 V

GREEN – CLUSTER

BLUE – PEF

BLACK – IN SCHOOL

St Patrick’s Primary School

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| **SCHOOL IMPROVEMENT PLAN: 2023-2024** |

**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.

**National Improvement Framework Priorities**

**Education Services Priorities**

**Children’s Services Plan**

**South Ayrshire Council Plan`**

VISION, VALUES and AIMS

Vision

*We have a clear vision and values which have been developed with all stakeholders in the 2018/2019 session.*

In St Patrick’s Primary we strive to provide a secure, happy, caring school in which each child is nurtured and empowered to achieve his/her full potential through effective learning and teaching experiences of the highest quality. We are inspired by our Patron Saint, St Patrick:   
Inspire me to shine in all I say, all I do and all I am.

Values

* As a Catholic school, our Christian Faith and Gospel Values permeates all aspects of our school life. Having revisited our Values in session 18/19 and in consultation with parents, pupils, staff and our local community our new school values are:
* Achievement Community Faith Inclusion Respect

AIMS

At St Patrick’s Primary we strive to;

* To foster an open, welcoming and caring school in which all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included.
* To nurture successful learners by providing all pupils with the best opportunities to achieve their full potential and prepare them for a life of learning.
* To inspire responsible citizens who develop positive attitudes to serve the common good, promote social justice and opportunity for all.
* To form confident individuals with a self-belief and passion for using their God given talents to pursue excellence for themselves and others.
* To encourage effective contributors with enterprising attitudes, resilience and independent skills capable of positively impacting on the communities in which they live.
* To develop as a community of faith, promoting Gospel values and respecting the dignity of all God’s children.

South Ayrshire Vision

Our vision and ambition in South Ayrshire Educational Services is to achieve excellence and equity. We have the highest expectations for all learners so that they achieve their potential regardless of their circumstances. We want to achieve this in a context where we act with integrity in a climate of mutual trust and respect and have the highest ambition for every learner. It is our ambition to close the attainment gap while constantly stretching and challenging children and young people who are attaining at the highest levels to achieve more. Closing the gap while challenging every learner will guide and define the work of educational services.

The School as a Learning Organisation

* This session, our approach to school improvement will be centred around the OECD report, “What Makes the School as a Learning Organisation?”. We will undertake a range of professional reading and reflection which will focus on unpacking the ‘Seven Dimensions’ and their ‘elements’ as outlined in the OECD working paper. Establishing the school as a learning organisation will help to support and guide the school community as we strive to maintain our vision for change and improvement and improve outcomes for our children.

Article 14: Every child has the right to their own religion.

Article 29: Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 21: Your right to live in the best place for you if you can’t live with your parents.

Article 23: Your right to special care and support if you are disabled.

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 a good standard of living.

Article 28: Your right to learn and to go to school.

Article 31: Your right to relax and play.

St Patrick’s Primary School  
School Improvement Plan  
2023-2024

**Pupil Equity Fund**

* L. May
* T. McFadyen

**Learning, Teaching and Assessment**

* L. May
* T. McFadyen

**Literacy and English**

* L. May
* A.McGinley (Talk for Writing)
* K.Gardiner (Reading)

**Technologies**

* L .May
* L.Wilson

**Play-Based Learning**

* A. McGinley
* A.Davis

**“Inspired to shine in all I say, all I do and all I am!”**



**Transition – P7/S1**

* L. Wilson

**RERC**

* L. May/T. McFadyen
* J.Tonner (PFFA)
* A.Davis / K.Gardiner  
  (Sacraments)

