



Renfrewshire Council Children's Services

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

Improvement Plan

2022-2023

Planning framework

As part of Children's Services, St. Peter's Primary and ELCC Class have developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

National Priorities

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

1. **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 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

Through our working with children 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 involving every child/pupil
Wider achievement forms between home and school
ASN/TAC/Collaborative meetings
I would like to say boxes
School Improvement Plan discussion at assembly and feedback slip
Pupil progress report feedback slip
Pupil profiles (electronic)

Parents/carers

Open door policy
Citizenship group meetings open to all
Wider Achievement forms between home and school
Surveys/questionnaires
ASN/TAC/Collaborative meetings
Parent Council meetings
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

Staff

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

Partners

Open door policy
Citizenship group meetings open to all
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

Meet the Teacher events/open afternoon and morning/ELCC stay and play

Consultation Procedures

All staff are consulted throughout the year during staff meetings, collegiate times 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.

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 and cluster peer planning with one visit per year
- 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 & English (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
- School based moderation within all curricular areas.

Attendance

- Monitored daily with unexplained absences followed up by texts and calls
- Absence and latecoming monitored monthly followed up by letters, calls and meetings if required with SMT

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

Saint Peter's Primary School Calendar

August	September	October	November	December
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 & ELCO)	School Improvement Plan Progress (HT & DHT)
Assessment results GL and SNSA (HT, DHT and PT)	PRD meetings – HT, DHT & PT	Children's work (Numeracy) – HT, DHT, PT & ELCO	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)
	Children's work (Literacy) – HT, DHT, PT & SELCO	Pupil Attendance (HT)	Pupil Attendance (HT)	Pupil Attendance (HT)
	GIRFEC Meeting with CT, ELCOs, 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, DHT, PT & SELCO)			
	Pupil Attendance (HT)			
	Health & Safety – Check Fire Risk Assessment (HT, SDO & Janitor)			

January	February	March		April	May	June
<p>GIRFEC Meeting with CT, HT, DHT (PSC) & ELCOs</p> <p>Ethos and discipline</p> <p>Children's work/learners' profiles (Literacy) – HT, DHT & PT</p> <p>School Improvement Plan progress (HT & staff team)</p> <p>Pupil Attendance (HT)</p> <p>Health & Safety - security (HT, SDO & Janitor)</p>	<p>Class and playroom 'Looking at Learning' visits (HT, DHT & PT)</p> <p>Children's work/learners profiles (Numeracy) – HT, DHT & PT</p> <p>Pupil Attendance (HT)</p> <p>Health & Safety – Check Fire Safety Procedures and Fire Risk Assessment (HT, SDO & Janitor)</p>	<p>Pupil Progress and Attainment Meeting (HT, DHT & PT)</p> <p>Children's work/learners profiles (Health & Wellbeing) – HT, DHT, PT & ELCO</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 & 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 & PT)</p> <p>Peer Support – Sharing the Learning visits (CTs)</p> <p>School Improvement Plan progress (HT & staff team)</p> <p>Pupil Attendance (HT)</p> <p>Health & Safety – walkabout (HT, SDO & Janitor)</p>	<p>GIRFEC Meeting with CT, HT, DHT (PSC) & ELCOs</p> <p>Sampling Pupils' views (focus groups)</p> <p>Transition Programmes (ELCC – P1, transfer between stages and P7-S1)</p> <p>ELCC and P7 Profiles</p> <p>Assessment Procedures</p> <p>Reporting to Parents – Annual Progress Report</p> <p>School Improvement Plan</p> <p>Pupil Attendance (HT)</p> <p>Health & Safety – playground facilities</p>	<p>Pupil Attainment and Achievement – data submitted to HQ, Attainment and Achievement database transferred to Secondary</p> <p>Transition Meetings (CTs & 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)</p> <p>Standards and Quality Report & School Improvement Plan</p> <p>Pupil Attendance (HT)</p> <p>Health & Safety – school equipment (HT, SDO & Janitor)</p>

