

Education – Improvement Planning Document

Establishment Name: St. Mary's Primary

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Signatures:

Head of Establishment	Mrs Angela Guthrie	Date	June 2019
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Quality Improvement Officer	Mrs Alison McLellan	Date	June 2019
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Our Vision, Values and Aims

Vision and Values

We are committed to upholding and providing the moral teaching, faith, tradition and sacramental life of the Catholic Church. In our daily work, we live by the Gospel Values of: “**Faith in God, Belief in Ourselves, Love for One Another and Hope for our Future**”. Our aims and values are reviewed regularly in order to ensure that they remain relevant and central to the work of our school community.

Agreed Core Values

- Respect
- Honesty
- Tolerance
- Faith

All members of our school community are valued equally, as is their right to be themselves and to excel in different ways. Regardless of sex, race or creed, everyone is offered the same opportunities to participate in the life of the school.

Aims

In order to equip the children to achieve their full potential, we aim to:

- Provide a happy, safe and welcoming environment where each member of our school community feels valued and respected.
- Provide the highest quality learning experiences which support and enhance each child’s potential for success and life-long learning.
- Develop as a community of faith, through the promotion of Christian values, celebration and worship, and service to others.

3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2019-2020
Session 2020-2021
Session 2021-2022

Overview of rolling three year plan

National Priorities	Session 2019-2020	Session 2020-2021	Session 2021-2022
Improvements in attainment, particularly in literacy and numeracy	Moderation – Reading (Cluster) Active Literacy – Reading SEAL/Number Talks	Moderation – Writing (Cluster) Active Literacy – Writing	Moderation - Talking and Listening (Cluster)
Closing the attainment gap between the most and least disadvantaged children	Improving Parental Engagement Visible Learning (School and Cluster primaries)	Improving Parental Engagement Active Literacy – Writing	Catch Up Numeracy
Improvement in children and young people's health and wellbeing	Rights Respecting Schools – Silver Award Developing in Faith – Developing as a Community of Faith and Learning	Rights Respecting Schools – Gold Award Developing in Faith	Developing in Faith
Improvement in employability skills and sustained positive school leaver destinations for all young people	Developing Inverclyde's Young Workforce Digital Literacy	Developing Inverclyde's Young Workforce Digital Literacy	Linking Cluster Career Fayre to STEM skills and careers

Pupil Equity Fund – Session 2019-2020

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

Across the school, almost all pupils have achieved the expected CFE levels for Talking and Listening (96%), Reading (92%), Writing (91%) and Numeracy (90%).

There are currently 42 children entitled to free school meals (13.5% FME), which is slightly higher than last year. Almost all children within this group have achieved the expected CFE levels for Talking and Listening (95%), with most achieving for Reading (83%), Writing (88%) and Numeracy (76%).

Although teacher professional judgements continue to show an attainment gap between pupils entitled to free meals and the rest of the school (Talking and Listening – 1%, Reading – 10%, Writing – 4% and Numeracy – 17%), we are confident that the interventions provided this year have been very effective in meeting the needs of our targeted children. In particular, our Catch Up Literacy programme has continued to be very successful for individual children, and targeted support for Writing has impacted positively on the progress of groups across the school.

We recognise that our lowest attainment is in Numeracy (both across the school and for pupils entitled to free school meals). With this in mind, one of our priorities for the coming year is to develop teachers' confidence and skill in using SEAL and Number Talks in order to improve children's mental agility.

At present, 85% of our pupils have over 90% attendance for this session, however, this figure is considerably lower for those children entitled to free meals (48%). This will continue to be a priority for improvement over the coming year.

