1. **Show/Radiate enthusiasm:**

Nurture a culture of high expectations and aspirations to promote skills for learning, life and work.  Through gathering evidence of learning, analyse, reflect and act upon the data to improve outcomes for learners.  |

Who did we consult?

To identify our priorities for improvement, we sought the views of the whole school community (staff, pupils, families and partners). We used a variety of methods of getting the views of those who are involved in the life and work of St. Fillan’s Primary such as:

* Planned calendar of in-service activities.
* Staff Collegiate Time.
* Pupil progress meetings/Tracking.
* Self-evaluation activities.
* EST meetings.
* Whole school community surveys/questionnaires.
* Monthly Newsletters.
* PEF Consultation.
* Professional dialogue.
* Whole school vertical learning Assemblies.
* Committee meetings.

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

* Cluster meetings.
* Family school meetings.
* PEF Advisor visits.
* PEF Events – Local Authority and Hampden.
* QI Visits from HQ.
* Education Scotland visit – September 2017.

 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:

* QI visits from HQ.
* HT cluster meetings to be used to monitor progress.
* Staff evaluation and discussions/professional dialogue.
* Pupil evaluations on learning experiences.
* Staff/pupil/parents’ views, assessments and evaluations – target setting/new procedures for reporting to parents.
* Planned calendar of monitoring, evaluation and feedback (including SLT Learning Visits).
* Photographs/reports on activities.
* CLPL opportunities for all staff throughout the year.
* Continuous robust Quality Assurance programme.
* Evidence of quality learning and teaching experiences and outcomes within short and long-term planning.
* A range of quality assessment activities demonstrating pupil knowledge and understanding and application of skills.
* Tracking and attainment meetings.
* Minutes of staff meeting.
* Transition assessments.
* Updated CfE planner/ evidence of delivery within yearly/termly planning.
* Staff display working knowledge of new policies and procedures.
* Correct procedures followed by all – visible consistency across the school.
* Staff will attend PRD meetings, having completed all appropriate paperwork.
* Staff will complete CPL record in line with GTCS requirements.
* Ongoing professional dialogue.

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: Improvement in attainment, particularly in Literacy and Numeracy. (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?** |
| 5 | 1.1, 1.32.2, 2.33.1, 3.2 | **Primary Literacy Coaching Programme & Dive into Reading:****We will:*** Continue to embed & extend evidence-based approaches to the teaching of reading as highlighted within the Primary Literacy Coaching Programme (P1-3) & Dive into Reading (P4-7) strategies.
* Participate in high quality CLPL for newly appointed teachers and Head Teachers to gain a deeper understanding of the Renfrewshire Literacy Approach.
 | HTPTLiteracy DOLiteracy ChampionCTCA | **Learners:*** Will be exposed to more challenging texts.
* Will demonstrate increased engagement, practice, attainment, confidence, equity & funds of knowledge.

**Staff:*** Will extend their range of formal & informal reading strategies.
* Will demonstrate increased equity of provision through evidence-based interventions.
* Will be more confident about responsive comprehension teaching.

**Families:**\* Will have more enriched & more relaxed conversations about reading with each other, their children & school staff. | We will measure the impact of this intervention through:* Monitoring of long & short- term planning.
* Progress/target setting/tracking meetings.
* Analysis of reader engagement surveys.
* Quality assurance activities - classroom visits, sampling of pupil work & pupil learning conversations.
* SNSA/G.L assessment data

teacher professional judgement surveys. |
| 24 | 2.33.2 | **Assessment & Moderation: Reading****Assessment:****We will:*** Provide opportunities for staff to participate in high quality CLPL in relation to planned period (holistic) assessment.

**Moderation:****We will:*** Develop a detailed understanding of the moderation cycle through participation in authority moderation processes linked to reading.
 | HTPTAssessment & Moderation Development OfficerLead FacilitatorCT | **Learners:*** Will benefit from more accurate professional judgements of achievement leading to more appropriate support & challenge.
* Will have increased opportunities to develop breadth, challenge & application across learning.