Improvement Priority 1 - Developing and Strengthening Parental Engagement to raise attainment in Literacy, Numeracy and Health and Wellbeing			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
1.2	<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 	School Leadership	Assessment of Children's progress
2.5		Teacher Professionalism	School Improvement
2.7		Parental Engagement	Performance Information
3.2			
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Evidence suggests that parental engagement in learning is key to the positive outcomes for children and young people therefore family learning and renewed parental relationships are required.</p> <p>Due to the restrictions that have been in place for schools during the Coronavirus Pandemic, our family learning opportunities have been affected, as these restrictions have eased we are now in the position to reengage with our parents face to face which will enable the whole school community to reconnect , create new and stronger relationships.</p> <p>Data provided by the 2021-2022 Parental Involvement and Engagement Census (PIE) states that:</p> <ul style="list-style-type: none"> In 2018/2019, 83% of parents who responded stated that they knew what their child was 	<p>At least 75% of the targeted group of parents across all stages will participate in family learning opportunities offered.</p> <p>At least 75% of parents who attend (targeted and universal) will report increased confidence in their ability to support their child in Literacy and Numeracy and a better understanding of teaching methodologies.</p> <p>Attainment in Literacy and Numeracy will return to pre-pandemic levels as follows:</p> <p>Reading</p> <p>P1 77-85% secure at early level P4 75-85% secure at first level P7 75-85% secure at second level</p> <p>Writing</p> <p>P1 75-85% secure at early level P4 64-75% secure at first level P7 65-75% secure at second level</p> <p>Numeracy</p>	<p>Establish baseline of participation in term one of targeted homework clubs.</p> <p>By the end of block 4 of the targeted homework club participation rate will be at least 75%.</p> <p>Pre and Post confidence survey – Targeted Homework Club and Universal Family Learning.</p> <p>Children's feedback on parental involvement via discussion group and survey.</p> <p>Parental survey results and outcome of parental focus group discussion.</p> <p>Increase in attainment in Literacy and Numeracy of targeted group.</p> <p>Children's Pass scores (GL assessment)</p>	<p>Targeted Homework club focused on Literacy and Numeracy outcomes with parents and children learning together.</p> <p>Universal Homework club (teacher WTA)</p> <p>Family learning events: Health and Wellbeing (PEF £900) Literacy (PEF £900) Numeracy (PEF £900) Digital Technologies (PEF £900)</p> <p>Early Years Play Pedagogy Workshops (teacher WTA)</p> <p>Stay & Play Sessions in ELCC Paired Reading - sharing Books & Stories with young children</p> <p>ELCC Parents group will be established to work with SELCO & support staff in planning further opportunities for parental involvement & engagement - family learning incorporating Imagination Library, home links, family literacy workshops, growth mindset workshops and bookbug sessions</p>

