



Renfrewshire Council Children’s Services

**St James’ Primary School**

**Improvement Plan**

**2019-2020**

As part of Children’s Services, St James’ 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**

Our vision, as a faith-enriched school community, is to provide a values-based curriculum characterised by excellent learning and teaching whilst inspiring a passion for lifelong learning and a commitment to social justice and moral courage.

**Values**

Joy; Respect; Responsibility; Inclusion; Resilience and Compassion & Love

**Aims**

To create a safe, welcoming, stimulating and **inclusive** environment which creates positive attitudes to learning and is responsive to the voice of children.

To ensure staff have high aspirations by developing best practice in the pursuit of the highest standards and best outcomes for children.

To support our children to become confident individuals who are motivated to develop **resilience** and self-belief and experience the **joy** of learning.

To build strong collaborative partnerships with families and the local community through involvement in learning and decision making.

To empower children to develop **responsibility** by taking an active role in society.

To embrace the values of **respect**, **compassion** and **love** by understanding and celebrating the diversity of our community.

Who did we consult?

To identify our priorities for improvement, we sought the views of staff, children and parents. We used a variety of methods of getting the views of those who are involved in the life and work of St James’ Primary School such as:

**Pupils:**

* Ongoing participation by all pupils within Citizenship Groups with monthly meetings, where every child has a voice
* Formal and informal discussions re life of school matters
* Pupil questionnaires and feedback
* Pupil profiling using Seesaw App
* Pupil Council meetings

**Parents:**

* Parent Questionnaire and feedback, additional Survey Monkey questionnaires linked to Vision, Values and Aims and Parental Involvement
* Parent Evenings – discussion of pupil’s progress, twice yearly and Meet the Teacher evening
* Parent Council meetings
* Class open afternoons
* School App is regularly updated with news, dates for diaries etc
* Parent Assemblies/Workshops on Bounceback

**Staff:**

* Regular school self-evaluation linked to HGIOS 4 quality indicators
* Staff meetings/In-Service days/Curriculum Development Meetings
* Review and update of policies and practices both formally and informally
* Participation on working parties
* Individual forward plan feedback
* Target Setting meetings with SMT
* EST, transition and inter-agency meetings
* Formal and informal discussions re concerns
* Individual Professional Review and Development and Professional Update meetings

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities. For example, changes to Vision, Values and Aims were discussed with Parish Priest and Homelink worker.

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:

* Regular school self-evaluation linked to HGIOS 4 quality indicators
* Forward Plan monitoring with consultation and feedback to staff
* Pupils’ work – looking at sample jotters in a variety of areas with feedback given to staff
* Analysis of GL/SNSA assessment data to support and inform teacher judgement
* PASS survey and HWB web used to consult children on Health and Wellbeing attitudes to self and school
* Class EST meetings for each class take place throughout the year to discuss any possible concerns
* Pupil attainment tracking atTarget Setting/Tracking meetings are held each term to identify progress and monitor pace and challenge
* Staff will undertake moderation of Numeracy work with cluster colleagues
* Use of Benchmarks to assess pupil progress and attainment of levels
* SEEMIS data used to track attendance and late-coming
* Staff Meetings
* SMT Meetings
* Pupil Citizenship Group Meetings
* Learning &Teaching Peer Observations
* Classroom Observations by SMT
* Professional Dialogue Meetings with Class Teachers
* Individual Pupil Support Plans reviewed and revised as required
* Parental, staff and pupils views
* Professional Review and Development Process for all staff
* Observations/feedback from professional collaborators e.g. Educational Psychologist, Home link Worker, EAL Teacher, Early Years Teacher.

