

St. John's Primary School

IMPROVEMENT PLAN: 2023-2024





GREEN – Cluster
BLUE – PEF

Article 28: Every child has the right to an education.

Article 3: The best interests of the child must be a top priority in all things that affect children.

VISION

- At St. John's we value partnership working and work very closely with many agencies. Through these partnership links we can fully support and challenge each child to aim high and to be the best that they can be.
- We aim for every child to have a safe, happy, active and creative primary education in an environment that is caring and supporting. We encourage our children to be independent and successful learners, developing into confident individuals, effective contributors and responsible citizens.
- We are proud of our Catholic ethos and promote a broad and balanced curriculum, including preparation for Sacraments, which is delivered by competent and caring staff.
- We pride ourselves on our achievements and continually strive to improve our high levels of attainment.
- We work closely with our Parent Council who meet regularly throughout the year and we support an active Fundraising group who organise wonderful events which allow plenty of opportunities for everyone to contribute to the life of the school.
- Our team consists of highly dedicated and committed individuals, all of whom work to help your child/children achieve success both in and out with the classroom.

Article 2: The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

VALUES

- As a Catholic school our Christian Faith permeates all aspects of our school life. Therefore, as a school, we ensure pupils are Faith Filled, promoting Honesty, Respect and Responsibility.
- As a community of faith and learning, we strive to provide the highest quality of education through the promotion of Gospel values, celebration, worship and service to others.
- We value the contribution and support of our parents and local community.
- We encourage the active involvement of parents in their child's education and learning.

<u>AIMS</u>

- Be a Catholic Community of Faith and Learning by fostering a school ethos in which our Faith is regularly celebrated and where equality of opportunity is offered to all pupils.
- Enable all children to become successful and enthusiastic learners through a creative curriculum which is relevant and challenging, and delivered by effective, quality teaching and learning.
- Empower children to become confident individuals, which will be shown, in the way they relate to others, in being truthful and in the way, they manage themselves.
- Develop pupils in becoming responsible, respectful citizens, citizens who are proud of their own and others heritage.
- Become effective contributors, where adults and pupils work confidently in partnership to create, build, motivate and take initiative.
- Create a positive school ethos where learning is exciting and stimulating, where all are encouraged to
- "Aim High"

Article 14: Every child has the right to their own religion.
parents, their own and other cultures, and the environment.
Article 23: Your right to special care and support if you are disabled.

Article 27: Your right to a good standard of living.

Article 28: Your right to be full. It must encourage the child's respect for human rights, as well as respect for their expect.

Article 25: Children who are not living with their families should be checked on regularly to make sure they are ok.

Article 27: Your right to special care and support if you are disabled.

Article 27: Your right to learn and to go to school.
Article 28: Your right to relax and play.



South Ayrshire Council Plan

Spaces and PLaces
Live, Work, learn
Civic and Community Pride



Children's Services Plan Outstanding universal provision
Tackling Inequalities
Love and support for our Care Experienced young people and young carers
Good physical and mental wellbeing
Promoting Children's Rights

Education Services Priorities Equity, Wellbeing and Inclusion
Learning, Teaching and Assessment
Curriculum
Self Evaluation for Self Improvement



Placing the human rights of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children Improvement in employability skills and sustained positive school leaver destinations for all young people

Improvement in attainment, particularly in literacy and numeracy





NIF Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children			I QIS Idership of Letership of Cleiculum Ining, Teachitonalised Suily Learning Iring Wellbeing attainment	hange ing and As apport ing, Equal ent and acl	ity and nieveme	Inclusion ent					
What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Perso n	Start and Finish Dates			Measure re Possil	People	?			_
1.1 90% of children will increase attainment in maths/numer	 Staff training provided on developing children's meta skills linked to word problems and problem-solving linking maths/numeracy to real life contexts and pupil skill development. By December all cluster schools witll have a link person - JW (St. John's) SS (St. Ninian's) + KMCN (Sacred heart/St. Cuthbert's) + T. McF (St. Pat's) 	JW + LG	August to December 23	P1 P4 P7	May 18 94 89 88	Maths/Ni May 19 74 85 84		May 21 93 85 84	May 22 88 75 84	May 23 79 80 84	May 24
acy from current progress. Most children will increase confidence in numeracy	 Creation of school planners linked to skills Scotland progression framework – Self management, Social Intelligence and Innovation. Increased number of children participating in the Strathclyde University maths challenge Parent and Pupil workshops around anxieties in maths supported by development officer. Training around concrete materials for new or temporary staff will continued to be signposted towards CLPL opportunities in South Ayrshire. Continue to track pupils and staff attitude towards CPA Update electronic tracking system that helps to track individual and group progress over time to identify next steps. SNSA Assessments (Full profiles) used with targeted groups of children to: identify next steps in learning for 	SLT + Pupil Support Teacher	Sept 23 August to June 24	el Cl er Pi Q pi or Cl	nd of the nildren's and of the re and puestion arents vin their leastroon of the teastroon	s questione year lings questione year lings ost assest the arning (finanching of the arning of the a	ked to N nnaires ked to co sments aluation le impac Children er obser maths a	ATTA shat the confider from Was to faple on standard metaling and meta	start ace in r hiteR ocus oropria ged Int s and f ca skills	of the maths/ose mather on chilate intervented feedbase	year a numer aths Idren a ervention) cks link

