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**St James’ Primary School**

School Improvement Plan

2023/24

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 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

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| 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**

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| 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. |

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| **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** | | | |  |
| 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. | 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. | 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. | 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. | 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 |

**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 – Raising Attainment in Writing and Numeracy** | | | | | |
| **HGIOS/HGIOELC QIs** | **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 young people | | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Developing in Faith Themes**   1. Honouring Jesus Christ, as the Way, the Truth & Life 2. Developing as a community of faith & learning 3. Promoting Gospel values 4. Celebrating & Worshipping 5. Serving the common good. | |
| **Rationale for change** | | **Outcome and Expected Impact** | **Measures** | | **Interventions** |
| ACEL and Tracking data demonstrates that Writing is an area for improvement, with targeted children identified at various stages – in particular Primaries 2, 4 and 7 (2023/24).  Assessment of SIMD Data of the target group shows that 88% are from SIMD 1.  Assessment of Attendance Data of the target group shows an average school attendance of 79%.  All teaching staff have delivered Talk for Writing (TfW) at all stages and have been involved in Talk for Writing Moderation (P1-3 cross-campus, P4-7 in-school). This has led to increased confidence in the approach and this requires to be further embedded in session 23/24.  Numeracy - all raising attainment targets set in SIP from previous session were achieved. However, longer term targets for raising attainment in Numeracy were identified at that time and remain a priority. In particular, a continuing raising of attainment in Numeracy for Primary 7. | | By June 2024, attainment of writing in:   * P2 will rise from 67% to 77% * P4 will rise from 65% to 75% * P5 will rise from 71% to 75% * P7 will rise from 68% to 79%   By June 2024, attendance of the target group is increased from 79% to 90%.  By June 2024, all teachers will have embedded the TfW approach and link assessment of this approach to National Benchmarks.    By June 2024, attainment of Numeracy in:   * P7 will rise from 70% to 78%   Interventions using S.E.A.L, Maths Recovery and Number Talks approaches will be embedded in all classes to support further raising of attainment at all other stages. | * Pre/post teacher judgement data * Writing and Numeracy assessment data * Pre/post pupil surveys/learning conversations * Standardised assessment data including GL and SNSA data * Class formative assessment * Levels of staff engagement with CLPL * Pre/post evaluations on staff confidence and understanding * Pre-tracking meetings with class teachers and support staff * Tracking meetings with class teacher * Teacher peer class visit feedback * Learner feedback – target group * Class observations by SMT * Target group writing and numeracy jotters * Attendance data | | Appointment of 3 Classroom Assistants to support the delivery and implementation of TfW and Numeracy skills at targeted stages.  Moderation of TfW in collaboration with stage partners from focussing on planning, teaching and assessment of TfW approach once per term using Toolkits and Benchmarks.  Increased focus on targeting attendance and late coming by SMT.  TfW Project Leaders support class teachers throughout session 23/24.  Continue to audit resources for writing across the school and purchase any required to support TfW approach.  Continue to embed S.E.A.L, Maths Recovery and Number Talks. |

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| **Improvement Priority 2 – Ensure that children will experience inclusive learning & supportive relationships which lead to positive life outcomes.** | | | | | |
| **HGIOS/HGIOELC QIs** | **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 young people | | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Developing in Faith Themes**   1. Honouring Jesus Christ, as the Way, the Truth & Life 2. Developing as a community of faith & learning 3. Promoting Gospel values 4. Celebrating & Worshipping 5. Serving the common good. | |
| **Rationale for change** | | **Outcome and Expected Impact** | **Measures** | | **Interventions** |
| Both locally and nationally, there is a growing recognition of an increase in the challenges in supporting children with additional support needs in our mainstream learning environment. 44% of staff indicate a lack of confidence in meeting the needs of children requiring additional support.  The increasing requirement to support children, families and staff in recent years makes it important that we raise awareness of and redefine our commitment to diversity, equality & Inclusion. Only 61% of parents stated recently that they have a clear understanding of the social, cultural and economic context of our school. This is a decrease from the previous year when 76% of parents agreed with the above statement.  The following statistics highlight the diversity of our school community. Within our school, we have:   * 84% of pupils living in SIMD 1-4 * 13 different nationalities represented * 42% of our pupils have English as an Additional Language   The above data highlights the need to ensure a consistent approach to addressing pupil needs. | | To develop staff confidence and provide a framework, we will introduce a tool to support documenting evidence of assessment & input across all stages. Individuals & tracked groups will demonstrate improvements over time in comparison to baseline information taken in September 2023.  Inclusive practise is consistently implemented across all stages which will result in almost all learners being supported to regulate and be ready for learning.  Increase staff confidence levels meeting the needs of all learners to 100%.  Increase parental understanding of our school’s social, cultural and economic context to almost all.  Families of P5-7 will gain a wider understanding of Nurturing, Inclusive and Restorative approaches used in school to support the social, cultural and economic understanding.  Ensure an inclusive ethos which aims to honour the life, dignity & voice of each person made in the image of God. | Tracking Focus groups of pupils  Reduction of referrals  Learner conversations  Staff and parent survey data  GL PASS Assessment  Termly HWB webs  Social Inclusion Survey  Circle Resource Checklists  Compassionate and Connected Classroom interventions | | CLPL provided for all staff in Cluster on Inclusive Learning & Collaborative Working (CIRCLE resource) to secure development of inclusive classrooms  & adopt a more learner-centred approach.  Stuart Conway deliver CIRCLE training on IS DAY 1, followed by additional training for teaching staff in Term 2 to evaluate baseline and interventions applied so far  EP to deliver refresher training for teaching staff (Aug ’23) focussing on Nurture Principles, NVR and Compassionate and Connected Classroom  EP to deliver Parent Workshop (Sept ’23) in relation to NVR/CIRCLE/Compassionate and Connected Classroom  LISN- sharing practice & professional development with Ed Psychology and cluster Pupil Support Co-ordinators.  Ed Psyc train teaching staff in the use of Social Inclusion Survey  Staged Intervention input for all teaching staff from Emma Henry  Advice, guidance and or bespoke training from Emma Henry as required/identified throughout session.  Tree of Knowledge input for individual classes/families to address identified group needs  GIRFEC-PUPIL SUPPORT CO-ORDINATOR to support practitioners with new paperwork/processes etc and engage in moderation of transition to high school staged intervention plans  RNRA- The Classroom offers a Safe Base principle  WHO CARES SCOTLAND input for all staff - IS Day 2  Identify a Promise Keeper and access local authority training &  FAITH Self Evaluation moderation at cluster level using Developing In Faith and associated Q.Is (IS day 4) |