



Renfrewshire Council Children's Services

St John Ogilvie Primary School

Improvement Plan

2021-2022

Planning framework

As part of Children's Services, St John Ogilvie 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.**

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

Building strong, safe and resilient communities

Tackling inequality, ensuring opportunities for all

Creating a sustainable Renfrewshire for all

Working together to improve outcomes

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

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

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

Our Vision, Values and Aims

Vision – A community of excellence and opportunity for all

Motto – **Starting a Journey of Opportunity**

Values – Kindness, Honesty and Respect

Our Aims:

1. To promote wellbeing and respect within a culture of ambition and achievement, reflecting Gospel Values within a community of faith and learning.
2. To share a common vision with our pupils, parents and staff and to foster high quality leadership at all levels.
3. To engage all our pupils in the highest quality learning activities which focus on outcomes and maximise success for all learners
4. To value and empower our staff and pupils, to reflect on our work, welcome challenge and to experience personal and collegiate responsibility.
5. To work in partnership with parents, other agencies and our community to improve and support learning.

Who did we consult?

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

Consultation with pupils

- Pupil Questionnaires
- Meeting with the Pupil Council (Virtually and in person)
- Through assemblies
- Through planning for curricular activities (KWHL/ Mind Mapping)
- TAC/Transition Meetings
- Classroom discussion

Consultation with parents/carers

- Newsletters (virtual)
- Survey/Questionnaire
- Parent Partnership meetings
- Parent Partnership AGM
- Pupil Progress Reports (Feedback form)
- Reporting to parents conversations

Consultation with staff

- Planned calendar of in-service, staff meetings and curriculum development sessions
- Self-Evaluation planned activities using HGIOS4 challenge questions and illustrations, GTCS standards and Developing in Faith
- Termly tracking meetings
- Termly GIRFEC meetings
- Termly review of IEPs
- Professional Review and Development meetings
- Staff questionnaire
- TAC meetings
- Cluster focus groups – STEM and RE
- School working parties - RNRA

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

- School chaplain
- Active schools coordinator
- HomeLink officer
- Educational Psychologist

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:

- Creation and regular reflecting against the school monitoring calendar
- Regular staff meetings and curriculum meetings
- In-Service day self -evaluation activities reflecting against HGIOS4, GTCS standards and Developing in Faith
- Monitoring of attainment through termly tracking meetings
- Monitoring of pupil wellbeing through termly tracking meetings to assess the need for early intervention
- Termly evaluation of IEPs to monitor the impact of interventions
- Regular interrogation of school data including tracking information, the data dashboard, and standardised assessments
- TAC meetings
- Moderation of teaching and learning through inhouse and cluster moderation activities
- Moderation of teaching and learning through Peer and SMT learning visits
- Staff and pupil learning conversations
- Regular meetings with the Pupil Council, Pupil Citizenship Groups and the Parent Partnership

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff

Improvement Priority 1 – To promote the positive health and wellbeing of our pupil, staff and parents			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
1.3, 1.5, 2.2, 2.3, 2.5, 2.7, 3.1, 3.2, 3.3	<ul style="list-style-type: none"> 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 	<ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement 	<ol style="list-style-type: none"> Assessment of Children's Progress School Improvement Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
Following on from a year of lockdown, and from pupil survey results, we recognise the importance of refreshing the school liturgical calendar to give all pupils, parents and staff the opportunity to engage in and develop their spiritual wellbeing.	<p>All pupils from P1 – P7 will participate in the regular celebration of mass/services with pupils in P4-P7 becoming increasingly confident in mass responses.</p> <p>All pupils will visit our associated parish of St Mirin's Cathedral and develop a greater understanding of the sacred objects within a Catholic Church.</p> <p>All pupils will participate in the Laudato Si' Schools Programme. Some pupils will confidently share their knowledge and achievements with cluster primary schools.</p> <p>Most pupils in P7 will receive The Pope Francis Faith Award with some also achieving Parish Commendation.</p> <p>By the June, pupils in Primary 5-7 will have two opportunities to engage in the Sacrament of Reconciliation</p> <p>All parents/carers will be given the opportunity to join in class masses/services.</p> <p>All teaching staff will feel increasingly confident when teaching aspects of This is</p>	<p>Pre and Post pupil survey will show an increase in pupil engagement and confidence in the participation and celebration of mass.</p> <p>Pre and post survey to staff will show an increase in teacher confidence when delivering aspects of 'This is our Faith' and Laudato Si'.</p> <p>The SJO Laudato Si' action plan demonstrating our current and end position shows that our school community through Prayer, Learning and Doing is committed to meeting Pope Francis' goal of creating an Ecological Education within our school.</p> <p>Pupils in P4-P7 will be able to talk confidently to other schools about the ways in which the community of St John Ogilvie are meeting the challenge set by Pope Francis to</p> <p>Attendance at school and class masses will demonstrate that parents and carers celebrate in the ministry of the school.</p> <p>The number of children participating in the Pope Francis Faith Award will increase by 50% on last school session.</p>	<p>Alongside the school Chaplain a refreshed liturgical calendar will be shared with staff, pupil and parents.</p> <p>Pupils and staff will begin our school year with a Prayer Service to introduce the message of Laudato Si'.</p> <p>The message of Laudato Si' will be shared with pupils, staff and parents via communication channels. Pupils and staff will be responsible for updating communication channels in a fun and engaging way to keep parents/carers updated and part of our 'Change for Good' message.</p> <p>An action plan detailing year 1 and the beginning, middle and end of our journey to becoming a Laudato Si' school will be created by staff, pupils and parents.</p> <p>A virtual meet will take place between cluster schools to share the learning from Laudato Si' and to celebrate school/cluster achievements.</p> <p>Fr Joe and Fr Ryan will deliver RE CPD to staff. (From staff survey results).</p>

