



Renfrewshire Council Children's Services

**St. Mary's Primary School,
ELC Classes and PSADU**

**Improvement Plan
2018-2019**

Planning framework

As part of Children's Services, St. Mary's 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.

Local Priorities

- Reshaping our place, our economy and our future;
- Building strong, safe and resilient communities;
- Tackling inequality, ensuring opportunities for all;
- Creating a sustainable Renfrewshire for all.

Renfrewshire's Education Priorities

Our priorities will also align with Renfrewshire Council's education strategic priorities listed below.

- Develop high quality learning & teaching that leads to improved levels of attainment and achievement in all of our establishments;
- Reduce inequalities and deliver improved health & wellbeing outcomes for children & young people;
- Support self-evaluation and performance improvement throughout our establishments;
- Develop high quality leadership for staff at all levels;
- Support high numbers of our young people to enter positive destinations and sustained post-school destinations.

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.

Our school's Vision, Values and Aims

Vision

Our vision is that, through the care and education provided by our school community, our pupils will be nurtured to become successful learners, confident individuals, effective contributors and responsible citizens.

Values

Driving our work are our core values: love, honesty, fairness and wisdom. These are reflected in our school rule: treat other people the way you would like to be treated.

Aims

We aim to provide a:

- **Safe**, happy and nurturing environment where we show respect for each other at all times.

We aim to provide:

- Teaching that is high quality and learning experiences that pupils enjoy and that provide appropriate challenge.

We aim to:

- Make sure we communicate with our families and include them in learning.

We aim to provide:

- An environment where all relationships are strong.

We aim to be a school where:

- Responsibility is given to pupils to take leadership roles;
- Your opinion always matters;
- St. Mary's includes everyone.

Who did we consult?

To identify our priorities for improvement, we sought the views of staff, pupils and parents. We used a variety of methods of getting the views of those who are involved in the life and work of St. Mary's.

Pupils:

- Citizenship group meetings;
- Pupil council ;
- Feedback at assemblies;
- 'Show Me What You Know' visits;
- Annual progress report response slip;
- 'I Would Like to Say' boxes;
- Learning conversations.

Staff:

- PRD meetings;
- Agenda suggestions for staff meetings;
- Feedback and discussions during meetings, curriculum development sessions and on in-service days;
- Self-evaluation sessions;
- Improvement planning workshop;
- Learning rounds;
- GIRFEC/attainment meeting discussions.

Parents:

- 'I Would Like to Say' box (primary school);
- Suggestion boxes (ELC classes and PSADU);
- Newsletter reply/comment slip;
- Open agenda at parent council meetings;
- Parent council feedback;
- Questionnaires issued in November 2017 and May 2018;
- Focus group meetings (PEF plan and anti-bullying policy)
- EST/IA /ASN meeting discussions;
- Information evenings/open afternoon feedback;
- Working mornings/afternoons feedback slips (ELC classes);
- Summary improvement plan comment slip;

- Annual progress report comment slip;
- Transfer of Information comments.

We have also consulted, informally, with our partners across and outwith the Council to assist us in the delivery of our priorities. The partners we have worked with this year include: Barnardo's, Active Schools, Environment and Communities, Winning Scotland, EPS, the local community gardening group, Spinners Gate Adult Day Centre, St. Mary's Church and Parish.

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:

- PRD meetings;
- Termly GIRFEC/attainment meetings;
- Termly learning rounds;
- Termly 'Show Me What You Know' visits;
- Learning conversations;
- Tracking pupil progress;
- ASN paperwork;
- Review of attainment data;
- Review of impact of PEF plan and associated data;
- Formal and informal feedback from pupils, staff, parents and other partners;
- Use of HGIOS and Developing in Faith to support formal self-evaluation activities;
- Quality improvement framework visits and self-evaluation tasks.

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

Action Plan

School priority 1: Improve attainment in literacy (page 1)					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
1 2 4 5	1.3 2.3 3.2	Engage in further staff training (Oct I/S) at cluster level to improve teaching approaches in relation to writing. (P1-7)	Cluster HTs and literacy champions	<p>Learners:</p> <ul style="list-style-type: none"> Increased attainment in writing Greater consistency of approach across the school <p>Staff:</p> <ul style="list-style-type: none"> Increased confidence and upskilling of staff Greater consistency of approach across the school 	<p>Attainment data</p> <p>GIRFEC/attainment meeting discussions</p> <p>Learning round observations</p> <p>SMWYK visit discussions and observations</p> <p>Feedback from staff (including formal self-evaluation using HGIOS)</p>
1 2 4 5 6	1.3 2.3 3.2	Establish a cluster literacy champion network to lead further development of approaches to the teaching of writing, with a particular focus on assessment (6 meeting across the year). (N-P7)	Literacy champions (Group will be led by DHT at St. Peter's PS.)	<p>Learners:</p> <ul style="list-style-type: none"> Increased attainment in writing Greater consistency of approach across the school <p>Staff:</p> <ul style="list-style-type: none"> Increased confidence and upskilling of staff Greater consistency of approach across the school 	<p>Attainment data</p> <p>GIRFEC/attainment meeting discussions</p> <p>Learning round observations</p> <p>SMWYK visit discussions and observations</p> <p>Feedback from staff (including formal self-evaluation using HGIOS)</p>