(PEF) denotes interventions/activities funded through Pupil Equity Funding

<p>learning about in school. This decreased to 69% in 2020/2021.</p> <ul style="list-style-type: none"> ▪ 46% of parents who responded felt that the school asked for their views about their child's learning in 2020/2021. ▪ In 2018/2019, 78% of parents who responded said that the school provided them with useful information about how they could help their child at home. This decreased to 49% when asked the same question in 2020/2021. ▪ The amount of parents who felt there were opportunities to help or volunteer in their child's school in 2018/2019 was 89% as opposed to 41% in 2020/2021. ▪ 61% agreed or strongly agreed that the school offered a selection of family learning activities such as events or workshops in 2018/2019. This fell to 22% in 2020/2021. ▪ 55% agreed or strongly agreed that the school made them aware of family learning opportunities in 2018/2019. 25% of parents who responded in 2020/2021 agreed or strongly agreed to the same question. ▪ 15% of parents who responded in 2020/2021 agreed or strongly agreed that they had taken part in family learning 	<p>P1 85-95% secure at early level P4 75-85% secure at first level P7 75-85% secure at second level</p> <p>There will be a 75% representation of parents/carers of new primary 1 parents who will attend Early Years Play Pedagogy workshops and report on this positively during feedback via discussion and surveys.</p> <p>Parents will have an increased voice and opportunity to participate in their child's learning and the wider life of the school and ELCC class.</p>		
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<p>activities where parents/carers and children learn together as opposed to 39% when asked the same question in 2018/2019.</p> <ul style="list-style-type: none"> 63% of parents in 2020/2021 stated that they would like to be more involved in the life of the school. <p>During staff consultation, it was agreed that family learning should be included as a priority for improvement in school session 2022/2023.</p> <p>A target group of children has been identified across all stages who require support to maintain their current level of attainment and who would benefit from more intensive parental engagement.</p> <p>Data provided by the 2021-2022 Communication Census states that:</p> <ul style="list-style-type: none"> Of those parents/carers who responded, 29% currently access the school website while 71% access the school app. 79% would prefer to receive communication from the school via text message and 64% would 	<p>By Sept 2022, Digital Working Group to be created (to include parents focused on home/school communication). Group to agree on most appropriate digital platform to be used for regular communication with parents.</p> <p>Digital Learning and Teaching Strategy will be updated to reflect decisions made by the working group. A more consistent approach to the use of digital technologies will enhance learning and teaching.</p>	<p>Digital Working Group & Digital Leaders Pupil group meeting minutes.</p> <p>Development of whole school approach to preferred home/school method of communication.</p> <p>Updated Digital Learning and Teaching Strategy</p>	
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<p>prefer to receive communication by email.</p> <p>43% of parents/carers stated that they would prefer to receive communication via the school app.</p>	<p>By October 2022, the Pupil group of Digital Leaders will be created. The group will support the maintenance of the School Website to ensure that it remains relevant to all and is updated regularly.</p> <p>Parents will engage and interact with the selected digital platforms. Parents/carers will know what their child is learning and will feel better informed about what is happening in their child's class and across the school. Parents/carers will know how to access a range of 'How to guides' to support their child's learning at home.</p>		<p>Creation of a Digital Working Group</p> <p>Creation of a Digital Leaders pupil group</p> <p>Updating of Digital Learning and Teaching Strategy</p> <p>Staff CLPL session – 6 hours from WTA</p>
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(PEF) denotes interventions/activities funded through Pupil Equity Funding

