



Renfrewshire Council Children’s Services

**St Paul’s Primary School and Anchor Base**

**Improvement Plan**

**2019-2020**

As part of Children’s Services St Paul’s Primary School & Base 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.

##### Planning framework

**Our school’s Vision, Values and Aims**

**Vision**

A place of partnership and discovery where we aspire to learn and achieve

**Values**

**S**piritual, **T**alented, **P**assionate, **A**mbitious, **U**nderstanding, **L**oving, **S**uccessful

**The aims of St Paul’s Primary School are to:**

1. Provide each child with a well-planned, broad & balanced curriculum in line with national & local authority guidelines.

2. Enable all children to realise their potential by developing strategies, which raise & maintain attainment.

3. Provide appropriate variety in teaching approaches to motivate children & encourage independence & co-operation in learning.

4. Support children’s growth in all aspects of their intellectual, physical, spiritual, social & emotional development affording all children equality of opportunity.

5. Develop a sense of identity & pride in the school by developing genuine partnerships with all users of the service where every member of the community holds a deep respect for all others & their personal well-being & happiness.

6. Create a happy, safe & stimulating learning environment with well-trained motivated staff & well organised modern educational resources.

7. Manage the school effectively using procedures and policies in line with local authority guidance and ensure high quality provision of education & continuous improvement through a structured approach to monitoring & evaluation.

Who did we consult?

To identify our priorities for improvement, we sought the views of learners, parents and staff . We used a variety of methods to gather the views of those who are involved in the life and work of St Paul’s Primary and Base such as;

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| **Staff have been consulted through**   * Planned calendar of in-service training events and CPD opportunities, staff meetings & curriculum development sessions. * Regular meetings to discuss school improvement and progress being made * Pupil progress meetings with SMT (pupil target setting) * Whole school procedures for self-evaluation using HGIOS 4 & Developing in Faith * Professional Review & Development Process * EST meetings * Cluster arrangements * Liaison and discussions with key partners | **Pupils have been consulted through**   * Class Discussions and Pupil focus groups * Questionnaires * School Committee Meetings (every child is on a school committee) * Whole school working assemblies * Mind Mapping exercises * EST Meetings |
| **Parents have been consulted through**   * Parent Council Meetings * Pre-entrant & Primary/Secondary Transition Programme and Curricular events * Parent/Teacher Interview Evenings * Pupil Progress Reports * Monthly School Newsletters * Questionnaires | **Partners we have consulted are;**   * Place2be, * Educational Psychology Services, * Home-link * Families First. |

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:

* self-evaluation sessions with all staff
* results of audits and impact of changes evaluated
* staff peer visits across the school
* cluster peer visits
* pupil lesson evaluations and feedback
* school moderation activities
* cluster moderation activities, with a specific curricular focus

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**

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| **School priority 1: Improve Health and Wellbeing of our School Community** | | | | | |
| **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?** |
| 1,2,5  1, 2, 5  1, 2, 3, 4  1, 2, 5  1, 2, 5 | 2.4, 3.1  1.3, 2.4, 3.1, 3.2  1.3, 2.1, 2.2, 2.4, 2.5, 3.1  1.2, 2.4, 2.7, 3.1  2.4, 3.1 | Further develop whole school nurturing approach in partnership with Educational Psychology Services (RNRA) based on Principle “Behaviour is understood developmentally”. Ed Psych input planned for 13th August 2019  As part of RNRA use Renfrewshire Inclusive Communication Environments (RICE) self-evaluation framework to improve the environment for learners  Introduce “The Compassionate and Connected Classrooms” resource (CCC) to all staff, using recommended introductory SMT power-point  Update families about CCC  Introduce CCC resource across P4-7 to support staff understanding of trauma and adversity  Identify Mental Health Champions to attend training with Place2be.  **Continue to work in partnership with Place2be to support pupil mental health (PEF)**  Establish a mental health core group within the school to develop a school mental health strategy  **Introduce Massage in Schools and Yoga to support mental health and wellbeing (PEF)**  Extend the use of Emotion Works into the playground & introduce new Playground Peer Mentors | Core Group / SMT / Ed Psych /  Core Group / SMT / Ed Psych / PT Base  DHT to carry out staff intro  Trained Staff Member to lead & support CTs  CTs to share info with families each year (P4-7)  Mental Health Champions / Leaders, Core Group  Trained staff  Support Staff  Peer Mentors (supported by DHT) | Common understanding of nurture principles and the continued development of consistent nurturing relationships practice and approaches across the school  Improved quality of teaching and learning  Learners are better understood and supported  More targeted support for children with Language and Communication difficulties  Increased confidence and awareness of adult language and the impact on pupil wellbeing  Physical environments will meet the different needs of children  Common language & visuals in place  All staff in the school will be aware of the resource & the importance of it.  Increased family awareness using recommended leaflet (P177-180 -issued at P4) and referred to at each “Meet the Teacher” P4/5/6/7 as reminder.  Children will feel better supported to cope with challenges and adversity and develop their confidence, resilience, compassion and empathy for others  Increased pupil neuro-education  Staff will be more confident in supporting the emotional and mental wellbeing of children  Staff and children will be better supported in being able to identify and manage mental health difficulties  Improved well-being  Language of Emotion Works will extend further into playground giving  Improved consistency of approach  Pupils given further responsibility & have more agency in solving their own problems in the playground | Staff baseline Questionnaire and evaluations  Twice yearly Health and wellbeing webs  Tracking and monitoring meetings using different challenge questions  Class Visits  Environmental classroom check list  Tracking and monitoring meetings  Mentor and coaching visits  Core group action plan.  Twice Yearly Health and wellbeing webs  Tracking and monitoring meetings  Improved quality of discussion with pupils  Monitoring of twice yearly Health and Wellbeing webs  Mental Health policy  Staff , children and parents will feel more supported in talking about their mental health  Peer Mentor Records |
| 3  3,5 | 2.5  2.4, 2.5, 2.7 | **Develop a programme of Health and Wellbeing activities which involve parents and carers in activities such as massage, mindfulness and yoga to support positive health within the family. (PEF)**  Explore ways of increasing family awareness of Attunement & Effective Response  Produce support materials for parents to share the importance of good mental health for everyone  All trauma awareness and support work to date to be linked to ARC model for trauma. (Introduce 13th August 2019) | Inclusion Support Assistant (ISA)  EPS/ DHT / HWB Core group  DHT / HWB Core group | Parents will be able to improve their own mental health with practical strategies  Parents will have opportunities to develop relationships with other parents in the school community  Parents will be better prepared to support the mental health of their own children  Parents will feel better supported in their own mental health  Staff will have practical ideas for targeted support for pupils within recognised framework  Staff will be better informed to identify areas of the frame work which require to be targeted  Children will be more appropriately supported | Parent Questionnaires and confidence scaling  Attendance at sessions  Feedback on sessions offered  Target setting information  Individual pupil planning documentation  Pupil engagement |

