

**School improvement plan – publication certificate**

Name of establishment

St. Mary's Primary School,  
Nursery Class and PSADU

Please tick (✓) where appropriate

**1. The plan takes account of the service outcomes**

	Yes	No
• Children, young people and families get the right support at a time when they need it through our partnership with other services	✓	
• Vulnerable children and adults are protected and feel safe	✓	
• Children, young people and families benefit from services which are focused on getting it right at the earliest possible stage	✓	
• All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages	✓	
• Our schools and services take account of the views of people who use them, and the views of staff and communities they serve	✓	
• Our staff are skilled, knowledgeable and committed to their own professional development to support efficient and effective service delivery	✓	
• We develop our services as part of our commitment to becoming a 'Better Council'	✓	

**2. The following stakeholders have been consulted**

	Yes	No
Parent council	✓	
Staff	✓	
Pupils	✓	
Other, for example, partners on the extended support framework	✓	

**3. The review of progress (contained in the self-evaluation report)**

	Yes	No
• highlights strengths;	✓	
• identifies priority areas for action; and	✓	
• is evaluative	✓	

**4. Equalities and human rights impact assessment column has been ticked**

Yes	No
✓	

**5. A summary of the improvement plan has been produced for parents**

Yes	No
✓	

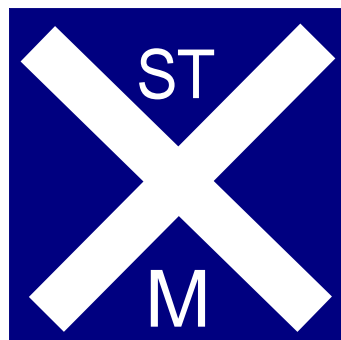
Further discussion of the improvement plan will take place with your link education officer early in the new session.

Signature of head teacher/head of centre :

*Helen Friel*

Date :

June 2015



Renfrewshire Council Children's Services

**St. Mary's Primary School,  
Nursery Class and PSADU**

**Improvement Plan  
2015-2018**

## **Vision**

**Renfrewshire's Council Plan and Community Plan sets out a vision for Renfrewshire, identifying the challenges and opportunities and provides a framework for improving outcomes for the citizens of Renfrewshire.**

