



St Paul's Primary School & FLR
School Improvement Plan
2024/25

Planning framework

As part of Children's Services, **St Paul's Primary School Flexible Learning Resource (FLR)** 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>
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Our Vision, Values and Aims

Vision

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

Values

We are Respectful

We are Honest

We are Inclusive

We are Kind

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 (FLR). 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 • Regular discussions with Early Years teacher to support the development of play pedagogy • 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

	<ul style="list-style-type: none"> • Collaborate with local supermarket to support families within the school community • Local authority review April 2024
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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 3 times per session.
- Monitoring and tracking of children’s learning and attainment to identify interventions and supports that may be required
- Scrutiny of attainment information by class teachers and SLT during tracking meetings
- 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 / Citizenship Groups / House Captain discussions
- Pupil Focus Groups / Consultation Assemblies
- Sharing Good Practice session / Practitioner Enquiry within WTA
- Staff peer learning trio visits across the school with follow-up professional dialogue
- Pupil lesson evaluations and feedback
- Regular review and evaluation of Child’s Plans
- School moderation activities
- IOS process has ensured strong evaluative information demonstrating progress and improvements.
- Attendance is monitored daily with unexplained absences followed up with text messages and calls.
- Absence and late coming are monitored termly.

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 experience inclusive learning and supportive relationships for positive learning opportunities thereby increasing engagement and improving attainment

<p>HGIOS/HGIOELC 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"> 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children’s Progress 5. School Improvement 6. Performance Information 	<p>Developing In Faith</p> <ul 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>St Paul’s Primary is committed to upholding The Promise to ensure that we identify and minimise barriers to learning for our children who are/or have been care experienced.</p> <p>Successful pilot of care experienced club demonstrates the benefits of these opportunities for children who are care experienced.</p> <p>Through self-evaluation February 2024, the staff team identified Inclusion as a priority for the session ahead.</p> <p>The four principles of the inclusion framework state that for children and young people to be included at school, they must be present, participating, supported, and achieving. St Paul’s Primary are committed to these principles.</p>	<p>By June 2025 our care experienced children will have increased voice through effective identification of barriers and effective interventions to support their wellbeing. They will be successfully included in their learning and wider school experiences.</p> <p>By June 2025 pupils and staff will be more knowledgeable about neurodiversity and how it impacts on experiences at school.</p> <p>By June 2025 all staff will have a good understanding of effective inclusive practice across the whole school.</p> <p>By June 2025 we will have a curriculum which enables all children to be present, to participate to be supported and to achieve.</p>	<ul style="list-style-type: none"> • Learning conversations with children, including those who are care experienced, demonstrate increased engagement and positive learning experiences. • Tracking meetings data and intervention (fact/story/action) – with a focus on children who are care experienced. • Numbers attending care experience club. • Feedback for children who are care experienced will show that they feel more included and supported. • Monitoring of children’s experiences through regular check-ins with Keyworker • GMWP results will demonstrate increased AFFILIATION scores (NURTURED & INCLUDED Q1,6,11,16) • CIRCLE Resource Checklist- Individuals & tracked groups 	<p>The Promise Keeper (a class teacher) will continue to raise the profile of supporting care experienced children through celebration of Care Day / Care Week.</p> <p>Key worker/s will have a caseload of learners with a focus on inclusion and those who are care experienced (PEF)</p> <p>Key workers caseload will include those with barriers to learning such as attendance, readiness to learn and participation (PEF)</p> <p>Continue to work with active schools to deliver opportunities for care experienced children both within the school and at council level.</p> <p>SLT will use LEANS Learning about Neurodiversity at School Programme) P4-7 during assemblies.</p>

