



Renfrewshire Council Children's Services

**St. Peter's Primary School and Early  
Learning and Childcare class**

**Improvement Plan**

**2021-2022**

## Planning framework

As part of Children's Services, St. Peter's Primary and ELCC class 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 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

Building strong, safe and resilient communities

Tackling inequality, ensuring opportunities for all

Creating a sustainable Renfrewshire for all

Working together to improve outcomes

### 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

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

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

**Our Vision, Values and Aims**  
**Our School's motto**

'ANYTHING IS POSSIBLE IF YOU BELIEVE IN YOURSELF'

**Our school's vision**

Our vision is to provide a safe, happy, caring, supportive and stimulating environment where everyone is welcome and no one feels alone. We work, learn and achieve together. We respect and care for everyone and everything around us. St. Peter's Primary is a school that sets high standards of learning and celebrates the achievements of each individual. We live our lives focused on remaining faithful to the teachings of the Gospel.

**Our Values**

Respect

Kindness

Honesty

Fairness

Responsibility

**The aims of St. Peter's Primary School**

Through the teaching of Jesus Christ we aim to ensure that St Peter's is a learning environment where we lead our children through Curriculum for Excellence

- To be known for our high standards and caring atmosphere
- To offer a curriculum that meets the needs of all learners
- To focus on the individual and equitably support all aspects of their development
- To enjoy the feeling of community where pupils, staff, parents and partners are motivated to engage in learning together
- To show respect and care for all – in our own and in other communities
- To be committed to ensuring the highest possible quality of provision and to use a structured approach to self-evaluation
- To ensure that pupils, staff and parents plan together to ensure careful use of resources
- To allow the Christian ethos to guide us in everything that we do

**The aims of St Peter's Early Learning and Childcare are:**

We aim to ensure that St Peter's is a learning environment where we lead our children through Curriculum for Excellence in:

- A place that is known for its high standards and caring atmosphere
- A place where children, staff and parents have a feeling of community, of loyalty and belonging
- A place where there is respect and care for all – in our own and in other communities
- A place where our curriculum meets the needs, abilities and aptitudes of all of our pupils
- A place where pupils, staff and parents plan together to ensure careful use of resources
- A place where the love of children shines through everything that we do

## Who did we consult?

To identify our priorities for improvement, we sought the views of staff, learners, parents/carers and partners. We used a variety of methods while gathering the views of those who are involved in the life and work of St. Peter's Primary School and Early Learning and Childcare Class.

### Learners

Open door policy  
Children/Pupil Council meetings  
Pupil surveys/focus groups/questionnaires  
Citizenship groups meetings  
Wider achievement forms between home and school  
ASN/TAC/Collaborative meetings  
'I would like to say' boxes  
School Improvement Plan discussion with pupils  
Pupil progress report feedback slip  
Pupil/children's profiles

### Parents/carers

Open door policy (currently by appointment and virtual)  
Citizenship group meetings open to all (post Covid restrictions)  
Wider Achievement forms between home and school  
Surveys/questionnaires  
ASN/TAC/Collaborative meetings  
Parent Council meetings (currently via Microsoft teams)  
School Improvement Plan comment slip  
Monthly newsletters (feedback always invited)  
School App, website and twitter  
Pupil progress report feedback slip  
Transfer of information comment slip  
Pupil profiles  
Information evenings  
Meet the Teacher events/open afternoon and morning (post Covid restrictions)  
ELCC 'Stay and Play' events

### Staff

Open door policy  
Staff meetings (agenda sheet available to staff prior to meeting)  
Staff audits/self-evaluation activities involving all staff  
Citizenship group plans/meetings  
Professional Review and Development process  
ASN/TAC/Collaborative meetings  
SMT meetings  
Staff newsletter  
Working groups

### Partners

Open door policy (currently by appointment and virtual)  
Citizenship group meetings open to all (post Covid restrictions)  
Surveys/questionnaires  
Community Involvement group meetings  
ASN/TAC/Collaborative meetings  
Feedback from other services/agencies (formal and informal)  
Involvement at school events and information evenings



Some methods of consultation are currently being carried out in a virtual manner via Microsoft teams. We hope to eventually return to using our traditional methods to gather views throughout the course of this academic session.

### **Consultation Procedures**

All staff are consulted throughout the year during staff meetings, collegiate activities and in-service days. Parents and pupils are consulted in all decisions that affect them throughout the year as activities are being planned. They are also asked about their views and given the opportunity to contribute to school improvement at more formal times such as parents' evenings, parent forum/council meetings and curricular events. We use many ways to engage all stakeholders in contributing towards improving our service. All information gathered is collated and used to assist us to identify next steps and areas for improvement.

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### **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.

### **Evaluation Strategies**

We regularly review and evaluate the effectiveness of our establishment and use the outcome of all activities to inform practice. This ensures continuous improvement. The following is a list of strategies used:

- Professional review and development meetings
- Curriculum programmes and forward plan meetings
- Formal and informal class/playroom visits (SMT)
- Termly peer evaluation (may need to be adapted to be carried out in a virtual manner)
- Tracking of pupil progress
- GIRFEC meetings
- Team Around the Child meetings
- ASN paperwork (Stepped Intervention Process, Integrated Assessment and Child's Plan)
- Review of attainment in Literacy (Talking, Listening, Reading and Writing) and Maths & Numeracy across learning
- Formal and informal feedback from pupils, staff and parents
- SMT reviews of pupils' work/profiles/portfolios – Body of Evidence
- Policy reviews
- Use of quality indicators from 'How Good Is Our School 4?' and 'How Good Is Our Early Learning and Childcare?'

**Moderation**

- Cluster working across all levels within a selected subject area (currently where possible in line with Covid restrictions)
- School based moderation within selected curricular areas.