	 pupils; track pupil progress; monitor and evaluate the impact of interventions Use of GL reports for Stage intervention targets and all staff should continue to analyse their results for next steps for learners 			P3 P4 P5 P6 P7	(Que	oct 21 97.3% 88% 95.6% 93.6%	93.5 85% 95.9 96.7 96.7	% 94 % 94 % 97	May 23 1.1% 1.2% 7.2% 7.1%	May 24	
1.2 80% of children will increase attainment in reading from current level. 1.3 80% of children will increase attainment in writing from their current level.	 Cluster will form collaborative learning groups at stages 1, 4 and 7 with a focus writing. Observations will take completed by the end of November. Based on feedback from 2022/2023, observations will also include time for pupil focus groups and feedback. Training to be delivered at August Inservice on giving feedback. Cluster collaborative learning groups to engage in professional enquiry supported by Ed Psych. Enquiry question to be agreed by cluster collaboration group by end of Sept. Baseline assessments to be agreed and issued to target pupils. Time built into WTA for cluster collaborative learning groups to share professional reading. Cluster colleagues/digital pupil groups to work together to share assistive technologies professional learning to support learners with additional support needs. P7 SNSA data to be administered in Nov and analysed at cluster level to determine next steps. P7 teachers to meet and discuss findings. Continue to use GL assessments next year. Use of GL reports for Stage intervention targets and all staff should continue to analyse their results for next steps for learners. Parent Session for Talk for Writing to support parents understanding of the approach to teaching in these areas. 	TR TR	August 23 to March24	P1 P4 P7	pupil foo Feedbac Cold and Accelera	cus group ck from p d hot tas ated reac	May 20 83 85 85 P1, 4, 7 ps professions/seseding dat	onal end ssment	quiry	May 23 73 75 76 retriating	May 24

1.3 Pupil Voice will impact positively on school improvement planning	 Pupil groups will create an action plan with clear links to talking and listening skills supported by theme 2 Our Learning and Teaching (HGIOurS) Pupil groups linked to Meta skill development and evaluated using theme 5 - Our Successes and Achievements (HGIOS) – continuation from maths skills Cluster collaboration of pupil groups sharing good practice linked to HGIOurS themes 2 Our learning and Teaching and theme 5 Our Successes and Achievements. Roadshows to learn from one another – St. Ninian's September and then feedback May 24 	J.W/ L.G	October to May 24	•	HigiOURS see Pupils and seedback from the four curiosity, op solving. Feedback/evenowledge a which are line	taff om pupil Roa om teachers key creativy oen-minded valuations fr and understa	- Termly - Skills as persons, image om childrending of se	pupils an evaluation part of pu gination a en regard skills for t	d cluster ns of how pil voice and prob e ing their he world	staff w they inputs: lem
1.4 Children in most deprived and disadvantaged background will make progress from their previous levels of attainment in Reading.	 P2, 3,5 and P6 will form collaborative learning groups at stages with a focus on teaching reading. Stages should agree a novel/book from an agreed list of equalities materials. Observations will take place by end of March. Based on feedback from 2022/2023, observations will include time for pupil focus group and feedback. Parent Session for MyOn to support parents understanding of the approach to teaching in these areas. Accelerated reader – PT responsible for accelerated reader to work across the cluster to take a closer look at the diagnostic information provided and how to use this to feed in to staged intervention targets and further interventions. Initial science of reading training (Sept Twilight) and follow-up training (TBC) 3 x additional Staff meetings for bespoke training. Pupil Support Coordinator to ensure all school assistant staff trained in a variety of resources such as Active 	R.P. School Assist ants C.C	Decembe r to April 24 Ongoing to June 24	* * * * * * * * * * * * * * * * * * *	Feedback f pupil focus Feedback f Evaluations Accelerate Pre and po Pre and po inputs to st Intervention Whole school	groups from profes from Read reader as st assessm st question aff tracking d	May 20 83 92 85 7 classro sional en ding Schosessmen ents naires fol ata	quiry ools ts and e lowing a	valuatior	ns data

