



St Paul's Primary School
School Improvement Plan
2023/24

Planning framework

As part of Children's Services, **St Paul's Primary School and Anchor Base (Flexible Learning Resource)** 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. place the human rights and needs of every child and young person at the centre of education;**
- 2. improve attainment, particularly in literacy and numeracy;**
- 3. close the attainment gap between the most and least disadvantaged pupils;**
- 4. improve children's health and wellbeing; and**
- 5. 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 pages 3 and 4.

Pupil Equity Funding

Our school receives 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 Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

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

<p>Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.</p>	<p>Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.</p>	<p>Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.</p>	<p>Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.</p>	<p>Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes</p>
--	---	--	--	---

Our Vision, Values and Aims

Vision

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

Values

We value Respect

We value Honesty

We value Inclusion

We value Kindness

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.

Who did we consult?

To identify our priorities for improvement, we sought the views of learners, parents & staff. We used a variety of methods of getting the views of those who are involved in the life and work of St Paul's Primary School & Anchor Base

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

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

<p>Staff</p> <ul style="list-style-type: none"> • Staff meetings • In-Service Days • Curriculum Development Sessions • Regular children's progress/target setting meetings. • Collegiate consultation exercise 'Identifying Priorities for Improvement' • Self Evaluation using How Good Is Our School (HGIOS) 4, • Regular review of School Improvement Plan priorities • Staff Questionnaires / Surveys • Annual Professional Review and Development meetings / Professional Update discussions • Professional enquiry – researching and presenting findings and impact to colleagues 	<p>Parents/Carers</p> <ul style="list-style-type: none"> • Annual Report feedback • Parental Questionnaires/Surveys • Parents' Meetings / Telephone calls • Parent Council meetings • Monthly newsletters • School Website, Twitter, Facebook page • Parental evaluations of school events • Induction Days • Parent Workshops • Team Around the Child (TAC) meetings • Family Learning Sessions • Open afternoon
<p>Learners</p> <ul style="list-style-type: none"> • Pupil Questionnaires • Pupil Council Meetings • Citizenship Groups • Consultation using CIRCLE resource • Focus Groups • Consultation Assemblies • Consulted throughout planning for curricular activities (KWHL, Mind Mapping, Floorbooks and other appropriate methods) • Whole school and classroom rights-based learning activities 	<p>Partners</p> <ul style="list-style-type: none"> • Regular meetings between HT and Service Delivery Officer (SDO) to manage school and pupil equity budget effectively • Regular collaborative meetings with Home Link Worker & Educational Psychologist • Discussions with English as Additional Language (EAL) and Place2be to ensure identified children are well supported • Termly meetings with Active Schools Co-ordinator to plan opportunities for learners • Head Teacher Cluster meetings / DHT cluster learning sets • Collaborate with local supermarket to support families within the school community

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

How will we 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 using HGIOS 4
- Monitoring calendar in place – sampling of pupil work, peer and SMT class visits etc
- Target setting for pupils
- Monitoring and tracking of children’s learning and attainment to identify interventions and supports required
- Scrutiny of attainment information by class teachers and SLT
- Analysis of assessment data from ongoing class assessments
- Results of audits and impact of changes evaluated
- Regular discussion and collaboration with Educational Psychologist, Home link Worker, EAL Teacher
- Senior Leadership Team (SLT) & Extended Leadership Team (ELT) Meetings
- Pupil Council Meetings
- Pupil Focus Groups / Consultation Assemblies
- Sharing Good Practice session / Practitioner Enquiry within WTA
- Staff peer learning visits across the school
- Pupil lesson evaluations and feedback
- Regular review and evaluation of IEPs / CSPs
- School moderation activities / Writing moderation work with partner school
- Attendance is monitored daily with unexplained absences followed up with text messages and calls
- Absence and late coming are monitored on a termly basis

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 – Ensure children and young people will experience inclusive learning and supportive relationships for positive learning opportunities and life outcomes