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

**Attendance**

Monitored daily with unexplained absences followed up by texts and calls  
Absence and late coming monitored monthly followed up by SMT



**Saint Peter's Primary School  
Calendar**

<b>August</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>
Forward Planning – looking at programmes and assessment (staff team)	Assessment (HT, DHT and class teachers)	Class 'Looking at Learning' visits (HT, DHT & PT)	Pupil Progress and Attainment Meeting (HT, DHT & PT)	School Improvement Plan Progress (HT)
Assessment results GL and SNSA (HT, DHT and PT)	PRD meetings – HT, DHT & PT	Pupil's class work (Numeracy) – HT, DHT & PT	Pupil Homework diaries (HT, DHT & PT)	Child's Plans (HT)
Ethos & Discipline	Forward Planning – staff team (ELCC staff & Primary)	Sampling Pupils' views (Questionnaires and Meetings)	Parents' Evening – staff team	Forward Planning – looking at programmes and assessment (staff team)
Health & Safety – Security (HT)	The Curriculum (HT, DHT & PT)	School Improvement Plan Progress(HT and staff team)	Sampling Parents' Views (Questionnaires and Meetings)	Peer Support – Sharing the Learning visits (CTs)
	Pupil's class work (Literacy) – HT, DHT & PT	Pupil Attendance (HT)	Pupil Attendance (HT)	Pupil Attendance (HT)
	Pupil GIRFEC Meeting with CT, HT & DHT (PSC)	Health & Safety – Risk Assessments (HT, BSO & Janitor)	Health & Safety – walk about, check winter supplies (HT, SDO & Janitor)	Health & Safety – winter check & playground facilities (HT, SDO & Janitor)
	Child's Plans (HT)			
	Pupil Attendance (HT)			
	Health & Safety –Check Fire Risk Assessment (HT, SDO & Janitor)			

January	February	March		April	May	June
<p>Pupil GIRFEC Meeting with CT, HT &amp; DHT (PSC)</p> <p>Ethos and discipline</p> <p>Pupils class work/learners' profiles (Literacy) – HT, DHT &amp; PT</p> <p>School Improvement Plan progress (HT &amp; staff team)</p> <p>Pupil Attendance (HT)</p> <p>Health &amp; Safety - security (HT, SDO &amp; Janitor)</p>	<p>Class and playroom 'Looking at Learning' visits (HT, DHT &amp; PT)</p> <p>Pupils class work/learners profiles (Numeracy) – HT, DHT &amp; PT</p> <p>Pupil Attendance (HT)</p> <p>Health &amp; Safety – Check Fire Safety Procedures and Fire Risk Assessment (HT, SDO &amp; Janitor)</p>	<p>Pupil Progress and Attainment Meeting (HT, DHT &amp; PT)</p> <p>Pupils class work/learners profiles (Health &amp; Wellbeing) – HT, DHT &amp; PT</p> <p>Review of vision, values and aims (staff team, parents, pupils and partners/community)</p> <p>Parents' Evening – staff team</p> <p>Pupil Attendance(HT)</p> <p>Health &amp; Safety – Risk Assessments</p>		<p>Forward Planning -looking at programmes and assessment (staff team)</p> <p>Child's Plans (HT and DHT)</p> <p>Pupil Homework diaries (HT, DHT &amp; PT)</p> <p>Peer Support – Sharing the Learning visits (CTs)</p> <p>School Improvement Plan progress (HT &amp; staff team)</p> <p>Pupil Attendance (HT)</p> <p>Health &amp; Safety – walkabout (HT, SDO &amp; Janitor)</p>	<p>Pupil GIRFEC Meeting with CT, HT &amp; PSC</p> <p>Sampling Pupils' views (focus groups)</p> <p>Transition Programmes (ELCC – P1, transfer between stages and P7-S1) ELCC and P7 Profiles Assessment Procedures</p> <p>Reporting to Parents – Annual Progress Report</p> <p>School Improvement Plan</p> <p>Pupil Attendance (HT) Health &amp; Safety – playground facilities</p>	<p>Pupil Attainment and Achievement – data submitted to HQ, Attainment &amp; Achievement database transferred to Secondary Transition Meetings (CTs &amp; ELCC officers) Class/group/individual transfer of information from stage to stage</p> <p>360 degree self-evaluation questionnaire (SMT)</p> <p>Self-evaluation Profile – updated throughout the year and reviewed during first week in June (HT and staff team) Standards and Quality Report &amp; School Improvement Plan</p> <p>Pupil Attendance (HT) Health &amp; Safety – school equipment (HT, SDO &amp; Janitor)</p>

Improvement Priority 1 Health and Wellbeing – Positive Mental Health Strategy			
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p><b>HGIOS/HGIOELC QIs</b></p> <p>QIs 2.1-2.4 QI 2.7 QI 3.1</p>	<p><b>NIF Priorities</b></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<p><b>NIF Drivers</b></p> <ol style="list-style-type: none"> <li>School Leadership</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li>Assessment of Children's Progress</li> <li>School Improvement</li> <li>Performance Information</li> </ol>	
<p><u>School Staff</u></p> <p>Due to the many changes in the way we live our lives at present and how this has impacted on the workplace, it has been recognised that there should be a focus on encouraging and promoting positive mental health and wellbeing of staff. The social aspect of school life has been limited due to the restrictions in place as a result of the Covid pandemic. There is a need to encourage alternative ways of interacting and collegiate working. This has been identified during discussion at virtual staff meetings.</p>	<p><u>School Staff</u></p> <p>All staff in Saint Peter's Primary will feel safe and secure about returning to school in August 2021. We understand the importance of good communication at all levels within the school to alleviate any staff concerns. We will ensure that time and space is provided to actively promote staff health and wellbeing. Staff will be notified of training opportunities and will be supported during Professional Review and Development meetings with SMT. Staff who have a particular interest/area of expertise will be encouraged and supported to develop a leadership role, if they wish to do this. Services such as Occupational Health and Renfrewshire Time to Talk counselling service will be promoted.</p> <p>Returning in August 2021, staff will all be aware of policies and procedures in relation to social distancing, hygiene, use of outdoor space, staggered breaks etc.</p>	<p><u>School Staff</u></p> <p>Level of participation from staff in positive mental health and wellbeing working group will determine staff commitment to the worthwhile aims.</p> <p>Pre and post CLPL training surveys in relation to staff personal and professional development will show an increase in understanding and confidence in all staff.</p> <p>PRD Meetings and participation rates will show that staff have engaged in CLPL and most staff have participated in drop-ins/optional activities.</p> <p>Staff self-evaluation as part of the PRD process will demonstrate how staff are feeling in terms of mental health and wellbeing.</p>	<p><u>School Staff</u></p> <p>Newly established mental health and wellbeing working group consisting of members of teaching, ELCC and support staff will consult with all staff, pupils, parents and carers to encourage next steps in promoting positive mental health across the school. Interest will be sought from pupils, parents/carers and partners to become part of the group striving to support all children across ELCC and school.</p> <p>SMT will ensure that there are clear channels of communication so that all staff are fully informed of policies, procedures and arrangements within the school. These will be issued to all staff in August in-service days and discussed at virtual collegiate meetings.</p> <p>Email will be the main method of communication at all levels. Staff should check emails daily to ensure everyone is kept informed. This will ensure that clear</p>