<p>Place2be reports there has been an increase in worries around feeling safe and being directly impacted by impulsive behaviours.</p> <p>The majority of children in St Paul's Primary (52%) have additional support needs. This includes, dyslexia type difficulties, ASD, ADHD and more. Classroom observations conclude that many of the children require a significant amount of time being supported out of class/ support to engage in the curriculum.</p> <p>The needs of children starting school at P1 are changing.</p> <p>This session St Paul's FLR will transition to Renfrewshire Council locality model, meaning for the first time, children will have a joint placement with their local mainstream school and St Paul's FLR.</p> <p>Teaching staff (both FLR and mainstream) will need to adapt to joint placements in line with new locality model to support children with ASN.</p> <p>Pupils and families can be anxious about children transitioning from FLR to high school.</p>	<p>Pupils are properly included within their school and St Paul's FLR. By June 2025 staff will be confident in implementing strategies and feel comfortable asking for advice.</p> <p>By June 2025 pupil needs are met effectively by skilled, confident staff.</p> <p>Staff will feel more confident in their understanding of transitions especially regarding children with additional support needs, by June 2025.</p> <p>Transitions throughout the day will be smoother and children will take less time to engage in learning.</p> <p>By June 2025 pupils will attend their local high schools, as appropriate, with support from the relevant High School FLR. Both the primary and secondary models will adapt to make the transition process smoother.</p> <p>By June 2025 parents will trust the FLR and Schools are working effectively in partnership to best support their young person. All are working together to fully support our young people.</p> <p>By June 2025 all new staff will be well informed and knowledgeable about school processes and procedures.</p>	<p>demonstrating improvements over time.</p> <ul style="list-style-type: none"> • Class visits will show increased, effective use of assistive digital technology such as. CLICKER 8 and ONE NOTE to support inclusion and independence. • RNRA Action Plan and associated evidence – Nurture Principle: Transitions are significant in the lives of children. • Pre/post surveys RNRA focus principle. • Survey of success of joint placements from school, child and family perspective (devised by PT of FLR) 	<p>Pupil Support Co-ordinator will provide monthly ASN drop-ins to support staff with inclusion.</p> <p>Digital Champion & Digital pupil leadership group will share assistive technology apps and resources to support learning and promote independence.</p> <p>Identify one collegiate session in WTA for assistive technology training / support.</p> <p>Seek support from speech and language dept to train FLR staff in various communication tools as appropriate to new learners.</p> <p>Staff will make use of Clicker across the school and FLR to adapt resources to promote inclusive learning.</p> <p>Engage in IOS webinar on digital learning to extend knowledge of staff.</p> <p>DHT & Educational Psychology will lead NVR session for staff.</p> <p>Time identified within WTA for FLR staff to provide advice and guidance to colleagues, to support and include children with ASN.</p> <p>CLPL for ASNAs such as Attention Autism, Makaton, Fizzy/Motor skills. Sessions will be based on the needs of the children and the training needs of staff.</p>
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<p>Staff surveys and observations show increased time taken for children to settle to learning, especially after lunch break (average 6.4 mins). Transition is an area we will target through our RNRA work.</p> <p>.</p> <p>St Paul's Church will close on 30th August. As a Roman Catholic Primary School, we will continue to be a community of faith in line with school moto – "Crescentes In Scientia Dei" (grow in the knowledge of God)</p>	<p>St Paul's Primary will be included in St Mary's Church faith community by December 2024</p> <p>St Paul's Primary community will demonstrate a commitment to communicate Catholic social</p>	<ul style="list-style-type: none"> • Faith and Worship Calendar of Events • Catholic Education Week cluster leaflet • End of year Pupil Leadership Celebration with school and families 	<p>Increase partnerships working by introducing a collaborative multi-agency forum on the theme of transitions.</p> <p>Educational Psychologist will deliver training on Transitions.</p> <p>Update staff handbook as part of the transitions for new staff.</p> <p>HT and PT of FLR to support new approaches to advice and guidance, coaching and modelling for joint placements for identified children.</p> <p>PT to link in with other FLRs re. improving the transition process. Explore potential of Parental Working Party.</p> <p>Allocated time and plan to allow staff to visit other establishments to observe good practice in learning and teaching / pupil support and FLRs.</p> <p>Use Renfrewshire Inclusive Classroom Environment (RICE) resource to audit classroom environment across FLR and mainstream classes to ensure inclusive for all.</p> <p>New RERC co-ordinator to be identified to plan opportunities to worship within our new faith parish. Children in P4, P6 and P7 will work in partnership with St Mary's Church as they prepare for the sacraments and engage in Pope Francis Faith Award</p>
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<p>As a school we need to raise the profile of “Laudato Si” & ensure the wider community are knowledgeable about Our Pledge & the work we undertake as a community of faith & learning to uphold this.</p> <p>2025 is the Year of the Jubilee – theme Pilgrims of Faith</p> <p>Evidence demonstrates that children who participate in Rights Respecting work can exercise their rights, feel valued and can recognise the rights of others. The school successfully achieved Bronze Award during session 23/24. We will now continue to embed this work across the school. This involves learning about rights, through rights and for rights within a context of education as a right.</p>	<p>teaching and thereby to promote social justice and opportunity for all.</p> <p>By December 24 Connections will be made in RERC lessons between the biblical concept of stewardship and the environmental agenda. Lesson content will reflect Laudato Si priorities across all stages.</p> <p>Almost all children and staff will have a greater understanding of the UNCRC and how this affects their own lives in school, home and the community.</p> <p>Almost all children and staff will bring about positive change in the school and/or community. The school will achieve silver status.</p>	<ul style="list-style-type: none"> • RERC Medium term planning and evaluations • Laudato Si evidence gathered from classes, supported by Pupil Leadership Group • Rights Respecting Schools Silver accreditation evidence by June 2025 • Class Charters evident in all classes • Pupil evaluation of UNCRC focussed assemblies (January 25) • Rights Respecting Schools-portfolio of evidence for accreditation including Pupil Leadership Meeting evidence 	<p>Learners will share work during assemblies. During Catholic Education Week focus on “Pilgrims of Hope” theme and share work with Church community</p> <p>Re-commit to Laudato Si journey with prayer service September 2024 – led by P6 as they embark on their Pope Francis Faith Award. Laudato Si – Learn, Pray, Act Goal – Emphasis on Community Laudato Si Quote 10 – “...encourage a culture of care which permeates all of society” Share culture of care film with school / parish community, demonstrating the work of the school</p> <p>A new member of staff will be identified to lead/facilitate Rights Respecting School Pupil Leadership group re-established with new membership, which will include a member of support staff. Engage in Rights Respecting Silver Level Accreditation</p> <p>UNCRC focus will be shared at assemblies led by DHT.</p> <p>Regular input & presentations from Rights Respecting Schools (RRS) Pupil Leadership Group UNCRC links will be shared during health week.</p> <p>Rights Respecting Schools Action Plan will be maintained and shared with wider school community by RRS</p>
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			Pupil Leadership Group prior to application for Silver accreditation.
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Improvement Priority 2 – Promote the positive wellbeing of children, staff and the school community

