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Renfrewshire Council Children’s Services

St Charles’ Primary School & Nursery

**Improvement Plan**

**2019-2020**

As part of Children’s Services, St Charles’ Primary School & Nursery has developed this establishment improvement plan which provides a framework for how we intend to achieve Children’s Services’ vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing.*

**National Priorities**

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

1. **improve attainment, particularly in literacy and numeracy;**
2. **close the attainment gap between the most and least disadvantaged pupils;**
3. **improve children’s health and wellbeing; and**
4. **improve children and young people’s employability skills so that they move into positive and sustained destinations.**

**Local Priorities**

* **Reshaping our place, our economy and our future;**
* **Building strong, safe and resilient communities;**
* **Tackling inequality, ensuring opportunities for all;**
* **Creating a sustainable Renfrewshire for all.**

**Renfrewshire’s Education Priorities**

Our priorities will also align with Renfrewshire Council’s education strategic priorities listed below.

* **Develop high quality learning & teaching that leads to improved levels of attainment and achievement in all of our establishments;**
* **Reduce inequalities and deliver improved health & wellbeing outcomes for children & young people;**
* **Support self-evaluation and performance improvement throughout our establishments;**
* **Develop high quality leadership for staff at all levels;**
* **Support high numbers of our young people to enter positive destinations and sustained post-school destinations.**

**Pupil Equity Funding**

Our school received Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

##### Planning framework

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

The vision of St Charles' Primary School is for all to be safe, happy, and confidently engaged as learners in an environment where all individuals are respected; where the message of Christ is central in all that we do; where parents and carers are highly valued as partners and where everyone is motivated and encouraged to do their very best.

**In St Charles’ Primary School …**

We value **GOD'S LOVE**  
We will endeavour to live our lives according to the life & teachings of Jesus Christ.  
We will demonstrate our faith in words & actions, through prayer & worship.

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We value **INCLUSION**  
We will recognise and celebrate our own uniqueness and that of others.  
We will encourage everyone to develop in their own individual way.

We value **EACH OTHER**  
We will listen to and appreciate the opinions and contributions of others.  
We will show consideration and kindness to others, especially those in need.

We value **RESPECT**  
We will treat each other, with kindness & courtesy, as we would like to be treated.

We will be mindful of the feelings of others & try to make our school a happy place for all.  
We will take care of ourselves, each other, our property & surroundings.

We value **HONESTY**  
We will always be truthful & accept ownership of our own words and actions.

We value **HARD WORK**  
We will strive enthusiastically to do the best we can in all that we do.  
We will take pride in our achievements.

We value **RESPONSIBILITY**  
We will be responsible for our own actions and consider the effect of these on others.  
We will actively participate in the life of our school, parish, local and wider community.

**The aims of St. Charles’ Primary School are:**

* To provide a broad general education that meets the needs, expectations and aspirations of pupils and parents supported by well-trained motivated staff and well organised modern education resources.
* To create a welcoming atmosphere and a positive ethos, allowing all children to be educated according to their needs in a safe, secure, happy and health-promoting environment based on Christ’s Gospel values
* To enable learners to realise their full potential through the provision of high quality learning opportunities which encourage independence & co-operation in learning.
* To support children’s growth in all aspects of their intellectual, physical, spiritual, social and emotional development affording all children equality of opportunity.
* To ensure all pupils value learning & achievement and are motivated to participate in the wider life of the school community.
* To provide highly effective personalised support for learners to minimise the impact of potential barriers to learning.
* To develop a genuine partnership with parents & other service users where every member of the community holds a deep respect for all others and their personal wellbeing and happiness.
* To ensure the school’s approach & commitment to improvement through self-evaluation, and high quality leadership at all levels, maximises pupil attainment & achievement.

Who did we consult?

To identify our priorities for improvement, we sought the views of pupils, parents & staff members. We used a variety of methods to illicit the views of those who are involved in the life and work of St. Charles’ Primary School & Nursery Class such as meetings, questionnaires, carousel activities, a graffiti wall, focus groups, evaluation forms relating to specific aspects of school life, as well as, pupil & professional dialogue meetings.

