



Renfrewshire Council Children’s Services

**St James’ Primary School**

**Improvement Plan**

**2022-2023**

##### Planning framework

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. **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 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

Creating a sustainable Renfrewshire for all to enjoy

Building strong, safe and resilient communities

Working together to improve outcomes

Tackling inequality, ensuring opportunities for all

**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**

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

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

**Our 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 regarding the 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 at Target 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.

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| **Improvement Priority 1 –** Raise attainment in Numeracy | | | | |
| **HGIOS/HGIOELC QIs**  Q.I 1.2 Q.I 1.5  Q.I 2.3 Q.I 2.7 Q.I. 3.2 | **NIF Priorities**   * 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 YP | | **NIF Drivers**  School Leadership Assessment of Children’s Progress  Teacher Professionalism School Improvement  Parental Engagement Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact (detail targets, % etc 22/23, 23/24, 24/25** | **Measures** | | **Intervention/Action** |
| CfE data demonstrates that, Numeracy is an area for improvement, with targeted children being identified at various stages. However, most significantly at P1 and P6.  Assessment of SIMD data of the target group shows that 86% are from SIMD 1 and 76% qualify for FME/CG entitlement.  43% of children in the target group have attendance below 90%.  57% of the target group engaged in little or no homework during session 2021/22. | By June 2023, attainment of numeracy in:   * P7 will rise from 67% to 72% * P6 will rise from 67% to 70% (in 2024, attainment will rise from 70% to 81%) * P5 will rise from 77% to 81% * P2 will rise from 68% to 81%   By June 2023, attendance of the target group will rise to above 90% for all. By June 2024, the aim is that this will rise to above 95% for all.  By December 2022, all families of target children will be offered family learning support as an extra-curricular option with the intention of increasing regular homework engagement to 72%. | * Pre/ post teacher judgement data * Pathway assessment scores * Pre/ post pupil surveys/learning conversations * Standardised assessment data including GL data from: * P1, 4, 5 and 6 2021/22 * P2, 5, 6 and 7 2022/23 * P3, 6 and 7 2023/24 * Class formative assessment * Levels of staff engagement with CLPL * Tracking meetings with class teacher * Cross level tracking meetings with specific focus on Numeracy * Peer/SLT class visit feedback * Learner feedback – target group * Target group Numeracy jotters * Attendance data tracked to ensure increase in monthly attendance | | Appointment of 3 Classroom Assistants to support the delivery and implementation of Maths Recovery and S.E.A.L at targeted stages **(PEF - £41,043).**  Maths Modelling and Coaching Officer (MCO) deliver bespoke input to all staff in relation to Maths Recovery to ensure effective and consistent implementation of strategies across the whole school (Aug and Nov ’22).  Maths Recovery baseline assessments to be used at p2, 5, 6 and 7 in August/September 2022, with recovery assessments being used in April 2023 to gauge progress.  School Numeracy Champion to lead Maths Recovery development in house, with the support of MCO by supporting staff in carrying out and using information from Maths Recovery assessments. MCO will also team teac on a weekly basis with teachers at P2, 6 & 7.  MCO to deliver training to all staff on new Local Authority planning formats (Aug ’22) in collaboration with Mossvale Primary School.  SMT to monitor Numeracy planning and assessment using OneNote planners across all stages in September 2022, January 2023 and April 2023.  MCO to deliver Number Talks CPD session for all staff (Sept ’22) ahead of Maths Week Scotland Number Talk focus week.  All staff encouraged to participate in Local Authority led Limitless Learning CPD session in 2022/23.  GL Assessments (PTM A) to be administered at P5 and P6 in September 2022 to inform planning, and in May 2023 (PTM B) to assess progress and support teacher judgement. **(PEF - £1668.60)**  SNSA Assessments (Maths) to be administered at P7 in Term 2 to inform planning. Teachers will analyse assessments to identify gaps in learning and plan appropriate interventions.  Cross level Numeracy focussed tracking and attainment meetings in September 2022 to ensure effective diagnostic assessment information informs specific attainment targets. |