**Action Plan**

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| **School priority 2: Curriculum** | | | | | |
| **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* | *1.1, 1.2, 1.3, 1.5, 2.3, 2.6, 2.7, 3.3*  *1.3, 2.1, 2.2, 2.4,2.5, 3.1* | *Provide opportunities for professional learning through SSERC at school and cluster level.*  *2 hr Collegiate session for Teach Meet at own school (offered out to cluster colleagues)*  *Each SSERC leader will offer cluster CPD on areas of STEM to further deepen staff knowledge of different aspects of STEM*  *Equalities and Inclusion training to be delivered to all staff by SCES and Paisley Diocese (this will include all RC Primary School in Renfrewshire)*  *Review SCES resources with staff and implement within the curriculum as appropriate*  *Share resources with parents in line with current “God’s Loving Plan”*  *Ensure Equalities and Inclusion lessons are embedded within current RERC and HWB curriculum pathways* | *SSERC Leader*  *All staff / SSERC Leader*  *Cluster SSERC Leaders*  *HT and SCES staff*  *All CTs*  *All CTs /*  *RE Co-ordinator* | *Improved confidence of staff to deliver STEM experiences across all stages*  *Learners are well equipped for improved employability and lifelong learning skills*  *Staff will be more informed about current legislation and the impact on*  *daily practise within Roman Catholic Schools*  *Lessons will be of high quality and link with current RERC curriculum*  *Parents are more aware of the current legislation and the impact on*  *daily practise within Roman Catholic Schools, including appropriate language used* | *Monitoring of lessons within current school programme*  *Staff evaluations /questionnaires*  *School Science audit*  *Peer Observation evaluations*  *Monitoring and tracking meetings*  *Staff feedback on confidence of delivery of programme*  *Monitoring of lessons within current school programme*  *Staff and parental evaluations /questionnaires* |
| 1, 2, 4  2, 4, 6  2, 4, 6  1, 2, 3, 5 | 1.2, 2.2, 2.3, 2.7  1.2, 2.2, 2.3, 2.4, 2.7, 3.2  1.2, 2.2, 2.3, 2.4, 2.7, 3.2  1.1, 1.2, 2.2, 2.3, 2.7, 3.2 | In order to ensure implementation of the Scottish Government’s policy, [Language Learning in Scotland: A 1+2 Approach](http://www.gov.scot/Publications/2012/05/3670), access further modern language training on CPD calendar for new staff  Explore opportunities for L3 for P5-7  Continue to improve attainment in Literacy by ensuring clear learning pathways for pupils  Continue to improve attainment in Literacy by ensuring continued CPD and training for new staff to ensure consistency of approaches and methodologies across all stages  Continue to improve attainment in Numeracy by engaging with Local Authority Maths Coach to improve learning and teaching approaches with classes, especially where there are new staff  Review school curriculum rationale to ensure the curriculum offered meets the needs of our school community | Modern Language Co-ordinator / CTs  Modern Language Co-ordinator  Literacy Co-ordinator  Numeracy co-ordinator  Maths Coach  SMT / CTs | Staff will be more confident in their ability to deliver Language 2  Quality of Learning and Teaching of L2 will be improved and embedded across the curriculum  The school community will be more informed about progression for L3  Quality of learning and teaching will be consistently high across the school  New staff will feel well supported  Attainment in Literacy will continue to improve  **PEF staff will be well informed to support targeted children**  Quality of learning and teaching will be consistently high across the school  New staff will feel well supported  Attainment in Numeracy will continue to improve  **PEF staff will be well informed to support targeted children**  Curriculum will be relevant to learners  Curriculum will be engaging  Learners will be more involved in curriculum leadership and development in line with vision, values and aims | Class visits  Feedback from children and staff  Staff audit  Training feedback  Attainment tracking meetings  Monitoring of pupil work  Peer / Pupil and SMT class visits with appropriate discussion and feedback  Attainment tracking meetings  Monitoring of pupil work  Peer / Pupil and SMT class visits with appropriate discussion and feedback  HT meetings with Maths Coach  Peer class visits  Questionnaires  Discussions with learners, staff, parents/carers and partnerships groups within the community  Completed documentation  Paperwork from self-evaluation and collegiate sessions |

