

St James’ Primary School

School Improvement Plan

2024/25

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 |

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| **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. |

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 SLT
* 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
* SLT Meetings
* Pupil Citizenship Group Meetings
* Learning &Teaching Peer Observations
* Classroom Observations by SLT
* 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 Literacy and Numeracy** | | | | | |
| **HGIOS/HGIOELC QIs**  **2.2, 2.3 and 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 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** |
| St James’ Primary School has been identified by Renfrewshire Council as one of a number of schools to participate in their Targeted Schools Programme. Schools with a high proportion of pupils in SIMD 1 and 2were selected where ACEL and Tracking data demonstrates not being on track in two or more measures across P1, P4 or P7.  ACEL and Tracking data also demonstrates that Writing is an area for improvement, with targeted children identified at various stages – in particular Primaries 3 and 5 (2024/25).  Assessment of SIMD Data of the target group shows that 63% are from SIMD 1.  Assessment of Attendance Data of the target group shows an average school attendance of 87%.  Last year, we identified Primaries 2 and 4 as particular stages to raise attainment in Writing. As these classes are identified again as targets for raising attainment in Writing, we want to evaluate the impact of the Talk for Writing approach and identify alternative ways to raise attainment in this area. Also, teacher judgement, in some cases, in predicted attainment at tracking meetings throughout 2023-24 fluctuated. This highlights a need to support teachers in developing confidence in their judgement and their knowledge of Benchmarks.  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 24/25.  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 Primaries 3 & 6.    84% of the identified target groups come from SIMD 1 backgrounds. | | By June 2025, attainment in submitted ACEL data for Literacy will show the following improvements:   * P1 Numeracy will rise from 75% to 80% * P4 Reading will rise from 71% to 72% * P4 Writing will rise from 63% to 68% * P7 Reading will rise from 75% to 83% * P7 Numeracy will rise from 71% to 79% * P3 will rise from 70% to 78% * P5 will rise from 67% to 74%   By June 2025, attendance of the target group is increased from 87% to 93.1% through approaches such as:   * Sharing local authority message campaign * Staff training on EBSA by new EP * Use of Attendance Self-Evaluation Toolkit from Forth Valley and West Lothian   By June 2025, all teachers will have embedded the TfW approach and link assessment of this approach to National Benchmarks.  Teachers become more confident in their judgement of pupil progress in relation to Benchmarks and CfE levels.    By June 2025, attainment of Numeracy in:   * P3 will rise from 72% to 78% * P6 will rise from 73% to 78%   By June 2025, attendance of the target group is increased from 90% to 94%.  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 showing increased attainment * 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 SLT * Target group writing and numeracy jotters * Attendance data * Maths Recovery Assessments used to identify gaps in learning with targeted individuals. Gaps then used to inform planning. | | HT meeting with central team – August 24  HT to provide names of identified groups of children in P1/4/7 and class teachers/support staff to be – Sept 2024  SLT work with Literacy and Numeracy Development Officers to build bespoke CLPL programme for teaching and support staff – Sept 2024  0.5 additional teaching staff added to FTE to support in school – to be deployed by HT to release class teachers to work with identified groups across stages. Timetable to be shared with Laura McAllister – Sept 2024.  Appointment of 3 Classroom Assistants to support the delivery and implementation of TfW and Numeracy skills at targeted stages **(PEF - £41,893).**  Moderation of TfW in collaboration with stage partners focussing on planning, teaching and assessment of TfW approach once per term using Toolkits and CfE Writing Benchmarks.  Increased focus on targeting attendance and late coming by SLT.  TfW Project Leaders support class teachers throughout session 24/25  Staff explore supplementary approaches to teaching writing to help raise attainment, eg Drawing Club (Greg Bottrill) introduced recently at P1 and 2  Continue to audit resources for writing across the school and purchase any required to support TfW approach.  Introduction of Benchmark Trackers for Writing to be introduced for pupils not on track.  Appointment of 3 Classroom Assistants to support the delivery and implementation of TfW and Numeracy skills at targeted stages **(PEF - £41,893).**  Continue to embed S.E.A.L, Maths Recovery, Number Talks and Maths Recovery Assessments.  Introduction of Benchmark Trackers for Numeracy to be introduced for pupils not on track. |

