

St. Andrew's Primary School
Improvement Plan August 2016 – June 2017



In 2015 – 16 the main priorities for St. Andrew's were:

1. Scottish Government Attainment Challenge.
2. Getting it Right for Every Child
3. Promoting Positive Relationships and Positive Behaviour
4. Learning and Teaching Development

How successful are we?

Priority 1		
Scottish Government Attainment Challenge		
How are we doing?	How do we know?	What are we going to do now?
<ul style="list-style-type: none"> • The work of the Coaching and Modelling Officers has helped to strengthen the teaching skills of the teachers at P1 and P2. The programme, as a whole, has been received positively by staff. • The use of data to support teaching and learning is improving, with greater use being made of such information. • Pace and Challenge have improved and increased across the school. • Common spelling programme in place for P3 - 7 • Reciprocal Teaching – common, shared approach • Introducing Active Literacy – phonics programme • More considered/targeted use of Education City resource has provided individual, targeted programme. • Partnership with Library services – Bookbug sessions • Attainment Challenge teachers working with targeted small groups for support 	<ul style="list-style-type: none"> • Classes are observed as settling to work more quickly. • Staff have commented in progress meetings on easier start to sessions, quicker beginning of 'work' • Spelling programme should transfer info easily at summer transition. • Class observations highlighted common approach across school, Working group, minuted drop-in sessions • Staff feedback highlights the need to look at how we are using and developing the skills across stages and also the need to ensure skills are introduced with accuracy and not rushed. 	<ul style="list-style-type: none"> • Continue to develop our Literacy and Numeracy curricula • Look at progression and development of skills across school. • Use data from Follow-Up assessments to highlight areas of need/strength and to look at how we have achieved this. • Spelling/Phonics P1-3 – Active Literacy approach • Continue Reciprocal across curriculum – Plan for year 2 • Further staff training/ sharing practice or reciprocal approaches. • Develop library partnership

Priority 2		
Getting it Right for Every Child		
How are we doing?	How do we know?	What are we going to do now?
<ul style="list-style-type: none"> Parent questionnaire used to gather feelings/opinions highlighted positive views and feelings of parents. <p>98% are confident or very confident that their child is Safe at St. Andrew's</p> <p>95% are confident or very confident their child is Healthy at St. Andrew's</p> <p>93% are confident or very confident their child is Achieving at St. Andrew's</p> <p>93% are confident or very confident their child is Nurtured at St. Andrew's</p> <p>89% are confident or very confident their child is Active at St. Andrew's</p> <p>90% are confident or very confident their child is Respected at St. Andrew's</p> <p>93% are confident or very confident their child is Responsible at St. Andrew's</p> <p>93% are confident or very confident their child is Included at St. Andrew's</p> <ul style="list-style-type: none"> PATHS programme in place and in use in all classes. 	<ul style="list-style-type: none"> Data gathered shows positive feelings of parents towards school. All indicators were responded to with high level of satisfaction. Pupils are aware of indicators and use them appropriately when talking about their school experiences. 	<ul style="list-style-type: none"> Implement Children and Young People Act from August 2016. New GIRFEC pathways in use for all pupils. On-going staff training and awareness raising regarding new legislation, Named person, Inverclyde pathways. New Health and & Wellbeing programme/plan is ready for implementation in August. Principal Teacher will lead delivery. Raise parental awareness of Named Person and reassure as required. GIRFEC meetings with staff/parents/pupils Use SHANAARI as focus for Pupil Voice groups

Priority 3		
Promoting Positive Relationships and Positive Behaviour		
How are we doing?	How do we know?	What are we going to do now?
<ul style="list-style-type: none"> • Authority PRPB policy is in use throughout the school by all staff. • House system – staff member who was co-ordinating left the school and other factors have made it difficult to implement. 	<ul style="list-style-type: none"> • Restorative language is used by all staff and increasing number of children. 	<ul style="list-style-type: none"> • Share further with parents – Restorative approaches etc. • Staff working with Ed. Psych to develop Restorative approaches • House system – seen as worthwhile and will be in place in August • Five to Thrive training – look to extend/use on more regular basis. • Re-establish nurture class with new Nurture teacher • Staff Nurture group – set up with clear idea of role (decided on by group)

Priority 4**Learning and Teaching Development****How are we doing?**

- Staff have developed an improved understanding of IDL leading to more effective IDL experiences for pupils.
- There is now a clearer focus with IDL becoming a more integral part of teaching and learning. This increased understanding is being demonstrated during planning activities and discussions.
- 1 + 2 Languages: All classes have access to the PL Platform, able to use associated planners
- P1 liaising with St. Columba's – French cafe
- Terms 1 – 3 weekly word or phrase – whole school use
- Tracking and commenting on Seemis reports
- Staff meeting to introduce, support
- Staff accessed training which raised confidence and understanding
- New resources for each stage/class/corridor (2nd year)
- Using Year 2 Planner
- **See Attainment Challenge area above.**

How do we know?