(PEF) denotes interventions/activities funded through Pupil Equity Funding

<p>Following on from periods of lockdown and from recent questionnaire feedback we recognise the importance of ensuring that the mental and physical health of our pupils, staff and parents continues to be supported during this period of recovery.</p>	<p>our Faith as identified through a staff survey resulting in higher quality learning experiences for pupils.</p> <p>Between August and June, all pupils and staff will engage in mindfulness and mindful yoga sessions.</p> <p>Through the introduction of a script all staff will apply a consistent approach to supporting positive pupil behaviour.</p> <p>All staff will be familiar with de-escalation strategies.</p> <p>All pupils will have more opportunities to celebrate positive behaviour.</p> <p>All staff will be trained on the concept of Non-Violent Resistance (NVR).</p> <p>All parents/carers will be given information regarding current and new health and wellbeing supports available to our school community.</p> <p>The school will achieve gardening level 3 award and introduce a polytunnel to support the growing of our own food.</p> <p>All pupils will be given the opportunity to plant and look after an area of the school garden.</p> <p>Pupils in P5-7 will experience the 'edible garden'.</p>	<p>Pre and post yoga/playground evaluation will be given to all pupils.</p> <p>Health and wellbeing will remain an agenda item on Pupil Council meetings.</p> <p>The feedback form at the end of monthly newsletters will be reintroduced.</p> <p>SMT will monitor the number of pupils requiring support for behaviour in the playground.</p> <p>The RNRA working party will survey staff before, during and after the introduction of a script and NVR.</p> <p>Learning visits into all classrooms with a focus on de-escalation and consistency of language to support positive behaviour.</p> <p>Monthly support staff meetings discussions/feedback.</p> <p>Through working assemblies, pupils will be able to share ideas on developing a positive playground for all.</p>	<p>Primary 6 will be enrolled for the Pope Francis Faith Award.</p> <p>Primary 7 will continue their journey to receiving the Pope Francis Faith Award.</p> <p>A staff led working party will be established to create progressive pathways to support teachers in ensuring coverage and depth of social/emotional and mental health experiences and outcomes.</p> <p>All class teachers will deliver a block of mindfulness yoga with the support of do-be mindful. (PEF)</p> <p>During collegiate sessions, the RNRA working party will:</p> <ul style="list-style-type: none"> - clarify the aim of 'hot chocolate Friday' in terms of 'above and beyond' - Introduce recognition boards into all classrooms. - Introduce a script - Introduce the focus on NVR as the nurture principle for this school session. <p>Educational Psychology will take the lead role alongside the RNRA Core Group to introduce NVR across the school community. (In-Service/Curricular Evening input)</p> <p>The DHT will complete the 3-day NVR training course delivered by Educational Psychology.</p> <p>Apply for the 'Food for Thought' grant (£2800) to purchase a polytunnel,</p>
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<p>Almost all pupils will have positive play experiences during breaktime and lunchtime.</p> <p>The Pupil Council will be able to collect and action feedback from working assemblies on how to improve play during playtime and lunchtime.</p>		<p>gardening equipment, soil and food preparation kits for all classes.</p> <p>All staff will be trained in the 'Introduction to Food Hygiene' course. (In-Service day 1 & 2)</p> <p>All staff will have the opportunity to participate in the 'playground revolutionary training' to support play during breaktimes and lunchtimes. (PEF).</p>
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Improvement Priority 2 - To develop high quality learning, teaching and assessment leading to improved attainment and achievement in literacy and numeracy			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
1.1, 1.2, 1.3, 1.4, 1.5 2.2, 2.3, 2.4 3.1, 3.2, 3.3	<ul style="list-style-type: none"> 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 	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>From attainment data in P1, P4 and P7 we recognise the increased importance of raising the profile of reading and writing across all stages.</p> <p>We also recognise the importance of evidence-based pedagogies to address the gaps in reading and writing.</p>	<p>By June, attainment data for P1 across all areas of the curriculum for session 2021-2022 is equal to or above the quartile average.</p> <p>By June 2022, attainment data for all stages is raised to 80% or above across all areas of the curriculum.</p> <p>By September all teaching staff have a clear knowledge of the attainment data of all pupils in their class and be able to discuss this at termly tracking meetings.</p> <p>Throughout the school session, all teaching staff will discuss evidence-based Pedagogies to support attainment.</p> <p>By October, all pupils will be clear on their next steps (steps for success) in literacy and numeracy.</p> <p>By January some teaching staff will be familiar with the 'Talk for writing' approach delivered by the Renfrewshire Literacy Team.</p>	<p>The school attainment tracker will be accessed by teaching staff and will show current/ relevant attainment data for every class.</p> <p>Teachers' planning will reflect the Renfrewshire literacy and numeracy approaches in class-based learning.</p> <p>Pre and Post questionnaire to staff will identify the next steps in driving improvement in reading and writing.</p> <p>Feedback from moderation of writing will provide next steps in embedding the new writing trackers.</p> <p>Staff CPD records will demonstrate opportunities taken to participate in evidence-based pedagogies.</p> <p>Pupils attainment trackers in writing will be reflected against the national benchmarks.</p> <p>Information gathered from writing trackers will show that attainment in writing will rise to 80% or above across all stages</p>	<p>Each term all staff input tracking data into the school spreadsheet and interrogate this data alongside SMT during termly tracking meetings to identify evidence-based interventions.</p> <p>The member of staff with responsibility for Literacy development will lead a working party to create and share an action plan for teachers to promote 'reading for enjoyment' across all stages.</p> <p>The school will work with Renfrewshire libraries to promote the engagement of reading through visits to the library and ensuring that all pupils from P6 and P7 have a library card.</p> <p>1 member of staff will attend the 'Improving our classroom' CPD in order to drive improvement in attainment.</p> <p>All staff will have the opportunity to attend the Jane Considine introduction to the 'write stuff' session focussing on the engagement of writing.</p>