All staff were involved extensively throughout the year in activities focussed on self-evaluation using the quality indicators contained in How good is our school? (fourth edition) & How good is our early learning and childcare centre?

Staff have also evaluated practice using quality indicators and standards set out in other self-evaluation documents including, The Catholic School: Developing in Faith & and the Health & Social Care Standards. Staff are familiar with other research based key documents & national guidance to support their practice such as; Pre-Birth to Three: Positive Outcomes for Scotland’s Children and Families & Five to Thrive.

Regular pupil progress/planning meetings with class teachers and senior managers allowed for further discussion regarding any whole school developments, initiatives and changes detailed within the annual School Improvement Plan (SIP). These meetings provided the opportunity for consideration of change in relation to the positive impact this is having on the individual learner.

Consultation & collaborative working practices are well established within the cluster; with the secondary school and with the other associated primary schools. There are planned opportunities across the year for senior managers to meet and consider developments and there are planned collegiate sessions each year to allow for networking, discussion, moderation and the sharing of methodologies by practitioners.

Relevant aspects of information shared at staffs’ annual Professional Review and Development meeting (PR&D) is taken into consideration when formulating this SIP. Professional learning opportunities for all staff continue to be well supported with an appropriate resource allocation.

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities eg Active Schools Service, Local Parish including Saint Vincent De Paul Group, School Nursing Service, Educational Psychology Service, Social Work Services & Third Sector partners such as Women & Children 1st, NSPCC, Barnardos & Do-bemindful. We have also involved Community Police & more recently our business partners. We have engaged in a variety of ways eg. surveys, questionnaires, question boxes, graffiti walls and numerous meetings. 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 monitor and evaluate the progress we are making to achieve the key outcomes set out in this plan.

We do this through a planned programme of quality assurance activities, which is devised and agreed by all staff at the beginning of each new session. In 2019/20, as in previous years, this will include some or all of the following monitoring and evaluation strategies:-

* *Pupil attainment tracking (individual & group)*
* *Staff Meetings*
* *SMT/EMT Meetings*
* *Pupil Citizenship Group Meetings*
* *Pupil Assemblies*
* *Pupil Focus Groups*
* *Learning &Teaching Peer Observations (In-School & across Cluster Partner Schools)*
* *Show Me What You Know Classroom visits by SMT*
* *Professional Dialogue Meetings with Class Teachers*
* *Sampling pupils work*
* *Individual Pupil Support Plans reviewed and revised as required*
* *Parental, staff and pupils views*
* *Professional Review and Development Process for all staff*
* *Observations/feedback from professional collaborators e.g. Educational Psychologist, Home link Worker, EAL Teacher, Early Years Teacher.*

As well as these strategies attendance tracking, behaviour monitoring, exclusion statistics and parental concerns are all monitored on an ongoing basis. The school’s Extended Support Framework provides a forum for partnership working with external partners to facilitate this.

Each year we also complete a Standards & Quality Report and self-evaluation document, which are monitored by Renfrewshire Council Children’s Services’ staff.