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: Improve Health and Wellbeing of our School Community** | | | | | |
| **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, 3,4, 5* | *1.1, 1.2, 1.3, 1.4, 2.4, 2.7, 3.1* | *Further develop our whole school nurturing approach in partnership with Educational Psychology Services (RNRA) based on the Principle* ***Nurture is Essential for Wellbeing.*** *Ed Psych input for all staff based on Attachment Theory and Nurturing Relationships.*  *Timescale: August 2019-June 2020*  *RNRA Core Group will create, implement and embed nurturing relationships action plan to develop whole school nurturing approaches. This will include:*   * *Staff wellbeing* * *Monitoring and tracking wellbeing of* * *children* * *Focus on developing Nurture Principle ‘Environment Offers a Safe Base’ in collaboration with Mossvale Primary* * *Parental Workshops based around Nurturing Relationships (ACEs and Attachment)* * *Nurturing Relationships Citizenship Group* * *SMT 360 Evaluations carried out by staff*   *Timescale: August 2019-June 2020*  *Members of SMT and Teaching Staff to attend Leadership training to develop understanding of all Nurture principles, implementation science and improvement methodology.*  *Timescale: September 2019* | *All Staff*  *RNRA Core Group*  *Ed Psych*  *Mental Health Champion*  *SMT*  *RNRA Core Group*  *HT*  *DHT*  *Core Group Leader* | ***Learners***   * *will feel safe & secure in school* * *will have a greater understanding of the importance of good emotional wellbeing* * *will be able to explain how they are feeling & have tools to support them when they feel sad, anxious, stressed, etc* * *will benefit from meaningful change ideas that are having measurable impact on learner’s outcomes.*  |  | | --- | | ***Staff***   * *will have a greater knowledge & understanding of attachment informed practice in order to support children* * *will have tools to support children who are anxious or stressed* * *improve efficacy and foster wellbeing of staff to help manage stress/workload* * *will benefit from a rich culture of feedback built on trust and openness* * *Common understanding of all nurture principles & the continued development of consistent nurturing relationships practice across the school* * *Understanding of methodology to ensure sustainable & meaningful change resulting in improvement.*   ***Families***   * *will have a knowledge & understanding of ACEs & know that children & families can be supported* * *will have tools to support themselves and/or their child when they feel anxious or stressed* * *will feel confident & welcomed within the school community leading to stronger home-school links.* | | |  | | --- | | *Nurture Questionnaires – Staff/Children/Parents*  *GL Assessment – PASS*  *Wellbeing Webs – termly*  *Monitoring of long & short-term targets contained within the RNRA Action Plan*  *Staff Wellbeing Scales – Monthly Meetings*  *Core Group PDSA Record based on interventions and change ideas* |   *Staff evaluations – including 360 on SMT*  *Audit of practice*  *Tracking and monitoring meetings*  *PDSA Records for RNRA*    *Interventions*  *Staff Wellbeing Scale* |
| *1, 2, 5* | *1.3, 1.4, 3.1* | *Begin school session by fostering staff wellbeing through Tree of Knowledge Fun@work input.*  *Timescale: August 2019*  *Continue developing staff wellbeing focus through revisiting Tree of Knowledge mid-session with Let it Go input.*  *Timescale: February 2020* | *All Staff* | ***Staff***   * *Boost staff morale* * *Increase collaboration* * *Support staff stress more effectively* * *Increase emotional intelligence* * *Explore personal/professional values & motivators* * *Improvement of teacher efficacy.*   ***Learners***   * *improved quality of teaching & learning.* | *Staff evaluation and questionnaire*  *Staff Wellbeing scales*  *Attunement Profile Observations* |
| *1, 2, 3, 4, 5* | *1.3, 3.1* | *Mental Health Champion’s training with Place2be (Who Cares Scotland) utilised to support development of our school mental health strategy. Mental Health Champion to have key role within Nurturing Relationships core group to drive forward school mental health strategy. This will include -*   * *Mindfulness* * *Emotional Literacy* * *Key Adult Approach* * *Time to Talk*   *Timescale: August 2019-June 2020* | *Mental Health Champion*  *DHT*  *Core Group Members* | ***Staff***   * *will be supported in being able to identify & manage mental health difficulties.*   ***Learners***   * *will feel more supported in talking about their mental health* * *will be more resilient & engaged in learning activities* * *have a sense of belonging within the school & community.*   ***Families***   * *will feel more supported in recognising & talking about mental health difficulties.* | *Termly Health and wellbeing webs*  *Tracking and monitoring meetings*  *PDSA Records for Action Plan interventions*  *GL Assessment PASS* |

