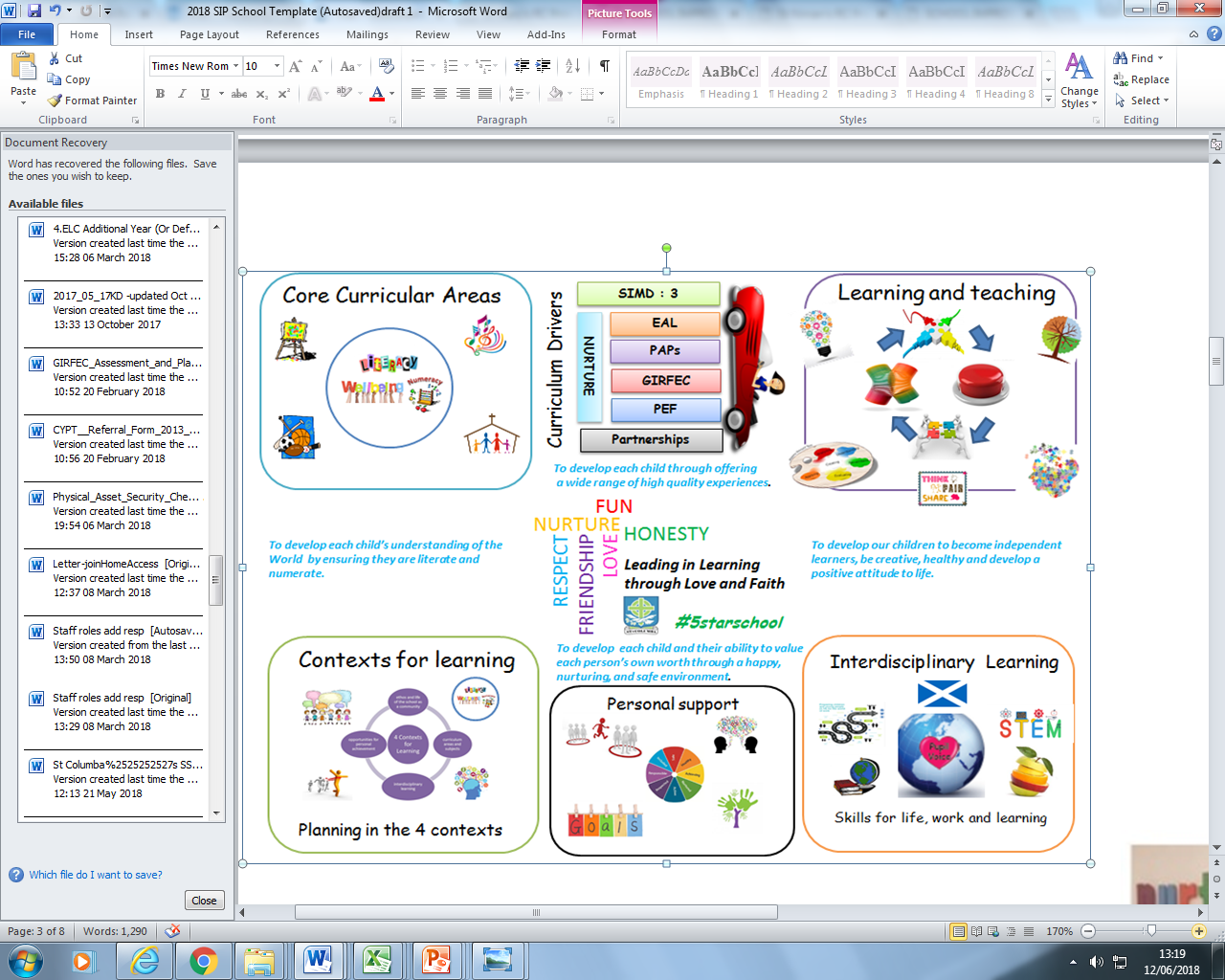
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**St. Columba’s Primary School and Nursery Class**