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Literacy resources, 5-minute box, Reading Wise and		
Reading Wise Zip.		
	R.P	
✓ Train and support staff on Active Literacy		
✓ Sharing good practice across the school		
✓ Data literate professionals – phonic checklist, on-going		
assessments		
✓ Daily 30minute sessions of Reading Wise.		
✓ School assistant training.		
✓ School assistants timetabled and timetables evaluated		
each term to ensure impact		
✓ Cluster support teacher to have overview and track		
pupil progress.		
✓ Parent and child workshops and homework clubs run		
throughout the school day and after school linked to		
First Ministers Reading Challenge.		
5 5	SLT	
Refresh of the First Minister's Reading Challenge to		
Reading schools		
Introduction of a new electronic tracking system that		
helps to track individual and group progress over time		
to identify next steps.		
 This model to be refined and need to ensure that staff 		
delivering the interventions are aware of the		
importance of tracking. – data literate staff		
 Continue with school assistant training and refreshers. 		
Teaching staff should regularly review and change		
targets carried out throughout the year. Pupil support		
teacher should oversee support staff to ensure quality		
delivery of interventions.		
 Teaching staff need to be able to extract information 		
from intervention programme.		
from intervention programme.		
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1.5 Children have increased ownership of aspects of learning and teaching	 Pupils to have increased responsibility for improving learning and teaching. Pupils to engage in Pupil Focus groups during classroom observations. Children involved in collating data about what makes a good lesson – look at progression from primary 1-7 Children co-constructing learning and teaching policies. Play pedagogy approaches across the school Classrooms moved to facilitate stages being able to work together. Furniture to be purchased to create a 	L.G + R.P.+T .R + J.W		 Staff questionnaires and focus groups at the start of the year and end of the year to measure Staff views on their understanding. Motivation questionnaire for pupils Confidence questionnaire for staff
	 work together. Furniture to be purchased to create a more designated teaching area children involved in design. Consideration of resources to create a 'walled' space – can these be more multi-functional. Use block play to support developmentally appropriate experiences and progression through STEAM subjects following staff training in Jan-June 23 Increased confidence from staff in scaffolding interactions. Continue to develop the creative stations at 2nd level – 	TR	Dec 23 to June 24	 Block play - Nita Ferguson to support with monitoring how to measure attainment impact. 3 areas in maths - support with creating observation sheets.
1.6 Nursery	 look to develop further provocations that are completely open to pupil interpretation. Pupils lead the planning for provocation areas within the classroom as part of the pupil evaluations. Introduce a loose parts provision in the upper area/consider use of spare classroom. 	СС	August 23- Dec 23 October 23 –	 Staff pre and post questionnaires Pupil focus groups Support from Nita re. Creative Stations Provide training for support staff
tracking used to ensure more academic progression through enhanced transition for children	 EYPs provided opportunities to be involved in planning and pupil recording and assessments. Learning journals introduced to support children to increased independent learning through develop in skills such as recording, digital skills, time management. To support staff in ensuring that child-initiated learning is captured and fed in to planning cycle. Block play transition activity with Wallacetown 	T.R	march 24 August – June 24	Evaluations from online learning journals

moving from nursery to	 More opportunities built in for P1 staff to visit nurseries and for children to visit the school out with bump up 			
primary 1.	days.			

Priority 2 Improvement: in children and young people's health and wellbeing

Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing

HGIOS 4 QIs

1.2 Leadership of Learning
1.3 Leadership of Change

	2 2 2 2 3	.2 Curriculum .3 Learning, Teaching and .4 Personalised Support .5 Family Learning .1 Ensuring Wellbeing, Ed .2 Raising attainment and	quality and Inc	lusion
What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)