**Staff:*** Will gain an improved understanding of moderation processes.
* Will demonstrate greater confidence in professional judgements ensuring greater consistency.
* Will develop shared expectations of learning, standards & progression.
* Quality of assessment will be improved leading to more accurate judgements of pupils’ progress.

**Families:*** will have greater confidence in practitioner judgements in reporting.
 | We will measure the impact of this intervention through:* Monitoring of long & short-term planning.
* Progress/target setting/tracking meetings.
* Teacher surveys throughout moderation process.
* School overview of ‘Facilitator Moderation’ feedback.
* Teacher professional judgement surveys.
* Parental feedback from variety of reporting methods e.g. feedback from parents’ evenings, report cards, open days, sharing of learning journals etc.
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| 5 | 1.1, 1.2, 1.32.2, 2.33.1, 3.2,3.3 | **Dive into Writing:****We will:*** Implement evidence-based approaches to the teaching of writing.
* Establish clear links between reading & writing using the 3 Domain Model.
* Develop a knowledge-rich, literacy-rich curriculum providing high quality literacy experiences across all curricular areas.

  | HTPTLiteracy DOLiteracy ChampionCTCAFamily Schools | **Learner’s:*** Will have improved vocabulary/writing outcomes.
* Will demonstrate increased engagement, practice, attainment, confidence, equity & funds of knowledge.

**Staff:*** Will extend their range of writing opportunities that maximise connections between reading & writing & promote children as writers.
* Will demonstrate increased equity of provision through use of ‘Dive into Writing’ strategies & the 3 Domain model for planning, assessment & evaluation of provision.
* Will be more confident about the teaching of writing.

**Families:**\*Will have increased engagement & interaction with their child’s writing. | We will measure the impact of this intervention through:* Monitoring of long & short- term planning.
* Progress/target setting/tracking meetings.
* Quality assurance activities - classroom visits, sampling of pupil work & pupil learning conversations.
* SNSA/G.L assessment data

teacher professional judgement surveys. |
| 5 | 1.1, 1.2,1.3, 1.4,1.52.3, 2.4,2.73.1, 3.2 | **Professional Learning for Classroom Assistants****We will:*** Facilitate & support high quality professional learning for classroom assistants focussing specifically on:

-Improving attainment in literacy & numeracy in line with Renfrewshire approaches & strategies.- Supporting health & wellbeing of pupils.* Review school systems, structures and policies in relation to classroom assistants to maximise impact on pupil attainment & wellbeing
 | HTPTLiteracy & Numeracy DOLiteracy ChampionCTCA | **Learners:*** Will experience consistency of support through shared use of evidence-based approaches between teachers & classroom assistants.

**Staff:*** Will benefit from shared discussions to consider knowledge, concerns, learning aims & pupil progress.
* Classroom assistants will demonstrate increased knowledge & confidence in providing high quality support to pupils.
 | We will measure the impact of this intervention through:* Monitoring of long & short- term planning.
* Progress/target setting/tracking meetings.
* SNSA/G.L assessment data.
* Teacher professional judgement surveys.
* Classroom assistant PRD meetings.
* Individual classroom assistant diaries.
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| 1, 2, 4 | 2.3, 3.2 | **Pupil Equity Funding (PEF):****We will:**\* Facilitate and support high quality professional learning for teaching staff and classroom assistants focussing specifically on writing(The Write Stuff). \* Use short term, targeted interventions to improve attainment within our lowest economic decile by using evidence based research from the EEF, Dylan Williams and John Hattie around the power of feedback through meaningful learning conversations. \*Use summative assessment data to measure impact and triangulate assessment information.  | HTPTLiteracy ChampionCTCA | **Learners:*** Will benefit from having small group, targeted support in writing in terms of increased motivation and confidence.
* Will demonstrate increased attainment through engaging in high quality learning conversations with the Class Teacher.
* Be more proficient in reflecting upon their writing and setting targets to identify next steps in learning.