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information

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School priority 1: Improve attainment in literacy (page 2)					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
1 2 4 5	1.3 2.3 3.2	Improve teacher's knowledge and confidence in developing pupils' oral presentation and debating skills. (P1-7)	Literacy champion	<p>Learners:</p> <ul style="list-style-type: none"> • Improved listening and talking skills and attainment • Greater consistency of approach across the school <p>Staff:</p> <ul style="list-style-type: none"> • Increased confidence and upskilling of staff • Greater consistency of approach across the school 	<p>Attainment data</p> <p>GIRFEC/attainment meeting discussions</p> <p>Learning round observations</p> <p>SMWYK visit discussions and observations</p> <p>Feedback from staff (including formal self-evaluation using HGIOS)</p>
1 3 4 5	2.4 2.5 3.2	Further develop the school's approach to family learning by developing an enhanced programme of family learning activities (to include reading and writing workshops and family learning tutorials). (PSADU & N-P7)	PEF coordinator	<p>Learners:</p> <ul style="list-style-type: none"> • Increased attainment in literacy and English <p>Families:</p> <ul style="list-style-type: none"> • Increased confidence and knowledge in relation to supporting literacy and English at home 	<p>Attainment data</p> <p>Feedback from pupils, parents and staff</p>
4	2.3 2.4 3.2	Provide additional teacher input to support P2-7 pupils at risk of falling behind nationally expected levels/those who could be supported to catch up to nationally expected levels, and provide additional staffing (ELC officer) to support the new pedagogy in P1.	PEF coordinator and HT	<p>Learners:</p> <ul style="list-style-type: none"> • Increased attainment in literacy and English 	<p>Attainment data</p> <p>GIRFEC/attainment meeting discussions</p> <p>Feedback from staff (including formal self-evaluation using HGIOS)</p>

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School priority 1: Improve attainment in literacy (page 3)					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
2 4 5	2.3 2.4 3.1 3.2	Review and develop our learning environment and strategies for working with pupils with sensory processing difficulties to better support such pupils to learn and achieve. The focus for this work will be guidance and recommendations from the National Autistic Society's publication 'Sensory Strategies'. (PSADU)	PT (Early Years)	<p>Learners:</p> <ul style="list-style-type: none"> • Provision of a learning environment that will support pupils to feel 'just right' • Use of strategies that will support pupils to function at their optimal arousal level <p>Staff:</p> <ul style="list-style-type: none"> • Enhanced understanding of sensory processing difficulties • Increased confidence and upskilling of staff 	Learning round observations Feedback from staff (formal and informal) IEPs

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Action Plan

School priority 2: Improve attainment in numeracy (page 1)					
NIF key driver	HGIOS4 / HGOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
1 2 4 5	1.3 2.3 3.2	Developing a holistic planning and assessment approach to the delivery of numeracy and maths across the cluster. (N-P7)	Numeracy coordinators working with the numeracy development officer	<p>Learners:</p> <ul style="list-style-type: none"> Improved learning experiences and feedback leading to increased attainment <p>Staff:</p> <ul style="list-style-type: none"> Increased confidence and upskilling of staff Consistency of approach across the school 	<p>Attainment data</p> <p>GIRFEC/attainment meeting discussions</p> <p>Learning round observations</p> <p>SMWYK visit discussions and observations</p> <p>Feedback from staff (including formal self-evaluation using HGIOS)</p>
1 2 4 5	1.3 2.3 3.2	Enhance staff knowledge and skills in relation to the learning cycle through participation in the cluster's moderation programme – focus this year is holistic planning and assessment. Moderation event will be on Feb I/S. (N-P7)	Cluster moderation working group supported by 2 x cluster HTs (LM & MM)	<p>Learners:</p> <ul style="list-style-type: none"> Improved learning experiences and feedback leading to increased attainment <p>Staff:</p> <ul style="list-style-type: none"> Increased confidence and upskilling of staff Greater consistency of approach across the school 	<p>Attainment data</p> <p>Learning round observations</p> <p>Staff moderation feedback records related to submitted work</p> <p>Feedback from staff (including formal self-evaluation using HGIOS)</p>

