



Renfrewshire Council Children's Services

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

Improvement Plan

2018-2019

Planning framework

As part of Children's Services, St. Peter's Primary School and Early Learning and Childcare Establishment 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.**

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

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 welcomed 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 value safety, education, health, responsibility, honesty, respect, friendship and success. We live our lives focused on remaining faithful to the teachings of the Gospel.

The aims of St. Peter's Primary School

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 our curriculum meets the needs of all learners and everyone is encouraged to reach their potential.

A place that focuses on the individual and equitably supports their growth in all aspects of their intellectual, physical, spiritual, social and emotional development

A place where pupils, staff, parents and partners have a feeling of community, team work, loyalty and belonging and are motivated to engage in learning because of this

A place where there is respect and care for all – in our own and in other communities

A place which is committed to ensuring the highest possible quality of provision and manages this through a structured approach to monitoring and self-evaluation

A place where pupils, staff and parents plan together to ensure careful use of resources

A place where the Christian ethos shines through 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 a 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 and are motivated to learn because of this

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.

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:

- 'Open Door' policy for pupils, staff and parents
- Professional review and development meetings
- Agenda suggestions sheet for staff meetings
- Staff meetings
- Staff audits/self-evaluation activities
- SMT meetings
- School priorities discussion involving all staff
- Children's/Pupil Council meetings
- Pupil surveys/questionnaires
- 'I Would Like to Say' suggestion boxes for pupils
- Wider Achievement forms
- Parent Council meetings
- Parent surveys/questionnaires
- EST meetings
- Collaborative meetings
- ASN meetings
- Feedback from other services/agencies
- Working groups

- Citizenship groups open to pupils, staff and parents: Pupil Council, Health and Nutrition group, Active and Healthy Lifestyles, Eco-committee, School Travel Plan Group, Improving Playground group, Fund raising group, Missio/Sciaf group, Fairtrade group, Friendship group, St. Peter's In The News group, Equality group, Keeping us Safe in the Community group and Community Involvement group
- Information evenings, open mornings/afternoons response sheet
- 'Stay and Play' events feedback
- Monthly newsletters inviting feedback
- Summary improvement plan comment slip
- Annual progress report response slip (pupils and parents)
- Transfer of Information comment box

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 by following our monitoring calendar.

Monitoring and Evaluation Strategies

We regularly monitor 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
- Progress and forward plan meetings
- Formal and informal class/playroom visits (SMT)
- Termly peer evaluation
- Tracking of pupil progress
- GIRFEC meetings
- Extended Support Team 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?

Each year we also complete a standards and quality report which is monitored by our link Education Manager within headquarters.

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

Action Plan

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?	How will we measure this?
1, 3, 5, 6	2.4 3.1	<p>Raise staff awareness of ACES</p> <p>Participate in Mindfulness training for all staff (Cluster delivery) delivered by Stan Godek (PEF) : In-service Day October 2018</p> <p>Provide all staff training on Mindfulness Practice within the classroom setting provided by Do Be Mindful (PEF) : August 2018 – January 2019</p> <p>Implement Mindfulness Practice at all stages across the school : January – June 2019</p>	<p>Police Scotland/Violence Reduction Unit (Karen McLuskey/James Doherty)</p> <p>HT St Paul's PS/ (Stan Godek)</p> <p>HT & 'Do Be Mindful'</p> <p>SMT/CTs</p>	<p>Greater understanding of ACES & Trauma & the effects on pupil wellbeing</p> <p>Increased knowledge & understanding of ACES/effects of trauma resulting in positive changes to practice</p> <p>Consistent approach to mindfulness across all stages of the school</p> <p>Children are more ready & able to engage with learning</p> <p>Decreased number of interruptions to learning</p> <p>Improved pupil behaviour & increased engagement Improved mental health & wellbeing of children and staff</p>	<p>Feedback from staff Feedback from learners</p> <p>Improved attainment and positive attitude to learning</p>

