

Education – Improvement Planning Document

Establishment Name: St Patrick's Primary School

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Signatures:

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| Head of Establishment | Mrs Kirsteen Doherty | Date | 12 th June 2017 |
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| Quality Improvement Officer | Mr Gordon Manson | Date | |
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Our Vision, Values and Aims

Our Vision

In St Patrick's we strive to provide a secure, happy, caring school in which each child is nurtured and enabled to achieve his/her full potential through effective learning and teaching experiences of the highest quality. Our motto is inspired by our Patron Saint, St Patrick; Christ be beside me in all I say, all I do and all I am.

Our Values

Kindness is at the heart of all we do. Members of St Patrick's Community are guided by the 3 **Rs** and 2 **As**;

Respect, **R**ights and **R**esponsibility and **A**mbitious to **A**chieve.

Our Aims

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.

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 2017-2018

Session 2018-2019

Session 2019-2020

Overview of rolling three year plan

| National Priorities | Session 2017/18 | Session 2018/19 | Session 2019/20 |
|--|--|--|--|
| Improvements in attainment, particularly in literacy and numeracy | <ul style="list-style-type: none"> Visible Learning (School and Cluster) Catch Up Literacy (School and Cluster) Active Literacy (Writing) Maths Moderation (Cluster) SEAL Dialogic Teaching to enhance Reciprocal Teaching | <ul style="list-style-type: none"> Visible Learning (School and Cluster) Transitions – Maths (Cluster) Active Literacy (Phonics and Spelling) Writing Moderation (Cluster) | <ul style="list-style-type: none"> Visible Learning (School and Cluster) Transitions – Writing (Cluster) |
| Closing the attainment gap between the most and least disadvantaged children | <ul style="list-style-type: none"> Visible Learning (School and Cluster) Catch Up Literacy (School and Cluster) Active Literacy (Writing) Maths Moderation (Cluster) SEAL Dialogic Teaching to enhance Reciprocal Teaching | <ul style="list-style-type: none"> Visible Learning (School and Cluster) Transitions – Maths (Cluster) | <ul style="list-style-type: none"> Visible Learning Transitions – Writing (Cluster) |
| Improvement in children and young people's health and wellbeing | <ul style="list-style-type: none"> Developing in Faith – Celebrating and Worshipping (School and Primary/Secondary Cluster) Transitions (Cluster) Dedicated Nurture Teacher Playground Developments GIRFEC Pathways | <ul style="list-style-type: none"> Developing in Faith | <ul style="list-style-type: none"> Developing in Faith |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | <ul style="list-style-type: none"> Developing Inverclyde's Young Workforce | <ul style="list-style-type: none"> Developing Inverclyde's Young Workforce | |

Pupil Equity Fund –Session 2017-2018

NIF Priority:

Closing the attainment gap between the most and least disadvantaged children

Data and Analysis

Across the school, almost all children are achieving the expected levels in Maths. Most children are achieving the expected levels in Listening & Talking and Reading. The majority of children are achieving the expected levels in Writing.

However, our tracking results show that attainment in relation to free meal entitlement is lower than the overall school figures. Most children are attaining the expected levels for Maths, and the majority of children are attaining the expected levels for Listening & Talking, Reading and Writing. There is a gap in attainment when comparing children with free meal entitlement with whole school attainment.

When looking at attendance, figures show a gap between children who are free meal entitled and those who are not entitled to free meals. The majority of children who are entitled to free meals have at least 90% attendance, whereas almost all of the children have at least 90% attendance who are not entitled to free meals.