**Numeracy, Maths & STEAM**

* T. McFadyen

**Health & Wellbeing**

* A.Davies

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| Logo  Description automatically generatedSouth Ayrshire Service Plan Priority:   1. Closing the poverty-related attainment gap by improving attainment in literacy | | | | | |
| SAR Strategic Plan Priority:  To raise attainment in literacy and close the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire | | | | | |
| ALL SOUTH AYRSHIRE SCHOOLS  2023-2024 | | | | | |
| SAR Strategic Aim | Actions | Intended Impact | Resources | SAR Lead | Completion  Date |
| To *develop confident and skilled readers in South Ayrshire* with a lifelong love of reading and the confidence to access all aspects of education, culture and society  To *support and develop all education staff in South Ayrshire* to implement best practice through a culture of shared knowledge, collaboration and enquiry | By June 2023 all schools will have an identified Reading Leader | The values, vision and aims of  South Ayrshire Reads  is consistent and clear to all stakeholders | All reading leaders can join a dedicated MS Team to ensure access to information, local/regional/national messages and resources and, opportunities to collaborate. |  | June 2023 |
| By June 2023 all clusters will have an identified SAR link person to direct enquiries / requests to. | *South Ayrshire Reads* strategy document and MS Team |  | June 2023 |
| By end of August 2023 ALL education staff, parents, children and young people will be introduced to the strategic vision of (SAR)the South Ayrshire Reads initiative. | SAR Video link will be provided, and time allocated on August Inservice days to share with all school staff.  *(Please share with all pupils during the first few weeks of term and share the video link on your school social media channels)* |  | August 2023 |
| By April 2024 ALL education staff will have had the opportunity to attend an online South Ayrshire Reads Engagement session | Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed |  | April 2024 |
| By April 2024 ALL parents, carers and partners will have had the opportunity to attend an online South Ayrshire Reads Engagement session | Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed |  | April 2024 |
| By September 2023 ALL primary education staff will have engaged in initial science of reading training (Sept Twilight) and follow-up training (TBC) | Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed |  | April 2024 |
| By February 2024 ALL school assistants will have had the opportunity to attend in-person Supporting Children with Reading training | Training will take place on both October 2023 and February 2024 Inservice days |  | October 2023  February 2024 |

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| Priority 1: High Quality Learning Teaching and Assessment | | | | | |
| NIF: Placing the human rights and needs of every child and young person at the centre of education  Closing the attainment gap between the most and least disadvantaged children and young people  Improvement in attainment, particularly in literacy and numeracy. | | |  | | |
| Outcomes | Actions | Lead | Date completed by | Measure & target | Resources (will be added to throughout the year) |
| 1.1 To create a shared understanding of high quality learning and teaching where pupils are confident about the purpose of the lesson and can evidence what has been learned resulting in increased attainment. | Teaching & Learning Toolkit created to conduct lesson observations and scaffold feedback.  Identify examples of best practice and next steps. | L.May | Ongoing throughout the year | T&L Toolkit used for observations and feedback.  Class observations demonstrate improvement from session 2022-23. | Teaching Delusion trilogy – Bruce Robertson |
| 1.2 To create a more individualised CLPL programme which meets the needs of staff. | Staff to identify learning and teaching priorities for improvement and staff meeting to focus on selected areas.  In-house CLPL programme designed to share expertise across school.  Time required to reflect upon / action CLPL.. | L.May | August 2023  October 2023  June 2024 | Staff PRD returns identify L&T focus areas.  CLPL sessions target these areas leading to improvement in learning & teaching provision.  Staff share best practice through CLPL programme.  Staff Meeting Time to be dedicated to reflection / action points. | CLPL Calendar that becomes a working calendar and changed as appropriate. |
| 1.3 High quality IDL curriculum which provides links to DYW. | To implement IDL planners that have clear learner pathways in subject areas, maximising use of skills for learning, life and work. | L.May | September 2023 | IDL progression pathway planners created. | Planners, MTV resources |