<p>HGIOS/HGIOELC QIs 1.3 1.4 2.2 2.4 2.7 3.1 3.2</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"> 7. School Leadership 8. Teacher Professionalism 9. Parental Engagement 10. Assessment of Children’s Progress 11. School Improvement 12. Performance Information 	<p>Developing In Faith</p> <ul 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
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>The staff team identified wellbeing as a priority for the session ahead. This was reinforced by feedback from local authority thematic review “<i>focus on wellbeing</i>” in April 2024.</p> <p>Staff have highlighted they would like additional professional learning around the increasing numbers of children with additional support needs.</p> <p>Reduction in the Additional Support Needs Assistant (ASNA) allocation for session 24.25 means less staff supporting more children.</p> <p>The FLR is moving to the true Locality model. Staff will require support during this period of change.</p>	<p>Staff will feel confident in the process for supporting children with additional support needs by June 2025.</p> <p>Staff will feel an increase in support, due to regular check-ins, by December 2024</p> <p>Staff will manage behaviour with confidence and work well together as a team, with a non-hierarchical structure to de-escalation by December 2024.</p> <p>Staff will have a colleague buddy support system to ensure they are well supported in challenging situations by October 2024.</p>	<ul style="list-style-type: none"> • Number of requests for support from management will reduce, as staff will work in teams to support one another. • Attainment of targeted pupils will increase. • Relevant CBRAs (Challenging Behaviour Risk Assessments) will be shared and discussed to ensure key staff well informed and involved in the process. • Staff attendance will be consistent. • Regular staff survey to allow staff to reflect on their wellbeing, management to check-in and the opportunity to request 1-1 if required. • Regular meetings (6x per session minimum) with support staff to discuss child’s plans and timetables • Staff survey start and end of the session. 	<p>Regular support staff meetings to discuss child’s plans and timetables.</p> <p>Place2be counsellor to create a staff survey to measure wellbeing (PEF)</p> <p>Time allocated during In-service Days to allow for any worries to be shared with an opportunity for solution focussed discussions, supported by Place2be. (PEF)</p> <p>Time allocated to meet with new Place2be counsellor and develop relationship with school community.</p> <p>WTA will be discussed to avoid hotspot times and address any movement / balance of hours. Collegiate calendar shared in advance with staff for feedback / changes.</p>