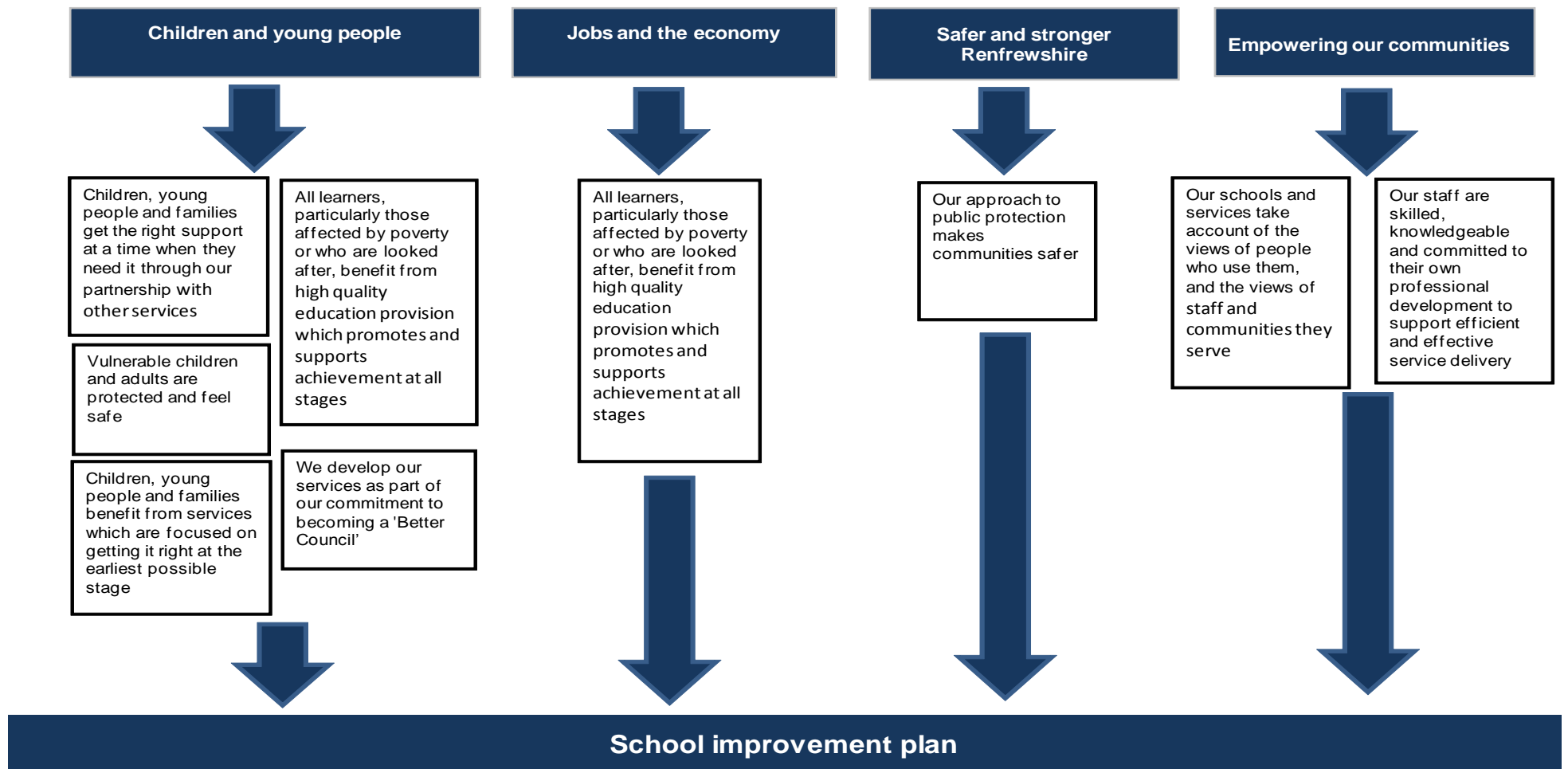
**From this, Children's Services has developed an action plan setting out how it intends to achieve the outcomes identified in the Council and Community Plan.**

**As part of Children's Services, St. Mary's has developed this school improvement plan which provides a framework for how we intend to continue our work towards achieving better outcomes for those associated with our school community.**

**In both the national and local context, Curriculum for Excellence, Getting It Right For Every Child and closing the poverty attainment gap are the focus for education and responding to these priorities will be a central aspect for St. Mary's since they are central to preparing and supporting children and young people for the future.**

**The priorities within this plan set out how we will improve our school and work towards achieving the vision for our school and for Renfrewshire.**

## Improvement planning framework



## **Our vision and aims**

**Our vision is to provide care and education that nurtures our pupils to become successful learners, confident individuals, effective contributors and responsible citizens.**

**Our aims are:**

**To ensure that each pupil achieves his or her potential in as many ways as possible;**

**To provide learning and teaching of the highest standard throughout the school;**

**To provide each pupil with a broad, high-quality curriculum in line with the values, purposes and principles of A Curriculum for Excellence;**

**To ensure that there is effective support and guidance for all pupils, and that support and progress are monitored to ensure a high level of achievement;**

**To ensure that resources in the school are used effectively to benefit learning and teaching;**

**To use self-evaluation procedures effectively to monitor and improve the service we provide;**

**To ensure that there are effective links between the school and the Parent Forum;**

**To ensure that our Catholic ethos permeates all that we do, creating a welcoming and caring environment where there is respect for all.**

## Who did we consult?

In developing this plan, we sought the views of pupils, staff, parents and other services/agencies. We used a variety of methods of getting the views of those who are involved in the life and work of St. Mary's Primary School, Nursery Class and PSADU.

### Pupils:

- Feedback from class rights meetings;
- Rights steering group meetings;
- Feedback from pupil council meetings and at assemblies;
- Feedback during 'Show Me What You Know' visits;
- Annual Progress Report response slip;
- 'I Would Like to Say' boxes;
- Learning conversations.