Improvement Priority 2 - Raise attainment in Literacy with a priority focus on Writing																																		
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers																															
Q.I 2.3 Q.I 2.4 Q.I 3.2	<ul style="list-style-type: none">Placing the human rights and needs of every child and young person at the centre of educationImprovement in attainment, particularly in literacy and numeracyClosing the attainment gap between the most and least disadvantaged childrenImprovement in children's and young people's health and wellbeingImprovement in employability skills and sustained, positive school leaver destinations for all young people		School Leadership Teacher Professionalism Parental Engagement	Assessment of Children's progress School Improvement Performance Information																														
Rationale for change	Outcome and Expected Impact	Measures	Intervention																															
<p>CfE data demonstrates that Writing is the main area for improvement. The largest dip appears at primaries 4 and 5.</p> <p>P1 Writing:</p> <table><tr><td>2016/2017</td><td>73%</td></tr><tr><td>2017/2018</td><td>79%</td></tr><tr><td>2018/2019</td><td>81%</td></tr><tr><td>2020/2021</td><td>69%</td></tr><tr><td>2021/2022</td><td>77%</td></tr></table> <p>P4 Writing:</p> <table><tr><td>2016/2017</td><td>74%</td></tr><tr><td>2017/2018</td><td>76%</td></tr><tr><td>2018/2019</td><td>83%</td></tr><tr><td>2019/2020</td><td>50%</td></tr><tr><td>2020/2021</td><td>46%</td></tr></table> <p>P7 Writing:</p> <table><tr><td>2016/2017</td><td>70%</td></tr><tr><td>2017/2018</td><td>89%</td></tr><tr><td>2018/2019</td><td>62%</td></tr><tr><td>2020/2021</td><td>59%</td></tr><tr><td>2021/2022</td><td>71%</td></tr></table>	2016/2017	73%	2017/2018	79%	2018/2019	81%	2020/2021	69%	2021/2022	77%	2016/2017	74%	2017/2018	76%	2018/2019	83%	2019/2020	50%	2020/2021	46%	2016/2017	70%	2017/2018	89%	2018/2019	62%	2020/2021	59%	2021/2022	71%	<p>By June 2023, attainment of SIMD 1 and 2 children (Pr2-7) in writing will improve by at least 10% at each stage.</p> <p>By June 2023, the poverty-related attainment gap at early level, first level and second level writing will be narrowed by at least 10%.</p> <p>At key stages we aim to improve levels of attainment in writing:</p> <p>P1 – 75-85% will achieve Early Level</p> <p>P4 – 64-75% will achieve First Level</p> <p>P7 – 65-75% will achieve Second Level</p> <p>At all other stages we aim to improve expected standards within First and Second Levels.</p> <p>P2 – 75-85%</p> <p>P3 – 64% - 74%</p> <p>P5 – 46% - 60%</p> <p>P6 – 46%- 60%</p>	<ul style="list-style-type: none">Pre/post teacher judgement dataWriting assessment scoresPre/post pupil learning conversations (individual target setting, focus groups etc.)Pre/post reading and writing engagement surveysStandardised assessment data including SNSA/ACEL at P4 and P7Class formative assessmentLevels of staff engagement with CLPLOutcome of moderation activities (within St.Peter's and with partner school in quartile 3, St. John Ogilvie Pr)Working/focus/support group minutes – school/cluster/authority levelOngoing evaluation of staff confidence, understanding and progress with implementationTracking meetingsPeer class visit feedbackLearner feedback - target groupTarget group writing journalsUse of library resources	<p>Targeted intervention from 0.2 teacher – PEF funded – primary 2-5 (PEF 0.2 FTE – Aug-March: £7,690.38 cf)</p> <p>Targeted intervention at primary 1 from 0.2-teacher (core staffing)</p> <p>Talk for Writing CLPL – Fiction for all teaching staff – 12 August 2022 & 30 May 2023</p> <p>Talk for Writing CLPL for all support staff – 24 & 25 August 2022</p> <p>ELCC – Talk for Writing approach Jolly Phonics CLPL (authority led)</p> <p>Project Leads (DHT and Literacy Champion) will undertake CLPL focused on effective implementation of Talk for Writing.</p> <p>Project Leads will participate in quartile working groups to support implementation, collaboration and moderation of the Talk for Writing approach.</p> <p>By August 2022, all staff will be provided with evidence-based research relating to writing via the CLPE ‘What We Know Works: Writing in</p>	
2016/2017	73%																																	