| Project / priority (details of what we are doing and who we are targeting with additional intervention) | Timescale | Details of Spend |
|--|-------------------------|----------------------------------|
| Additional class teacher staffing to release Mrs Ogilby (DHT) and Mrs Coggins (PT) to provide learning support for children and coaching support for teachers. This will be targeted support for children with free meal entitlement (and other identified children) who are working below the expected levels in Literacy and Numeracy. | August 2017 – June 2018 | £22,525 (0.5FTE = 17.5 hours) |
| Additional Support Staff member to provide reinforcement of learning for those children who are at risk of not attaining the expected levels in Literacy or Numeracy. | August 2017 – June 2018 | £12,210 (1.0 FTE = 25 hours) |

| | | |
|---|-------------------------|--------------------------------|
| Introduction of an EYECO to target children with free meal entitlement (and other identified children) to achieve Early Level Secure. | August 2017 – June 2018 | £22,450 (1.0FTE = 30 hours) |
| Whole school training for teachers - Visible Learning. Focus will be on a whole school approach to enhancing the quality of learning experiences for all children, including the targeted children. | August 2017 – June 2018 | £3,894 |
| Catch Up Literacy training for Support Staff and Support for Learning Teacher. This will lead to one-to-one support for targeted pupils to develop their reading skills. | August 2017 – June 2018 | £3,358 |
| Improving outdoor and playground experiences for all children (particularly targeting children with free meal entitlement). Development of school grounds, training for staff and leadership opportunities for pupils, as well as equipment purchased to enhance the playground experience. | August 2017 – June 2018 | £2,433 |
| HQ Support with HR and Procurement | April 2017 – June 2018 | £1,530 |
| | | Total = £68,400 |

Impact - How will we evidence improvement?

We will continue to monitor the progress of all children on a termly basis, with a particular focus on the attainment of targeted children.

The priority over the year will be to increase the number of targeted pupils attaining the expected levels in Literacy and Maths.

Improvement will be evident in attainment data (CfE Judgements, PIPS Scores, NGRT and attendance), professional dialogue with staff and in learning conversations with pupils, in learning observations of identified pupils' progress during class visits, and when reviewing children's work.

Plan –Session 2017-2018

| Priority 1 Improvements in attainment, particularly in literacy and numeracy | | |
|--|---|---|
| NIF Driver Teacher professionalism Assessment of children's progress School Improvement School Leadership | HGIOS?4 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 2.7 Partnerships 3.2 Raising attainment and achievement | Other Drivers RRS Article 28: (Right to education) Developing in Faith Developing as a community of faith and learning |

| Expected outcomes for learners which are measurable or observable |
|--|
| <ul style="list-style-type: none"> Improved attainment in literacy and numeracy for all pupils through enhanced learning and teaching in literacy and numeracy. |

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|--|-----------------------------------|--|---|
| Develop staff knowledge of most effective learning and teaching strategies through Visible Learning professional learning opportunities. | August 2017 – June 2018 | SMT Class Teachers Cluster Osiris | Training to be agreed and provided by Osiris. Working Time Agreement – Staff Meetings and Curriculum Development Continuous Professional Learning |
| Train staff in the use of Catch Up Literacy. Implement Catch Up Literacy with targeted | August 2017 August 2017 – June | Support Staff Support for Learning Teacher Class Teachers | 3 half-day training sessions in August in-service days. Online support for staff. |

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|---|---|--|--|
| pupils. | 2018 | SMT Member Catch Up Trainers | |
| Introduce and implement Active Literacy for Writing. | August 2017 – June 2018 | Teaching Staff Support Staff Support for Learning Teacher Attainment Challenge Team | North Lanarkshire Active Literacy. Liaise with other schools in the Authority currently using the programme. Support from Attainment Challenge Literacy Coaching and Modelling Officers. |
| Participate in professional dialogue to further moderate standards in numeracy and maths within the school and cluster. | August 2017 – June 2018 | SMT Teaching Staff | 3 sessions across the year. |
| Introduce and implement Stages of Early Arithmetic Learning (SEAL) in infant stages. | August 2017 – June 2018. | Infant Teaching Staff Attainment Challenge Team | Training for infant staff delivered by Attainment Challenge Team. Attainment Challenge Team supporting delivery in classes. |
| Teaching staff to participate in professional learning opportunities focusing on developing the pedagogy of Dialogic Teaching, particularly to enhance Reciprocal Teaching. | August 2017 – October 2017 August 2017-June 2018 | Class Teachers SMT Whinhill Primary Staff | Training delivered by Whinhill Primary School Staff. “Towards Dialogic Teaching” by Robin Alexander. |