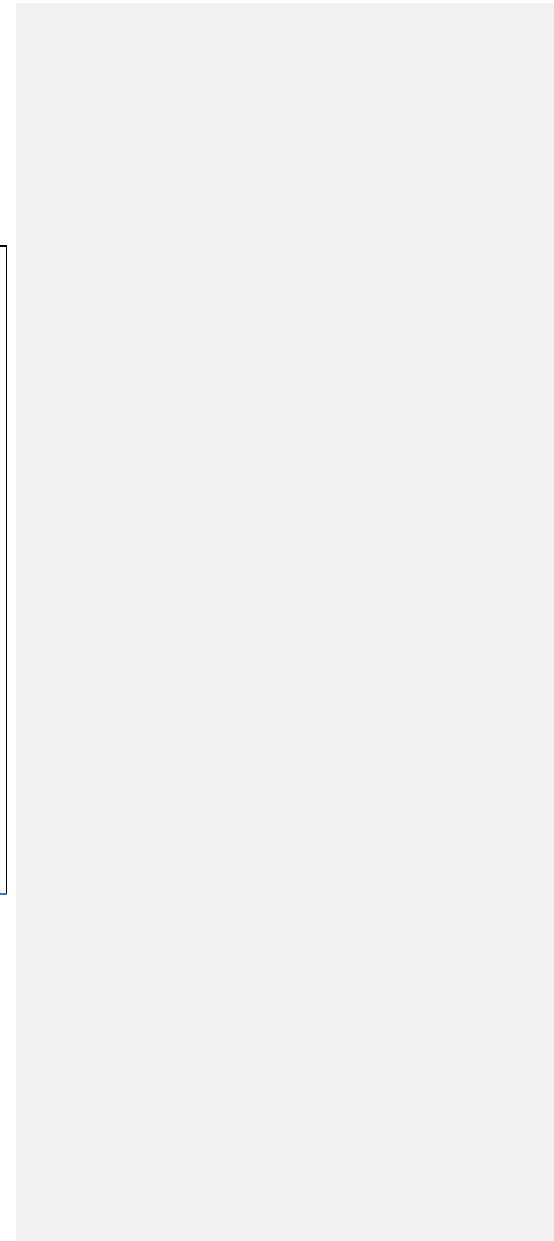
<p><u>Children</u></p> <p>Staff and parents/carers recognise that children have experienced lots of change during the past 18 months as a result of the global pandemic (covid) which has led to periods of school closure and online learning from home. Some children have also experienced loss and trauma. While many children have shown great resilience, this has led to increased anxieties for some.</p>	<p>By September/October 2021, Professional Review and Development (PRD) meetings will have been completed with all staff. As a result, staff will have knowledge of programmes and resources available to support their own wellbeing and development.</p> <p>Staff training will be organised in relation to Attachment, Restorative Approach and effective use of the Leuven's Scale. This will ensure that a consistent approach will be used across the school. Staff will use the same restorative language when speaking to pupils.</p> <p><u>Children</u></p> <p>Our Mental Health and Wellbeing working group will employ various strategies designed to have effective outcomes for children:</p> <p>Re-establishing routines and supporting the health and wellbeing of all children will be of paramount importance. We will ensure that all children feel safe and secure about returning to school, particularly those at key transition stages and those who are in our vulnerable/targeted groups. We will do this by explaining all of our procedures and supporting them to follow the routines in a fun and engaging way.</p>	<p><u>Children</u></p> <p>Staff will check in daily with all pupils via classroom systems. Pupils will complete Pupil Attitude to Self and School (PASS) survey in September and February and results reviewed collegiately by staff team.</p> <p>Wellbeing webs will be used with children (termly) to assess how they feel in relation to SHANARRI indicators.</p> <p>Conversations with children regarding mental health and wellbeing will be recorded using a monitoring form. The forms will be stored electronically on the 'X Drive' to ensure that all staff have a shared responsibility for pupils'</p>	<p>and consistent messages are provided to everyone.</p> <p>Virtual social meetings should be scheduled once per fortnight for staff to drop in and maintain contact.</p> <p>Individual staff members will access the schools' Counselling service for consultation, Renfrewshire Council's Occupational Health Service and/or Renfrewshire's 'Time for Talking' for personal support. Some may be referred by SMT.</p> <p><u>Children</u></p> <p>Restorative prompt cards will be given to all staff members to use alongside the 'Widgit' lanyard symbols book. This will ensure that all staff are communicating with pupils in a restorative manner.</p> <p>ELCC staff will share in Renfrewshire Inclusive Communication Environment (RICE) CLPL with Core group leaders delivering and PATHS CLPL with Bardardos. This will help ensure a consistent approach used across nursery and school and will enhance transition periods.</p>
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<p>Our most recent survey asking parents/carers for their views on how St. Peter's manage their child's mental health received 47 responses. The results indicated that 77% of parents/carers agreed that our school supports the mental health of pupils, helped children to learn about the importance of positive mental health and that their child had someone to talk to about their feelings. 19% stated that they did not know the answers to these questions or were neutral in response while 4% disagreed.</p> <p>As a result, there is a need to promote positive mental health and wellbeing across the school and ELCC class and carry out interventions to ensure that pupils are well supported in this area.</p>	<p>Curriculum planning will have focus on mental health and wellbeing daily ensuring that it is fully embedded in the school day.</p> <p>By end of August 2021, children across the nursery and whole school will have settled back into school routine well. They will be aware of school vision, values and aims and be able to talk about these confidently.</p> <p>By September 2021, we will have developed a new school system which will allow children to speak to an adult (a member of staff chosen by the child) if they are concerned/worried/require support. They will have access to any adult in the school to gain support when required leading to more confident, happy and supported children.</p> <p>'Profiling Wellbeing' tool will be established by October 2021. This online tool will allow all staff to access wellbeing information regarding pupils. This includes wellbeing webs, GIRFEC data and self-evaluation surveys by pupils.</p> <p>We will also ensure there is a large focus on children's physical health which ultimately contributes to positive mental health. Having more children cycle/walk to school will not only help them to feel healthier, it will reduce our carbon footprint, contribute to our school Eco Action plan and will allow us to confirm our school's Cycle Friendly school award status.</p>	<p>wellbeing. SMT will be notified if conversation concerns a staff member.</p> <p>The Living Streets 'WOW' Walk to School Tracker will be used with all classes to encourage children to walk/cycle/scooter to school. Children will be given a badge as a reward if they walk more than 3 times per week.</p> <p><u>Parents/Carers</u></p> <p>Level of participation in positive mental health and wellbeing working group will show commitment of parents/carers to the work being carried out.</p> <p>Parental surveys will be given to all parents/carers and children with the main focus being positive mental health and wellbeing of children.</p>	<p>Staff will speak to all pupils daily regarding their emotional wellbeing. Classrooms will have their own systems in place to allow children to speak to the teacher regarding their feelings. Children with identified needs will have a familiar staff member working with them eg. ASNA, CA, teacher. PATHS Pupil of the Day will take place <u>everyday</u> in all classrooms and nursery class.</p> <p>Classrooms will have a school vision and values display. Teachers should refer to this at least once per week. Teachers' planning will demonstrate the increased focus on mental health and wellbeing.</p> <p>Staff will be provided with a list of resources/strategies to use in relation to pupils' mental health and wellbeing.</p> <p>Staff will be trained in using the 'Profiling Wellbeing' tool. All staff will be able to access and add information.</p> <p>Each classroom will have an 'I Would Like to Say Box' to encourage pupil voice.</p> <p>Each classroom and nursery will have 'Bubble Time' poster displayed to allow children to alert teacher if they wish to speak to them privately.</p> <p>Children to be given keyrings/cards which they can use to request a conversation with their chosen staff member in the school.</p>
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			<p>Conversations will be recorded on a school monitoring form.</p> <p>The Leuven's Scale will be used to assess the wellbeing of pupils before and after an intervention for targeted pupils. Eg. Before and after ISA works with child. (PEF)</p> <p>Appropriate signage will be posted around the school and ELCC class. 'Widgit' used for creating visual timetables, posters, now/next boards to ensure a consistent approach across the school.</p> <p>'Seasons for Growth', Nurture and 'Social Talk' groups will be established to support pupils who are experiencing bereavement, trauma or anxiety. (PEF)</p> <p>Breakfast provision will be available to all pupils in school and a healthy snack tuck shop for each class bubble will be available at break time. Pupils will be encouraged to eat a healthy balanced breakfast and snack daily.</p> <p>The school travel planning group will develop plans to encourage more children cycle/walk to school. Children in all classes will be motivated to walk/cycle/scooter to school as this will count towards their daily exercise.</p>
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			<p>Staff will have buckets outside each classroom and support base. Children can notify a staff member by placing their card/keyring inside and requesting a conversation with the staff member. Conversations will take place that same school day.</p> <p>Teachers will plan activities to focus on mental health and wellbeing daily. Eg. Mindfulness lessons, school values, PATHS programme. This will be evidently highlighted in our curriculum map.</p> <p>Provision of sensory room for identified targeted children which will be used on a scheduled basis. This will be a therapeutic space with a variety of equipment to help children with specific ASN to be able to regulate their emotions, calm and focus themselves so they can be better prepared for learning and interacting with others on a daily basis. (PEF)</p> <p>-Tracking and Monitoring A consistent approach will be taken to ensure that all staff record information in a centralised system.</p> <p><u>Parents/Carers</u></p> <p>The work being carried out will be promoted via our parental newsletters, website, twitter and app.</p>
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			<p>Parents/carers will be made fully aware of all services available to support their child's mental health and wellbeing and encouraged to work in partnership with school staff where there is a need.</p>
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Improvement Priority 2 Staffing, Skills, Training and Capabilities			
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p><b>HGIOELC QIs</b></p> <p>QI 1.1, 1.2 1.3</p>	<p><b>NIF Priorities</b></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<p><b>NIF Drivers</b></p> <ol style="list-style-type: none"> <li>School Leadership</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li>Assessment of Children's Progress</li> <li>School Improvement</li> <li>Performance Information</li> </ol>	
<p><u>ELCC staff</u></p> <p>Discussion at PRD meetings and staff team meetings indicated that some staff would be keen to benefit from new experiences supporting children at different ages and stages.</p> <p>Identified need to develop knowledge and skills of staff team through ongoing CLPL (e.g. many staff studying Froebel in Childhood Practice).</p>	<p><u>ELCC staff</u></p> <p>By August 2021, redeployment of staff to support a culture of learning through peer learning, constructive feedback and professional dialogue, improving outcomes and improved experiences for our children as learners.</p> <p>We will have a newly refreshed staff team with newly qualified practitioners. Redeployment of staff across the service will take into account staff individual experience, skills, capabilities and training requirements. Staff members will take part in one to one monitoring sessions, paired up with experienced staff members to develop practice. This will have a positive impact upon the development of skills and experience of all members of the staff team.</p>	<p><u>ELCC staff</u></p> <p>Observations of staff practice and approaches to learning, teaching and assessment will show enhanced and improved practice. Planning records and formats (documentation) will demonstrate progress on staff pedagogical approaches.</p> <p>CLPL records will highlight staff individual training opportunities and the outcomes will show a positive impact of training on practice.</p> <p>Pre and Post CLPL surveys will show an increase in understanding and confidence in practitioners.</p>	<p><u>ELCC staff</u></p> <p>Staff members will be redeployed from August 2021 (in continuing consultation with staff) and induction process will be carried out by Senior Management.</p> <p>Staff will also be involved in training opportunities to support the development and improvement priorities outlined within the plan.</p> <p>Monthly monitoring systems including peer assessment will be embedded from August 2021 to measure progress, approaches, pedagogy and practice. Staff members will share responsibility for carrying out monitoring approaches.</p> <p>Planning formats and documentation systems will be developed with a focus on highlighting children's improved experiences.</p>