**IMPROVEMENT PLAN**

**2018 / 2019**



**Factors Influencing the Improvement Plan**

**School Factors**

Addressing Action Points identified in school’s Self Evaluation procedures

Cluster Improvement Plan

Local authority VSE

Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*

Flexible early learning and childcare implementation

Pupil Equity Fund

Recent HM Inspection visit

Children and young people’s assessments that are accurate and inform decisions and interventions and contribute to their progress and wellbeing

Staff stability

**Local Authority Factors**

*Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework*

Raising attainment, including closing the gap

*Delivering Better Outcomes*

Single Outcome agreement

Corporate Plan

Integrated Children’s Services Plan (Life Stages)

Education Services Management Plan

West Lothian’s Early Years’ Framework

West Lothian Parental Engagement Framework

Increased entitlement to early years’ provision

**National Factors**



**Current Position**

**Next Steps**

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All

Pupil Equity Funding

How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare

Getting it Right for Every child (GIRFEC)

Curriculum for Excellence

Developing Scotland’s Young Workforce

Building the Ambition

Standardised Assessments

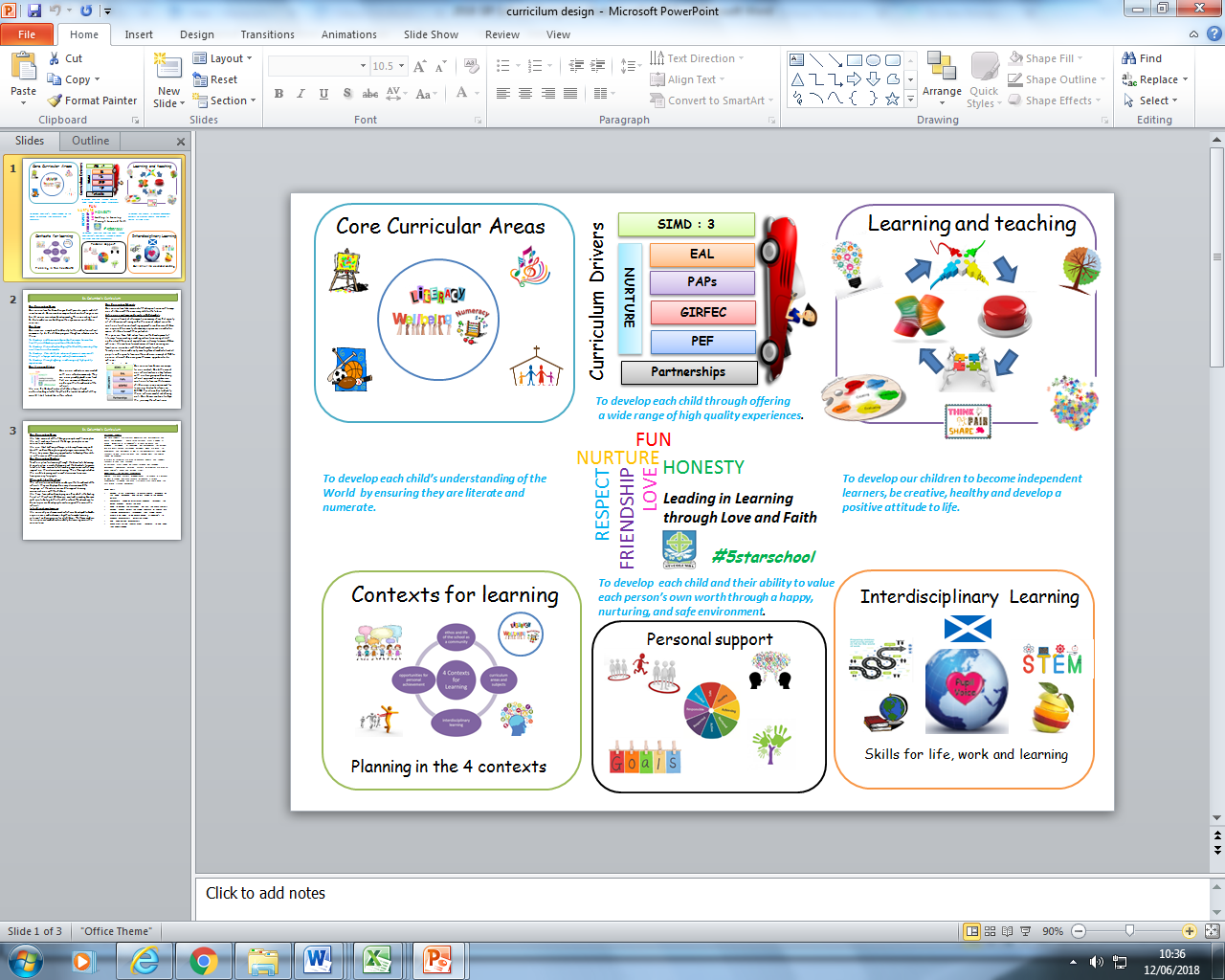
Child Protection Issues / Guidance

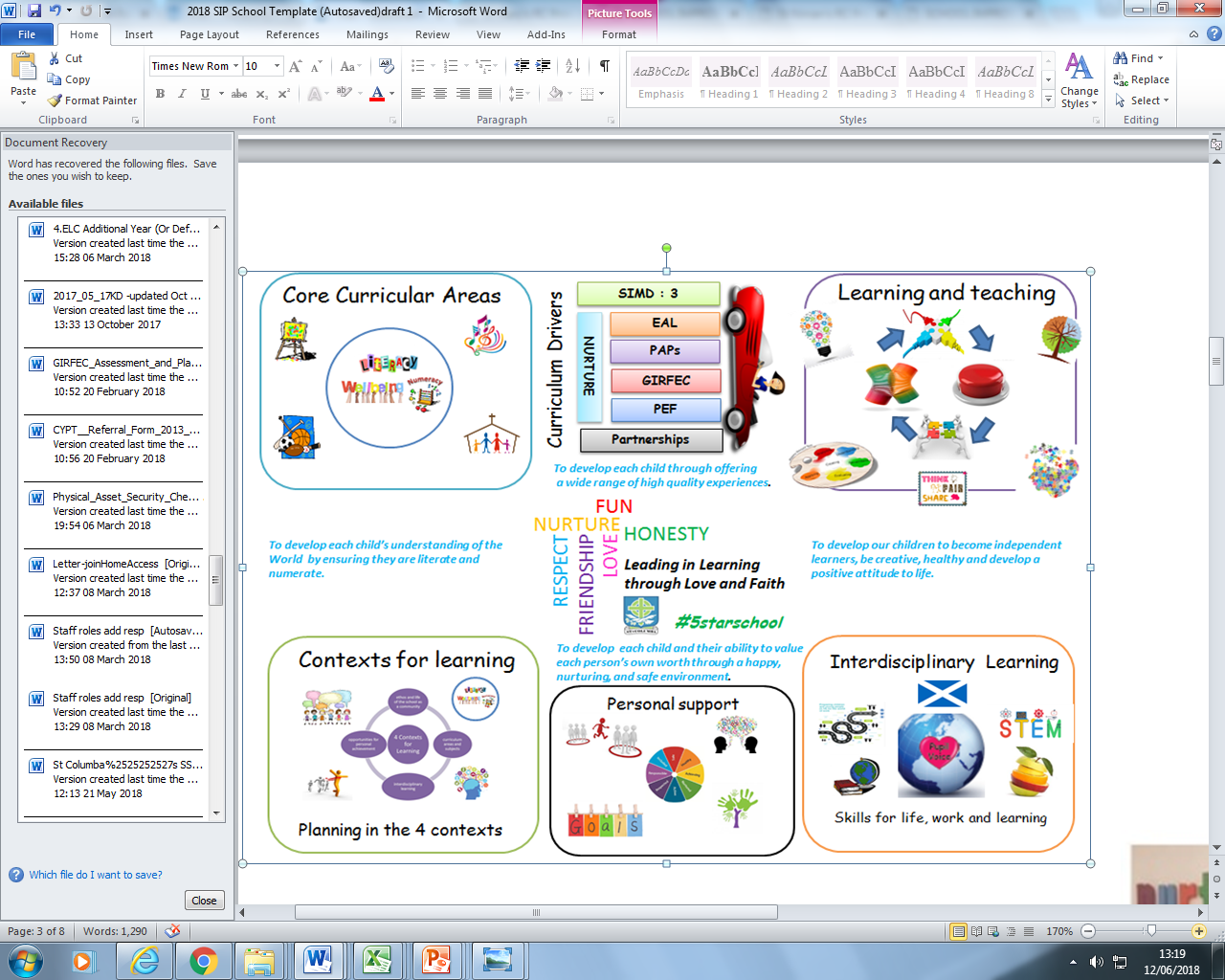
National Legislation: Children and Young People (Scotland) Act 2014

