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Renfrewshire Council Children’s Services

**St Mary’s Primary and Early Learning and Childcare Class**

**Improvement Plan**

**2021-2022**

##### Planning framework

As part of Children’s Services, St Mary’s Primary and Early Learning and Childcare have 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

Creating a sustainable Renfrewshire for all to enjoy

Building strong, safe and resilient communities

Working together to improve outcomes

Tackling inequality, ensuring opportunities for all

**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**

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

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

**Our Vision, Values and Aims**

**Our 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. 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.

**Our Values**

Fairness Love Wisdom Honesty

**Our Aims**

We aim to provide a:

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

We aim to provide:

* **T**eaching that is high quality and learning experiences that pupils enjoy and that provide appropriate challenge.

We aim to:

* **M**ake sure we communicate with our families and include them in learning.

We aim to provide:

* **A**n environment where all relationships are strong.

We aim to be a school where:

* **R**esponsibility is given to pupils to take leadership roles;
* **Y**our opinion always matters;
* **S**t. Mary’s includes everyone.

Consultation with Parents

* New Entrant Induction Days – school and ELC Class
* Parent/Carer workshops/Family learning events – school and ELC Class.
* Team Around the Child (TAC) meetings – school and ELC Class.
* Collaborative meetings – school and ELC Class.
* Parent Council (School) and Parent Committee (ELC Class)
* Parents’ Evening (School and ELC Class) – *please note due to COVID19 closure, 2nd planned Parents’ Evening was cancelled*
* Open days (School, Stay and Play Sessions, Bookbug, and settling in visits (ELC Class)
* Questionnaires – school and ELC Class.
* Newsletters (School and ELC Class) including monthly parent/carer comment sheet
* Learning leaves (ELC Class)
* Parental Prompts – school and ELC Class
* Suggestion Box – School and ELC Class

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

Consultation with Partners

* Local Area Admissions Panel meetings
* Collaborative meetings
* Team Around the Child (TAC) meetings
* Universities and Colleges (Glasgow University, Strathclyde University, University of the West of Scotland, West College)
* Clyde River Foundation
* Diocese of Paisley (School) – Diocesan Education Primary Representative and Head of School
* St. Mary’s Parish – parish priest, Children’s Liturgy Group, St Vincent de Paul

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

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| **Improvement Priority 1 To review the vision, values and aims of the school with all stakeholders.** | | | | |
| **HGIOS/HGIOELC QIs**  1.3, 2.7, 3.1 | **NIF Priorities**   * 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 | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| *Our school community do not feel they have real ownership of our vision, values and aims.* | By June 2022, all in our school community will have been involved in a review of the vision, values, and aims of the school to ensure they have ownership. We will ensure that our updated vision, values and aims is meaningful and relevant to the context of our school within its community. | * Data gathered from pre and post surveys (Microsoft Forms) for all stakeholders will show increased ownership and awareness of vision, aims and values. * SIMD, EAL and attainment data will be effectively utilised to ensure all stakeholders understand the social, economic, and cultural context of our school and its community. * Our vision, values and aims will be clearly translated into daily practice within our school. This will be visible through all communication, displays and interactions between all in our school community. * Our children will show increased awareness of our school vision, values and aims through learning visits, conversations, and pupil forums. | | * Gather data from all stakeholders to show their awareness and ownership of current vision, values and aims. * Deliver input for staff team led by link Ed. Psych to promote reflection and debate about current vision, values and aims. * Gather and present data (SIMD, % EAL, attainment etc) to develop shared understanding of the social, economic, and cultural context of the school to ensure that our vision, values and aims are shaped by this. * Deliver focus groups with staff, pupils, and parents to promote reflection and debate on our evolving vision, values and aims. * Once agreed, ensure our updated vision, values and aims are clearly communicated with all stakeholders through display, school website and Twitter, PP Facebook group etc. |