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| Priority 2: To improve attainment, in literacy and numeracy  To close the attainment gap in literacy between the most and the least advantaged children | | | | | |
| NIF:   * Improvement in attainment, particularly in literacy * Closing the attainment gap between the most and least disadvantaged children | | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **% SECURE AT P1,P4 &P7** | **LIT 2023** | **TARGET 2024** | **NUM 2023** | **TARGET 2024** | | **65%** | **70%** | **86%** | **90%** | | | |
| Outcomes | Actions | Lead | Date completed by | Measure & target | Resources (will be added to throughout the year) |
| 2.1 P1, P4 and P7 to show at least a 5% increase in attainment. | Almost all staff will need to be trained on Talk 4 writing. 2 permanent members of staff and our probationer teacher and temporary staff to engage in Talk 4for writing training by October 2023 (If formal training not available | A.McGinley to support permanent members and temporary staff and T.McFadyen to support NQT. | October 2023 | 100% of staff to feel confident teaching – staff survey.  Writing Attainment:   |  |  | | --- | --- | | % secure at Writing | Target May 2024 | | P1 78 | 83 | | P4 64 | 70 | | P7 73 | 78 | | Talk for writing school texts.  Teaching spines  Shared texts amongst schools – glow sharing Talk for Writing tile.  School Talk for Writing planner to identify texts used. |
| 2.2 For St Patrick’s to develop confident and skilled readers who regularly read for enjoyment and increase attainment at P1, P4 and P7 by at least 5% | All classes to complete MYON project.  Reading school group to be established and for St Patrick’s to gain Reading school accreditation. |  | June 2023 | Achievement of Reading school award.  Parent and pupil views  Reading Attainment:   |  |  | | --- | --- | | % secure at Reading | Target May 2024 | | P1 89 | 95 | | P4 71 | 75 | | P7 73 | 78 | | Accelerated Reader  Reading schools resources (online) |
| For EAL children to have more opportunities to share their home language with the class and read texts. Class novels to explore protected characteristics. |  | October 2023 | EAL attainment to improve using Giglets and Duolingo | More books in other languages to represent our school. Making use of digital technologies. |
| For dyslexic learners to have access to age appropriate and engaging materials. | G.H | June 2024 | Dyslexic Practice Award  Pupil questionnaire  Dyslexic pupils will have two reading ages (reading aloud and comprehension) to ensure they are accessing challenging books for their comprehension age. | Source more books – GH to liaise with CMcG to carry on work started in session 2022 2023 |
|  | Accelerated Reader  Pupils will read for enjoyment and will with increasing motivation for reading, use fun and interactive tools to enrich and interact with the reading experience.  Pupils will use unlimitied access through myON resources that have personalised learning-the ability to match the pupil level with the right book at the right level based on their interests.  Pupils will use the homework features, reading supports, writing tools and myON projects.  Pupils needs will be catered for by using the different learning styles and interests available like audio support and myON news which maps where news events are occurring relative to the reader.  Cluster staff will support training  STAR reading assessments to be issued at least 3 times throughout the year in line with monitoring calendar (comprehension and reading aloud age to be taken for dyslexic learners) | L.May  Class Teachers | As per calendar | Almost all pupils reading ages to be in line or exceed chronological age. |  |
| 2.3 All staff to know what makes a good literacy and Numeracy lesson and planning reflects differentiation. Children will access better  levels of support to  provide increased  confidence and ability to  improve their literacy and  numeracy skills. | Collaborative planning in cluster trios, P1,4,7 Writing and P2,3,5 and 6 Reading. P1,4 and 7 will complete observations by November. Based on feedback from 2022/23, observations will also include time for pupil focus groups and feedback.  Training to be delivered at August in service on giving feedback. | L.May to arrange OBS times with cluster HTS. | December 2023 | Staff feedback High quality learning and teaching observed.  Attainment |  |
| Curricular skills pathways and benchmarks to be used to identify learners requiring challenge and support | L.May and T.McFadyen | August 2023 | Attainment and learner progress against targets. |  |
| 2.4 Children will  have their progress more  rigorously tracked.therefore all staff become more data literate and to use self-evaluation for continuous improvement. | HT to share South Ayrshire tracker with staff and to continue to use data at tracking and monitoring meetings to identify pupils requiring support/challenge/ RFA etc.  Benchmarks to be used with pupils consistently. | L.May to lead and all staff to use data to assess pupil progress | August inservice and tracking meetings | Staff can track progress against benchmarks confidently and have a range of assessment evidence to support teacher professional judgement. | Nita Ferguson to support P1, P2/3 |
| P1 and P2/3 teachers to plan and track skills using new play-based learning tracker. Part of this will be to develop pupil profiles to evidence skills progression. | A.McGinley, A.Davis | August Inservice and ongoing | More robust tracking and monitoring to support teacher professional judgement. | Look at ways to profile digitally – work with Amanda Pickard |
| 2.5 For targeted support to be given to identified pupils to improve outcomes for learners. | Cluster trios have protected time for professional reading and to identify and complete professional enquiry.  Support from Ed Psych to ensure target question for professional enquiry is focused enough and appropriate baseline assessments are used.  P7 NSA data to be administered in Nov and analysed at cluster level to determine next steps. P7 teachers to meet and discuss findings. | Time to be protected in WTA.  L.May to arrange date with Ed. Psych | August 2023 | Improvement in attainment for target cohort. | Professional reading (this will be dependent upon enquiry) |
|  | All staff to have concrete materials for maths visible and accessible for all learners. Learning should be planned to ensure children are using these to make connections and develop understanding.  Increased number of children participating in Strathclyde University maths challenge.  Parent and pupil workshops around anxieties in maths supported by development officer.  Training around CPA approach for new or returning staff, continue to signpost towards CLPL opportunities in South Ayrshire.  Electronic tracking system to track individual and group progress over time to identify next steps.  NSA assessments used to identify next steps in learning; track pupil progress over; monitor and evaluate the impact of interventions.  GL reports for Staged intervention targets and all staff should analyse their results for next steps for learners. | T.McF | October 2023 | Class observations and pupil voice group show learners using resources including ICT with increasing independence  Maths Attainment   |  |  | | --- | --- | | % secure at Maths | Target May 2023 | | P1 89 | 95 | | P4 79 | 85 | | P7 88 | 90 | |  |
| Support hours allocated to support interventions.  P7 reading buddies set up | T.McF | Sept weekend | Close the attainment gap | Nessy training for new staff  Reading Wise training for new staff. |
| 2.6 All pupils across the school will benefit from increased use of ICT to enhance learning across the curriculum. | Digital champion lead promethean and assistive technology training at one staff meeting per term. To provide additional support to staff where required. Encourage staff to complete modules to be certified MIE | L.May and pupil voice group | Termly (staff meeting and pupil led assembly). | Improved independence and outcomes for learners.  (Assessments/class observations /STINT paperwork)  Staff achieve MIE | iPads |
| 2.7 All pupils across the school will contribute to planning their learning and will be able to discuss next steps and assess progress | Teachers will discuss with their class preferred way to have literacy and numeracy targets displayed. SMART STINT targets will be in child friendly form  HT will share pupil feedback from pupil dialogues.  New STINT guidelines to be shared with all staff. Staff to complete STINT paperwork in line with new guidelines and ensure pupil and parents signatures (and comments if parents are willing) | All staff  T.McF | September weekend  August staff meeting | Targets will be displayed  STINT progress jotters will be used by pupils and all staff working with them will feed into them.  STINT paperwork to contain SMART targets. Signed with comments. |  |
| Targeted written feedback to be given to support learners progress. | L,May | August staff meetings | Consistent high -quality of feedback throughout the school. | Visible Learning Feedback – Shirley Clarke |
| 2.8 Teachers, pupils and parents will work together to plan creative, practical learning experiences to develop literacy and numeracy skills, including play based learning (P1 and P2/3) and outdoor learning | Teaching staff to work collaboratively across a level to put outdoor learning training into practice to develop skills across the curriculum. Parental support sought. | L.May with J.H (P4 pupil) | To be arranged | Outdoor learning evident in all classes.  Practical skills developed in parent led lessons | Learning through Landscapes training |