	<p>By December 2021, staff will continue to take responsibility for their own CLPL and will select opportunities which will build on and sustain practice. They will develop knowledge of current research, policy and current thinking improving pedagogical approaches to improve outcomes for children while leading their own learning. This will contribute to improving learning and teaching approaches across all curricular areas.</p>		<p>All new staff will have access to Renfrewshire Council CLPL accounts and will also be encouraged to seek learning opportunities from external providers. During PRD meetings and monitoring meetings staff will identify training and development needs. Monthly meetings will continue to discuss and reflect on challenge questions within guidance, documents and policy, this will inform practice and development needs.</p>
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Improvement Priority 3 Documentation Approach - ELCC			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
QI 2.2, 2.3, 2.4 & 3.2	<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	4. School Leadership 5. Teacher Professionalism 6. Parental Engagement	4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p><u>ELCC – children's experiences</u></p> <p>Covid 19 has had an impact on our journey regarding our planning, observation and assessment approaches. Gaps have been identified by staff at team meetings in linking experiences to curricular areas, staff knowledge and experience. This has also impacted on planning and evaluation approaches.</p> <p>Staff agree that approaches to planning and facilitating experiences for children are needing refreshed - in line with current thinking, research, guidance and policy.</p>	<p><u>ELCC children</u></p> <p>By September 2021 a new format for documenting learning and assessment with an emphasis on "Learning Story Approach".</p> <p>A new streamlined approach across the service (2-3 and 3-5 rooms) to support children's interests and during times of transition.</p> <p>Increase in staff confidence in identifying outcomes through responsive planning and evaluative approaches.</p> <p>A higher level of children's involvement in their learning journeys and learning story.</p>	<p>New documentation formats and planning templates including involvement and engagement levels (recorded).</p> <p>New children's assessments which will be introduced will help identify the effectiveness of new developments in approaches.</p> <p>Daily and weekly evaluations / observations which will be completed confidently by all staff.</p> <p>Consistent learning journeys recorded across the service for all children.</p> <p>Staff meeting minutes.</p> <p>Staff training records.</p>	<p>Consultation with staff to ensure reviewed documentation formats are purposeful and meaningful.</p> <p>Identified training opportunities.</p> <p>Peer / Paired mentoring.</p> <p>Senior providing demonstrations and examples of new documentation approach.</p> <p>Ongoing review of new approach during timetables staff meetings.</p>