GTCS standards and professional update

Effective moderation processes (internal and external) to inform the achievement of a CfE level

St. Columba’s Primary Vision, Values, Aims and Curriculum Design





St. Columba’s Nursery Vision, Values, Aims





|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **St. Columba’s P.S and Nursery** | | | **Ensuring Excellence and Equity** | | | |
| **Desired outcomes linked to NIF priorities**  *(observable, measurable outcomes which focus on learning, achievement and wellbeing)* | **NIF driver mapping**  *(check as appropriate)* | **HGIOS4 QIs** | **Proposed Actions** | **By Whom** | **By When** | **Measures of Success**  ***(****include performance data, quality indicators and stakeholders’ views)* |
| **Raising attainment for all:**  \***The needs of all learners are met through consistent approaches to celebrating achievement and challenging potential under achievement.**  **\*Learners have regular opportunities to talk about how to improve their learning leading to further improvements in engagement and motivation.** | School Improvement  School Leadership  Teacher Professionalism  Parental Engagement  Assess. of Children’s Progress  Performance Information | 1.1  2.3  2.2  2.4  3.1  3.2 | **SCHOOL**   * Pupil profiling developed across the school * STEM opportunities across the curriculum linking with West Lothian College and STEM Scotland * **Developing curriculum across Interdisciplinary learning** * **Consistent use of 4 part teaching model from P1-P7** * **Develop detailed curriculum pathways across all stages** * **Develop children’s participation in self-evaluation through HGIOS learners’ document** * **Create achievement for all progression pathway using planning from 4 contexts for learning** * Develop Self Evaluation Teams to drive forward improvement * Continue to develop our vision and understanding of what it means to be a catholic school.   **NURSERY**   * Develop language of learning through use of profiling and floor books with children * Develop children’s language of learning- regular blog/dojo updates with children * Continue to build on use of online journals to map all children’s progress across learning * Further develop PEEP programme and link with ‘Nurturing Nature’ programme * Build upon the use of WL ELC tracker | HT/LL  All staff  CT/SETs  All staff  PT/CT  HT/CT  All staff  EYP  PT/All staff | Oct 18  Dec 18  ongoing  DEC 18  OCT 18  Aug 18  DEC 18  OCT 18  OCT 18  ongoing | * Self-evaluation tools * Feedback and professional dialogue. * Pupil engagement- observations made through learning rounds. * Participation * Minutes of professional dialogue meetings through ensuring excellence and equity for all remains a focus. * Baseline data/analysis of assessment data. |
| **Improvement in Literacy for all:**   * **Improvements in literacy experiences with an emphasis on developing a vibrant writing culture, impact positively on Curriculum for Excellence attainment levels.** * **Professional judgements, assessment evidence and professional dialogue will lead to shared understanding of standards and result in improved literacy outcomes for all.** | School Improvement  School Leadership  Teacher Professionalism  Parental Engagement  Assess. of Children’s Progress  Performance Information | 1.1  2.2  2.3 | **SCHOOL**   * **Developing reading into writing culture across all stages** * Build in opportunities for writing across the curriculum * **Support the use of digital technologies to raise attainment in writing** * **Develop a weekly writing structure across all stages** * **Personalise curriculum pathways for literacy across all stages** * School to set up and launch a school library to raise awareness of Reading * Begin to develop holistic assessment linked to reading   **NURSERY**   * Continue to engage with WLC literacy audit tool to expand upon current practice * Create a listening station to develop early listening skills for all children * Build upon emergent writing process through writing area- providing challenge for those requiring it * Continue to develop reading area * Use Renfrew word score to support and challenge our learners | HT/All staff  LL/HT  SETs  SfL/LL  SETs  All staff  LL/PT  LL  PT/EYO | ongoing  ongoing  OCT 18  DEC 18  DEC 18  DEC 18  ongoing  ongoing  *DEC 18*  ongoing  ongoing  ongoing | * Improved attainment in writing from majority of children to most children * Self-evaluation tool, feedback and professional dialogue. * Pupil engagement- observations made through learning rounds. * Minutes of professional dialogue. * Baseline data/analysis of assessment data. * Expected increase from average 55% to 70% |