**Staff:*** Will benefit from high quality professional learning opportunities.
* Increase their knowledge and confidence in the pedagogy of teaching writing.
* Affirm their teacher’s judgement around the progress made by a child in writing.

**Families:**\*Will have increased engagement & interaction with their child’s writing. | We will measure the impact of this intervention through:* SNSA/GL Data.

 * Progress/target setting/tracking meetings.
* Summative assessments before and after the intervention using the ‘Big Writing Criterion Scale.’
* Pupil questionnaires – before and after the intervention to gage engagement/ confidence.
* Professional dialogue.
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**Action Plan**

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| **School priority 2: Improvement in attainment, particularly in Literacy and Numeracy. (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?** |
| 5 | 1.1, 1.2, 1.3, 1.4, 1.5 2.2, 2.3, 2.4, 2.6, 2.73.1, 3.2 | **Numeracy & Mathematics Modelling & Coaching Officers:****We will:*** Engage in targeted & universal support provided by Modelling & Coaching Officers & Numeracy DO.

\*Benefit from guidance & support from Numeracy DO & Modelling & Coaching Officers for Numeracy & Mathematics developments as pertinent to the school.  | HTPTNumeracy DOModelling & Coaching OfficersCT | **Learners:*** Will benefit from enhanced quality of learning experiences.
* Will demonstrate increased engagement, practice, attainment, confidence, equity & funds of knowledge.

**Staff:*** Will benefit from modelling & coaching of best practice pedagogy, i.e. Concrete – Pictorial – Abstract, mixed ability teaching, engaging with 3 Domain Model.
* Will increase knowledge & confidence in using Numeracy & Mathematics Checklist to enhance learners’ experience.
* Will receive high quality professional learning in the context of their own learning environment.

\*Will increase emphasis on the development of conceptual understanding via greater use of concrete & pictorial teaching & learning approaches. | We will measure the impact of this intervention through:* Numeracy Development Officer monitoring Modelling & Coaching Officers via calendar of Quality Assurance activities.
* Modelling & Coaching Officers completing case studies to measure the impact of the interventions they have supported schools with.
* Surveying staff at all levels on the impact on the involvement of Modelling & Coaching Officers.
* SNSA/G.L assessment data

teacher professional judgement surveys. |
| 5 | 1.1, 1.32.2, 2.3, 2.63.1, 3.2 | **Numeracy Champion Professional Learning Group:****We will:*** Continue to embed & extend evidence-based approaches to the teaching of Numeracy & Mathematics, by engaging with Numeracy DO & staff network at Numeracy Champion meetings (five meetings across each school session for Numeracy Champions).
 | HTPTNumeracy ChampionModelling & Coaching OfficersCT | **Learners:*** Will demonstrate increased engagement, practice, attainment, confidence, equity & funds of knowledge.

**Staff:**\*Will receive regular updates on developments Numeracy & Mathematics as Champions engage in development tasks/activities then cascade back at school level. | We will measure the impact of this intervention through:* Monitoring participation of schools in Champion meetings.
* Continuing with cycle of evaluation at Champion meetings to meet school needs.
* SNSA/G.L assessment data

teacher professional judgement surveys. |

 **Action Plan**

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| **School priority 3: Improvement in children and young people’s Health and Well-being. (Health and Well-being).** |
| **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 | 1.3, 2.1, 3.1, 3.2 | **Renfrewshire Whole School Nurturing Relationships Approach:****We will:*** Implement this evidence-based approach at a whole school level.
* Promote an understanding of attachment theory and the importance of nurturing relationships in helping children to learn and develop socially and emotionally.
* Promote an understanding of the key principles of nurturing practice.
* Develop practices which will improve wellbeing and promote resilience in children and their families.
 | HTPTCTAll StaffEducational PsychologistHome Link Support | **Learners:*** Well-being will benefit from this consistent, nurturing approach from all members of staff.
* Pupil’s relationships, behaviour and attainment will benefit from the nurturing approach.
* Benefit from a consistent, shared language of nurture.
* Improved resilience.