**Action Plan**

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| **School priority 2: Curriculum Initiatives** | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| *1, 2, 5* | *1.1, 1.2, 1.3, 1.5, 2.2, 2.3, 2.6, 2.7, 3.2, 3.3* | *Provide opportunities for professional learning through SSERC at school and cluster level in order to develop*  *staff confidence in delivering* ***STEM****.*   * *SSERC mentors will collaboratively manage budget for resources/CLPL* * *2hr Collegiate session for online Teach Meet* * *SSERC mentors will work in pairs to offer one collegiate session for their own school to increase staff knowledge of different aspects of STEM (these events will be offered to all cluster schools as CPD. Each school will offer a different focus allowing a calendar of events for all staff)* * *All teaching staff to participate in peer visits, involving collaborative planning, implementation and evaluation with a cluster partner (Sept 2019)* * *SSERC mentors will provide an In-service day cluster training event for staff to opt in to 2 STEM workshops (Feb 2020).*   *Timescale: Sept 2019-June 2020* | *SSERC Mentor*  *All staff*  *Cluster SSERC Mentors* | ***Learners***   * *will be better equipped with improved employability & life-long learning skills* * *will receive an improved quality of learning experiences through CLPL* * *will receive richer learning experiences due to “bundling” of curricular areas.*   ***Staff***   * *will improve confidence to deliver STEM experiences across all stages* * *will gain from sharing of professional knowledge & practise.*   ***Wider Community/Society***   * *will benefit from learners better equipped with improved employability & life-long learning skills.* | *Staff evaluations /questionnaires*  *School Science audit*  *Peer Observation evaluations*  *Staff evaluations /questionnaires* |
| *2* | *1.3, 2.1, 2.2, 2.4,*  *2.7, 3.1* | ***Equalities and Inclusion*** *training to be delivered to all staff by SCES.*  *Review SCES resources with staff and implement within the curriculum as appropriate.*  *Ensure Equalities and Inclusion lessons are embedded within current RERC and HWB curriculum pathways.*  *School to further develop partner working with local Disability Resource Centre, Star Project and Sheltered Housing.* | *All Staff*  *SCES staff* | ***Learners***   * *will develop positive attitudes that are inclusive of all.*   ***Staff***   * *will be more informed on current legislation & the impact on daily practise within Roman Catholic Schools.*   ***Families/Wider Community/Society***   * *will benefit from learners’ positive attitudes that are inclusive & more tolerant of all.* | *Staff evaluations /questionnaires* |
| *2, 4, 5, 6* | *1.3, 2.2, 2.3, 3.2* | *Continue to embed and 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.*  *Further organisation of all reading resources to ensure book banding to support PLCP approach.*  *Seek opportunities to promote Reading eg Library Visits, Book Week Scotland, Summer Reading Challenge, First Minister’s Reading Challenge, etc.*  *Further develop our class libraries and outdoor reading areas.*  *Paired Reading Buddies Programme where older children read stories to younger children.*  *Timescale: September 2019-May 2020* | *All Staff* | ***Learners***   * *will be exposed to more challenging texts* * *will demonstrate increased engagement, enjoyment, 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* * *will create a literacy curriculum that promotes the teaching of reading across the curriculum & connects to home & community lives to build cultural capital & develop a language for all pupils.*   ***Families***   * *will be more involved in their child’s learning* * *will have more enriched & more relaxed conversations about reading with each other, their children & school staff* * *will benefit from their knowledge of how the Reading strategies can help their child.* | *Monitoring of long, medium & short-term planning*  *Progress/target setting/tracking meetings*  *Analysis of reader engagement surveys*  *Running records*  *Quality assurance activities - classroom visits, sampling of pupil work & pupil learning conversations*  *SNSA/GL assessment data*  *Teacher professional judgement*  *Sharing of good practise through staff discussions/TLC* |
| *4, 5, 6* | *2.2, 2.3, 2.4, 3.2* | *Continued provision of targeted support for identified (SIMD 1&2) learners in Literacy & Numeracy* ***(PEF)***  *Timescale: Sept 2019-June 2020* | *PEF SfL Teacher*  *PEF Classroom Assistants* | ***Learners***   * *Increased pupil confidence in Literacy* * *Identified learners appropriately supported in Literacy & individual needs targeted* * *Improved attainment levels in Literacy.*   ***Staff***   * *Opportunity to provide targeted support & work closely with pupils to break down barriers to learning.* | *Formative assessment information,*  *Scrutiny of data: CTs*  *PEF SfL Teacher*  *Professional Dialogue/Attainment Tracking Meetings*  *SMT/Class Teachers* |