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| Priority 3: To improve attainment, in Health and Wellbeing  To close the attainment gap in Health and Wellbeing between the most and the least advantaged children | | | | | |
| * NIF: Improvement in attainment, particularly in Health and wellbeing. * Closing the attainment gap between the most and least disadvantaged children | | | | | |
| Outcomes | Actions | Lead | Date completed by | Measure & target | Resources (will be added to throughout the year) |
| 3.1 To promote importance of wellbeing in staff. | Series of wellbeing workshops for staff  Formation of Social Committee for staff.  Staff Meeting time allocated to focus on promotion of staff wellbeing | L.May | June 2024 | Staff surveys  Staff feel more valued in the workplace and are better prepared to support young people. |  |
| 3.2 All children from P1-P7 will be able to talk about their rights confidently | Complete self-evaluation and plan next steps. | A.McGinley  C.Pratt | Reaccreditation date to be arranged | School will get reaccredited at Gold Rights Respecting award. |  |
| 3.3 For Emotion works to be used in all classes to develop emotional literacy. | Training will be given at Sept /Nov and Jan staff meetings |  | January 2024 | Children are able to talk about their feelings using the cogs to support them. |  |
| Parental workshop to be delivered to show parents emotion works and how it us used throughout the school. |  | January 2024 | Parent surveys |  |
| 3.4 Skills developed through extra-curricular activities and wider achievements to be linked to lifelong learning | Improved tracker for attendance at clubs within school and beyond |  |  | Improved attendance at clubs (both within and out-with school)   |  |  |  | | --- | --- | --- | |  | May 2023 | Target 2024 | | The school encourages me to take regular exercise | 84% | 90% | |  |
| Improved and sustained attendance of PEF Cohort | Increased focus on attendance, information sent to parents every month in the newsletter.  Attendance monitored weekly by L.May – attendance concerns addressed and managed through South Ayrshire management guidelines.  Letters created following SA guidance to be sent to parents when attendance issues arise.  Use request for assistance process to access support 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. | L.May T.McFadyen | Ongoing | Recording of CfE/ NSA / attendance / SI/ FSM  Tracking outside agency involvement  Attendance figures for each term  Attendance figures for families |  |