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<p>Professional dialogue and learner conversations indicate a need to increase learner engagement and enjoyment in writing by using effective writing pedagogy and creating a culture of writing for pleasure.</p> <p>Significant work has been undertaken in relation to building a reading culture and effective reading pedagogy. Greater links now need to be established between the teaching of reading and writing to create a coherent, progressive literacy curriculum.</p> <p>During professional dialogue, staff stated they would benefit from moderation in writing both in school and with a comparator school in quartile 3.</p> <p>An audit of IT provision across the school indicated that all pupils with additional support needs would benefit from the use of a digital device to support their progress in writing.</p>	<p>By June 2023, almost all teachers will be more confident and skilled in the learning and teaching of writing. Almost all support staff will be more confident and skilled in providing in-class support for writing.</p> <p>By June 2023, almost all children will demonstrate increased engagement, knowledge and skill in the writing process.</p> <p>By June 2023, a clear, structured, progressive, consistent approach to writing will be evident at all stages using the Talk for Writing approach in combination with additional evidence-based reading and writing pedagogies.</p> <p>By June 2023, almost all teachers will be more confident and skilled in assessing writing and providing accurate professional judgement.</p> <p>By October 2022, all pupils requiring the use of a digital device to support writing will have been identified, all Pupil support plans will be updated and devices provided. Identified children will demonstrate increased engagement and progress in writing.</p>	<p>Evaluation feedback of moderation process Increased attainment in Writing</p> <p>Increased use of digital devices to support writing</p>	<p>Primary Schools' research document What We Know Works: Writing in Primary Schools</p> <p>Creation of an operational plan, by October 2022 focused on implementation of the Talk for Writing approach.</p> <p>Audit resources for writing (whole school and targeted) by Dec 2022. Identify and purchase/create resources required – Literacy Champion to coordinate</p> <p>Collegiate sessions (2 hours per term – 6 hours in total) focused on in-school moderation for teachers in Cfe levels – early, first and second. In addition, 6 collegiate hours for moderation with staff from partner school (St John Ogilvie week beg 7 Nov and week beg 20 Feb)</p> <p>Individual pupils to be identified and support plans to be updated to include use of a digital device.</p> <p>Chromebooks to be purchased/assigned to individual pupils to support engagement and progress in writing.</p>
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Improvement Priority 3 - Promote the positive health & wellbeing of children & young people, parents, carers & staff			
HGIOS/HGIOELC QIs 2.1 2.2 2.7 3.1	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers School Leadership Teacher Professionalism Parental Engagement	Assessment of Children's progress School Improvement Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>School Pupil Attendance Data reflects closely that of comparator schools & falls within a close range of national average figure year on year.</p> <p>2018/2019 School 95.3 Renfrewshire 95.0</p> <p>2019/2020 School 94.3 Renfrewshire 94.9</p> <p>2020/2021 School 94.6 Renfrewshire 95.3</p> <p>SLT have identified the need to track more closely the attendance & timekeeping of a small group of pupils in the school affected by poverty to minimise any impact on attainment.</p>	<p>School attendance of the target group will meet or exceed Local Authority average attendance figure.</p>	<p>Pupil Attendance information for group of identified pupils</p> <p>Whole School Attendance Monthly Monitoring</p> <p>Engagement of Parents in the Team around the Child Meetings for Attendance and Late coming leading to Increased Attainment from the target group.</p>	<p>Close monitoring of target group attendance and timekeeping by SLT. Individual TAC meetings offered for those who fall below 90% to discuss reasons for non-attendance and seek support from partners where required (school health, homelink, Inclusion Support Assistant – PEF).</p> <p>Universal Breakfast Club</p> <p>Regular Support from Inclusion Support Assistant (ISA) – PEF</p> <p>Sleep Scotland interventions – homelink</p> <p>LIAM Interventions – homelink</p> <p>Circle of Friends – homelink</p> <p>Triple P programme offered to targeted families twice in the year (8 week session offered to early years – ELLCC & P1 families Aug – Oct and Jan- March)- community led</p>