### Staff:

- Professional review and development meetings;
- Agenda suggestions for staff meetings;
- Discussions at meetings, curriculum development sessions and on in-service days;
- Audits;
- SMT meetings;
- School priorities workshop involving all staff;
- Rights steering group meetings;
- Feedback from learning rounds and at GIRFEC/attainment meetings;

### Parents

- 'I would like to say...' boxes for parents;
- Newsletter reply/comment slips;
- Open agenda at parent council meetings;
- Parent council meetings;

- Parent surveys/questionnaires;
- Suggestion box for parents (nursery class and PSADU);
- EST/IA meetings;
- Collaborative meetings;
- ASN meetings;
- Information evenings;
- Working mornings/afternoons feedback slips;
- Summary improvement plan comment slip;
- Annual Progress Report response slip;
- Transfer of Information comment slip;
- Rights steering group meetings;
- Focus group meeting.

Other Services/Agencies:

- Informal feedback.

### **How we will know if we are achieving our aims?**

We will monitor and evaluate the progress we are making to achieve the key outcomes set out in this plan.

Progress and impact will be measured using the following approaches:

- Professional review and development meetings;
- Termly GIRFEC/attainment meetings;
- Termly Learning rounds;
- Learning conversations (teacher and pupil);
- Termly 'Show Me What You Know' visits;
- Tracking of pupil progress;
- ASN paperwork (e.g. Child's Plan);

- Review of attainment in Literacy & Numeracy;
- Formal and informal feedback from pupils, staff and parents;
- SMT reviews of pupils' work/profiles;
- Policy reviews;
- Use of quality indicators from HGIOS and CATC.

Each year we also complete a self-evaluation profile which is monitored by our link education officer within headquarters.



## Children's Services Service Improvement Plan Actions

This section sets out the actions relating to education in the Children's Service Plan.

**Service outcome 1: Children, young people and families get the right support at a time when they need it through our partnership with other services**

Ref	Action
1.1	Continue to implement GIRFEC and GIRFEL policies
1.2	Develop a plan to implement the GIRFEC elements of the Children and Young People Act, including Named Person and the single Child's Plan
1.3	Review our single agency arrangements for screening and resource allocation to ensure partnership approach where appropriate
1.6	Use early intervention family learning and parenting programmes to raise expectations and aspirations of both children and adults to promote a culture that values family learning and achievement
1.7	Implement the recommendations from the Scottish Government's Developing Scotland's Young Workforce
1.8	Work with partners in Development and Housing Services around supported employment opportunities for young care leavers

## Service outcome 2: Vulnerable children and adults are protected and feel safe

Action number	What do we plan to do as a service?
2.1	Review and implement changes to our managing and storing information policy in line with national guidance
2.2	Update our child protection training programme to include training for trainers 5, internet safety, child protection and child sexual exploitation
2.3	Continue to monitor child protection management information to ensure compliance with revised standard circular 57
2.4	Continue to implement the provisions of the Equality Act 2010

## Service outcome 3: Children, young people and families benefit from services which are focused on getting it right at the earliest possible stage

Action number	What do we plan to do as a service?
3.1	Develop a nurture strategy across all sectors focusing on early intervention, children's rights and the promotion of emotional literacy and wellbeing
3.2	Continue to develop the Promoting Positive Thinking Strategies (PATHS) programme in our primary schools
3.3	Continue to embed and evaluate the early years and early intervention strategy and explore the possibility of extending to a further two geographical areas
3.4	Promote health and well-being among young people through peer education programmes
3.5	Tackle inequality in life chances which arise as a result of deprivation or other factors

**Service outcome 4: All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages**

<b>Action number</b>	<b>What do we plan to do as a service?</b>
4.1	Implement the recommendations from the tackling poverty commission report
4.2	Continue to develop the curriculum to ensure all children receive their entitlement under curriculum for excellence. In particular: <ul style="list-style-type: none"> <li>• continue to improve levels of attainment for all;</li> <li>• evaluate the broad general education (BGE) in secondary schools;</li> <li>• continue to improve our approach and practices of transition;</li> <li>• continue to implement the 1+2 approach in modern languages;</li> <li>• increase the focus on developing literacy</li> <li>• evaluate the use of standardised assessment to support professional judgement through BGE</li> <li>• continue to implement the action plan of the Skills for Success group to develop Scotland's young workforce</li> </ul>
4.3	Continue to monitor compliance with standard circular 8 to ensure continued reduction in schools exclusions
4.4	Review our provision of social, emotional behavioural needs (SEBN) support to secondary sector to ensure learners experience their entitlements under curriculum for excellence