Evidence of Impact

- Data shows increase in attainment in literacy and numeracy across the school.
- Staff feedback about the effectiveness of professional learning and training and impact on learners.
- Feedback from children participating in Catch Up Literacy.
- Evidence of improved learning and teaching during class observations based on agreed standards.

| Priority 2 Closing the attainment gap between the most and least disadvantaged children | | |
|--|---|---|
| NIF Driver Teacher professionalism Assessment of children's progress School Improvement School Leadership | HGIOS?4 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.5 Management of resources to promote equity 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement | Other Drivers RRS Article 28: (Right to education) Developing in Faith Developing as a community of faith and learning |

| Expected outcomes for learners which are measurable or observable |
|---|
| <ul style="list-style-type: none"> • Reduction in attainment gap in literacy and numeracy. • Improved attainment for pupils with FME and in SIMD 1&2. • Increased attendance at school for children with FME and in SIMD 1 and 2. • Increased attendance at Breakfast Club for children with FME and in SIMD 1&2. |

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|---|-------------------------|--|---|
| See Priority 1 for details of activities to close the attainment gap between the most and least disadvantaged children. | | | |
| Newly appointed Nurture Teacher to target children impacted by attainment gap. | August 2017 – June 2018 | SMT Nurture Teacher Attainment Challenge Team | Nurture Training. Coaching and Modelling Officer implementation guidance. |

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|--|--------------------------|--|--|
| Continue to implement, with rigour, the Authority Attendance Policy. | August 2017 – June 2018. | SMT Senior Clerical Staff | Inverclyde Attendance Policy. Breakfast Club. |
| Promote attendance at Breakfast Club of children in SIMD 1 and 2 and/or entitled to free meal. | August 2017 – June 2018. | Breakfast Club Staff Attainment Challenge Team Nurture Teacher | Social Media. Nurture Training. Coaching and Modelling Officer implementation guidance. Nurture Room to be furnished appropriately. |

Evidence of Impact

- Data shows increase in attainment in literacy and numeracy across the school.
- Data shows increase in attainment in literacy and numeracy for pupils entitled to free school meals and those in SIMD 1&2.
- Staff feedback about the effectiveness of professional learning and training and impact on learners.
- Feedback from children participating in Catch Up Literacy, attending Breakfast Club and attending Nurture.
- Evidence of improved learning and teaching during class observations.
- Data shows increase in attendance for pupils with FME and in SIMD 1&2.
- Increased attendance at Breakfast Club from children with FME and in SIMD 1&2.
- Boxall Profiles show improvement in outcomes for children attending Nurture.

| Priority 3 Improvement in children and young people's health and wellbeing | | |
|---|--|--|
| NIF Driver Parental engagement Assessment of children's progress School Improvement School Leadership Teacher Professionalism | HGIOS?4 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.5 Management of resources to promote equity 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement | Other Drivers RRS Article 28: (Right to education) Article 6 (Survival and development) Article 12 (Respect for the views of the child) Article 29 (Goals of education) Article 31 (Leisure, play and culture) Developing in Faith Promoting Gospel values Developing as a community of faith and learning Celebrating and Worshiping |

| Expected outcomes for learners which are measurable or observable |
|---|
| <ul style="list-style-type: none"> • Increased positive engagement and enhanced playing experiences within playground. • Children on appropriate GIRFEC Pathway and learning is planned and experienced appropriately. • Improved Boxall Profile results. • The centenary of Catholic Education in Scotland is used to raise awareness of learning and teaching, and promote celebration and worship in our school, Cluster and Parish. • Pupils continue to make expected or better progress with their learning at points of transition. |

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|---|-------------------------|---|--|
| Playground Pupil Voice Group (The Playground Team) to lead positive playground experiences. | August 2017 – June 2018 | Support Staff Alison Dorrian (Active Schools) Nurture Teacher | Playground Team to plan budget spend to improve playground experiences. Development of playground games and activities. |