<p>HGIOS QIs 1.3, 1.5, 2.4, 3.1</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education 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 	<p>NIF Drivers</p> <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	<p>Developing In Faith Themes</p> <ol style="list-style-type: none"> Honouring Jesus Christ as the truth the way and the life Developing as a community of faith and learning Promoting the Gospel Values Celebrating and Worshipping Serving the Common Good
Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Staff team recognise and report the ongoing challenges in supporting a significantly increased number of children with additional support needs in an open-plan mainstream learning environment.</p> <p>12 children across the school require ongoing, daily support to remain in class and engage in learning due to distressed behaviours, as a result of experiences and adversity</p> <p>An increase in the number of children with additional support needs requiring adaptations to the curriculum in order to allow them to access the curriculum and achieve success</p> <p>Pupil Council audit in 2023 shows the wide variety of religions, cultures and languages within our school community demonstrating a need to ensure we are a fully inclusive school.</p>	<p>An alternative curriculum will engage identified learners with Additional Support Needs and enable them to be successful and achieve.</p> <p>For the identified children with significant ASN, there will be an increase in their engagement and in their readiness to learn.</p> <p>Empowered staff who are at the heart of influencing the curriculum to ensure improved outcomes for learners</p> <p>Inclusive practice is consistently implemented across all stages which will result in almost all learners being supported to regulate and be ready to engage in learning.</p> <p>Alternative opportunities for Target Intervention Group (TIG) providing opportunities for them to experience success and achievement</p>	<p>Tracking engagement of focus groups of pupils using Leuvan scale of engagement</p> <p>Number of SMT referrals will decrease over time</p> <p>Learner conversations will demonstrate increased engagement and positive learning experiences</p> <p>GMWP results will demonstrate increased AGENCY scores from August'23 to May'24 using data from questions 2,7,12 & 17.</p> <p>Circle Resource Checklist- Individuals & tracked groups demonstrating improvements over time</p> <p>Class visits will show increased, effective use of assistive digital</p>	<p>CLPL provided Child Inclusion Research into Curriculum Learning Education (CIRCLE) to provide inclusive classrooms & adopt a more learner-centred approach (Stuart Conway- IS DAY 14th August 2023)</p> <p>Use Renfrewshire Inclusive Classroom Environment (RICE) resource to audit classroom environment and ensure it is inclusive</p> <p>LISN- sharing practice & development with Ed Psych monthly</p> <p>STAGED INTERVENTION-Input from Emma Henry for all teaching and support staff (IS DAY 14th August 2023)</p> <p>Staged Intervention GIRFEC-Pupil Support Co-ordinator & Class Teachers – re-define role and responsibilities in new paperwork/processes etc</p> <p>Health and Wellbeing Assistant (HWA) offering alternative activities for Target Intervention Group (PEF)</p>

<p>Review of school values during session 2022/23 replaced one of our values with the value of Inclusion</p>	<p>An inclusive ethos which aims to honour the life, dignity & voice of each person made in the image of God.</p> <p>Consistent use of digital assistive technologies across all classes to suit age and stage of learners, allowing them to access the curriculum appropriately</p> <p>Consistent approach in place to addressing pupil needs using a staged intervention approach to document evidence of assessment & input across all stages.</p> <p>Staff will feel well supported in implementing new Staged Intervention GIRFEC Approach / paperwork</p> <p>Effective use of United Nations Conventions on the Rights of the Child (UNCRC) to inform pupil, staff and family knowledge and attitudes to inclusion</p>	<p>technology such as. CLICKER 8 and ONE NOTE to support learning</p> <p>Pupil Leadership group – Rights Respecting School (floor-book and evidence of work across the school)</p> <p>Discussions with children and Assemblies with Rights focus</p> <p>Support the number of children who are Care Experienced to engage in extra-curricular areas, wider achievement activities and leadership opportunities.</p>	<p>Inclusion Support Assistant (ISA) – new August 2023, to engage with target families to build relationships, improve pupil attendance, encourage parental engagement in school activities and in supporting writing at home. will develop relationships with Target Intervention Group families and provide opportunities for family work in school (PEF)</p> <p>Resources required to provide alternative activities for Targeted Intervention Group (PEF)</p> <p>RNRA- Classroom Offers a Safe Space (focused on social interactions)</p> <p>WHO CARES SCOTLAND INPUT – Twilight 3rd October 2023</p> <p>Identify a school Promise Keeper and access appropriate training</p> <p>Pupil Support Co-ordinator will provide weekly ASN drop-ins (some of which will be attended by Educational Psychologist) to provide opportunities for staff to discuss or reflect on GIRFEC approaches and paperwork throughout the session</p> <p>As a Catholic School – continue our journey to develop as an inclusive community faith through regular opportunities for children to lead and celebrate</p> <p>PLACE2BE – Staff drop-in provided to support staff wellbeing, allowing them to in turn support pupil wellbeing (PEF)</p>
--	--	---	---