**Service outcome 4: All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages**

<b>Action number</b>	<b>What do we plan to do as a service?</b>
4.5	Review processes and practice to ensure the needs of all learners are met, particularly those who are outwith mainstream education provision
4.6	Promote wider education achievement through accredited and non-accredited awards
4.7	Develop skills for learning, life and work through quality youth and outdoor learning programmes
4.8	Build personal growth and resilience in adults through confidence building and motivational adult learning programmes
4.9	Reduce inequalities so adults in Renfrewshire improve their life chances and communication skills, and increase their participation as family members, workers, citizens and lifelong learners
4.10	Develop and implement an action plan for improving the attainment of looked after children

**(Service outcome 5: Not relevant to educational establishments)**

**Service outcome 6: Our schools and services take account of the views of people who use them, and the views of staff and communities they serve**

<b>Action number</b>	<b>What do we plan to do as a service?</b>
6.1	Engage with stakeholders to continue to improve the children’s services support service
6.2	Continue to engage with parents, on the reporting of pupil progress, profiling and achievements
6.3	Empower young people to have a voice, take part in decision making and make a positive contribution to the community through youth voice and volunteering
6.4	Strengthen our approach to engagement with our full range of stakeholders

**Service outcome 7: Our staff are skilled, knowledgeable and committed to their own professional development to support efficient and effective service delivery**

<b>Action number</b>	<b>What do we plan to do as a service?</b>
7.1	Continue to implement Teaching Scotland’s Future through the development of our leadership strategy and develop our progress and learning programme
7.2	Develop a programme of additional support needs (ASN) continuous professional development (CPD) to meet the needs of all staff in educational settings

**Service outcome 8: We develop our services as part of our commitment to becoming a 'Better Council'**

<b>Action number</b>	<b>What do we plan to do as a service?</b>
8.1	Develop and embed a shared vision and culture for the new Children's Services
8.2	Implement, with partners, the recommendations from the multi-agency inspection of integrated children's services in Renfrewshire
8.4	Continue to embed self-evaluation and improvement across all our establishments and services
8.5	Deliver improvements to information systems to support joint working across the service and with partners
8.6	Continue to develop and implement the school estate management plan

## Action Plan

**Council plan theme:** A better future – improved health, wellbeing and life chances for children and families

**Community planning theme:** Children and young people

**Service outcome 1:** Children, young people and families get the right support at a time when they need it through our partnership with other services

Task(s)	Responsibility	Timescale			Resources	Is an *EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
		15/16	16/17	17/18			
Implement GIRFEC in relation to the introduction of the named person and child's plan.	Head Teacher/ Named person/Pupil Support coordinator	√			Named person training  Child's Plan training  In-service days/collegiate sessions as required	Y (authority level)	Children will be supported appropriately.  GIRFEC policy will be reflected in practice across the school.  Children and families are engaged and involved in planning to support additional needs.  Staff member with role of named person is confident and has clear understanding of what this role requires.

\*Equality and human rights impact assessment

## Action Plan

**Council plan theme:** A better future – improved health, wellbeing and life chances for children and families

**Community planning theme:** Children and young people

**Service outcome 2:** Vulnerable children and adults are protected and feel safe

Task(s)	Responsibility	Timescale			Resources	Is an EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
		15/16	16/17	17/18			
<p>To access training opportunities provided in relation to the specific and general duty of the Equality Act 2010.</p> <p>Ensure new policies/procedures are assessed for impact and school is compliant with the Act.</p>	<p>DHT School Staff ELS Equalities Team Cluster HTs</p> <p>DHT</p>	<p>√</p> <p>√</p>			<p>iLearn Online Course Renfo materials</p> <p>Time allocated Primary HT Agenda</p> <p>In-service/Collegiate Meetings as required</p>		<p>Equality of opportunity for all improved.</p> <p>Children and adults who have a protected characteristic are not discriminated.</p> <p>Staff clear of their roles and responsibilities.</p>