**Action Plan**

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| **School priority 1: Health and Wellbeing** | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| 2  5 | 2.4  3.1 | \*Further develop whole school nurturing approach in partnership Educational Psychology Services (RNRA) based on the principle identified & agreed by core group : **August 2019 – June 2020** | Core Group /DHTS/ Ed Psych & pathway schools to support | Common understanding of nurture principles and the continued development of consistent nurturing relationships practice across the school / nursery involving all stakeholders  Staff equipped to respond to barriers to learning  Improved quality of teaching and learning from nursery – P7 | Staff baseline Questionnaire and evaluations  Termly Health and wellbeing webs  Tracking and monitoring meetings  Class Visits/Show me what you know visits. |
| 2  3 | 2.4  3.1  1.2  2.4  2.7  3.1 | \*Further develop Do be Mindful/ Growth Mindset Approach/Mindfulness/Emotion Works, using PEF for Do be Mindful Programme. Aug 2019 – June 2020  \*Identify Mental Health Champions to attend training with Place2be. (Who Cares Scotland)  Establish a mental health core group within the school to develop a school mental health strategy | HT/DHTs/ Nurture Core group  Mental Health Champions – LA Tormey, L Milne/ Core Group | Pupils from nursery – P7 will have a greater understanding of the purpose & value of Mindfulness. Staff, pupils & parents will have an understanding of the effects these programmes have on attainment and engagement  Staff, children & parents will be better supported in being able to identify and manage mental health difficulties | Professional Dialogue/Attainment Tracking Meetings-SMT/Class teachers  Termly Health and wellbeing webs  Mental Health Policy |
| 3 | 2.7 | \*Host parent H&WB event(s) to raise awareness & increase parental understanding of emotional literacy, growth mindset approach & mindfulness practice,using PEF for Do be Mindful Trainers support.  Pupils from nursery to P7 will be involved.  **February 2019** | SMT/All Staff.  Do be Mindful Trainers | Increased partnership working securing positive impacts for learners.  Higher level of engagement evident from nursery to P7.  Increased parental engagement in children’s learning for all children, with the specific aim of including target families.  Parents more empowered to support their child’s emotional learning at home & in the community | Feedback from learners  Feedback from staff  Parental evaluations of H&WB event(s) |

**Action Plan**

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| **School priority 2: Curriculum** | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| 1  2  4 | 1.1 1.2 1.3 1.5  2.3 2.7 3.3 | \*Provide opportunities for professional learning through SSERC at school and cluster level.  2 hr Collegiate session for Teach Meet at own school  \*Each SSERC leader will offer cluster CPD on areas of STEM to further deepen staff knowledge of different aspects of STEM  August 2019 – June 2020  Equalities and Inclusion training to be delivered to all staff by SCES  Review SCES resources with staff and implement within the curriculum as appropriate  Ensure Equalities and Inclusion lessons are embedded within current RERC and HWB curriculum pathways  October 2019 – Feb 2020 | SSERC Leader – K Leck  All staff / SSERC Leader – K Leck  Cluster SSERC Leaders  SCES Leader/HT and SCES staff | Staff will review STEM curriculum to ensure quality activities being offered to pupils from nursery to P7  Improved confidence of staff to deliver STEM experiences across all stages  Learners are well equipped for improved employability and lifelong learning skills  Staff will be more informed about current legislation and the impact on  daily practise within Roman Catholic Schools  Parents are more aware of the current legislation and the impact on  daily practise within Roman Catholic Schools, including appropriate language used | Monitoring of lessons within revised school programme  Staff evaluations /questionnaires  School Science audit  Peer Observation evaluations  Monitoring and tracking meetings.  Review of planning in RE  Staff and parental evaluations /questionnaires  Monitoring of lessons within current school programme |
| 6  4  5 | 3.2  1.1  1.5  2.2  2.3  2.6  3.1 | Continued provision of targeted support for identified (SIMD 1&2) learners in literacy. PEF used for teacher input and ICT resource.  **September 2019-June 2020**  \*\*Nursery staff will review current curriculum for full time children and plan a curriculum to cater to 1140 hours using benchmarks and curriculum rationale.  \*\*Staff will engage in cluster moderation programme with a focus on 1140 implementation  \*\*Revise curricular EARLY level planning to reflect CfE benchmarks in Literacy & Numeracy and introduce SEAL techniques to enhance learning | PEF SfL Teacher  DHT/ Senior/ Nursery staff | Identified learners appropriately supported in literacy with a focus on  Increased pupil confidence in Literacy with a focus on spelling, phonics, reading & writing. Using ICT Clickr 7 programme to support individuals in Literacy.  Improved performance for individual learners in spelling, phonics, reading & writing.  In August 2020 nursery childrens’ increased hours in nursery will allow them to experience more varied, challenging and well - resourced learning opportunities  Through reviewing curriculum, benchmarks and practice SEAL techniques will be introduced to the nursery curriculum to enhance children’s experiences in numeracy | Formative assessment information/data  Scrutiny of data: CTs/PEF SfL  Professional Dialogue/Attainment Tracking Meetings SMT/Class teachers  Nursery staff will develop and put into practice learning experiences and activities. They will audit resources & measure impact on learning. They will include parents and children in evaluations of learning experiences & the nursery environment |