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| **Improvement Priority 2 –** Raise attainment in Literacy with a priority focus on Writing | | | | |
| **HGIOS/HGIOELC QIs**  Q.I 1.2 Q.I 1.5 Q.I 2.2 Q.I 2.3  Q.I. 3.2 | **NIF Priorities**   * 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 YP | | **NIF Drivers**  School Leadership Assessment of Children’s Progress  Teacher Professionalism School Improvement  Parental Engagement Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact (detail targets, % etc 22/23, 23/24, 24/25** | **Measures** | | **Intervention/Action** |
| CfE data demonstrates that, as a school, writing is an area for improvement and the biggest dip in attainment appears in P1, P2 and P5. Assessment of SIMD data of the target group shows that 75% are from SIMD 1.  Having undergone initial training for Talk for Writing (TfW) in 2022, teaching staff are keen to adopt and develop this approach across P1 – P7 to include moderation across Curricular Levels.  To further support teacher planning and judgement, staff are keen to engage in planning and assessment of TfW sessions with joint campus colleagues. | By June 2023, attainment of writing in:   * P2 will rise from 64% to 82% * P3 will rise from 59% to 75% * P6 from 63% to 73%.   By June 2024, the poverty-related attainment gap at first level writing is narrowed from 28% points to 16% points.  Attendance of the target group is increased from 79% to 85% by June 2023 and to 90% by June 2024.  By Dec 2022, all teachers are more confident and skilled in the learning and teaching of writing using the TfW approach. By June 2023, all staff have been involved in high quality moderation exercises to further raise confidence. Almost all support staff are more confident and skilled in providing in-class support to the identified group. | * Pre/post teacher judgement data * Writing assessment data * Pre/post pupil surveys/learning conversations * Standardised assessment data including GL and SNSA data from P1/P2/P5 2021/22 and P2/P3/P6 2022/23 * Class formative assessment * Levels of staff engagement with CLPL * Pre/post evaluations on staff confidence and understanding * Tracking meetings with class teacher * Teacher peer class visit feedback * Joint-campus moderation feedback * Learner feedback – target group * Target group writing jotters * Attendance data | | Appointment of 3 Classroom Assistants to support the delivery and implementation of TfW at targeted stages **(PEF - £41,043).**  Joint Campus TfW Project Leaders deliver input in Aug ’22 to all staff, detailing expectations of TfW approach.  Moderation of TfW in collaboration with stage partners from joint-campus school, focussing on planning, teaching and assessment of TfW approach once per term.  Throughout session 22-23, increased focus on targeting attendance and late coming by SMT.  Local Authority led professional learning for support staff (TfW introduction) in Aug ’22.  Local Authority led professional learning for teaching and support staff (TfW Non-Fiction) in Oct ’22.  TfW Project Leaders participate in further training events Oct ’22 and May ’23.  Audit resources for writing across the school and purchase any required to support TfW approach by Sept ’22. |

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| **Improvement Priority 3 –**  Promote positive Health and Wellbeing amongst children and families to increase attendance, leading to increased attainment | | | | |
| **HGIOS/HGIOELC QIs**  Q.I 1.2  Q.I 2.3  Q.I 2.5  Q.I.2.7 | **NIF Priorities**   * 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 YP | | **NIF Drivers**  School Leadership Assessment of Children’s Progress  Teacher Professionalism School Improvement  Parental Engagement Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact (detail targets, % etc 22/23, 23/24, 24/25** | **Measures** | | **Intervention/Action** |
| Attendance data shows that, in session 2021/22, 34% of children across P1 – P7 had attendance below 90%. This has impacted attainment levels (see Lit/Num SIP priorities).  Further analysis of attendance data shows that 5% of children have attendance between 80 and 85%, and 9% of children having attendance under 80%.  Within these statistics, P1, P4 and P6 have the highest level of absence across the class (43%, 42% and 37% respectively).  We recognise, as outlined in *Included, engaged and involved (part 1) (Scot Gov 2019)* that “School attendance issues cannot easily be separated from the relationships, behaviours and wellbeing of the pupils and wider school community and it is important that schools view the promotion of attendance in this context.”. For this reason, we recognise the need for embedding whole school nurturing approaches to support children’s attendance.  \*Data snapshot and statistics taken on 6th June 2022. | By December 2022, absence will decrease in:   * P2, from 43% to 18% * P5, from 42% to 29% * P7, from 37% to 7%   This will be measured on attendance levels above 90%.  By November 2022, all families of target children will be offered family learning support as an extra-curricular option with the intention of increasing parental engagement and thus supporting attendance.  By October 2022, all staff will be trained in Non-Violent Resistance (NVR) approaches in line with Renfrewshire’s Nurture and Relationships Approach (RNRA).  By June 2023, RNRA Ruby Accreditation Award will be obtained by the school with evidence including a rise in attendance and NVR approaches being used by all staff. | * Attendance data from SEEMiS * Health and Wellbeing (HWB) webs completed by children each term * Attendance levels at family learning events * Family feedback * Learner feedback * Reduction of attendance monitoring letters being sent to families * Levels of staff engagement with NVR CLPL * Pre/post NVR training surveys * Tracking and attainment meetings with class teacher * Attainment data * RNRA Accreditation Application | | By December 2022, target group and families will be offered extra-curricular input to support parental engagement in homework, increase parental skills and promote attendance.  NVR training for all staff, led by Educational Psychologist and NVR leads in school.  Attendance data to be monitored monthly by SMT using SEEMiS. Families with children whose attendance less than 95% will be contacted via letter. Families with children whose attendance is less than 90% will receive a HWB check in from SMT by phone.  Tracking and attainment meetings to monitor attendance data for targeted children to take place termly with pre-tracking meeting in August to include support staff.  Family learning programme planned and led by RNRA core group for targeted families. This will include multi agency involvement such as Active Schools to ensure HWB needs of families are addressed as well as increasing parental engagement and promoting attendance. |