Improvement Priority 4 To embed RNRA (Renfrewshire Nurturing Relationships Approach) and develop the principles of nurture across the school and ELCC			
<b>HGIOS/HGIOELC QIs</b>  QI 1.1, 1.3 QI 3.1, 3.2	<b>NIF Priorities</b> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	4. School Leadership  5. Teacher Professionalism  6. Parental Engagement	<b>NIF Drivers</b> 4. Assessment of Children's Progress  5. School Improvement  6. Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Self-evaluation with all stake holders has led us to recognise the importance of nurturing relationships for our children, families and staff. We aim to build on the already existing positive relationships to ensure our school and ELCC environments allow for emotional growth and achievement.</p> <p>Readiness Discussion with Educational Psychologist identified St Peter's Primary &amp; ELCC class as eligible to embark on RNRA Process.</p>	<p>By October 2021, HT and DHT will have completed RNRA Leadership training which will continue to drive our nurture approach.</p> <p>By November 2021, DHT will gather baseline information to allow for measuring impact of change.</p> <p>Core Training will be delivered to all staff across school and ELCC, this will lead to increased knowledge of approaches leading to better support for children, with a particular focus on their emotional wellbeing.</p> <p>All staff will have a clear understanding of RNRA and share the same vision.</p> <p>By October 2021, a core group of staff (up to 6 people across the establishment) will be identified and trained in approaches to nurture. They will decide on a principle of nurture to initially focus on.</p>	<p>Whole school and ELCC to complete Readiness checklist.</p> <p>Questionnaires will be issued to all stakeholders to establish baseline data. This will also help to identify which nurture principles to lead with.</p> <p>Information will be gathered via surveys to help establish our aims, measurements and tests of change (using 'Features of good practice' document)</p> <p>Staff RNRA questionnaires will demonstrate understanding of agreed principles and actions for session.</p> <p>Use of Leuven Scale will help to gather evidence and measure impact for targeted children. (PEF)</p> <p>Wellbeing Webs- August/December/March will show an increase in scale across almost all children.</p>	<p>RNRA training will be delivered by Educational Psychologist and RNRA core group.</p> <p>SLT to participate in 2 further CPL sessions Term 1</p> <p>RNRA staff questionnaires will be distributed by core group and data will be collated and analysed</p> <p>All staff will have the opportunity to access RNRA core training and nurture principle training.</p> <p>RNRA Action Plan will be created by Core Group and shared with all staff, pupils and parents/carers.</p> <p>Improvement methodology - Core group to start PDSA Cycles (Plan, Do, Study, Act)</p>