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| **Improvement Priority 2 Improve attainment in literacy and numeracy whilst closing the gap between the most and least disadvantaged children** | | | | |
| **HGIOS/HGIOELC QIs**  1.1, 1.2, 2.3, 2.4, 3.2 | **NIF Priorities**   * 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 | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| *Our attainment data is showing a decrease in the number of pupils achieving expected CfE levels in literacy and numeracy.*  *Practitioners are not confident in the consistency of practice in literacy and numeracy across the school.* | By December 2021, we will have at least a 5 % increase in the % of learners achieving expected CfE levels in literacy and numeracy.  By June 2022, all practitioners will have a refreshed and extended knowledge and understanding of good practice in the delivery of literacy and numeracy (Renfrewshire Literacy and Numeracy Approaches) and will evidence this in their own practice. | * Termly analysis of tracking and attainment data to measure % of increase. * Minutes of termly GIRFEL/Attainment meetings with a focus on the % of pupils on track to achieve expected levels. * Range of valid, reliable, and relevant assessment evidence for all learners (quality body of evidence). * Summative assessment data (GL/SNSA) * SLT Learning Conversations with learners will evidence pupil involvement in planning, evaluation, understanding of progress and learning and what they need to do to improve. * CfE ACEL data for session 21/22 will evidence at least a 5% increase in number of learners achieving expected levels in literacy and numeracy. * Data gathered from pre and post CLPL survey training shows an increase in understanding and confidence in all practitioners. * Planning for and evaluation of learning and teaching demonstrates effective implementation of Renfrewshire Literacy and Numeracy approaches. * Data gathered through quality assurance process will evidence that almost all staff have effectively planned and implemented Renfrewshire Literacy and Numeracy approaches. * SLT Learning Conversations with learners will evidence the children’s understanding and application of the Renfrewshire Literacy and Numeracy approaches. * Minutes of termly GIRFEL/Attainment meetings will evidence an increase in the % of pupils on track to achieve expected levels in literacy and numeracy as a result of these approaches. | | * Deliver CLPL inputs for teaching staff to further develop skills of data analysis with a focus on improvement *(Renfrewshire Attainment Challenge, Schools Education Data, Training & Support).* * Provide data overviews for every class to be included in Forward Plans *(School Tracker, ACEL, SNSA and SIMD.* * Ensure that there is application of the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching *(Forward Plans).* * Variety of formative and summative assessment (including quality body of evidence) and GL/SNSA data used to inform teacher judgements. * Termly GIRFEL/Attainment Meetings will be used effectively to secure improved outcomes for all learners (identification of barriers to learning, planned interventions and impact of interventions to date). * Termly completion of ‘Progress Sheets’ to gather evidence of number of pupils on track/not on track to achieve expected targets * Implement survey to determine staff awareness of and confidence in ‘The Renfrewshire Literacy Approach’, Bar Modelling, Numbertalks and S.E.A.L. * Share details of [Renfrewshire's Attainment Challenge: Workstream Offer 2021/22 | An overview of professional learning and support in session 2021/22 (glowscotland.org.uk)](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fblogs.glowscotland.org.uk%2Fre%2Frenfrewshireattainmentchallengeworkstreamoffer202122%2F&data=04%7C01%7Claura.mcallister%40renfrewshire.gov.uk%7C240e2bdaa86b490acd0208d92a659f07%7Cca2953361aa64486b2b2cf7669625305%7C0%7C0%7C637587438202673769%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=3EqOwo2FV4XaD8nFPR7sa%2BouAagIl1LIQIxiSQvCMkE%3D&reserved=0) * Findings of survey to identify key next steps for professional learning of staff (including Support Staff). * SLT to determine key themes arising from survey and co-ordinate relevant professional learning as part of Collegiate Calendar. * SLT to liaise with Literacy and Numeracy development Officers to co-ordinate bespoke professional learning to meet staff needs. * Staff to engage in Renfrewshire Maths Recovery Training between Sep-Feb. * Staff to engage in professional learning specific to their individual needs. * Establish Teacher Learning Communities as part of Collegiate Calendar to support professional dialogue and sharing of good practice. * HT to meet with Literacy Development Officer (J. Patterson) to plan for delivery of bespoke Literacy CLPL for staff to support the delivery of reading and writing. * Staff to engage in Talk for Writing professional learning when available (expected from Jan ’22) |