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information

		Host parent H&WB event(s) to raise awareness of emotional literacy, growth mindset approach (Teachmindset Ltd) & mindfulness practice (PEF) : Jan- March 2019		Parents more empowered to support their child's emotional learning at home & in the community	Attendance and participation in events held Feedback from pupils and parents (evaluation activities)
2	1.4	**Devise a programme of Health & Wellbeing activities for staff (PEF) : August 2018 – June 2019	HT St Charles' PS	Improved mental health & wellbeing of participating staff Staff feel more supported, valued & empowered to deal with stress & demands of professional role Improved staff relationships across the cluster	Staff consultation and questionnaire RAFA Model used to measure single aspect agreed at outset

		<p>Engage in monthly LISN (Locality Inclusion Support Network) Meetings in order to support pupils with additional support needs</p> <p>Pupil Support Coordinator to meet monthly with members of the group to discuss 2 identified pupils requiring support. Educational Psychologist and colleagues within the group will offer support/advice/alternative strategies</p>	<p>HT and Pupil Support Coordinator (DHT)</p>	<p>Collaborative approach to supporting pupils will provide school staff with effective strategies</p> <p>Pupils will benefit from upskilling of staff and fresh approaches to providing support</p>	<p>IEPs and Child's Plans</p> <p>Learning conversations with pupils focused on how they reach their targets</p> <p>Wellbeing web using GIRFEC and wellbeing indicators</p>
2, 3, 5		<p>PATHS year 2</p> <p>Continue to embed PATHS programme at all stages across the school and engage with Paths Supporter during school visits</p>		<p>Staff will have increased confidence in delivering PATHS lessons</p> <p>Pupils will further develop emotional literacy skills and be better equipped to deal with difficult situations</p> <p>Parents/carers will have</p>	<p>Discussion at staff meetings (minutes)</p> <p>Learning visits</p> <p>Pupil survey and pupil focus groups</p> <p>PASS data from GL Assessment</p>

		Provide parental PATHS workshops		increased understanding of the PATHS programme and be able to support their children at home to develop emotional literacy skills by using similar strategies/language to that being used in school	Parental evaluations and parent GIRFEC survey results
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Action Plan

School priority 2: Improve attainment in Literacy					
NIF key driver	HGIOS4 HGIOEL C QIs	What are we going to do?	Who will be responsible for implementation	What is the expected impact?	How will we measure this?
2, 4, 5, 6	3.2 2.3 2.4	Establish a Cluster Literacy Champions Network to embed 'The Write Stuff' teaching & assessment approaches for Writing across the school Further training with Jane Considine 22 October 2018 (In-service day) PEF	Literacy Champions, St Peter's DHT to facilitate Cluster Network SMT/CTs	Improved assessment & planning impacting on attainment levels in writing Increased confidence and upskilling of staff in the teaching of writing skills Greater consistency in classroom practice across all stages Increased confidence and upskilling of staff in the use of data to effectively identify pupils requiring targeted support in literacy	Outcome of Peer Learning Visits across cluster Feedback from staff Feedback from learners Attainment Data : Teacher Professional Judgement, Standardised Assessment Information Planned observations (peer, SMT and pupil learning visits)

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information

				More robust professional judgements in writing attainment	
		Peer Observation – staff to pair up with a stage partner from another school within the cluster. They will meet to plan a programme of work and visit each other in class to observe learning and teaching. They will then meet to evaluate the learning. (4 hours allocated – weeks beginning 07/01/19 and 11/03/19)	Literacy Coordinator Class Teachers	Increased confidence and upskilling of staff in the teaching of writing skills Greater consistency in classroom practice across the cluster Pupils will benefit from variety of approaches to the teaching of writing as a result of staff observing and trying new methodologies	Feedback from staff (evaluations) and discussion at staff meetings Learning conversations with pupils and pupil survey results Evidence in Writing jotters/portfolios Body Of Evidence folders Attainment data
1,2,4 & 5	2.3 1.2	Modern Foreign Languages L3 – Raise awareness of French as Language 3 and identify staff willing to undertake training in order to provide L1, 2 & 3 by 2020.	MFL Coordinator and Class Teachers	Staff will be trained and prepared to plan and implement a programme introducing French to P5-7 with confidence	Learner engagement and confidence in L3 Discussion with staff and learners
1, 3, 4 &	2.3	Music in Early Years:	Senior Nursery		SALT