	<p>Ongoing support from EPS using coach-consult model will lead to increase in staff skills development and improved support for children.</p> <p>Children will benefit from consistency from adults and a rise in engagement via PASS scores will be evident.</p> <p>For targeted children there will be a 30% increase in pupil inclusion and engagement of learning. (PEF)</p> <p>All children will feel comfortable to discuss and share how they are feeling.</p> <p>Almost all parents/carers will have increased knowledge /understanding of the school's approaches to managing and supporting behaviour through sharing of information.</p>	<p>PASS test will be completed in September and February to measure the impact of interventions</p> <p>Qualitative data from staff self-evaluation and professional dialogue should demonstrate shared understanding and confidence in using the agreed systems and approaches.</p> <p>Parent feedback/ Surveys will demonstrate understanding of school approaches and highlight any areas for further engagement /communication.</p> <p>Core Group Minutes and Actions will evidence the approach and the effectiveness of strategies undertaken.</p> <p>Pupil surveys should indicate that almost all children will feel safe, calm, happy and ready to learn.</p>	<p>RNRA to be included as agenda item at staff meetings as part of self-evaluation process.</p> <p>Regular Core Group meetings to take place in order to evaluate the impact of change with a vision to adapt, adopt or abandon.</p> <p>The cycle of development will be monitored and evaluated by our core group. Identified good practice will be shared and embedded across the school.</p> <p>RNRA actions will be evident through regular monitoring of learning, teaching and pupil experiences (including peer learning visits involving SMT)</p> <p>Monitoring procedures should evidence impact of RNRA approach and should be discussed collaboratively by staff groups following learning visits.</p>
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Improvement Priority 5 To develop a creative approach to outdoor and ecological education.			
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
QI 1.2, 1.5 QI 2.2, 2.5 QI 3.3	<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>		7. School Leadership 8. Teacher Professionalism 9. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Over the past session, all pupils have engaged in regular Outdoor Learning. We have invested in an Outdoor Classroom, playground markings and willow structures. Through PEF we have been able to purchase outdoor clothing to ensure all pupils have equal access to the outdoor environment and experiences.</p> <p>Following extended periods of school closure and Covid mitigations, we recognise the need to make greater use of our outdoor space and ensure that staff are confident in regularly taking learning outdoors across all areas of the curriculum.</p>	<p>By September 2021, all classes will be provided with a timetable giving each class access to the Outdoor Classroom and other outdoor areas in partnership with Active Schools.</p> <p>A Leadership group for pupils in partnership with ECO committee and local partners will be established to promote the Laudato Si message from Pope Francis.</p> <p>By October 2021, all teachers will plan to make use of the Outdoor Classroom and playground markings at least once a week and record evidence of this in their class outdoor learning log.</p> <p>By September 2021, an Outdoor Working Group will be established allowing staff, parents and pupils to work together. This should lead to increased parental involvement in the development of the playground, staff needs identified in relation to taking learning outdoors and barriers to pupil learning outdoors being identified. Evidence gathered by the working group will be used to provide</p>	<p>Outdoor learning logs will be kept by all P1 to P7 pupils to record outdoor learning experiences. Teachers will also keep a learning log for outdoor activity.</p> <p>Data gathered through quality assurance process will evidence that almost all pupils have been involved in planning and participated in regular, meaningful outdoor learning experiences.</p> <p>Pre and post CLPL surveys will show an increase in understanding and confidence in all practitioners.</p> <p>Staff, pupil and parent/carer surveys will show that most children are participating in outdoor learning experiences more regularly and that this has had a positive impact on engagement, attainment and health and wellbeing.</p>	<p>Staff will engage in professional learning focused on effective use of the outdoor space to promote learning and improve health and wellbeing of all pupils. For example, teaching maths and literacy in the outdoor environment, effective use of the local environment, the benefits of learning outdoors and using the outdoors to encourage socialisation.</p> <p>Our planning formats across all areas of the curriculum will be adjusted to indicate when experiences are being provided outdoors. Teachers' planning will show evidence of regular outdoor learning opportunities across a range of curricular areas.</p> <p>The creation of our working group and pupil leadership group will ensure that our interventions are effective and will review practice on a regular basis. Meetings will take place and minutes recorded.</p>