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<p>80% of children said they feel safe when they are at school and 72% of children who responded said that staff at St. Peter's help them to feel safe. Reports of pupil behaviour, however, have indicated that a few children have been engaging in activity within the community which could be considered unsafe and could potentially lead to health problems.</p> <p>56% of children who completed the health and wellbeing census 2022 stated that they spend 3 or more hours on a weekday, outwith school hours, sitting watching TV, using a computer or mobile phone, sitting in transport or sitting talking and eating on a weekday. 72% spend 3 hours or more at the weekend completing these activities.</p> <p>Post pandemic pupil behaviours demonstrate the need for a continued focus on providing a nurturing approach.</p> <p>Staff consultation which was focused on school priorities identified the need for a continued focus on health & wellbeing. Staff, parents/carers and children will learn together about positive health and</p>	<p>By June 2023, almost all teachers will be more skilled in recognising children's emotional & behavioural needs and will be able to respond in a nurturing and supportive manner.</p> <p>By June 2023, almost all support staff will be more confident and skilled in providing support for learners with emotional & behavioural needs.</p> <p>By September 2022 we will have re-established pupil citizenship groups. Pupil voice will be given its value and will be used to influence improvement priorities in the school.</p> <p>By September 2022, a committee will be formed by pupils from St. Peter's, Langcraigs and Bushes primary schools. The work of the committee will help children living in the Glenburn Community to feel safe and valued. They will feel encouraged to become involved</p>	<p>Citizenship Group monthly meetings Monthly Tracking Meetings between PT and Active Schools Coordinator will take place to consider target groups of learners & individuals (including Care-Ex & children with additional support needs)</p> <p>Minutes of meetings - Glenburn Pupil Council (consisting of children from St. Peter's, Bushes and Lancraigs Primary)</p> <p>Pupil Attendance information from</p>	<p>New Citizenship Groups to be introduced in August 2022 and will meet monthly throughout the year (PT to coordinate) – ELCC & P1-7</p> <p>Pupil Council from St. Peter's to meet termly with Pupil Council from Bushes Primary and Langcraigs Primary with a focus on safety in the Glenburn Community. The committee formed will meet with local community police officers and other community partners to create an action plan.</p>
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<p>wellbeing. We will ensure a consistent approach is being taken both in school and in the community which will include:</p> <ul style="list-style-type: none"> • Building confidence in staff and children's self-esteem • Provide opportunities for children and families to have an understanding of nurture and how this is developed and used everyday in school. • Understanding of NVR programme and how this could support distressed behaviour in some children. 	<p>in positive community activity (e.g. sports clubs) in their free time, out with school hours.</p> <p>There will be an increase in the number of children attending community clubs and activities at school. There will be less reports of children engaging in activity outwith school that could potentially lead to safety concerns.</p> <p>By June 2024 RNRA Accreditation will be sought, demonstrating that nurturing relationships are integrated into all policy & practice. All staff, children and families will be familiar with strategies outlined in the NVR programme and will begin using these to support children experiencing challenges which can often lead to distressed behaviour.</p> <p>By September 2022, a representative group of school staff will have completed a self-evaluation exercise of current inclusive practice, using The Promise Audit Tool provided by the local authority. PT will coordinate this.</p>	<ul style="list-style-type: none"> • Active Schools Clubs • Community Clubs <p>Pupil Focus Groups</p> <p>SLT Observations of Learning & Teaching in class focused on nurture principles and indicators included in Renfrewshire Inclusive Communicatio Approach.</p> <p>Staff peer observations and self-reflection activities</p> <p>Evaluation of Pupil Support Plans with a focus on health and wellbeing targets</p> <p>Minutes of termly GIRFEC meetings with SLT which include pupil wellbeing discussions and wellbeing web results with action points</p> <p>Minutes of RNRA core group meetings</p> <p>RNRA Action Plan</p> <p>Staff engagement levels with Renfrewshire Nurturing Relationships Approach (RNRA) & associated CLPL</p> <p>Staff confidence survey pre and post interventions</p> <p>Number of pupils requiring support, beyond universal level, to develop self-regulation & manage behaviours.</p>	<p>We will monitor and track attendance at clubs and children will be encouraged to participate in activities within school and in the community.</p> <p>Partnership working with Educational Psychology Service and Staff Core Nurture Group (school & ELCC) to identify the next steps for our school in Renfrewshire Nurturing Relationships Approach (RNRA).</p> <p>Core group agreed the focus will be 'Language is a vital means of communication'</p> <p>Staff will receive training from our school EP on our identified NP followed by core group creating and implementing an action plan (the plan is expected to run for at least 6 weeks)</p> <p>Focus on nurture principles and continue to promote Non-Violent Resistance (NVR) in school for all learners & at home for identified learners.</p> <p>Do-BeMindful Growth Mindset Early Years Pack will be introduced across the ELCC. All ELCC staff will participate in Do-BeMindful Growth Mindset Training facilitated by the Local Authority.</p>
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<p>The Rights of the Child will feature across all of our strategies to improve children's health and wellbeing. UNCRC Article 28 recognises the right for all children to have an education. We will ensure that our practice is inclusive of all, especially those who have additional support needs, including care experienced.</p>	<p>By June 2023, children's rights will be central to the work undertaken across the school and ELCC class.</p>	<p>PASS scores, pupil and parent surveys, well-being Webs, observation profile of classroom and nursery class.</p> <p>Attainment data will increase and show this has had a positive impact on engagement, attainment and health and wellbeing.</p> <p>Planning documents will include The Rights of The Child. Links will be made to all areas of the curriculum.</p> <p>Class Charter across ELCC class and primary 1-7</p> <p>The Rights of the Child focused assemblies</p>	<p>PT to lead a working group to create links and raise awareness of The Rights of the Child among staff, partners, children and families.</p>
<p>A recent pupil faith survey illustrated the need for more opportunities for children to pray & worship in-school, at home & in our parish and to become more involved in community groups.</p>	<p>By September 2022, all pupils will be members of groups within the school and ELCC class.</p> <p>The whole school will attend monthly Mass in St. Peter's Church. Pupils in primary 5-7 will lead prayer and our pupil choir will lead singing.</p>	<p>Evidence gathered by PT and Pupil Committee to evaluate success of becoming a Laudato Si School</p>	<p>We will continue our Laudato Si school journey by selecting a fresh quote to stimulate our plans in developing our approach to looking after our environment. We will focus on the relationship between God, humans, and the earth.</p>
<p>A recent staff survey indicated that 50% strongly agreed they feel a valued member of the school community while 40% agreed. All staff should- continue to feel strongly that they are valued and secure in the knowledge that their health and wellbeing is of the highest priority.</p>	<p>By June 2023 almost all teaching staff will actively engage with The Good Shepherd Journal as a support for their own spiritual/faith development.</p>	<p>Staff engagement & evaluation of Paisley Diocesan CLPL opportunities.</p> <p>Staff engagement with The Good Shepherd Journal. Self-reflection activities at staff meetings to evaluate the effectiveness of using this.</p>	<p>Time will be provided in staff WTA to make use of The Good Shepherd Journal.</p>