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| Priority 4: 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. | | | | | |
| NIF  Improvement in attainment, particularly in literacy Improvement in children and young people’s health and wellbeing  Improvement in employability skills and sustained, positive destinations | | | | | |
| OUTCOMES | ACTIONS | LEAD | DATE COMPLETED BY | MEASURE & TARGET | RESOURCES (CAN BE COMPLETED THROUGHOUT THE YEAR) |
| To promote Life and dignity of the human person | God’s loving plan to be delivered to all classes from  P1-7 – Staff training required  Better relationships policy to be reviewed by RRS pupil group. |  | October 2023  Oct 2023 | All classes to understand that we are made in Gods Image.  Shared Policy focused on positive relationships.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Parent |  | Pupil | | |  | May 23 | Target  24 | May 23 | Target 24 | | The school deals well with bullying | N/A | All parents aware of the processes in place | 67% agree  22% answered they had never experienced it | 80% agree | | Other pupils treat me fairly and with respect |  |  | 62% agree  25% don’t know | 90% agree | | I feel that my child is safe in school | 97% | 100% |  |  | | SCES training calendar |
| * Pope Francis Faith Award * 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. | Laudato Si group | April 2024 |  |  |
| Story/class novel focusing on one of the protected characteristics – equalities |  | August 2023 | Increased awareness | Class Novels |
| An increased call to family, community and participation |
| Cluster Carols by candlelight – Tuesday 5th December 2023 |  | Dec 2023 | Attendance at choir |  |
| Cluster Lenten walk for MISSIO and selected school charity 14th March 2024 |  | March 2024 | Attendance/awareness and monies raised |  |
| Parent council events throughout the year such as Christmas Fair etc | Parent Council | Ongoing | Parental support to organise and attendance at events, |  |
| Each class to support a local project to research and support during term 1 | CR/Class teachers | Term 1 | Increased awareness |  |
| 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 * Pupil voice group cluster exhibition – St. Ninian’s to host Thursday 2nd May 24 | J.W (St. John’s)  C. Ramsay (St Ninian’s) L.M.+ A.M (St. Patrick’s)  R. McC ( St Cuthberts + Sacred Heart) | Aug-December | Children feel supported through Playtimes and lunchtimes by peers or buddies – pupil focus group.  Feedback from School assistants |  |
| 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 | Workshops are well attended  Children have a greater awareness of ‘Religious’ and teaching as Vocations  Children and parents have a greater understanding of the links between aptitudes and interests within the primary curriculum and subject choices leading to future careers. |  |
| Option for the  poor and  vulnerable | * Uniform bank – pre-loved, re loved, new to you. (Sustainability- move away from poverty) * Support for school trips * Parent employability and skills * Contribution to foodbank * PEF | 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 knowledge of families coming in to school in P1 and any barriers to their achievement.  Feedback from parents and families who require financial support given timely support or advice. |  |
| 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 marginalised 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. | 4.6 Solidarity |
| 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 CR (St.Ninian), L.M. (St. Patrick’s) and MI( Sacred heart + St. Cuthbert’s) | Aug-June | Questionnaires | 4.7 Care for God’s  creation – |

Appendix 1

Budget Note: St Patrick’s PEF allocation is £18372

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| Priority | Staffing costs | Resources/ other | Total |
| 1. To improve attainment, particularly in literacy & Numeracy | 0.2 Probationer funded to raise attainment in literacy and numeracy to allow a teacher to team teach / provide interventions once a week in each class £12824  Outdoor Learning training and resources £4000 | Accelerated Reader £2807  Improved transition plan £2000 transport  Dyslexia Friendly age appropriate texts-TBA  White Rose Maths Subscription £250 | £21881 |
| 2. Improvement in children and young people’s health and wellbeing |  | Boxall Profiles  Before school/lunch and after school clubs  Emotion works  Achievement trackers |  |
| 3. Honouring Jesus Christ, the way, the truth and the light |  | Retreats  Diocesan events  Transport |  |