<p>Place2be Place2think sessions and staff drop-ins show an increase in requests for staff wellbeing support.</p> <p>Staff are heavily reliant on SLT when a child is becoming escalated. This can result in frequent radio calls for assistance and in too many adults being involved, further escalating situations.</p> <p>During the thematic review, a few families raised that they would like more information about what their child is doing in school P4-7.</p> <p>School review in April 2024 stated that our child planning processes would benefit from key staff being fully involved in reviewing targets</p>	<p>New counsellor will be working effectively with children, families and staff across the school community by November 2024. Children and families will feel well supported.</p> <p>By November 2024 a communication protocol/policy will ensure all stakeholders are clear about processes and expectations for communication across the school community.</p> <p>Child's Plans will be SMART and regularly reviewed / evaluated by June 2025</p> <p>By June 2025 there will be a reduction in the number of times SLT are called to support with escalated incidents in the classroom as staff will feel more confident in supporting different needs</p> <p>All staff supporting children will be aware of content of child's plans (shared October and March) and</p>	<ul style="list-style-type: none"> • Survey to mainstream school at start and end of supports / interventions. • Annual Place2be outcomes report will show the service is well used to support mental health and wellbeing of children, families and staff • Termly Place2be activity report will show key themes discussed at Place2talk sessions • SDQ pre and post questionnaires will illustrate improvements within identified areas of need • Peer Mediator Records to identify themes • Key worker will monitor number of unplanned referrals from break times (PEF) • Number of SMT referrals will be recorded October to March and will decrease over time • Reviewed SLT Remits • Improvement Plan progress 	<p>Place2be – offer weekly drop-ins for staff to seek advice for own mental health & wellbeing (PEF)</p> <p>Place2be offer resilience workshops for children and families (PEF)</p> <p>Radio protocol for identified children will be written into their Child's Plans to ensure response from other staff members is consistent.</p> <p>Introduce new Just2Easy app across the whole school to allow learning to be shared with families and an open, consistent format for communication.</p> <p>Build in opportunities for support staff to be involved in planning and taking increased responsibility where appropriate.</p>
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<p>Improved communication across the wider community was identified as an area for improvement during the local authority review in April 2024</p> <p>New relationships policy developed session 23/24 to support the wellbeing of all stakeholders will now be adopted.</p> <p>School anti-bullying Policy is due to be reviewed in line with our policy review cycle.</p> <p>SLT remits are extensive and unbalanced, impacting, at times, on SIP priorities and staff wellbeing. New PT in FLR provides an opportunity to re-evaluate SLT remits in line with school improvement planning</p>	<p>have the opportunity to provide add to them</p> <p>By October 2024 families will be aware of communication processes across the wider school community, providing a consistent message By November 2024 all stakeholders will be clear of the relationships policy and the steps involved in ensuring a consistent approach across the school</p> <p>FLR staff will be secure in the new model and their role within the FLR and the locality. FLR staff will be confident in advising Locality schools re. the support they can provide and the procedures re. requesting support.</p> <p>A decrease in reported incidents of bullying by June 2025. Increase in the number of children feeling safe in school by June 2025. Children, families and staff will feel any incidents of bullying are dealt with effectively by November 2024.</p> <p>By October 2024, SLT remits will focus on improvement plan priorities. SLT remits will be more realistic and achievable and reflect knowledge and skills of staff members.</p>	<ul style="list-style-type: none"> • Number of families attending Meet the Teacher sessions to gain information about their child's class • Communication survey for families to seek their communication preferences by October 2024 • GMWP questionnaires 3x per year • Anti-bullying focus on Q15 & Q20 (FEELING HEALTH & SAFE) • Feedback from children and families on relationships policy gathered via focus groups & Microsoft forms • SEEMIS • Feedback from stakeholders during working group • Updated policy / guidance • Updated remits • Progress in school improvement plan 	<p>Annual calendar of events issued to families by October 2024</p> <p>Share/ launch the relationships Policy with families during Meet the Teacher sessions. Issue parent leaflet with steps and supports. Celebrate Relationships Policy with families during Anti-bullying Week</p> <p>Establish a group including, children, staff, and parents to review anti-bullying policy led by HT.</p> <p>Share updated policy & Keepsafe kids app with families during Anti-bullying Week 11-15th November 2024.</p> <p>Group of learners from the group to present / share at assembly – using Respect Me resources.</p> <p>SLT remits will be reviewed to maximise capacity and impact and in line with SIP priorities.</p>
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<p>Key-Worker roles within the mainstream (PEF) and FLR are reasonably new.</p> <p>Staff concerns that not enough space to take children to work 1-1/ small groups.</p> <ul style="list-style-type: none"> Identify space for key worker – this could be a shared space with mainstream/FLR if required. 	<p>By October 2024 key-Worker role will be clearly defined with a specified caseload. By January 2025 keyworkers will be empowered to take the lead within the role and manage required recording procedures to measure impact. (PEF)</p> <p>By January 2025 new key worker space and space for 1-1 and small group work will be created.</p>	<ul style="list-style-type: none"> Key worker caseload plans Key worker will record unplanned times support is required and impact and timing of planned supports Leuven scale to measure improved engagement in class CIRCLE resource to audit new keyworker environment. RICE to ensure inclusive environment across all spaces 	<p>Introduce Peer Mediation to P6 – training delivered by P2B (PEF) and keyworker (PEF)</p> <p>Use results of space audit among staff to adapt areas to ensure best use of space available.</p> <p>Key worker space now available to support caseload of learners. (PEF)</p> <p>Resources to be made available to adapt space to ensure best use and effective development of this role (PEF)</p>
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Improvement Priority 3 – Develop high quality learning, teaching and assessment to engage learners and raise attainment in Literacy & Numeracy