			<p>PLACE2BE Educational Psychologist will provide an input for all staff on wellbeing providing techniques to support staff wellbeing – Inset Day 15th August 2023 PM (PEF)</p> <p>PLACE2BE – counselling interventions and support to identified pupils and families (PEF)</p> <p>Begin to implement our Positive Relationships Policy, which was reviewed during session 2022/23, to support new staff and consistent expectations across all classes. Review and update August 2023 – December 2023</p> <p>Recruit an Early Learning and Childcare Officer to support positive nursery to school transitions (PEF)</p>
--	--	--	--

Improvement Priority 2 – Develop high quality learning, teaching and assessment to engage learners and raise attainment

HGIOS QIs 1.1, 1.2, 1.4, 2.3, 3.2	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education 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 <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	Developing In Faith Themes <ol style="list-style-type: none"> Honouring Jesus Christ as the truth the way and the life Developing as a community of faith and learning Promoting the Gospel Values Celebrating and Worshipping Serving the Common Good
--	---	--	--

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Self-evaluation with teaching staff in February 2023 identified learning, teaching and assessment as a priority for development</p> <p>Due to the inexperienced teaching workforce of the school and the year-on-year changes in teaching staff (5/7 classes with teachers new to the school) there is a need to refocus on the consistent methodology of learning and teaching</p> <p>Develop class teacher skills in using data and self-evaluation to raise attainment and improve outcomes in their classroom with a focus on both the curriculum and learning and teaching.</p>	<p>An empowered staff who trust and can learn from each other, in order to enhance learning and teaching across our school</p> <p>Skilled practitioners whose practice is informed by research and data</p> <p>Reflective staff, capable of very effective teaching and improving outcomes for learners</p> <p>A culture of self-evaluation and continuous improvement in our school</p> <p>Teachers are confident in accessing and analysing data in order to raise attainment for learners</p> <p>Teachers develop greater confidence and understanding of achievement of a level</p> <p>A culture of collaborative professional enquiry to improve practice</p>	<p>Whole school model: Improving our School digital programme and audit tools</p> <p>IOS Action Plan and Calendar</p> <p>Termly Planning and Tracking Meetings</p> <p>Regular professional dialogue / pre & post webinar discussions</p> <p>Termly Learning Observations</p> <p>Data from Professional Enquiry</p> <p>Learner conversations</p>	<p>Introduce and implement Improving Our School (IOS) model to all staff, in order to place every class teacher at the heart of our school improvement process</p> <p>Work collegiately and engage with a range of professional learning materials to improve identified features of classroom practice</p> <p>Use reflective questions and feedback from learning observations to consider impact on teaching and learning</p> <p>Improve our approach to self-evaluation and reflection at a class and school level, by adopting Fact/Story/Action Approach to whole school self-evaluation and improvements</p> <p>Gather, analyse and scrutinise a range of whole school and class data, to inform the improvement process</p> <p>Develop new St Paul's Learning and Teaching Guidance from our processes and improvements via IOS</p>