- SMT observations have noted an increase in the number of opportunities and activities to help pupils join up their learning, where pupils are making use of the number of skills developed across the curriculum. Pupils are also starting to talk more about the connections themselves.
- Folders distributed to all classes
- Log-Ins distributed/displayed in all classes.
- Staff meeting used to share resource
- French word/phrase displayed around the school
- SEEMIS – recorded for all pupils

What are we going to do now?

- Continue to embed a shared approach and understanding throughout the school and support the pupils in their own understanding.
- Develop school approach to STEM through IDL approach.
- Continue to build more detailed planners, if required
- Build on resources: displays and cafe/role play etc.
- Whole school activities throughout the year to showcase learning in different topics
- Assemblies
- Performances
- Parent workshops
- Upper school working with younger children in class during activities.

School Leadership

The Quality and impact of leadership within schools and at all levels

Next Steps

- Increased participation in leadership programmes and Masters Level leadership programmes.

How will we get there?

What?	Who?	When?	HGIOS 4
Share practice and experience of leadership learning within school	Teaching staff SMT	Aug – Dec 2016	1.2 Leadership of learning 1.3 Leadership of change
Promotion of Leadership programme and Masters level learning	SMT	Aug 16 – June 17	1.2 Leadership of learning 1.3 Leadership of change

Evidence we will gather and monitor:

- Records from collegiate meetings
- Self-evaluation of schools of HGIOS 4 QIs 1.2 and 1.3
- Number of staff undertaking Leadership Professional Learning opportunities
- How staff are undertaking professional development to meet the Standards for Leadership and Management
- Leadership projects undertaken by staff
- PRD discussions with staff

Teacher Professionalism

Teacher Professionalism demonstrates the overall quality of the teaching workforce and the impact of their professional learning on children's progress and achievement.

Next Steps

Implement professional learning which has been shown to have had an impact in Attainment Challenge Schools during Year 1

Continue to develop staff knowledge and confidence in effective use of the GIRFEC Pathway

What?	Who?	When?	Links
Extend staff knowledge of SEAL planning, learning, teaching and assessment approaches in P1 and P2. Investigate usefulness of this throughout school – especially to target pupils with need.	SMT Class teachers CMO (Numeracy)	October 2016	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
Introduce GIRFEC Pathway – practice and procedures	SMT	Aug 2016 – June 2017	1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion
Extend staff knowledge of Active Literacy methodology in P1 - 3	SMT Class teachers CMO (Literacy)	December 2016	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
Develop/extend use of Literacy Toolbox to support identified pupils	CMO (Literacy) Class teachers Support for Learning teacher	August 2016 – June 2017	2.4 Personalised support 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
Develop staff knowledge of most effective	AC Team EPS	September 2016 –	1.2 Leadership of learning 2.3 Learning, teaching

learning and teaching strategies through attending Visible Learning professional learning opportunities and implementing previous Professional learning	SMT	March 2017	and assessment 3.2 Raising attainment and achievement
<p>Evidence we will gather and monitor:</p> <ul style="list-style-type: none"> • Self-evaluation of schools of HGIOS 4 QI 1.2 Leadership of learning, 2.3 Learning, teaching and assessment and QI 2.3 Personalised support • Opportunities for and impact of, professional learning opportunities • Observations of learning and teaching • Discussions with learners • Discussions with teachers/Progress meetings with staff • Notes from collegiate meetings • PRD discussions 			

Parental Engagement and Partnership Working

Parental engagement focuses on ways in which parents, families and professionals work

Next Steps

Build/develop effective working partnerships with Family Support Workers and link CLD staff

Ensure that a co-ordinated response to Family Learning is taken forward with partners

What?	Who?	When?	Links
Develop relationships between school staff, parents, family Support Worker and CLD link worker	School staff FSW CLD staff	August 2016	2.5 Family Learning 2.7 Partnerships
Develop Family Learning opportunities	Family Support Workers CLD staff School staff	August 2016 – June 2017	2.5 Family Learning 2.7 Partnerships
Extend opportunities for parents to be involved in school events/improvement planning	Family Support Workers CLD staff School staff	August 2016 – June 2017	2.5 Family Learning 2.7 Partnerships
Involve Family Support Workers in planning support for pupils, as appropriate	Support for Pupils co-ordinator FSW	August 2016 – June 2017	2.4 Personalised support 2.5 Family Learning 2.7 Partnerships
Provide opportunities for parents/carers to learn more about Active Literacy/Literacy Toolbox/early numeracy/mental agility/reading for pleasure	School staff CMOs CLD staff FSW	September 2016 – May 2017	2.5 Family Learning 2.7 Partnerships

Evidence we will gather and monitor:

- Feedback from Parent Partnership meetings
- Self-evaluation of schools of HGIOS 4 QI 2.5 Family learning and 2.7 Partnerships
- Attendance at Family Learning events, progress meetings, review meetings
- Feedback from parents attending school events
- Quality and impact of Family Learning events
- Minutes of meetings with partners
- Questionnaires from inspections and self-evaluation visits
- Evidence of parental involvement in School Standards and Quality Reports and School Improvement Plans

Assessment of Progress

Assessment of progress includes a range of evidence on what children learn and achieve throughout their school career. This includes Curriculum for Excellence levels, skills, qualifications and other awards.