| **Improvement in Numeracy for all:**  **\* Improvements in numeracy experiences which impact positively on Curriculum for excellence attainment levels .**  **\* Professional judgements, assessment evidence and professional dialogue will lead to shared understanding of standards and result in improved numeracy outcomes for all.** | School Improvement  School Leadership  Teacher Professionalism  Parental Engagement  Assess. of Children’s Progress  Performance Information | 1.1  2.2  2.3 | **SCHOOL**   * Consistent approaches to the teaching of numeracy * Shared Vocabulary to support learning and teaching in numeracy * Develop personalised pathways * Data analysis though digital technologies * Review progression in fractions/decimals and percentages across all stages- build teacher confidence in the delivery of these areas * Use of digital technologies to support handling of data * Review progression pathways taking account of data handling across all stages   **NURSERY**   * Continue to engage with WLC numeracy audit tool to expand upon current practice * Continue to embed SEAL approaches to early number * Shared vocabulary to support learning and play through numeracy | HT/SETs  HT  SETs  SETs  HT/CT  All staff  HT/SETs  All staff  HT/PT | ongoing  ongoing  OCT 18  DEC 18  DEC 18  ongoing  ongoing  DEC 18 | * Self-evaluation tool, feedback and professional dialogue. * Pupil engagement- observations made through learning rounds. * Minutes of professional dialogue. * Baseline data/analysis of assessment data. * Expected increase from prior levels of attainment from 60% to 75% |
| **Improvement in all children and young people’s wellbeing:**  **\*** **All learners develop their emotional literacy and increase their ability to learn**  **\*Collective implementation of wellbeing programmes will build the school community and promote positive relationships.** | School Improvement  School Leadership  Teacher Professionalism  Parental Engagement  Assess. of Children’s Progress  Performance Information | 2.5  2.7  1.1  2.4 | **SCHOOL**   * Engage with The wellbeing classroom documentation * Embed children’s rights- focus across the school and nursery * Continue to embed emotion works across the school- develop staff understanding of emotional literacy and begin to use cogs in the school playground * Increased understanding of ACEs and how we can support all children * Engagement with ‘Paul Dix’ When adults change, everything changes book- implement recognition boards * Using the ‘Parental Engagement Framework’ focus on:   Enabling parents to support their child’s learning  Overcoming barriers to parental engagement  Continue to develop the vision of the Catholic school using ‘Developing our Faith’ document  **NURSERY**   * Use WL ELC outdoor learning audit to ensure we are maximising outdoor learning experiences for all children * Introduce children and families to wellbeing indicators characters * Review aims of the nursery in line with the ‘Nurturing Little Minds’ | PT/HT  All staff  PT/all staff  HT  HT/All staff  All staff  All staff  EYO/PT | SEP 18  DEC 18  ongoing  ongoing  ongoing  Dec 18  SEP 18  ongoing  SEP 18 | * Self-evaluation tool, feedback and professional dialogue. * Pupil engagement- observations made through learning rounds. * Minutes of professional dialogue. * Baseline data/analysis of assessment data. * Parental evaluation of children’s overall wellbeing at school |
| **Improvement in employability skills and sustained, positive school leaver destinations for all young people:**  **\*** **Increased awareness of career choices and positive destinations raise aspirations for pupils** | School Improvement  School Leadership  Teacher Professionalism  Parental Engagement  Assess. Of Children’s Progress  Performance Information | 2.7  2.2 | **SCHOOL**   * Review the function of committees across the school and consider greater impact on pupil led learning * Continue to build on STEM partnership with West Lothian college   **NURSERY**   * Extend opportunities through creative play around the world of work | All staff  HT | SEP 18  ongoing | Self-evaluation, talking circles.  STEM partnership group feedback. |