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	<p>By June 2022 there will be consistency across the school in the approach to the teaching of reading and writing.</p> <p>All classes will be able to demonstrate effective differentiation in numeracy.</p>	<p>Within the school attainment tracker, standardised assessment results across all stages will support and be in line with teacher judgement.</p> <p>Peer and SMT learning visits will demonstrate that almost all pupils are engaged and on task in their learning and that effective differentiation across curricular areas is in place.</p> <p>Wall displays will demonstrate the promotion of reading and writing as well as act as an aid to support reading and writing.</p> <p>Digital profiles detailing a pupils next steps in literacy and numeracy will be shared with parents/carers.</p>	<p>The delivery of writing lessons to pupils by Jane Considine from the 'write stuff' will be rescheduled from before lockdown to take place virtually with the support of the class teacher. If restrictions permit all staff will be able to observe these lessons. Jane will model lessons in P2, P4 and P6.</p> <p>A staff debrief will take place with Jane Considine to allow all staff to ask questions regarding</p> <p>In-house moderation activities will take place in writing.</p> <p>SMT will share the PowerPoint presentation around effective differentiation (where appropriate HT will ask central team for support in the delivery of the presentation)</p> <p>The literacy and numeracy champions will be given the opportunity to support teachers across all stages in delivering aspects of big book, SEAL and number talks.</p> <p>A teacher will be appointed 0.5 fte to target reducing the poverty related attainment gap in reading and writing. (PEF)</p> <p>Some staff to participate in Renfrewshire Council phonics professional learning linked to the Jolly Phonics approach offered by the Literacy Team.</p> <p>Purchase GL assessments to be used in P2, P3, P5 and P6 (PEF)</p>
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Improvement Priority 3 – Promote Leadership at all levels			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
1.2, 1.3, 1.4, 1.5 2.2, 2.3, 2.4, 2.5 3.1, 3.2, 3.3	<ul style="list-style-type: none"> 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 	<ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement 	<ol style="list-style-type: none"> Assessment of Children's Progress School Improvement Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
During lockdown staff, pupils and parents embraced technology to support home learning. As a school we recognise the advances we made in using technology and recognise the importance of continuing to use technology in an innovative way to support pupils in developing skills for learning, life, and work.	<p>By October 2022 the school receive the Digital Schools' Award.</p> <p>By August 2021, all pupils with an identification of dyslexia will have access to a device where appropriate to support their learning.</p> <p>By January 2022, all pupils with an identification of dyslexia will be proficient in using digital support tools.</p> <p>By March 2022, all parents/carers will be offered information on how to support their children to stay safe online.</p> <p>By June 2022, all pupils will be able to speak with confidence around ways to stay safe when online.</p> <p>By June 2022, all newsletters and The Standards and Quality Report for the school will be created using sway/flipbooks.</p> <p>Parents/carers of pupils with an identification of dyslexia will be given the</p>	<p>Staff meeting agendas and minutes will show progression in the development of technologies.</p> <p>Digital Leaders minutes and agendas will detail the actions and evaluations across the school session.</p> <p>Pupil focus groups will be able to speak with confidence about how to stay safe online.</p> <p>Discussions from termly tracking/GIRFEC meetings will demonstrate that all children with an identification of dyslexia have access to and are able to use the accessibility tools available through GLOW.</p> <p>Minutes from TAC meetings will state that pupils have access to and are able to use the accessibility tools and that their parents/carers are aware of the tools and can support their child in accessing these for home learning/homework.</p> <p>Learning visits (Peer and SMT) will demonstrate how technology is used to support pupils in their learning.</p>	<p>The digital champion will apply for the digital schools' award.</p> <p>With the support of the central digital team we will offer Internet Safety sessions to parents/carers.</p> <p>The digital champion will introduce a monthly 'digital discussion' whereby she will send all teachers a digital theme to teach to their class. At the end of this month SMT will add the theme to the weekly assembly whereby the digital leaders with the support of the SMT can answer any questions to support their peers.</p> <p>The digital champion with the support of the DHT will deliver training to all staff on the tools available to support pupils with dyslexic type difficulties.</p> <p>The DHT and Digital Champion/Leaders will offer staff and parent/carer training on the accessibility tools available to pupils.</p>