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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**  **2.2, 2.3, 2.4, 2.5, 2.7 and 3.1** | **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** |
| We recognise, as outlined in The Scottish Government Race Equality Framework for Scotland 2016-30 that, “*Scotland has a wonderfully diverse society and we are all, each and every one of us, equal citizens and stakeholders of Scotland.  Our vision is that Scotland in 2030 is a Scotland where people are healthier, happier and treated with respect, and where opportunities, wealth and power are spread more equally.”*  Within our school we have 15 different nationalities represented and currently, 32% of the children come from homes where English is not the first language. In the last two years, we have seen an increase in racist incidents of 500%. Therefore, we recognise the importance of engaging with the Building Racial Literacy programme as a way to meet the needs of a significant proportion of our children and families.  Following on from a SIP priority last session where we were focussing on the growing local and national recognition of an increase in the challenges in supporting children with additional support needs, staff expressed a desire to receive more CLPL in meeting the needs of all children. 38% of staff indicated that they would like to be more skilled in effective strategies to support children requiring additional support, including care-experienced children.  Denominational schools are encouraged to promote the messages of Pope Francis’ Laudato Si encyclical. As a Denominational school, we recognise opportunities to promote our work on anti-racism through focusing on the Serving the Common Good Theme in Developing in Faith and Laudato Si Goal 7 – Emphasis on Community. | | Enhanced understanding of race and racism amongst pupils and staff.  Increased cultural awareness and sensitivity amongst pupils and staff.  Integration of diverse perspectives and histories into the curriculum.  Increased confidence amongst pupils in discussing issues of race and identity.  Increased confidence amongst staff to effectively address issues of race and racism in the classroom/playground.  Greater involvement of parents/carers in discussions and initiatives related to racial literacy.  Enhanced support for pupils from diverse racial and ethnic backgrounds.  Tracking of racist incidents will result in:   * Increased awareness and vigilance * Improved reporting and accountability * More specific targeted interventions * Greater support for affected pupils * Reduced recurrence of incidents * Enhanced inclusive school culture * Better informed policy development * Further build parental engagement and trust   Inclusive practise is consistently implemented across all stages which will result in readiness to learn increasing for all learners, specifically those requiring additional support.  Increase staff confidence levels in awareness of effective strategies to support children requiring additional support.  Staff develop an understanding of basic approaches to cognitive behavioural therapy(CBT) and demonstrate how you can use a CBT based approach to enhance working with children and young people.  Develop staff understanding of children and young people’s experience of anxiety, understand the factors which trigger the problem, those which maintain it and how to break the vicious cycle of anxiety.  Ensure an inclusive ethos which aims to honour the life, dignity & voice of each person made in the image of God. | Pupil surveys pre and post implementation of interventions. The surveys will show measurable growth in pupils' racial literacy, more positive attitudes towards diversity, and an improvement in the overall school climate regarding race and inclusivity. Increased engagement with race-related discussions and a sense of empowerment to act against discrimination would also be positive indicators of the success of the interventions.  Staff audit, using the NEU Framework for Developing an Anti-racist Approach, pre and post implementation of interventions.  Professional development evaluations.  Parent focus group feedback.  Class observations.  Tracking of racist incidents through Business World.  Reduction in number of racist incidents recorded on Business World.  Tracking focus groups of pupils  Learner conversations  GL PASS Assessment  Termly HWB webs  Social Inclusion Survey  Circle Resource Checklists Compassionate and Connected Classroom interventions  Faith Self Evaluation moderation at cluster level using Developing In Faith . | | Staff Development and Training   * DHT to complete Education Scotland’s Building Racial Literacy programme – Cohort 6 (Nov-2024 to March 2025) * DHT to participate in authority working party based on Building Racial Literacy * Professional learning workshop delivered by Rebecca Knowles, Educational Psychologist – March 2025 * Create a repository of resources. Including:   • Books and articles on racial literacy and anti-racist education  • Anti-racist curriculum guides  • Links to training modules on race and diversity  • Classroom resources for teachers  • Children’s books and media on diversity and inclusion  • Links to interactive learning tools  • Posters and visual aids for classrooms  • Reflection and discussion prompts  • Data and case studies  Curriculum and Pedagogy   * Integration of lessons on racial history, diversity, and social justice * Termly Cultural Diversity Days - focus on diversity and inclusion * World of Work Week – integrating career exploration with the promotion of diversity, equity, and inclusion.   Pupil Engagement   * Workshops and assemblies to educate pupils about racism. * Establish a Pupil Diversity Council / Anti-racist Citizenship Committee * Engagement in projects that reflect understanding and commitment to anti-racism as part of our aim to gain our RRS Silver award   Parent and Community Involvement   * Parent focus group established to raise awareness about racial literacy and ways to support anti-racist practices at home. This will be led by DHT in Term 1. * ‘Promoting Racial Literacy and Inclusivity’ section added regularly to school newsletter * Parent participation in termly Cultural Diversity Day   Policy and Environment   * Review and update school policies e.g. Promoting Positive Behaviour, Bullying. * Celebrate cultural diversity through events, displays, and school-wide activities. * Develop staff awareness of protocols and procedures for reporting, addressing, and resolving incidents of racism and discrimination promptly and effectively.   All staff participate in trauma informed practice session delivered by Mark Coyle and Sam Macrae on August IS day.  Five members of staff participate in Approaches to Cognitive Behaviour Therapy training delivered by Angie McDonald and Fiona White. Following training sessions, staff participating will cascade learning to their colleagues.  Carry out whole staff audit using The Promise Self-Evaluation Tool and identify next steps.  Increase staff confidence levels through:   * Update ASN Quick Guides * Continue with ASN Drop-in sessions * Ongoing professional development opportunities highlighted * Peer support and mentoring – school LISN * Access to resources and tools – physical and digital * Opportunities for collaborative planning * Looking outwards – partnerships with external agencies, visits to flexible learning resource   Cluster Headteachers to meet in May 2025 to complete Developing in Faith self-evaluation report for Paisley Diocese.  Staff with RE leadership roles to participate in and cascade training from Paisley Diocesan Education Department on LGBTQ+ issues in relation to Denominational Schools. |