## Action Plan

**Council plan theme:** A better future, reduction in the causes and impact of poverty, improved health, wellbeing and life chances for children and families

**Community planning theme:** Children and young people

**Service outcome 3:** Children, young people and families benefit from services which are focused on getting it right at the earliest possible stage

Task(s)	Responsibility	Timescale			Resources	Is an EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
		15/16	16/17	17/18			
Extend nursery provision to 2 year olds.	HT PT and Senior	√	√		Building adaptations  Playroom toys, IT, storage, etc  Additional staffing  Access to training	Y (authority level)	Improved service for children and families which supports parents to return to work and in so doing helps address poverty attainment gap.
Formally introduce the restorative approach to promoting positive behaviour as part of the development of the nurture approach across the school.	PT and other trained staff member	√	√		Education Scotland training  Visits to other establishments  Collegiate sessions/in-service days as required	No	Improved relationships and improved behaviour.

Organise parental workshops/homework clubs to help parents support their child's learning.	Management Team				Access to funding, if available, to support the involvement of school staff		<p>Learners' progress improves.</p> <p>Learners receive better support at home.</p> <p>Parents/carers feel more confident to support their child's learning.</p>
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## Action Plan

**Council plan theme:** A better future – improved health, wellbeing and life chances for children and families

**Community planning theme:** Children and young people  
Jobs and the economy

**Service outcome 4:** All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages

Task(s)	Responsibility	Timescale			Resources	Is an EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
		15/16	16/17	17/18			
<p>Identify English Dept staff to visit all cluster primary schools across the session to work on literacy lessons/projects.</p> <p>Identify lowest achieving 20% of P7 in each school and share with PT English</p> <p>Identified staff from St Paul's &amp; St James' Primaries to deliver CPD training to staff across the cluster</p>	<p>HT St Andrew's</p> <p>Identified Secondary Staff</p> <p>Primary HTs</p> <p>HTs St Paul's &amp; St James'</p> <p>Identified staff</p>	√			<p>2 sessions per primary (14 sessions)</p> <p>Assessment and attainment data from primary schools</p> <p>3 sessions 2/9/15, 13/1/15, 4/5/15 (3.15-5.15 St Charles' PS)</p>	No	<p>Improved transition and opportunities for cross sector planning and sharing of good practice</p> <p>Staff in secondary school are more aware of literacy needs of pupils and begin planning and supporting sooner.</p> <p>Staff are more knowledgeable and skilled in teaching reading strategies/skills</p> <p>Methodologies are more consistent across the cluster</p>

## Action Plan

**Council plan theme:** A better future – improved health, wellbeing and life chances for children and families

**Community planning theme:** Children and young people  
Jobs and the economy

**Service outcome 4:** All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages

Task(s)	Responsibility	Timescale			Resources	Is an EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
		15/16	16/17	17/18			
Implement Numeracy Champion Initiative.	Numeracy Development Officer (NDO)	√			Renfrewshire Council Numeracy and Mathematics Guidance documents for Early, First and Second Level (adapted where necessary): <ul style="list-style-type: none"> <li>➤ Pathways</li> <li>➤ Support and Guidance documents</li> <li>➤ End of Pathway Assessments</li> <li>➤ Mental Strategies Guide</li> </ul>		Consistency of standards across local authority
Local Authority Numeracy and Mathematics Guidance documents on progression implemented as and where appropriate.	in partnership with Numeracy Champions (NC) and establishment leaders						Improved understanding of skill development across all experiences and outcomes in Numeracy and Mathematics
Numeracy Champion nominated to represent establishment in initiative to disseminate training via Numeracy Hub Champion for Education Scotland(Lynne Scarff).	HTs	√					Transition process from Nursery to P1 and P7 to S1 aided by agreed standards in Numeracy and Mathematics
Numeracy Champions to meet for training nine times across academic year (three per term)	NDO NC	√		Support via nominated			Numeracy Champion will be trained to deliver sessions on best practice
						Numeracy Champions equipped with relevant knowledge and training	