**Action Plan**

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| **School priority 3: Leadership of Learning** | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| *2, 3, 4, 5, 6* | *1.2, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3* | *Develop children’s understanding of their strengths and next steps as learners.*   * *Embed effective learning conversations as part of high quality feedback in classes* * *Continue to develop approaches to profiling by use of Seesaw across the school* * *Further develop learners’ involvement in the planning of their learning*   *Timescale: Sept 2019-June 2020* | *HT*  *DHT*  *All Teaching Staff* | ***Learners***   * *Confident & secure in knowing their own strengths & next steps* * *Confidently identify latest & best work* * *Improvement in attainment.*   ***Staff***   * *Confident in facilitating regular opportunities for learning conversations* * *Regularly involve pupils in the planning process.*   ***Families***   * *Will be more aware of child’s progress & how to support them in their learning* * *Regularly engaged in child’s learning through use of profiling on Seesaw.* | *Staff/Parent/Pupil questionnaires on impact of Seesaw*  *Pupil peer/self-assessment*  *Family questionnaires* |
| *1, 2, 4, 5* | *1.1, 1.2, 2.2, 2.3, 2.7, 3.2* | *Using staff feedback, continue to further develop and embed teacher understanding of the moderation cycle through participation in cluster moderation programme with a focus on Science led by inter-authority trained school leaders of learning* ***(****3 collegiate sessions for facilitators to meet with 10 hrs* ***PEF****)*  *Timescale: Sept 2019-Dec 2019*  *Cluster Science moderation/effective feedback event* ***(PEF****)*  *Timescale: Feb 2019* | *Cluster SSERC Mentors*  *Moderation Leaders of Leaders X 2*  *All Teaching Staff* | ***Learners***   * *Learners will benefit from more accurate professional judgements of achievement, leading to improved quality of assessment.*   ***Staff***   * *Improved quality of assessment of pupils’ progress* * *Increased confidence & more robust professional judgements of achievement in Science/Literacy attainment* * *Improved understanding of the moderation process and its purpose & value* * *Will develop shared expectations of learning, standards & progression.*   ***Families***   * *Families will have be better informed through practitioner judgements.* | *Collated assessment evidence*  *SMT/Peer observations*  *Evaluation of Showcase event*  *Teacher surveys throughout moderation process*  *School overview of Facilitator Moderation Feedback* |
| *4,5, 6* | *1.1, 1.2, 1.4, 1.5, 2.2, 2.3, 2.4, 2.6, 2.7, 3.1, 3.2* | *Develop staff skills in tracking and monitoring of children’s progress, using electronic tracker created with Management Information Officer, to make effective use of all relevant data*   * *Develop ability of all staff to analyse data to identify next steps in learning for each individual and target appropriate support* * *Continue to work with indicators of poverty as part of data gathering* * *Develop analysis of SNSA/GL assessment data* * *Explore use of 3 domain model to inform and support target setting and assessment*   *Timescale: Sept 2019-June 2020* | *HT*  *DHT*  *All Teaching Staff* | ***Learners***   * *Have consistently accurate data gathered across the school to ensure next steps are clear & learning is consistently appropriate in meeting their needs.*   ***Staff***   * *Develop skills to analyse data to support teacher judgement & inform next steps* * *Consistently use accurate information across the school & at transitions* * *Confident in administering & using data from SNSA/GL assessments* * *Confident in using data with three domain model to target support & plan interventions accordingly* * *Gaps can be more readily identified & appropriate support targeted.*   ***FAMILIES***   * *Will be better informed of child’s progress & how to support them in progressing.* | *Professional Dialogue*  *Attainment Tracking Meetings (SMT and Class Teachers)*  *Electronic Tracker incorporating Attainment Data :*   * *Teacher Professional Judgement* * *SNSA Information* * *GL Assessment Information*   *Self-evaluation against HGIOS 4*  *Body of Evidence folder* |
| *1, 2, 5* | *1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3* | *Identify a team of staff to develop and embed pedagogy beyond P1/2*   * *Develop more active approaches to learning across all stages* * *Develop and embed outdoor learning across the curriculum* * *Seek opportunities for outdoor learning training*   *Timescale: Sept 2019-June 2020* | *Working Party*  *All teaching staff* | ***Learners***   * *Will have wider opportunities to explore creativity & experience personalisation & choice in their learning experiences.*   ***Staff***   * *Will develop more active methodologies in planning & delivering learning experiences* * *Will develop knowledge of principles behind active learning methodologies* * *Will develop methods of assessment to track pupil progress across the curriculum eg Leuven Scale of Engagement.* | *Staff tracking of pupil progress*  *Talking, Thinking, Floorbooks*  *SMT Learning Visits*  *SNSA/GL/Teacher Judgement Data* |
| *1, 2, 5* | *1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 3.1* | *Identify a member of staff to lead Equalities and Inclusion agenda across the school.* | *RE Champion*  *All staff* | ***Learners***   * *Will develop informed knowledge & awareness of equalities and inclusion*   ***Staff***   * *will have clear guidance & support to deliver Equalities & Inclusion within a Roman Catholic school.* | *Staff questionnaire to identify confidence of knowledge of Equalities & Inclusion*  *Planning*  *self-assessment* |
| *1, 2, 5* | *1.2, 1.5, 2.2, 2.3, 2.4, 3.2* | *Identify a member of staff to promote digital leadership across the school.* | *Digital Learning Champion*  *All staff* | ***Learners***   * *Will have wider opportunities to enhance learning experiences through use of digital technology* * *Will experience increased opportunities for personalisation and choice.*   ***Staff***   * *will be more aware of the benefits in planning for increased opportunities for digital learning to enhance learning.* | *Staff evaluations*  *SMT observations* |