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Improvement Priority 4 - Develop the use of digital technologies to enhance learning and teaching			
HGIOS/HGIOELC QIs 1.5 3.3 2.4 3.1 3.2	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 		NIF Drivers Assessment of Children's progress
	School Leadership Teacher Professionalism Parental Engagement		School Improvement Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Having registered for Digital Schools Award Scotland, it is apparent on completion of the Self Evaluation that further development is required in each of the five sections:</p> <ul style="list-style-type: none"> Leadership and Vision Digital Technology in the Curriculum School Culture Professional Development Resources and Infrastructure 	<p>By June 2023, we will have achieved the Digital Schools Award Scotland.</p> <p>By Sept 2022, the Digital Working Group will be created.</p> <p>By October 2022, the Pupil group of Digital Leaders will be created.</p> <p>Our Digital Learning and Teaching Strategy will be updated, ensuring use of digital technologies is consistent across the curriculum at all stages.</p> <p>Digital technologies will be used by all teachers to enhance learning and teaching in all areas of the curriculum.</p> <p>Identified pupils will use digital technologies to support learning and meet specific needs.</p> <p>Digital technologies will be used by all teachers to motivate and engage learners.</p>	<ul style="list-style-type: none"> Minutes of working group meetings. Digital Learning and Teaching Strategy Long and short term planners. Website and App. Pre and post Digital Technologies Survey issued to staff and pupils. Level of staff engagement in CLPL Class visits Device List and Chromebook Timetable. 	<p>Our Digital Working Group will be created. The group will update our Digital Learning and Teaching Strategy in line with the 'Leadership and Vision' section of Digital Schools Award Scotland's self-evaluation. The group will incorporate digital technologies into planning across the curriculum.</p> <p>Our Digital Leaders Pupil Group will be created and tasked with creating a system for celebrating digital achievements.</p> <p>CLPL will be provided internally to ensure all teaching staff make use of the same platform to connect with parents/carers and ensure consistency of approach.</p> <p>Our Digital Champion will inform all staff of opportunities for digital CLPL.</p> <p>Our Digital Champion will ensure appropriate deployment of staff and pupil devices.</p> <p>Chromebooks will be purchased and assigned to individual pupils to support learning where</p>

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	<p>Our School website and app will be updated regularly and a system in place to celebrate digital achievements.</p> <p>Planning formats will include planned use of digital technologies across the curriculum and ensure clear progression of digital skills.</p> <p>All teaching staff will have participated in CLPL to ensure a consistent approach to communicating with parents/carers.</p> <p>75% of teaching and support staff will have participated in CLPL with a focus on enhancing learning and teaching through the use of digital technologies.</p> <p>Devices will be deployed effectively around the school to best support learning and teaching.</p>		<p>the need is identified through Pupil Support Plan.</p>
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