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information

5	1.2	Early years staff to engage in professional learning focused on Music, Song and Rhyme (Alice Sharp Training)	Officer, Early years staff (nursery officers and support staff) & DHT	Staff will develop knowledge and skills to deliver music which will increase children's Language and Literacy skills in Early Years	programmes/interventions to assess progress Participation of children and parental support
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Action Plan

School priority 3: Raising attainment in Numeracy					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact?	How will we measure this?
2,4,5,6	3.2	Establish a Cluster Numeracy Network to consider teaching & assessment approaches for numeracy across the school	HT and Numeracy Coordinator	Increased confidence of parents to support numeracy at home	Pupil Engagement and Confidence when participating in Numeracy topics/tasks
	2.3				
	2.4	Using "Making Maths Count" report to transform our school into a maths positive community	Cluster Numeracy Champions in partnership with Renfrewshire	Improved support, guidance and modelling for class teachers by school champion	Pupil Survey results and discussion during focus groups/pupils involved in self-evaluation
		Engage in cluster Numeracy moderation (3 collegiate sessions for facilitators to meet with 10hrs - PEF)	Numeracy Coach/ Renfrewshire Numeracy Development Officer	Enhanced planning for assessment Enhanced staff practice	Attainment Data (Teacher Professional Judgement and Standardised Assessment scores)
		Holistic assessment training to be delivered with the support of Numeracy Development Officer across all Cluster schools and Numeracy Champions to support staff in implementation at individual school level		Improved attainment in Numeracy and Maths Targeted pupils well supported in Numeracy	
				Increased positive attitudes towards	

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information

		<p>Implement cluster moderation programme with a focus on Numeracy & Maths led by inter-authority trained school reps (PEF) : September 2018-June 2019</p> <p>Cluster Numeracy & Maths moderation/effective feedback event (PEF) : February 2019</p>		<p>Numeracy and Maths</p> <p>Improve problem solving</p>	
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Action Plan

School priority 4: Developing Leadership capacity					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact?	How will we measure this?
1,2,5		Literacy, Numeracy and Moderation Network Leadership opportunities for practitioners.	HT	Increased leadership of learning opportunities for class teachers	Level of staff participation and engagement
1,2 & 5		Coordinators of curricular areas (Literacy, Numeracy and Health and Wellbeing) to lead working groups with the aim of undertaking organisational tasks identified by staff during self-evaluation activities	Leaders of working groups (AF – Literacy, VG – Numeracy and CMc –	Staff will be able to easily access and select suitable resources to enhance teaching and learning Children will display increased	Reading Engagement Survey Pupil and Parental Questionnaires

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information

			Health and Wellbeing)	engagement as a result of new and stimulating resources Children will benefit from teachers being able to spend more time focusing on delivery of lessons/activities	Learning Visits Discussion with pupils during pupil focus groups Attainment data in Literacy and Numeracy (Teacher Professional Judgement and standardised assessment scores
1,3, 4 & 5	1.2 2.2 2.3	Primary 1 Pedagogy Programme: Authority led approach to learning and teaching will be developed and embedded in the Early Years.		Pupils will have increased engagement in their learning. Staff will have improved understanding of approaches which encourage pupil led learning. Staff will have increased confidence in the approaches explored through the P1 pedagogy programme.	Teacher observation Learning conversations Termly tracking and monitoring meetings SNSA results Staff feedback Termly forward plan meetings. Learning Trios. Standardised Assessments

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information

					HGIOS 4
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