2.1 Building Mental Health and resilience – Identified cohort will report a 10% increase in wellbeing linked to Boxalls.	 Pupils will have access to Seasons for Growth Pupils will have access to Drawing and Talking Pupils will have access to Sand therapy Pupils will have access to LIAM following staff training Pupils will have access to nurture opportunities Pupil voice groups to take a lead role in consulting with peers, staff, Parent Council and parents and feedback through school newsletter and Twitter linked to theme 4 Our Health and Wellbeing. Increase and enhance the family after school supports such as pupil support, nurture and parent and child sports. 	Nurture teacher JW	August – June 24	Wellbeing web Wellbeing Assessments Pupil, staff and Parent questionnaires Parent survey/Wellbeing Web/SNSA and GL assessments. Think sheets tracker. Boxall Profiles completed by Nurture teacher and by class teacher at the beginning of the year and at the end of year-Boxall results to be compared. Strengths and difficulties questionnaire (SDQ) Self-esteem Questionnaire Planning sheet-daily and weekly evaluations-targets to be linked with class teacher targets. Use of HWB Indicators-SHANARRI Evaluation of Staged Intervention Targets Parental meetings/TAC meetings
2.2 Improved and sustained attendance of PEF cohort	 Increased focus on attendance, information sent to parents every month in the newsletter. Attendance monitored weekly by SLT – attendance concerns addressed and managed through the South Ayrshire management guidance on attendance – Use Run trackers to see what is working. (Learning from ADES group) Letters created following SA guidelines to be sent to parents when attendance issues arise. Use the request for assistance process to access supports for families who require outside agency support Focus on trends within attendance particularly around days of the week and classes with positive and negative attendance. Pupil support overview was used in conjunction with attendance tracker to highlight patterns of absences. Pastoral care tracker to track absences/lateness of pupils to highlight any concerns. Travel arrangements were made for some children to support families. Liaising with secondary school to determine if siblings absent to build a bigger picture. 	C.C	August to June 24	Recording of CfE /SNSA/attendance/SI/FSM Run trackers Tracking outside agency involvement Attendance figures for each term Attendance figures for families Four week monitoring plans Pastoral Care trackers

2.3 Increase the number of children participating in competitive sport opportunities	 Continued commitment to no cost to the school day. Afterschool groups to build confidence and resilience Build capacity within parents to run and support after school clubs and initiatives. Work with children on a one to one or small group basis to enhance their skill level and sportsmanship within a sport Support children with ASN and seek opportunities for them to participate in a wide range of activities/sports. Continue to identify and use PEF money to support children and families to access residential trips Continue to assist with the preparation of reports relating to active schools, compile and maintain appropriate statistical information, registers and records Develop a programme of activities for children to participate in during break and lunch Work with Active Schools to see how we can support free access for some children to attend clubs in their local area out with school All residential trips and activities will take place, if appropriate, following government guidelines. Continue with nurture through sport. Further develop programme of activities to include break and lunch times. Ensure partnership with active schools continues to support free access. More pupil choice electives - Children vote for curricular areas and then chose what aspect of that area they would like to learn about. 	R.P + Nurture through sport PEF post	Aug - June	Fit Quest reports Wellbeing assessments Staged Intervention evaluations Pupil and parents' feedback Engagement tools – Run marker to track levels of engagement of individual children (example shown) School trip + community activities data
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Priority 3: Honouring Jesus Christ as the way, the Truth and the Life using the 7 themes of Catholic Social Teaching as a benchmark for self-evaluation and improvement. Consider the impact of our Catholic Mission on the wellbeing, equality and inclusion of pupils and on our collaborative and partnership work. Article 14 Every child has the right to their own religion.

NIF HGIOS 4 QIs

Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children

Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive destinations

- 1.2 Leadership of Learning
- 1.3 Leadership of Change
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 2.4 Personalised Support
- 2.5 Family Learning
- 3.1 Ensuring Wellbeing, Equality and Inclusion
- 3.2 Raising attainment and achievement

What Outcomes Do We Want to Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates					Peo	ple?			and Your and Targ
4.1 To promote Life and dignity of the human person	 Gods loving plan to be delivered to all classes from P1-7 – Staff training required for new teachers – SCES training calendar. Care of our Common home – Laudato Si – Quote 3 – Improve impact of pupil charitable works to ensure they support the poor and the impact on their environment. Increase knowledge that the poorest people are most affected by environmental issues. Story/class novel focusing on one of the protected characteristics – equalities Term 3 	Louise (St John's) Jackie (St Ninian's) Lynsey (St Pat's) Rachael (Sacred Heart/St. Cuthbert's) Laudato Si' pupil groups to organise	Aug-June		ty can co	elearly s chool. ils feel	ee tha	at our a	nti bully	ving pra	ctice is	the school s based on
4.2 An increased call to family, community and participation	 Parent council events throughout the year such as Christmas Fair etc. Each class to support a local project to research and support during term 	R.P (St John's) L.M (ST. Pat's), R.McC (St. Cuthbert's)	Aug-June	Parish Co	d numbe	er of ch <mark>dation</mark>		achiev				th Award <mark>+</mark>