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School priority 2: Improve attainment in numeracy (page 2)					
NIF key driver	HGIOS4 / HGOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
1 2 4 5	1.3 2.3 3.2	Increase staff skills and confidence in using outdoor learning to develop pupils' knowledge and skills in numeracy and maths. (N-P7)	Outdoor learning working group	<p>Learners:</p> <ul style="list-style-type: none"> Increased interest and motivation in numeracy and maths Better understanding of the practical applications of numeracy and maths Increased attainment in numeracy and maths <p>Staff:</p> <ul style="list-style-type: none"> Increased skills and confidence in designing outdoor learning opportunities Increased use of outdoor learning to enhance learning experiences 	<p>Attainment data</p> <p>GIRFEC/attainment meeting discussions</p> <p>Learning round observations</p> <p>SMWYK visit discussions and observations</p> <p>Feedback from staff (including formal self-evaluation using HGIOS)</p>
1 2 5	1.3 2.3 3.2	A SEAL network for trained practitioners to share good practice and develop a school approach to using the SEAL programme. (N-P7)	Numeracy coordinator/ Teacher trained in SEAL	<p>Staff:</p> <ul style="list-style-type: none"> Increased confidence and upskilling of staff Consistency of approach across the school 	<p>Attainment data</p> <p>GIRFEC/attainment meeting discussions</p> <p>Feedback from staff (including formal self-evaluation using HGIOS)</p>
4	2.3 2.4 3.2	Provide additional teacher input to support P2-7 pupils at risk of falling behind nationally expected levels/those who could be supported to catch up to nationally expected levels, and provide additional staffing (ELC officer) to support the new pedagogy in P1.	PEF coordinator and HT	<p>Learners:</p> <ul style="list-style-type: none"> Increased attainment in numeracy and maths 	<p>Attainment data</p> <p>GIRFEC/attainment meeting discussions</p> <p>Feedback from staff (including formal self-evaluation using HGIOS)</p>

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School priority 2: Improve attainment in numeracy (page 3)					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
1 3 4 5	2.4 2.5 3.2	Further develop the school's approach to family learning by developing an enhanced programme of family learning activities (to include SEAL workshops and family learning tutorials). (PSADU & N-P7)	PEF coordinator and PT (Early Years)	<p>Learners:</p> <ul style="list-style-type: none"> Increased attainment in numeracy and maths <p>Families:</p> <ul style="list-style-type: none"> Increased confidence and knowledge in relation to supporting numeracy and maths at home 	<p>Attainment data</p> <p>Feedback from pupils, parents and staff</p>

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School priority 3: Improve attainment in health and wellbeing (page 1)					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
1 2 3 4 5	2.4 3.1	Attend presentations by John Docherty and Karen McCluskey, Violence Reduction Unit, to increase staff knowledge and understanding in relation to ACEs in preparation for embarking on RNRA (Aug I/S). (PSADU & N-P7)	Cluster HTs	<p>Staff:</p> <ul style="list-style-type: none"> Increased understanding of the impact of ACEs Enhanced commitment to provision of a nurturing ethos and relationships to support pupils 	<p>Feedback from staff (formal and informal)</p> <p>Learning round observations</p> <p>SMWYK visits</p> <p>Observations of staff pupil interactions</p>
1 2 4 5	1.3 2.4 3.1	Further develop the school's nurturing approach through implementation of RNRA to enhance support for pupils and increase their readiness to engage with learning. 1 nurture principle being focused on in session 2018/2019. (PSADU & N-P7)	RNRA leader, RNRA core group and EP	<p>Learners:</p> <ul style="list-style-type: none"> Consistent nurturing experiences across the school <p>Staff:</p> <ul style="list-style-type: none"> Deeper understanding of the nurture approach and selected nurture principle Enhanced commitment to provision of a nurturing ethos and relationships to support pupils 	<p>Feedback from staff (formal and informal)</p> <p>Learning round observations</p> <p>SMWYK visits</p> <p>Observations of staff pupil interactions</p>
2	1.3	Provide an introduction to Mindfulness (Oct I/S) for all staff with a view to developing this approach in session 2019/2020. (PSADU & N-P7)	Cluster HTs	<p>Staff:</p> <ul style="list-style-type: none"> Increased awareness of Mindfulness and its potential role in supporting pupils 	<p>Feedback from staff (formal and informal)</p> <p>Number of staff interested in undertaking further training</p>