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| **Improvement Priority 4 –** Develop understanding of Children’s Rights and Global Goals for Sustainability through UNCRC/Laudato Si | | | | |
| **HGIOS/HGIOELC QIs**  Q.I 1.2 Q.I 2.2 Q.I 2.3 Q.I. 3.2 | **NIF Priorities**   * 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 YP | | **NIF Drivers**  School Leadership Assessment of Children’s Progress  Teacher Professionalism School Improvement  Parental Engagement Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact (detail targets, % etc 22/23, 23/24, 24/25** | **Measures** | | **Intervention/Action** |
| In a Pupil Survey in April 2022, 85% of pupils said they understood their rights.  “The Convention on the Rights of the Child sets out the rights that must be realized for children to develop to their full potential.” (UNICEF). If 15% of our pupils do not understand these rights, then it stands to reason they may not achieve their full potential.  Global Goals for Sustainable Development are the “blueprint to achieve a better and more sustainable future for all” (un.org), and closely link with our agreed cluster commitment to becoming a Laudato Si School.  As we are re-establishing joint campus links and collaborative working with Mossvale Primary School, a focus on the UNCRC provides an excellent opportunity for cross campus working. | By August 2022, Children’s Rights will be highlighted in line with our school Value of the Month. These will be shared with families and the wider community via our school newsletter will be published on multiple modes of school media to ensure families are aware of children’s rights and how these are respected in school.  By June 2023, all children will be able to give examples of their rights, how they are upheld in school and why this is important.  By June 2023, all children will have an understanding of the Global Goals for Sustainability and be able to describe their importance in a local context.  By June 2024, planning formats will refer to the UNCRC articles to allow staff to easily link planned learning with the UNCRC. | * School newsletters * School assemblies * Pre/post pupil surveys/learning conversations * Levels of staff engagement with CLPL * Cluster/Diocese wide planning meetings for Laudato Si * Relevant programme assessment measures * Pre/post evaluations on staff confidence and understanding of UNCRC/Global Goals/Laudato Si * Peer class visit feedback * Joint campus SMT evaluations | | By August 2022, the UNCRC Article of the Month will be shared with families and the wider community via our school newsletter. This will be published on multiple modes of school media to ensure families are aware of children’s rights and how these are respected in school.  Weekly assemblies led by SMT have a focus on the UNCRC Article of the Month, Global Goals for Sustainability and Laudato Si. Class teachers to reinforce these messages the week following each assembly.  Yearly Calendar of School Values to be linked to UNCRC, Global Goals for Sustainability and Laudato Si. This will be distributed to staff in August ’22 to ensure planned learning can be linked to Rights, Sustainability and Laudato Si.  In June 2023, UNCRC focus fortnight in collaboration with Mossvale Primary School.  By June 2024, planning formats to be evaluated in line with UNCRC articles and these will be listed explicitly alongside planned learning, with an initial focus on HWB planners. |