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| **Improvement Priority 3 To improve the mental, social, emotional, and spiritual health and wellbeing of our children.** | | | | |
| **HGIOS/HGIOELC QIs**  1.1, 1.2, 1.3, 2.7, 3.1 | **NIF Priorities**   * 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 | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| *Our whole school approaches to promoting positive behaviour and nurturing relationships are inconsistent.*  *Practitioners are not confident in the effectiveness of the current whole school approach for mental and emotional wellbeing (PATHS).*  *Our children recently completed a Faith Journey Survey which indicated that they would like to learn more about Pope Francis and the role of the Church across the world.* | By June 2022, all stakeholders will have been involved in the creation of a clear relationships policy which strongly reflects the principles of nurture, trauma informed and restorative practices.  The expected impact will be to develop more positive and nurturing relationships that are built on mutual respect. This in turn, will result in an overall improved standard of behaviour across the school.  By June 2022, all practitioners will have agreed on and began implementation of new whole school approach to support the mental and emotional wellbeing of our children.  By June 2022, we along with other schools in our cluster will become a ‘Laudato Si’ School. Through this we aim to develop a sustainable approach to ecological education ensuring that our young people learn in an environment where they are ecologically aware and that through learning, action and prayer, our school promotes a response to the ecological vocation of our whole school community. | * Data gathered from pre and post surveys (Microsoft Forms) for all stakeholders will show increased awareness and understanding of relationships policy. * Data gathered from pre and post CLPL survey training shows an increase in understanding and confidence in all practitioners. * All planning associated with children demonstrates “the language of nurture”. * Data gathered through quality assurance process will evidence that almost all staff have effectively planned and implemented appropriate interventions for identified children. * Learning visits/observations will focus on practitioner/child interactions and will evidence positive interactions in almost all instances. * SLT behaviour referral monitoring. * Data gathered from pre and post practitioner surveys (Microsoft Forms) will show increased confidence in the effectiveness of our whole school approach. * Data gathered through quality assurance process will evidence that all practitioners have effectively planned and implemented updated whole school approach for mental and emotional wellbeing. * SLT Learning Conversations with learners will evidence improvement in the children’s awareness and understanding of the ways we support their mental and emotional wellbeing. * Staff CLPL evaluations will demonstrate a collective understanding of the Laudato Si’ School programme. * Planning will appropriately evidence the planned and evaluated learning for the Laudato Si’ programme. * Minutes of ‘Show Me, Tell Me’ visits to classes by SLT will demonstrate pupil knowledge and understanding of the programme. * Evidence of learning on classroom and whole school wall displays. * Pre and post pupil surveys demonstrate an increased understanding and awareness of ecological education. | | * Gather data from all stakeholders to show their awareness and understanding of existing behaviour policy and new policy once agreed and developed. * Deliver input for staff team led by link Ed. Psych on new nurture principle all behaviour is communication. * Re-establish Nurture Core Group and confirm next steps in RNRA Plan. * Staff to plan, implement and review strategies to support nurture principle all behaviour is communication. * All staff to engage in professional reading of ‘When the Adults Change Everything Changes’ by Paul Dix and professional dialogue through ‘Book Clubs’ for teaching and support staff. * Introduce approaches to support use of restorative practice across the school i.e. 5 Key Question cards for staff lanyards, ‘Restore Time’ for teaching/support staff with children. * Deliver focus groups with staff, pupils, and parents to promote reflection and debate on our existing behaviour policy and support development of new one. * Once agreed, ensure our updated ‘Relationships Policy’ is clearly communicated with all stakeholders through display, school website/Twitter, PP Facebook group etc. * Engage in consultation with staff to evaluate current approaches for mental and emotional wellbeing *(What is working well? What do we need to do to improve?)* * Staff team to gather good practice examples of whole school approaches for mental and emotional wellbeing i.e. Emotion Works, Bounce Back etc. * Staff team to trial and evaluate effectiveness of possible approaches in order to agree on preferred whole school approach. * Implementation of new whole school approach to be in place by end of session. * DHT to lead development of Lauduto Si with staff and children * Establish pupil leadership group for Laudato Si, they will work alongside Pupil Council, Parent Council and Eco Committee to develop a shared action plan with partners (**PEF)** * Delivery of focused Assemblies at Key points each term to drive initiative forward and ensure the sustainability of programme |