Project / priority (Details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend	How you will evidence improvement
Class teacher to release Depute Head and Principal Teacher to provide learning support for pupils and share best practice among teachers. This will be targeted support for those children entitled to free meals and other identified children who are working below the expected levels in Literacy and Numeracy.	August 2019-June 2020	£31,000 0.6FTE (August 2019-June 2020)	<ul style="list-style-type: none"> Professional dialogue with teachers and other adults providing support Direct observation of pupils during class visits Reviewing children's work Standardised assessments Individual targets Progress of targeted children through curriculum pathways Progress of targeted children in meeting expected CFE levels Overall school attainment in comparison to targeted groups (closing the gap) Feedback from pupils about their learning
Acting DHT post to be responsible for identification and assessment of vulnerable pupils, accessing appropriate resources, target setting, training support staff and monitoring the impact of interventions.	August 2019-June 2020	£10,000 (August 2019-March 2020)	
Additional classroom assistant to provide early intervention/reinforcement activities for those children in P1 who are at risk of not attaining the expected levels in Literacy or Numeracy.	August 2019-June 2020	£4,000 7.5 hours per week August 2019-June 2020)	
Whole school training on Visible Learning – focus on upskilling teachers to be able to provide high quality teaching for all children, including the targeted children.	August 2019-June 2020	£4,000	
Additional resources to support improved teaching and learning in Literacy and Numeracy.	August 2019-June 2020	£5,000	
Estimated pay increases for PEF staff (backdated)	August 2017-June 2019	£8,000	
Total			

Plan – Session 2019-2020

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
NIF Driver Assessment of children's progress Performance information Teacher professionalism School leadership School improvement	HGIOS?4 1.2 Leadership of learning 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	Other Drivers RRS Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Pupils benefit from a consistent approach to teaching Literacy and Numeracy across the school. • Pupils have improved mental agility and can use a wider range of mental maths strategies.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1. Increase opportunities for staff to share good practice in teaching and Learning through moderation activities, team teaching and peer visits.	April 2019 - June 2020	<ul style="list-style-type: none"> • SMT • All teachers • Cluster schools 	<ul style="list-style-type: none"> • Anne Glennie training session (cluster)

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
2. Introduce North Lanarkshire/Active Literacy Reading approaches across the school.	April 2019 - June 2020	<ul style="list-style-type: none"> • SMT • All teachers • Literacy Coaching and Modelling Officers 	<ul style="list-style-type: none"> • North Lanarkshire resources • Authority training sessions
3. Further develop teachers' skill and confidence in using SEAL and Number Talks to improve children's mental agility.	April 2019 - June 2020	<ul style="list-style-type: none"> • SMT • All teachers • Numeracy Coaching and Modelling Officers 	<ul style="list-style-type: none"> • Recommended teaching resources for SEAL and Number Talks • Authority training sessions

Evidence of Impact
<ul style="list-style-type: none"> • Classroom visits demonstrate a more consistent approach to teaching and learning throughout the school for Literacy and Numeracy. • Pupils are able to use and discuss a range of Number Talk/Mental Maths strategies (class visits/focus groups).

Priority 2 Closing the attainment gap between the most and least disadvantaged children		
NIF Driver School Improvement Parental engagement Assessment of children's progress	HGIOS?4 2.5 Family learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement	Other Drivers RRS Article 28: (Right to education):

Expected outcomes for learners
<ul style="list-style-type: none"> • Pupils benefit from improved parental engagement in their learning. • Continued progress in closing the attainment gap between the most and least disadvantaged children. • Improved feedback by teachers results in pupils having a better understanding of their progress and next steps in learning.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1. Work in collaboration with the Parent Council to improve parental engagement in children's learning.	August 2019 - June 2020	<ul style="list-style-type: none"> • SMT • Parent Council • Parent Forum • Elaine McLoughlin (Education Officer) 	<ul style="list-style-type: none"> • Engaging parents and families - A toolkit for practitioners • Learning Together - Scotland's national action plan on parental involvement, parental engagement, family learning and learning at home 2018 - 2021
2. Continue with Visible Learning training, with a particular focus on consistency of written feedback.	April 2019 - June 2020	<ul style="list-style-type: none"> • SMT • School Impact Coaches • All teachers • Osiris 	<ul style="list-style-type: none"> • Visible Learning Training Sessions

Evidence of Impact

- Feedback from parents/carers shows improved confidence in supporting children's learning.
- Teachers' evaluations indicate improved parental engagement in children's learning.
- Assessment of children's progress shows continued improvement in closing the attainment gap between the most and least disadvantaged children.
- Pupils can explain how well they are learning and what they need to do to improve (focus groups).