Next Steps

Take forward literacy and numeracy strategies to raise attainment for all pupils.

Target interventions to work towards closing our gap in attainment linked to deprivation.

Take forward strategies to improve children's health and wellbeing.

Raise staff awareness of National Improvement Framework.

What?	Who?	When?	Links
Support staff in the use of data to monitor children's progress	SMT Seemis Dev Officer Data officer QIOs	October 2016	2.3 Learning, teaching and assessment 2.6 Transitions 3.2 Raising attainment and achievement
Using available data, identify target groups of pupils for specific interventions	SMT AC team Support for learning teachers	August 2016 – September 2016	2.3 Learning, teaching and assessment 2.4 Personalised support 3.2 Raising attainment and achievement
Introduce common tracking system, based on agreed aspects of learning	SMT Class teachers Data officer	August 2016	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
Participate in professional learning to further moderate standards within the school, cluster and across the Authority. Cluster involvement in inter-	SMT QIOs Class teachers	October 2016 – June 2017	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement

authority moderation activities			
Raise awareness of national and local guidance on how to report on the NIF and the use of HGIOS 4.	SMT	October 2016 – June 2017	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement

Evidence we will gather and monitor:

- The percentage of pupils achieving curriculum levels in literacy and numeracy at P1, P4, P7
- Pips scores and progress in learning
- School assessment information for literacy, numeracy and HWB
- Attendance of identified pupils
- Data from Boxall profiles
- Wider achievement awards
- Self-evaluation of schools of HGIOS 4 QI 3.2 Raising attainment and achievement
- Notes from in-service or collegiate meetings
- Authority training on moderation
- Tracking information
- Notes from tracking/progress meetings with class teachers

School Improvement

The overall quality of education provided in our establishment and our effectiveness in driving further improvement.

Next Steps

Develop self-evaluation procedures based on HGIOS 4

Develop staff awareness of National Improvement Framework

What?	Who?	When?	Links
Share national and local guidance as to reporting on the NIF	SMT	October 2016 – March 2017	1.1 Self-evaluation for self-improvement 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
Use HGIOS 4 for self-evaluation	All school staff	August 2016 – June 2017	1.1. Self-evaluation for self-improvement

Evidence we will gather and monitor:

- Feedback from Pupil Voice groups
- Feedback from parents
- Self-evaluation activities based on HGIOS 4 QIs
- Notes from in-service and collegiate meetings
- Information from tracking system

The development of our Curriculum

Next Steps

Further development of French throughout the school.

Development of Celebrating and Worshipping from 'The Catholic School: Developing in Faith'

Develop approach to STEM

What?	Who?	When?	Links
Continue to implement 1+2 strategy	QIM Jan Cannon	August 16 –July 2020	
Develop whole school approach to Celebrating and Worshipping theme from The Catholic School: Developing in Faith'	SMT Parish priest Class teachers	Aug 16 – June 17	2.7 Partnerships
Develop whole school approach to STEM – working within school and as Cluster.	Cluster STEM ambassadors Class teachers SMT	August 16 to June 17	2.2 Curriculum 2.3 Learning, teaching and assessment 3.3 Increasing creativity and employability

Evidence we will gather and monitor:

- Inspection and validated self-evaluation evidence.
- Parental feedback on class and school celebrations
- IDL approach to incorporating STEM in the classroom

Ensuring wellbeing, equality and inclusion

Next Steps

Develop staff understanding of GIRFEC pathway and Child's Plan

Continue to develop/embed nurturing approaches throughout the school

Monitor and improve attendance through implementing the new Attendance Policy

What?	Who?	When?	Links
Share authority guidance on GIRFEC pathway with all staff	SMT	August 2016 – June 2017	2.1 Safeguarding and child protection 2.4 Personalised support 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion
Introduce use of Child's Plan and Wellbeing assessments to support pupils	SMT Support for Learning teacher	August 2016 - June 2017	2.1 Safeguarding and child protection 2.4 Personalised support 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion
Continue to develop staff knowledge and expertise in nurturing principles, Five to Thrive approaches and the development of emotional intelligence throughout the school	CMO (Nurture) Nurture teacher All school staff	August 2016 – June 2019	2.4 Personalised support 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion
Raise awareness of new attendance policy with staff and parents. Implement new	SMT	August 2016 – June 2019	2.1 Safeguarding and child protection

attendance policy, using targeted interventions to support improvements.			2.4 Personalised support 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion
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Evidence we will gather and monitor:

- Levels of attendance and number of exclusions
- Performance of LAC and ASN pupils
- Planning for pupils
- Notes from review/planning meetings
- Discussions with pupils, parents and staff
- Notes from collaborate meetings