## Action Plan

**Council plan theme:** A better future – improved health, wellbeing and life chances for children and families

**Community planning theme:** Children and young people  
Jobs and the economy

**Service outcome 4:** All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages

Task(s)	Responsibility	Timescale			Resources	Is an EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
		15/16	16/17	17/18			
To develop curricular transitions across and within levels (Early - Third) focusing on Science	HT	√			Local authority training as available  6 hours collegiate time  In-service as required  Early years teacher  Secondary staff working alongside primary colleagues in primary establishments  Education Scotland website	No	Increased attainment in Science.  Increased staff confidence in teaching particular elements of Science. Quality of information shared at transitions points improved.

## Action Plan

**Council plan theme:** A better future – improved health, wellbeing and life chances for children and families

**Community planning theme:** Children and young people  
Jobs and the economy

**Service outcome 4:** All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages

Task(s)	Responsibility	Timescale			Resources	Is an EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
		15/16	16/17	17/18			
Develop approaches to ongoing and standardised assessment and tracking as part of the learning cycle.	HT	√	√		In-service/collegiate sessions as required  Training for staff  GL Standardised Assessments	No	Attainment of all children continues to improve as a result of more robust assessment information and tracking procedures.
Introduce Boardmaker and explore other communication technology e.g. iPads.	PT	√			Training for staff  Boardmaker site licence  iPads/other technology if/as identified	No	Communication with/for pupils is enhanced.
Develop protocol for working	PT	√			Liaison/consultation	No	Effective strategies are

with mainstream nursery establishments with whom our PSADU pupils share placements.					with mainstream nursery staff		shared by PSADU staff and used in mainstream settings to maximise the benefit for pupils.
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## Action Plan

**Council plan theme:** A better council – serving our customers and citizens

**Community planning theme:** Empowering our communities

**Service outcome 6:** Our schools and services take account of the views of people who use them, and the views of staff and communities they serve

Task(s)	Responsibility	Timescale			Resources	Is an EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
		15/16	16/17	17/18			
Improve procedures for reporting to parents including arrangements for parents' evenings and the format of written reports.	DHT	√			In-service as required  Collegiate Time  Focus group (pupils, parents and staff)	Yes	Improved communication regarding learners' progress.  Increased voice for learners during the process.

## Action Plan

**Council plan theme:** A better council – serving our customers and citizens

**Community planning theme:** Empowering our communities

**Service outcome 7:** Our staff are skilled, knowledgeable and committed to their own professional development to support efficient and effective service delivery

Task(s)	Responsibility	Timescale			Resources	Is an EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
		15/16	16/17	17/18			
<p>Provide de-escalation and epilepsy awareness* training for staff.</p> <p>*possibly for pupils</p>	DHT	√			<p>In-service day/collegiate session as required</p> <p>Input from trainer from ACE base (Fordbank PS or Brediland PS)</p> <p>Input from epilepsy nurse</p>	No	<p>Staff are more skilled at supporting pupils to maintain (some) control of their emotions/behaviour.</p> <p>Staff are confident how to respond to seizures and act accordingly should the situation arise.</p>

## Action Plan

**Council plan theme:** A better council – performance management framework and approach; managing assets

**Community planning theme:** Children and young people  
Safer and stronger

**Service outcome 8:** We develop our services as part of our commitment to becoming a 'Better Council'

Task(s)	Responsibility	Timescale			Resources	Is an EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
		15/16	16/17	17/18			
Undertake a review of curriculum rationale and delivery.	Management Team	√			<p>Education Scotland Self-evaluation Toolkit</p> <p>In-service days/collegiate sessions as required</p> <p>Focus groups including pupils, parents, staff and wider community</p>	No	<p>We have a clear curriculum rationale understood by pupils, staff, parents and the wider community</p> <p>Improved continuity of learning and pupil progress</p>