Priority 3 Improvement in children and young people's health and wellbeing		
NIF Driver School Improvement School leadership Teacher professionalism	HGIOS?4 2.2 Curriculum 3.1 Ensuring wellbeing, equality and inclusion	Other Drivers RRS Article 2 (Non-discrimination): Article 12 (Respect for the views of the child): Developing in Faith Developing as a Community of Faith and Learning

Expected outcomes for learners
<ul style="list-style-type: none"> • Improved wellbeing, equality and inclusion among pupils. • Increased understanding of what it means to be a rights respecting global citizen. • Improved understanding among pupils of the church's teaching on Equality and Inclusion.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1. Liaise with Inverclyde's Children's Rights and Information Officer to embed the principles of the UN Convention on the Rights of the Child into the ethos and curriculum of the school.	May 2019 - June 2020	<ul style="list-style-type: none"> • SMT • All Staff • Aileen Wilson (Children's Rights and Information Officer) 	<ul style="list-style-type: none"> • Staff training • Rights Respecting Resources for Silver Award
2. Arrange cluster training and an agreed plan for implementation of SCES's Equality and Inclusion Learning and Teaching resources.	October 2019 – June 2020	<ul style="list-style-type: none"> • SMT and staff from cluster schools • Paisley Diocese RE Adviser 	<ul style="list-style-type: none"> • Scottish Catholic Education Service – Equality and Inclusion learning and Teaching Resources

Evidence of Impact

- Evidence of the positive impact of fairness and equality on the school's ethos, practice and environment.
- Children can explain what it means to be a rights respecting global citizen (focus groups).
- Children can share an appropriate understanding of the church's teaching on Equality and Inclusion

Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people		
NIF Driver School Improvement Assessment of children's progress	HGIOS?4 1.2 Leadership of learning 2.2 Curriculum 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	Other Drivers RRS Article 28: (Right to education): Article 12 (Respect for the views of the child):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> Increased opportunities for pupils to participate in activities that allow them to develop a range of employability skills across the curriculum. Increased awareness among pupils of the range of occupations in the community and the skills required for different jobs. Increased opportunities for pupils to participate in activities that allow them to develop creativity and enterprise skills across the curriculum. Improved digital literacy skills among pupils.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1. Further develop opportunities to work with a range of local partners, with an increased focus on their contribution to developing employability skills.	April 2019 - June 2020	<ul style="list-style-type: none"> SMT All teachers Local partners Robert Lamb (DYW lead) 	<ul style="list-style-type: none"> Building the Curriculum 4: Skills for learning, Skills for Life and skills for Work National Improvement Hub National Career Education Standard 3-18: Suite of learning resources Skills Development Scotland

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
			<ul style="list-style-type: none"> Inverclyde’s Employability Skills Development 3-18 - Guidance and Resources for Schools (August 2017)
<p>2. Further develop children’s understanding of the range of skills needed within the workplace and how their learning in school helps to prepare them for the future.</p>	<p>April 2019 - June 2020</p>	<ul style="list-style-type: none"> SMT All teachers Local partners 	<ul style="list-style-type: none"> Barclays Life Skills Programme My World of Work website
<p>3. Review opportunities across the curriculum for pupils to develop creativity and enterprise skills.</p>	<p>April 2019 - June 2020</p>	<ul style="list-style-type: none"> SMT All teachers 	<ul style="list-style-type: none"> Building the Curriculum 3: A Framework for Learning and Teaching (7 Principles of Curriculum Design) Building the Curriculum 4: Skills for learning, Skills for Life and skills for Work Career Education Standard 3-18 Learning Resource 5: Introduction to Creativity skills
<p>4. Liaise with the Digital Literacy Coaching and Modelling Officer to improve teaching and learning across the curriculum.</p>	<p>April 2019 - June 2020</p>	<ul style="list-style-type: none"> SMT All teachers William Brown (Digital Literacy Coaching and Modelling Officer) 	<ul style="list-style-type: none"> Enhancing Learning and Teaching through the Use of Digital Literacy: A Digital learning and Teaching for Scotland (Scottish Government, 2016) Appropriate training for staff as identified by the recent Digital Literacy audit.

Evidence of Impact

- Pupils will be able to demonstrate employability skills in a wide range of learning situations.
- Pupils will have an improved understanding of careers/different occupations within the local community and the skills required to carry out different jobs.
- Pupils will have an increased awareness of the types of careers that best fit their particular skills, talents and personality.
- Classroom visits demonstrate pupils' improved skill in using ICT across the curriculum.
- Feedback from teachers provides evidence of improved confidence with digital literacy.