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School priority 3: Improve attainment in health and wellbeing (page 2)					
NIF key driver	HGIO54 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
4 5	1.3 2.4 3.1	Participate in Renfrewshire Council's pilot of LISN. (N-P7)	Cluster HTs, pupil support coordinators and EPS	<p>Learners:</p> <ul style="list-style-type: none"> Improved access to support for identified pupils <p>Staff:</p> <ul style="list-style-type: none"> Increased knowledge of support strategies/pathways Provision of enhanced support for identified pupils Contribution to school improvement at cluster and local authority level 	<p>Attendance at meetings</p> <p>Feedback from staff (formal and informal)</p> <p>Impact of interventions (pupil feedback/pupil support files)</p>
1 4	2.4 3.1	Provide support and/or therapy (Growth Mindset, art/music/drama therapy) for targeted pupils. (P1-7)	PEF Coordinator	<p>Learners:</p> <ul style="list-style-type: none"> More positive sense of self More positive approach to learning <p>Families:</p> <ul style="list-style-type: none"> Improved skills in relation to building their children's confidence and self-esteem 	<p>Feedback from pupils and staff re pupil engagement/attitude</p> <p>Feedback from parents</p> <p>Learning round observations</p> <p>GIRFEC/attainment meetings</p>
1 3 4 5	2.4 2.4 3.1 3.2	Further develop the school's approach to family learning by developing an enhanced programme of family learning activities (to include advice on Growth Mindset, cookery/diet and exercise). (PSADU & N-P7)	PEF Coordinator, ISA and PT (Early Years)	<p>Learners:</p> <ul style="list-style-type: none"> More positive sense of self More positive approach to learning Improving wellbeing <p>Families:</p> <ul style="list-style-type: none"> Improving wellbeing Improved skills 	<p>Feedback from pupils and staff re pupil engagement/attitude</p> <p>Feedback from parents</p> <p>Learning round observations</p> <p>GIRFEC/attainment meetings</p>

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School priority 3: Improve attainment in health and wellbeing (page 3)					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
2 5	1.4	Devise a programme of staff health and wellbeing activities. (PSADU & N-P7)	Cluster HT (GH)	Staff: <ul style="list-style-type: none"> Increased feeling of wellbeing contributing to positive school ethos 	Number of staff participating in activities Feedback from staff (formal and informal)
2 4 5	2.3 2.4 3.1 3.2	Review and develop our learning environment and strategies for working with pupils with sensory processing difficulties to better support such pupils to learn and achieve. The focus for this work will be guidance and recommendations from the National Autistic Society's publication 'Sensory Strategies'. (PSADU)	PT (Early Years)	Learners: <ul style="list-style-type: none"> Provision of a learning environment that will support pupils to feel 'just right' Use of strategies that will support pupils to function at their optimal arousal level Staff: <ul style="list-style-type: none"> Enhanced understanding of sensory processing difficulties Increased confidence and upskilling of staff 	Learning round observations Feedback from staff (formal and informal) IEPs

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School priority 4: Develop leadership capacity					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
5	1.1	Enhance self-evaluation activities through the use of Developing in Faith (focus on 'serving the common good'). (P1-7)	DHT	Clear information generated about areas of good practice and areas for development	Feedback from pupils, staff and parents Number of 'common good' activities undertaken
1 5	1.1 1.3 3.3	Review and enhance opportunities for pupil leadership and pupil voice (with a focus on the challenge questions and features of effective practice in How good is OUR school? part 1). (N-P7)	Pupil leadership working group (pupils and 2 staff reps)	Learners: <ul style="list-style-type: none">• Increased opportunities to develop skills for learning, life and work• More effective involvement in self-evaluation	Number of opportunities for pupil leadership Level of pupil participation in learning rounds SMWYK visits Feedback from citizenship groups Feedback from pupils based on HGIOS
1 2 5	1.3 1.4	Provide opportunities for staff to lead learning through: contributing to working groups; coordinator roles; involvement in networks; engagement in family learning activities. (PSADU & N-P7)	HT	Staff: <ul style="list-style-type: none">• Enhanced opportunities for professional learning	Number of staff involved in leadership of learning roles Feedback from staff (formal and informal)
1 5	1.4	Support staff member undertaking the aspiring DHT programme. (PSADU & N-P7)	HT	Staff: <ul style="list-style-type: none">• Greater understanding of the role of the DHT• Development of leadership and management skills	Successful completion of programme

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