**Action Plan**

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| **School priority 3: Leadership of Learning – providing opportunities for staff and pupils to lead aspects of school improvement** | | | | | |
| **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*  *2,4*  1, 2, 3,4,5,6 | 1.2, 2.3, 2.4, 3.1  *2.3, 2.7, 3.2*  1.1, 1.2, 2.2, 2.3 2.5. 3.2 | **Support staff health and wellbeing with motivational session “Fun at Work” delivered by Tree of Knowledge on 14th August (PEF)**  4 staff sessions throughout the year will focus on Staff Health and Wellbeing – these will form part of WTA  *Use previous staff feedback and continue to further develop and embed staff understanding of the moderation cycle, through participation in* ***cluster moderation focussed on STEM activities with a Science focus (PEF)***  *Peer visits will focus on STEM, providing further context and opportunities to share good practice*  Identified staff to engage in Maths Mindset Education Training in partnership with Winning Scotland Foundation | HT & CCC Lead  *SSERC leader /* ***Moderation Facilitator***  Identified Staff x3 | Staff will have improved mental health  Staff will feel well supported by colleagues  Staff will be better prepared themselves to support children and families  *Staff will develop shared expectations of learning, standards and progression*  *Improved quality of assessment leading to more accurate and confident judgements of pupils’ progress*  Improved resilience of learners when faced with challenges  Increased positive attitude and confidence towards maths.  Increase confidence and skill in pupil ability to problem solve.  High quality involvement in national maths week September 2019 | Staff wellbeing survey  Staff feedback  Staff attendance  Pupil survey  *Teacher surveys throughout moderation process*  *School overview of Facilitator Moderation Feedback*  *Validating success from colleagues*  Completion of modules  Evidence in class lessons  Monitoring and tracking meetings  Staff/ pupil/parents evaluations |
| 1, 2, 4, 5  1, 2, 4, 5  1, 2, 4, 5  1, 2, 5   * 1. 2. | 1.2, 1.5, 2.2, 2.3  2.2, 2.3, 3.2, 3.3  2.2, 2.3, 2.6,  1.2, 1.3, 1.4 | Identify a team of staff to embed play pedagogy in P1 & p2 and further develop pedagogy in P3 and above.  Identify a member of staff to take on digital leadership across the school, working towards Digital Schools Award  Identify staff to develop outdoor learning across the curriculum  **Seek opportunities for outdoor learning training (PEF)**  CTs will take on coaching and mentoring roles for new staff joining the school in August 2019 | Identified staff  Identified staff  Identified staff  CTs | Increased staff knowledge of the benefits of play  Improved learning approaches to include pedagogy across all stages  Improved levels of pupil engagement  Reduced low level pupil behaviours  Improved opportunities for digital leadership of learning  Increased opportunities for pupil leadership  Improved communication between the school / home  Staff will have increased confidence in delivering outdoor learning opportunities across all areas of the curriculum.  Better learner engagement  More motivated learners  More creative learning activities on offer  Staff new to the school will feel well supported and informed of school policies and procedures.  Current staff will have opportunities to develop their coaching and mentoring skills  Positive staff relationships | Planning  Self-assessment  Stay and Play surveys  Staff feedback  Number of requests for management support  Number of pupils needing reflection time  Award Evidence  School Twitter  Lesson observations  Learner feedback  Parental feedback / engagement with school technology  Learner feedback  Observations of learner engagement and motivation  Improved quality of learning experiences  Discussions with new staff  Class visits  Attainment meeting evidence  Pupil focus groups |