	Parent and child meetings — Sagramantal and Page Francis	R.Mc (Sacred Heart)			May 19	May 20	May 21	May 22	May 18	May 19	May 20	May	May 22
	Sacramental and Pope Francis Pope Francis Faith Award Cluster Carols by candlelight —	J.McP (St. ninian's)		% of pupils	100	100	100	100%	30%	65%	70%	N/A	N/A
	Tuesday 5 th December 23 • Cluster Lenten walk for MISSIO and selected school charity 14 th March 24												
4.3 Children will have a greater understanding of their rights and responsibilities in relation to the charter for Catholic schools.	 Education Scotland 'Recognising and realising children's Rights linked to SCES resources and Laudato Si' resources Pupil groups – include a Laudato Si' group Playground/leadership groups promoting gospel values Missio work P1-7 Pupil voice group cluster exhibition – St. Ninian's to host Thursday 2nd May 24 	J.W (St. John's) N.McN (St Ninian's) L.M.+ A.M (St. Patrick's) R. McC (St Cuthberts + Sacred Heart)	Aug- December	Childrer buddies Feedbad	– pup	il focus	group		aytimes	and lunc	chtimes t	oy peer	s or
4.4 Children understand the dignity of work and the rights of workers	 Parent workshops Industry visits DYW /Vocations week - Cluster Aspirations Display - staff journeys - During Vocations week - Week beginning 22nd April 24 Catholic Education Week - Pilgrims of Faith - November 	R.L. (St. Ninian's) R.Mc, Sacred Heart + St. Cuthbert's) J.W (St. John's) T.McF (St. Patrick's)	Aug-June	Worksho Children Vocation Children aptitude leading	n have ns n and p s and	a grea parents interes	ter awa have a sts with	areness a greate	er under	standing	of the li	nks bet	
4.5 Option for the poor and vulnerable	 Breakfast club Uniform bank – pre-loved, re loved, new to you. (Sustainability- move away from poverty) 'Donations' for school trips Saint Vincent De Paul Parent employability and skills God's Loving plan Access to foodbank 	R.P (St. John's) with N. McN (St.Ninian), L.M. (St. Patrick's) and R. Mc (Sacred heart + St. Cuthbert's)	Aug - June	Greater to their a Daily bro Feedbac timely so	achiev eakfas ck fron	ement. st club i n parer	mprovi	ng learr	ner read	iness an	nd late co	oming	

	• PEF			
4.6 Solidarity	 R.E. Lessons linked to equalities – SCES materials SCIAF and Missio Pupil Groups Assemblies Laudato Si' - Quote 6 – Create wall displays with gospel passages that teach about the environment. Term 1 Add passages to it that teach about our responsibility for others especially the poor and marginolised in terms 2-4. Cluster teams meeting about Justice and Peace group – Term 2 	R.P/JW/TR (St. John's) with J.McPeak (St.Ninian), L.M. (St. Patrick's) and MI(Sacred heart + St. Cuthbert's)	Aug - June	Increased involvement with Aid to the Church in Need both within school and within their own time. Reflected in the Pope Francis Faith Award.
4.7 Care for God's creation –	 Laudato Si' pledge Pope Francis Faith Award- cluster project linked to Laudato Si' 4.1 to 4.6 all link in to 4.7 	R.P/JW/TR (St. John's) with E.D (St.Ninian), L.M. (St. Patrick's) and MI(Sacred heart + St. Cuthbert's)	Aug-June	Questionnaires

Appendix 1

Budget

Priority	Staffing costs	Resources/ other	Total
1. To improve attainment,	EAL Translation services	Maths - concrete resources particularly	
particularly in literacy and	Professional enquiry – resources for	for P4-7	
numeracy;	teachers, professional reading and	Laptops for pupil Interventions	
	courses to attend.	Taxis for Identified families	
	PT Covid Recovery X2	Parent + Child workshops	
	EYP	I-Pads/laptops for profiling	

	Cover costs for professional enquiry and peer visits to schools		
2. Improvement in children and young people's health and wellbeing	Additional management time for Principle Teachers 0.2 PE teacher Nurture through sport teacher Nurture Teacher Music specialist 0.3	Boxall Profiles Residential Trips Afterschool clubs Nurture	PEF and School Budget
4. Serving the Common Good		Retreats Diocesan events Transport costs	Possible funding from the SWEIC?