**Staff:*** Well-being will benefit from this consistent, nurturing approach from all members of staff.
* Will increase knowledge and understanding of attachment, resilience, trauma etc.
* Benefit from a consistent, shared language of nurture.
* Improved resilience.

**Families:*** Well-being will benefit from this consistent, nurturing approach from all members of staff.
* Will increase knowledge and understanding of attachment, resilience, trauma etc.
* Benefit from a consistent, shared language of nurture.
* Improved resilience.
 | We will measure the impact of this intervention through:* Readiness Checklist – review before, during and after implementation.
* Nurturing Relationships Action Plan – review before, during and after implementation.
* Questionnaires – staff, pupils and families.
* Progress/target setting/tracking meetings.
* Whole School EST discussions.
* SNSA/GL Assessment Data.
* Professional Dialogue.
* Observations.
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**Action Plan**

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| **School priority 4: Developing in Faith. (Promoting the Gospel Values).**  |
| **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, 5 | 1.3, 2.3, 2.7 | **Reflect and Act on Theme 3: Promoting Gospel Values:****We will:**\* Undertake self-evaluation in terms of the school’s:- Community ecumenical activities.- Celebration of diverse religious traditions.-Policies and procedures to respect other faiths.\*Work collaboratively as a Cluster and develop our own Cluster values. \*Develop opportunities to put our faith into action by promoting these Cluster values, based on Gospel themes.  | HTPTCTAll StaffCluster Schools | **Learners:*** Will have increased opportunities to become more involved in the life of the community, especially the Parish.
* Will have an opportunity to deepen their understanding of their own faith and the faith of others.
* Have the opportunity to put their values and faith into action.

**Staff:*** Will have the opportunity to engage in self-evaluation to reflect on the practices within the school and ensure these are best practice and outlined in the curriculum rationale.
* Will have an opportunity to collectively reflect on and improve RERC progressions, resources and approach, with a specific focus on ‘Other World Religions.’

**Families:*** Will have an increase in opportunities to engage in supporting the school community promote and celebrate the Gospel Values.
 | We will measure the impact of this intervention through:* Development of School Curriculum Rationale.
* RE Champion progress update.
* Quality Assurance Monitoring of RERC, display and participation in Pope Francis Awards Scheme.
* Self-evaluation using the ‘Developing in Faith’ challenge questions.
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**Action Plan**

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| **School priority 5: Pilot a new model of ‘Reporting children’s progress to parents.’**  |
| **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, 6 |  2.3, 2.5 | **We will:*** Review our policy and practice around how we report to parents to ensure feedback is meaningful and responsive to the child’s ongoing progress.
* Involve parents and children together in the setting of learning targets more frequently throughout the school session.
* Provide parents with improved information about their child’s learning journey through implementing a target setting approach where targets are set and evaluated by the Class Teacher, learner and parent.
 | HTPTCTAll Staff | **Learners:*** Will experience improved engagement, empowerment and commitment to education.
* Feel valued as an active participant in their own learning journey.
* Be actively involved in the setting and review of targets to develop their next steps in learning.

**Staff:*** Will have the opportunity to report on each learner’s progress in a timely manner.
* Develop partnerships with parents/families.
* Improved confidence in their professional judgement of a child’s progress through regular review.

**Families:*** Will experience improved engagement, empowerment and commitment to education.
* Benefit from the development of partnerships with the school.
* Feel valued as an active participant in their child’s learning journey.
* Benefit from receiving more regular feedback about their child’s progress.
* Be better equipped to support their child’s progress by knowing and understanding their learning targets in Literacy, Numeracy and Health and well-being.
 | We will measure the impact of this intervention through:* Progress/target setting/tracking meetings.
* Pupil and parental questionnaire/consultation before and after the pilot.
* Dialogue with all stakeholders.
* Professional dialogue at Collegiate Times.
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