	<p>Classroom teachers appreciate that data informed self-evaluation is a vital tool in improving children's achievement and attainment and ensuring they meet their potential</p> <p>Learners demonstrate improved resilience and mindset within their learning</p>		<p>Class teachers adopt an enquiry-based approach to targeting support and raise attainment for learners based on our agreed area of highly effective practice</p> <p>Form learning trios to support and be 'critical friend' to colleagues, in order to define and support the new approach</p> <p>Gather and analyse data to plan a targeted intervention to raise attainment with a group of learners</p> <p>Engage in professional reading, reflection and discussion to fully understand the assessment process</p> <p>Actively engage in quality assessment and moderation process</p>
--	---	--	--

Improvement Priority 3 – Improve attainment in Literacy and Numeracy with a focus on Writing

HGIOS QIs 1.2, 2.2, 2.4, 3.2	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education 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 <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement <p>4. Assessment of Children's Progress</p> <ol style="list-style-type: none"> School Improvement Performance Information 	Developing In Faith Themes <ol style="list-style-type: none"> Honouring Jesus Christ as the truth the way and the life Developing as a community of faith and learning Promoting the Gospel Values Celebrating and Worshipping Serving the Common Good
---	---	--	--

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Despite positive feedback from children in their Writing Surveys – Self Concept as a Writer increasing from 70% to 87% and the Value of Writing increasing from 69% to 89% this is not yet transferring to attainment in writing.</p> <p>Despite positive feedback from staff on pupil motivation for writing and their own confidence in the teaching of writing increasing by 43% attainment in writing remains low.</p> <p>ACEL data, and the assessment of the number of children on track for Writing, tells us that a % of children are still not on track to achieve their expected levels in Writing</p> <p>P1 - 56%, P2 – 62%, P3 – 63%, P4 – 46% P5 – 42%, P6 – 69%, P7 – 43%</p> <p>5/7 classes will have new staff in August 2023. It is essential that these new staff members are trained in the Talk For Writing approach to ensure consistency and to allow us to build on the work of session 2022/23.</p>	<p>By December 2023 the 7 new members of staff will have increased confidence in teaching of Writing using the Talk for Writing approach</p> <p>Permanent members of teaching staff will have an increased depth of the teaching of writing in this the second year of implementation</p> <p>By January 2024, tracking meetings will demonstrate progress in attainment in writing for target identified group (TIG)</p> <p>Attainment in Writing at P4 will increase by 10% to 56%</p> <p>Attainment in Writing at P7 will increase to 77%</p>	<p>Termly Cold and Hot pieces of writing & assessment information</p> <p>Target setting / tracking meetings to ensure appropriate interventions for identified learners</p> <p>Moderation activities twice per session</p> <p>Writer Engagement surveys September 2023 & May 2024</p> <p>Project lead class visits and monitoring</p> <p>Trio visits to support learning and teaching</p> <p>Standardised assessment information</p> <p>GL assessment P2/3/5/6</p> <p>NSA P1/4/7</p>	<p>Ensure Talk for Writing training for all new staff who have not engaged in this training</p> <p>Support from Literacy & Languages Development Officer to support high number of new teaching staff</p> <p>Support from Literacy & Languages Development Officer to provide training for support staff to develop their skills in supporting learners</p> <p>Collegiate twilight input from Talk for Writing to support approach across all classes (PEF)</p> <p>Purchase required resources to support development of Writing (PEF)</p> <p>Provide mentors, class teachers, in each learning space as a support to new staff</p> <p>Opportunities for team teaching provided by Literacy Project lead</p> <p>Inclusion Support Assistant (ISA) – new August 2023, to engage with target families to build relationships and encourage parental engagement</p>

			in school activities and in supporting writing at home. (PEF)
--	--	--	--