<p>In response to Pope Francis' Encyclical 'Laudato Si' – Care for our common home' we, along with the other schools in our cluster, have accepted the invitation to 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.</p> <p>Our children completed a faith journey survey which indicated that the majority of children wanted to learn more about Pope Francis and about the role of the Church across the world. In response to this, we will use the message that Pope Francis gave us ' Encyclical 'Laudato Si' – Care for our common home' we, along with the other schools in</p>	<p>appropriate CLPL for teaching, ELCC staff and non-teaching staff and make further improvements to the school and ELCC playgrounds. This will contribute to enhancing the opportunities provided.</p> <p>Following appropriate training and development work we will see greater use of the school grounds for learning across the curriculum at all stages, positive impact on pupil engagement, attainment and health and wellbeing.</p> <p>By September 2021, staff will be confident in participating in and delivering aspects of the Laudato Si' Schools project.</p> <p>By December 2021, pupils, parents and carers will have been introduced to the programme and participated in a commitment service. Our whole school community will be aware of the request of Pope Francis - that we care for our common home and work together to make changes that can be sustained.</p> <p>By June 2022, our school community will have taken initial steps to make changes. This will involve working together with our parish, community and cluster. Through this process we will see strengthened relationships between our school and the local community and collaborative working within the cluster. As we begin to take action and make changes, we will see greater parental engagement as we work</p>	<p>A Cluster Faith Survey carried out prior to embarking on 'Laudato Si' Schools' project, highlighted that children wanted to learn about Pope Francis and the role of the Church across the world.</p> <p>The Surveys will then again be carried out in May 2022 and will demonstrate that pupils' knowledge will have increased and understanding will have deepened. They will also show that children are more aware of the need to respect and care for our local environment and the wider world.</p> <p>Evaluative evidence contained within planning documents and displayed in photographs and outdoor learning logs will demonstrate that learning, action and prayer in relation to ecological awareness has been effectively planned and implemented at all stages.</p> <p>Staff, parent/carers and partner surveys will show increased opportunities for working together, strengthened relationships.</p>	<p>Resources will be purchased to support outdoor learning and play.</p> <p>Termly evaluations will be carried out with pupils and staff regarding the use of the outdoor space and outdoor learning.</p> <p>CLPL and documentation will be provided to ensure all staff are familiar with the Laudato Si' Schools project.</p> <p>St. Peter's RE Co-ordinator will attend cluster meetings to plan together and work collaboratively with cluster schools. Minutes of Cluster RE Co-ordinator meetings will be recorded and all action taken will be minuted.</p> <p>From August to December 2021, the 'Laudato Si' Schools' project will be launched in all schools in the cluster.</p> <p>Whole school commitment service will take place and be shared, where possible with parents/carers and the community.</p>
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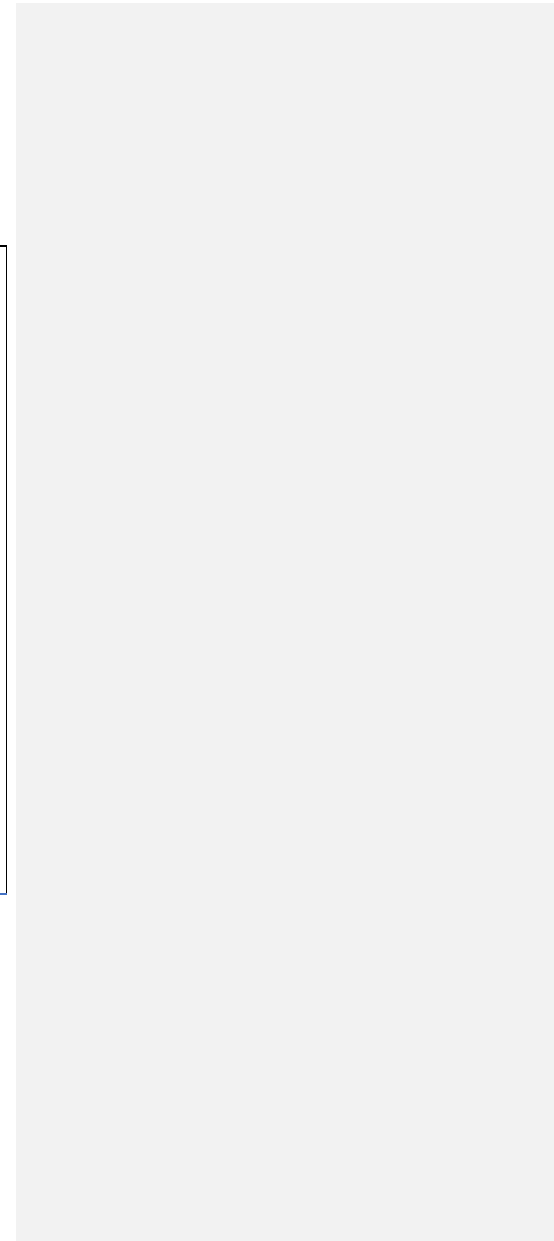
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<p>our cluster have accepted the invitation to become a 'Laudato Si' School. Through this we aim to develop a sustainable approach to ecological education ensuring that our young people learn in an environment where they are ecologically aware and that through learning, action and prayer, our school promotes a response to the ecological vocation of our whole school community.</p>	<p>with families to plan and take steps to make improvements.</p> <p>Skills of enquiry, problem solving, critical thinking and reflection in our children will be developed across all stages.</p> <p>Increased engagement for some identified children will be evident via Pupil Attitude to Self and School (PASS) assessment scores.</p>		<p>From January to June the whole school will begin to take action by focussing on two quotes taken from Pope Francis' encyclical.</p> <p>Relevant sections of 'Laudato Si' Schools Scotland' project will be distributed to all classes.</p> <p>Whole school display will be evident in our school foyer and church, raising awareness within the school and wider community.</p> <p>Community Involvement meetings to be reintroduced establishing new links within the cluster and local community to revisit 'respecting our community'.</p>
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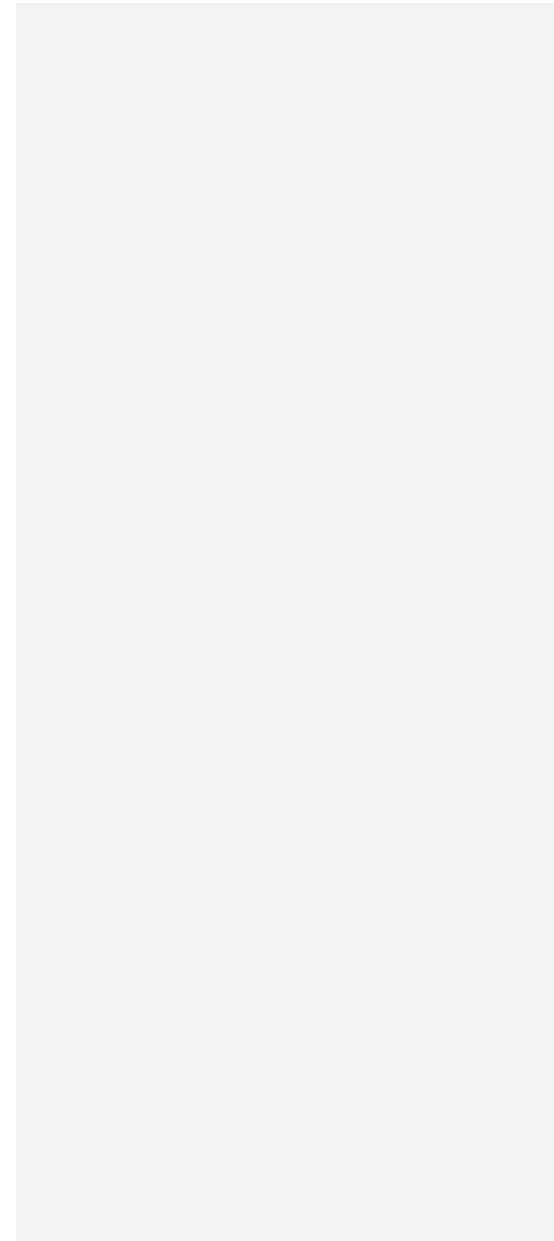
Improvement Priority 6 Raising Attainment in Numeracy			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
1.2, 2.3 & 3.2	<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Analysis of attainment data has indicated that there is a need to focus on programmes of work in Numeracy and consider approaches to teaching and learning, especially at primary 3, 4 &amp; 5 (June 2021). Consideration has been given to the periods of school closure as a result of the covid pandemic. Gaps in attainment for identified groups of children have been identified and the need to close the gap is evident.</p>	<p>Attainment for the majority of pupils in primaries 4, 5 and 6 will raise by at least 15% by May 2022.</p> <p>Teachers will develop increased understanding of the use of continual, diagnostic, formative assessment to pinpoint the exact stage of conceptual understanding that their learners are at. This will be managed through the participation in RC Numeracy Intervention Programme.</p> <p>Teachers' confidence in identifying attainment gaps in numeracy will increase.</p> <p>Teachers will feel more confident in planning interventions to help close identified gaps in numeracy.</p> <p>Individual, class and whole-school attainment in numeracy will improve as a result of supporting target groups to close gaps in numeracy.</p>	<p>Numeracy Pathway results at intermittent periods</p> <p>Pupil and staff surveys</p> <p>Monitoring documentation including outcomes of Learning visits, e.g. peer observations involving SMT</p> <p>Attainment results in Numeracy</p>	<p>Numeracy Intervention Programme which is built around The Learning Framework series of literature by Bob Wright. (CLPL organiser: Lee Gray)</p> <p>Interventions which are aligned with S.E.A.L approaches will take place and focus on deep understanding and flexibility in thinking, making use of visual strategies such as tens frames and other CPA tools.</p> <p>Various assessment strategies planned for including daily use of Assessment for Learning</p> <p>Self-evaluation activities including reflections as part of the Numeracy Intervention Programme</p> <p>Learning visits to take place (including peer observations)</p> <p>All teaching staff will attend 5 online twilight session of approximately ninety minutes in length and participate in collaborative enquiry. They will reflect on their learning; planning, enacting and evaluating</p>