**Action Plan**

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| *1,2,5* | 2.3  2.7  3.2 | \*\*\*From Nursery to P7 implement cluster moderation programme with a focus on STEM & Literacy led by inter-authority trained school reps. PEF will be used for resources and training.  **September 2019-June 2020**  \*\*\*Cluster STEM & Literacy moderation/effective feedback event**.** PEF used for staff training.  **February 2020** | Moderation LoLs/ CTs/EY Team  Moderation LoLs/ CTs/EY Team | Increased staff confidence & more robust professional judgements across the curriculum. Improvement in pupils’ experiences across the curriculum.  Improved understanding of moderation process, the purpose & value. | Collated assessment evidence  Peer observations with cluster partner  Evaluation of Showcase event/s |
| *6* | 3.2  3.1 | Continued provision of targeted support for identified (SIMD 1&2) learners in numeracyPEF usedfor teacher input  **September 2019-June 2020** | PEF SfL Teacher | Identified learners appropriately supported in identified aspects of numeracy for individual pupils  Increased pupil confidence in identified aspects of numeracy for individual pupils  Improved performance for individual learners in numeracy | Formative assessment information,  Scrutiny of data: CTs/PEF SfL Teacher, Professional Dialogue/Attainment Tracking Meetings- SMT/Class teachers |

**Action Plan**

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| **School priority 3: Leadership of Learning** | | | | | |
| **NIF key driver** | **HGIOS4 /**  **HGIOELC**  **QIs** | **What are we going to do?** | **Who will be responsible for implementation?** | **What is the expected impact?**  **(on children & young people; staff; families etc)** | **How will we measure this?** |
| 1  2  5 | 1.1  1.2  2.2  2.3  2.5  3.2 | Identified staff to engage in Maths Mindset Education Training in partnership with Winning Scotland Foundation  Trained staff will cascade throughout the school | DHT AD, LA, | Improved resilience of learners when faced with maths challenges. P4,5 stage  Increased positive attitude and confidence towards maths in P4,5 stage  Increase confidence and skill in pupil ability to problem solve in P4,5 stage | Completion of modules  Evidence in class lessons  Monitoring and tracking meetings  Maths Mindset/Maths confidence questionnaire for pupils in P4,5  Staff/ pupil/parents evaluations |
| 1  2  5 | 1.3  1.4  2.2  2.3 | Identify a key member of staff to lead Equalities and Inclusion agenda across the school | LM, SMT – PK, | Staff will have clear guidance and support to deliver Equalities and Inclusion within a Roman Catholic school | Staff questionnaire to identify confidence of knowledge of Equalities & Inclusion |
| 1  2  3 | 1.3  1.4  2.2  2.3 | Staff to take on digital leadership across the school, working towards Digital Schools Award | Digital Leader – K Leck/SMT – A Dolan | Improved opportunities for digital leadership of learning  Increased opportunities for pupil leadership  Improved communication between the school / home | General observations & feedback from service users including learners |
| 1  2  4 | 1.3  1.4  2.2  2.3  3.2 | Identify staff to develop and embed outdoor learning across the curriculum  Seek opportunities for outdoor learning training | Outdoor Learning Leaders - L Armstrong  L Ferguson | Leaders will research and create an Outdoor learning framework and Policy  Staff will have increased confidence in delivering outdoor learning opportunities across all areas of the curriculum | Evidence in class lessons  Monitoring and tracking meetings  Staff/ pupil/parents evaluations |
| *1*  *2*  *4* | 1.3  1.4  2.2  2.3  3.2 | Identify a team of staff to develop and embed pedagogy in P3 stage. | Pedagogy Leaders – SMT – P. Kelly, C West, L Ferguson | Increased staff knowledge of the benefits of play  Improved learning approaches to include Play pedagogy in P3 | Planning  self-assessment  Stay and Play surveys |