(PEF) denotes interventions/activities funded through Pupil Equity Funding

<p>Prior to lockdown all staff had responsibility for an aspect of the curriculum. This session due to changes in staffing, there is a need for remits to be reviewed and reinstated with the creation of working parties and pupil citizenship groups.</p>	<p>opportunity to participate in training to understand how the accessibility tools in Glow can support their child's learning.</p> <p>By September 2021, all staff will have a shared responsibility in developing the EIP and the life of the school.</p> <p>By September 2021, all pupils will be part of a pupil citizenship group.</p> <p>All parents/carers will have the opportunity to support pupil citizenship groups.</p> <p>By June 2022, the school Chaplain will work with pupil groups to support the introduction of Laudato Si' and The Mini Vinnie citizenship Groups.</p> <p>By June 2022, staff with responsibility for Literacy, Numeracy, SSERC, RE and Digital Learning will plan for and take the lead on developing aspects of these areas in line with the EIP and PEF spend.</p>	<p>Pupils in P5 – P7 can access the same novel studies as their peers.</p> <p>Staff meeting agendas and minutes will clearly show areas identified in the EIP as priorities and the impact of the actions taken to improve these areas.</p> <p>Pupil Citizenship Group wall will display action plans and minutes for each group.</p> <p>Staff planners will demonstrate themes from ECO, Digital Learning, Fairtrade, Laudato Si' – Mini Vinnie's and JRSO.</p> <p>The school twitter feed will contain regular updates to parent/carers about the work of the pupil citizenship groups.</p>	<p>Pupils who require to use the accessibility tools will have access to headphones with microphones. (Purchased via PEF)</p> <p>Pupils who require access to a dyslexia pen will be able to access this. (2 purchased via PEF)</p> <p>All staff will be given aspects of the school curriculum/life to develop. Development time will be given by allocating hours from the collegiate calendar and through the setting up of working parties.</p> <p>All pupils will be asked to select a pupil citizenship group. The groups will be given a block of time to set and develop their priorities.</p> <p>A citizenship calendar will be created and shared with the school community. Parents/carers will be invited to contribute their skills/talents to support these groups.</p>
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