			interventions using the practitioner enquiry framework provided.
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Improvement Priority 7 Raising Attainment in Literacy with a focus on Writing			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
1,2, 2,3 and 3,2	<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver</li> </ul>	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Analysis of attainment data has indicated that there is a need to focus on teaching and learning in Writing. There has been a significant decrease in attainment in Writing at primaries 3, 4, 5 &amp; 6 (June 2021). Consideration has been given to the periods of school closure as a result of the covid pandemic. While this has been a contributing factor, the need to refresh programmes of learning and methodologies is a priority in our aim to support children achieving their targets in Writing. There also needs to be consideration given to promoting the teaching of Writing in such a way that it can be continued effectively and in a seamless manner should another period of lockdown be put in place.</p>	<p>Attainment in writing for identified groups of children in primaries 4, 5, 6 and 7 will increase by 20% by May 2022.</p> <p>They will be able to independently continue to reach expected targets in Writing with effective guidance from their teacher and other school staff supporting at school (and at home if required).</p> <p>Teachers will develop increased understanding of the use of assessment for learning conversations to determine which aspects of Writing should be the next steps in learning for identified groups of children.</p> <p>Teachers' confidence in planning with children in order to ensure programmes are relevant and engaging will increase.</p> <p>Individual, class and whole-school attainment in Writing will improve as a result of supporting target groups to close gaps.</p>	<p>Self-evaluation activities and writing samples used for moderation purposes will provide essential information regarding improvements in performance.</p> <p>Pupil and staff surveys will provide evidence of increased confidence, skills and knowledge of Literacy.</p> <p>Attainment results in Literacy with a particular focus on Writing will increase (GL, SNSA and in-house school level assessments).</p>	<p>All staff will engage in collaborative discussions across levels to share experiences of effective teaching and learning in Writing.</p> <p>All staff will attend CLPL and engage in Dive Into Writing approaches.</p> <p>All teaching staff will attend CLPL delivered by Jane Considine (The Write Stuff) as an update to the programme in use across the school.</p> <p>Children will experience a virtual lesson delivered by Jane Considine (author of The Write Stuff). Teaching and support staff will observe these lessons as CLPL and discuss collaboratively before planning a programme of work together. In groups, they will deliver the programme of work and meet again to discuss the impact of the work carried out on children's experiences and outcomes.</p> <p>All staff will use the writing criteria (reviewed by cluster Literacy network team) and this will be regularly shared with children to ensure they are aware of their</p>

			<p>next steps in order to achieve the next level The criteria should be evident in all classrooms and displayed at eye level for children to access. Examples should be contained within children's writing journals and discussed regularly – this will show evidence that children understand what is expected of them at each level.</p> <p>Assessment for learning strategies will be used daily providing ongoing evidence that children are understanding and engaging in each experience.</p> <p>Learning visits (including peer observations involving SMT) to show impact of CLPL and enhancement of children's experiences.</p>
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*(PEF) denotes interventions/activities funded through Pupil Equity Funding*

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