**Additionality: Pupil Equity Funding Plan:**

***Closing the attainment gap between the most and least advantaged children***

**PART 1: Contextual Data Analysis & Rationale**

1. **Background**

St. Columba’s Primary is a denominational school with a roll of 140 primary children and a 50/40 nursery. The school catchment is mainly the Boghall area with a free meal entitlement 34%.

The school has 7 classes which includes the nurture provision. We have 9 teachers, 4 part-time, 1 probationer teacher, a Principal Teacher and Head teacher. The school benefits from art, music and physical education specialists, tuition in strings and a choir from primary 4-7.In the nursery there are 2 Early Years officer (acting), 3 full-time nursery nurses and 2 part time nursery nurses, a pupil support worker also works within the nursery setting supporting pupil needs. The school is supported by two full time pupil support workers, two temporary pupil support workers and one administrative assistant. The school runs a very successful breakfast club. We have a recently established Parent Council who are supportive of the work of the school and are keen to get the school involved in more within the community and to get parents involved in their child’s learning. Our vision is simple, ‘Leading in learning through love and faith’ which encompasses our shared school values of nurture, respect, fun, love, friendship and honesty. These are at the heart of the work of the school to improve outcomes for all learners and their families. The school is continuing to build on their relationship with the local parish and local community.

1. **Data June 2018**

**Primary 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Curricular Area** |  | **Roll** | **On Track (\* & 1)** |  |
| Reading | | 23 | 56.52% |  |
| Writing | | 23 | 52.17% |  |
| Listening & Talking | | 23 | 65.22% |  |
|  |
| Numeracy | | 23 | 56.52% |  |

**Primary 4 June 2018**

|  |  |  |  |
| --- | --- | --- | --- |
| **Curricular Area** |  | **Roll** | **On Track (\* & 1)** |
| Reading | | 22 | 59.09% |
| Writing | | 22 | 50.00% |
| Listening & Talking | | 22 | 68.18% |
| Numeracy | | 22 | 54.55% |

**Primary 7 June 2018**

|  |  |  |  |
| --- | --- | --- | --- |
| **Curricular Area** |  | **Roll** | **On Track (\* & 1)** |
| Reading | | 14 | 92.86% |
| Writing | | 14 | 71.43% |
| Listening & Talking | | 14 | 92.86% |
| Numeracy | | 14 | 85.71% |

1. **What is our ‘gap’ and who are our target groups and their barriers to learning?**

**We recognise as a team across the school and nursery that we need to build upon the reading culture to successfully impact on improved attainment in writing to ensure most children are achieving expected Curriculum for Excellence levels. This work will be a whole school initiative with a targeted focus on identifying individualised writing targets for all learners.**

**Barriers identified are:**

* **Inconsistent teaching of writing across stages**
* **Inconsistent approaches to the emergent writing process**
* **Family reading and writing difficulties**
* **Exposure to mark making in the early years**
* **Significant additional support needs**
* **Social / economic factors outside of school**
* **Family issues**