<p>HGIOS/HGIOELC QIs 1.1, 1.2, 1.4, 2.3, 3.2</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> <ul style="list-style-type: none"> 13. School Leadership 14. Teacher Professionalism 15. Parental Engagement 16. Assessment of Children’s Progress 17. School Improvement 18. Performance Information 	<p>Developing In Faith</p> <ul 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
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Self-evaluation with teaching staff in February 2024 identified learning, teaching and assessment as a priority for development.</p> <p>Thematic review recognised the positive impact of IOS and recommended we continue with this approach.</p> <p>Some staff returning from maternity leave resulting a need to ensure the consistent approach to IOS continues.</p> <p>Engagement in Improving Our Schools programme session 23.24 proved successful in improving attainment in writing across the school by 10%.</p> <p>All 26 children with targeted interventions made progress in writing. The majority of the children in the target group are now on track for writing.</p> <p>100% of teaching staff felt that IOS process had been helpful.</p>	<p>Teachers will be confident in accessing and analysing data in order to raise attainment for their learners. Analyse a range of data to identify patterns and trends within their class at each level by December 2024.</p> <p>Embed the use of our whole school Holistic Assessment Overview by June 2025.</p> <p>Based on our findings, use research to target areas for improvement i.e. problem solving/fractions/ratios by January 2025.</p> <p>Collaborate and collectively agree definitive concepts to be taught, related to age, stage and our context across the school by January 2025</p> <p>By February 2025 create succinct guidance for learners, teachers and parents to support numeracy concepts.</p>	<p>Whole school model: Improving our School digital programme and audit tools.</p> <p>Termly Planning and Tracking Meetings with HT/DHT to discuss progress</p> <p>SLT & Trio class visits will demonstrate consistent, progressive approaches across the school</p> <p>NSA results for P1/4/7</p> <p>GL Assessments – PIM for P6</p> <p>Data from Professional Enquiry will illustrate increased confidence of staff and children in Numeracy approaches</p> <p>Learner conversations with CT when discussing, identifying targets</p> <p>Numeracy and Maths benchmark tracker – review termly to determine value added progress for each child.</p>	<p>Implement year 2 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>Introduce adapted Fact/Story/Action format based on staff feedback from 23/24.</p> <p>IOS Action Plan and Calendar of improvement will track implementation</p> <p>Pre & post IOS webinar discussions in relation to FHEP</p> <p>Where possible include support staff in fact/story/action tracking meetings to support planning of interventions for small target groups</p> <p>Work collegiately and engage with a range of professional learning materials and relevant webinars to improve identified feature of effective classroom practice.</p>

83% of teaching staff felt their understanding of data / measurement had improved.

Using attainment information, the next curricular area for focussed improvement is Numeracy and Maths. A 12.7% PRAG exists in Numeracy attainment across the school.