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|--|---|---|--|
| <p>Implement Playground Charter.</p> <p>Train P5 and P6 children to become 'Playground Coaches'.</p> <p>Children and Support Staff to model and intervene in playground to provide enhanced playground experiences.</p> | <p>August 2017</p> <p>August 2017 – October 2017</p> <p>August 2017 – June 2018</p> | <p>SMT</p> <p>The Playground Team</p> <p>Class Teachers</p> <p>Janitor</p> <p>Identified P5 and P6 pupils</p> | <p>Training for Playground Team.</p> <p>Training for Support Staff and P5 and P6 pupils for playground interventions.</p> |
| <p>Nurture Teacher to work with Class Teachers and SMT to identify, target and work with children who require intervention.</p> | <p>August 2017 – June 2018</p> | <p>SMT</p> <p>Class Teachers</p> <p>Nurture Teacher</p> | <p>Nurture Room to be furnished appropriately.</p> <p>Nurture Teacher.</p> |
| <p>Develop staff understanding and use of GIRFEC Pathways to identify support needs, monitor progress, evaluate and record impact and determine next steps.</p> | <p>August 2017 – June 2018</p> | <p>All School Staff</p> <p>DHT</p> <p>QIO Team</p> <p>Jill Gilchrist</p> | <p>Health and Wellbeing Assessment Training for SMT and all staff.</p> |
| <p>Agree and implement initiatives/activities to promote and celebrate the centenary of Catholic Education in Scotland.</p> <p>Provide meaningful opportunities for staff, pupils, parents and associated parishes to worship together as a Catholic Community of Faith.</p> | <p>August 2017 – June 2018</p> | <p>All Cluster staff</p> <p>All Cluster children</p> <p>Cluster Parents</p> <p>Cluster Parishes</p> <p>School Chaplains</p> <p>Diocese of Paisley</p> | <p>Developing in Faith.</p> <p>Planning opportunities.</p> <p>Parish/Cluster events.</p> <p>Pope Francis Faith Award.</p> |
| <p>Review the impact of our transition arrangements to ensure that children continue to make appropriate progress when moving across sectors.</p> | <p>January 2018</p> | <p>All Cluster SMT members</p> <p>P1 Teachers</p> <p>P7 Teachers</p> | <p>Tracking information from Pre-5 to Primary and from Primary to Secondary.</p> <p>Progress Meetings between Pre-5 and Primary staff and between Primary and Secondary staff.</p> |

Evidence of Impact

- Data shows increased positive engagement within playground.
- Data shows improved Boxall Profile results.
- Feedback from Playground Team is positive.
- Children actively engaged with new playground games, activities and equipment.
- GIRFEC Pathways paperwork appropriately recorded.
- Feedback from families and Parish shows an awareness of the historical journey of Catholic education as aspiration to improve communities and eradicate poverty.
- Data gathered in P1 and S1 in January 2018 shows continued progress of pupils' learning.

| Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people | | |
|--|--|---|
| NIF Driver Teacher Professionalism School Improvement Assessment of Children's Progress | HGIOS?4 1.1 Self-evaluation for self-improvement 2.2 Curriculum 2.3 Learning, teaching and assessment 3.3 Increasing creativity and employability | Other Drivers RRS Article 28: (Right to education) Article 29 (Goals of education) Developing in Faith Honouring Jesus Christ as the Way, the Truth and the Life. Promoting Gospel values Serving the Common Good |

| Expected outcomes for learners which are measurable or observable |
|---|
| <ul style="list-style-type: none"> Children have a greater understanding of employability skills and how to articulate them. |

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|--|--|--|---|
| Introduce progression pathways for Developing Inverclyde's Young Workforce. Class Teachers to plan for and implement learning using progression pathways to ensure that personal, inter-personal and enterprise skills are developed appropriately across the curriculum. | August 2017 August 2017 – June 2018 | SMT Class Teachers Robert Lamb | DiYW Progression Pathways. Working Time Agreement - Staff Meetings and Curriculum Development. |

Evidence of Impact

- Teachers planning using DiYW Progression Pathways.
- Increased partnership working.
- Content of staff meetings show a focus on planning for developing the young workforce.
- Children comfortable with skills language.
- Teaching staff include skills development in their teaching.
- Observations of learning and Learning Conversations with children evidence skills demonstration in line with progression from planning documents.