1. **Summary/overview of proposal & non-negotiable outcomes**

* **Consistent approaches to the teaching of writing- linked to literacy overview in St. Columba’s**
* **Daily writing opportunities across all stages**
* **Building upon reading into writing culture**
* **Ensuring writing is a focus at PEEP sessions with early years parents**
* **P1-3 parent input on the importance of writing and exposure to writing materials**
* **Writing bags for going home**

**PART 2: Actions & Outcomes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PEF Priority** | **Proposed Actions & Resources**  *(These should be based around the organisers of Learning & Teaching, Leadership, and Families & Communities. Also consider activities within and beyond the classroom)* | **Stage/**  **Year Grp** | **What is the expected impact on reducing the gap in your context of your proposed actions?**  *(What story will your data tell by end of next session? By June 2020? You should include any targets linked to data)* | **How will you measure the impact?**  *(You must be specific here in terms of:*   * *new and existing performance data and other quantitative and qualitative information that will be required* * *plans for how data will be collected and reported)* |
| Literacy | * *Vocabulary- use of SALT* * *Staff training on word boost* * *ELC- training on box clever* * *Building a reading into writing culture using James Clements course work* * *Writing training- focusing on the components of ‘good’ writing* * *Embed mighty writer from P1-P3* * *Increased confidence and use of Digital technologies to enhance learning* | *Nursery/across the school* | *Across the school currently majority of children are achieving expected levels in writing the aim would be that most children would achieve expected levels of writing. Across the next year we aim to move writing levels from approx. 55% to 70% of children achieving levels of wiring* | * *Pupil participation and engagement in writing lessons using participation and engagement scale* * *Peer observations of writing lessons using outstanding teaching and learning proforma* * *Moderation of writing from P1-P7* * *Teacher judgement of writing- 4 times across the year* * *Improved attainment levels* |
| Numeracy | * *Billions Research app* * *Introducing SAMSON maths across the school at all stages* * *Focus on mathematical mindsets* * *Increased confidence and use of Digital technologies to enhance learning* | *Nursery/across the school* | *Across the school currently majority of children are achieving expected levels in numeracy the aim would be that most children would achieve expected levels in these areas. Across the next year we aim to move writing levels from approx. 60% to 75% of children achieving levels of numeracy* | * *Practitioner enquiry into the teaching of numeracy* * *Teacher judgement of numeracy- 4 times across the year* * *Improved attainment levels* |
| Health and Wellbeing | * *Tree of Knowledge- Residential and motivational course for P7 children* * *Emotion works- in the playground* * *Continue to embed outdoor* * *2 Staff training of nurture through the nurture network* * *Emotional literacy input across all stages to support emotion works* * *Digital technologies* | *Nursery/across the school* | *Children will be able to develop strategies around emotional literacy which allows children to talk more openly about their emotions resulting in a calm and positive environment for learning* | * *Decrease in exclusions* * *Using the wellbeing web and daily emotional check-ins to monitor children’s feelings* * *Pupil motivation for learning* * *Reduction in referrals to partner agencies regarding behaviour* |
| Across Learning | * *Outstanding Teaching Intervention training for remaining staff* * *Increased confidence and use of Digital technologies to enhance learning* | *Nursery/across the school* | *Creating equity for all learners where standards of learning and teaching are consistent for all learners* | *Staff observations, Staff presentation of changing practice, peer observations, school internal VSE linked to learning and teaching.* |
| **Cluster Professional Learning** (bespoke) | * *Quality Improvement Partnership- Big writing training* * *Tree of Knowledge- Residential and motivational course for P7 children* |  | *Shared standards across quality improvement partnership on the expectations of writing, with greater teacher confidence in using Curriculum for Excellence benchmarks*  *Increased partnership working, developing smoother transition processes and increasing pupil confidence* | * *Teacher/Pupil observations* * *Moderation of writing across all stages* * *Improved attainment levels* * *Engagement and motivation toolkit* |