Area	June 2023	June 2024	Increase
Listening & Talking	84%	85%	+1%
Reading	69%	77%	+8%
Writing	58%	68%	+10%
Maths	67%	66%	-1%

Attainment in Numeracy in Maths is 66% across the school.
P1= 83%
P2= 69%
P3= 68%
P4= 64%
P5= 43%
P6= 52%
P7= 83%

Attainment data includes children in the FLR who may have, multiple barriers, to learning. Almost of the children in this group have made progress, although it is not yet showing in attainment data.

Develop class teacher skills in using data and self-evaluation to raise attainment in Numeracy and Maths and improve outcomes in their classroom with a focus on both the curriculum and learning and teaching.

An empowered staff who trust and can learn from each other, to enhance learning and teaching across our school by June 2025.

Skilled practitioners whose practice is informed by research and data by March 2025

Reflective staff, capable of very effective teaching and improving outcomes for learners by June 2025

Almost all staff will be more confident in teaching / supporting number talks.

An open culture of self-evaluation and continuous improvement in our school by March 2025

By September 2024 Number Talks will take place daily in P1-3. Number Talks will be evident in P4-7 3-5 times per week.

By June 2025 we aim to reduce the PRAG in numeracy attainment by 2%

A strong culture of professional enquiry, shared, to improve practice across the school by June 2025

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 by June 2025

Renfrewshire – Numeracy & Maths pathway assessments completed as required to assess progress

Number of children on track by June 2025 will increase

Pupil focus group feedback on Number Talks and learning in Maths. Use of HGIOURS Theme 2 to support discussions.

GMWP questionnaire Q2 & Q17 Agency (ACTIVE & ACHIEVING) will show improved attitudes to learning of target intervention group

Teacher confidence surveys of the teaching of Numeracy & Maths will demonstrate increased confidence in teaching Numeracy & Maths

Pupil attitude to Maths surveys will show improved agency and identification of where support is required

Participant evaluations from parental numeracy family learning sessions by February 2025

Use reflective questions and feedback from learning observations (March 2025) to consider impact on teaching and learning.

Regular support staff meetings to ensure they are clear about target children and required supports

Improve our approach to self-evaluation and reflection at a class and school level, by continuing Fact/Story/Action Approach

Gather, analyse, and scrutinise a range of whole school and class data, to inform the improvement process.

Class teachers adopt an enquiry-based approach to targeting support and raise attainment for learners in Numeracy & Maths.

Form learning trios to support and be 'critical friend' to colleagues, to further improved learning and teaching experiences.

Gather and analyse data to plan targeted interventions to raise attainment with a group of P6 learners.

Allocated 15hr ASNA to support targeted intervention in Numeracy & Maths (PEF)

Collegiate sessions identified for planned for self-evaluation October 2024 / January 2025 / March 2025

	<p>By June learners report that they work hard in school and are proud of the work they do (GMWP Q2 Agency)</p> <p>By June learners report that they keep trying even when the work is hard (GMWP Q17 Agency)</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 within learning bases (collegiate)</p> <p>Practitioner Enquiry celebration and shared learning (collegiate May 2025) Provide opportunities for training from in-house Maths champions/ Renfrewshire Council staff development team. (PEF)</p> <p>Provide opportunities to ensure support staff are skilled in SEAL & (concrete/pictorial/abstract) CPA approaches to support target interventions (PEF)</p> <p>Analyse a range of data to identify patterns and trends within each level.</p> <p>Based on our findings, use research to target areas for improvement i.e., problem solving/fractions/ratios</p> <p>Collaborate and collectively agree definitive concepts to be taught, related to age, stage and our context across the school.</p> <p>Create succinct guidance for learners, teachers and parents to share numeracy and maths techniques. (PEF)</p> <p>Numeracy Champions will plan and offer family learning sessions to</p>
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<p>The local authority has identified St Paul's as a Target school and will provide some additionality to support attainment in P1/P4/P7</p>	<p>By June 2024 P1/P4/P7 aspirational targets will be achieved in Literacy and Numeracy</p>	<p>NSA data in Literacy and Numeracy</p> <p>GL assessment for target intervention group will demonstrate progress</p> <p>Writing and Maths Trackers will show progress each term in achieving benchmarks at early/first/second level</p>	<p>support confidence in numeracy (PEF)</p> <p>Deploy 0.5 teacher additionality to classes to release CTs to provide interventions to support learning in Literacy and Numeracy</p> <p>CTs will use benchmark trackers and assessment information to identify gaps in learning</p> <p>CTs will plan appropriate interventions to support progress for pupils in target intervention groups</p>
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