

Education – Improvement Planning Document

Establishment Name:

St Patrick's Primary School

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Signatures:

Head of Establishment	<i>Mrs Kirsteen Doherty</i>	Date	27 th June 2018
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Quality Improvement Officer	Mrs A McLellan	Date	27 th June 2018
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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, **Rights** and **Responsibility** and **Ambitious** to **Achieve**.

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 2018-2019

Session 2019-2020

Session 2020-2021

Overview of rolling three year plan

National Priorities	Session 2018-2019	Session 2019-2020	Session 2020-2021
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> • Visible Learning • Active Literacy – Reading • Moderation – Writing (School) • Moderation – Reading (Cluster) • Inverclyde Progression Pathways for Literacy and Numeracy • Learning and Teaching in Spanish 	<ul style="list-style-type: none"> • Visible Learning • Active Literacy – Reading • Moderation – Reading (Cluster) • Develop a Cluster Plan, in consultation with NDHS Modern Languages Department, for the implementation of Language 3. 	<ul style="list-style-type: none"> • Moderation – Writing (Cluster) • Active Literacy – Writing • Implement agreed Cluster Plan (from last session) for Language 3.
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> • Dialogic Teaching • Catch Up Literacy • Visible Learning (Year 2 of 3) • Active Literacy 	<ul style="list-style-type: none"> • Visible Learning (Year 3 of 3) 	
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> • Dedicated Nurture Teacher • Beyond the Boxall • Whole School Nurturing Approaches • PATHS • Developing in Faith – Celebrating and Worshipping • Playground Developments 	<ul style="list-style-type: none"> • Whole School Nurturing Approaches • 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 Cluster Primaries Career Fayre – Employability Skills 	<ul style="list-style-type: none"> • Developing Inverclyde's Young Workforce – IDL Planning • Digital Literacy to enhance learning 	<ul style="list-style-type: none"> • Developing Inverclyde's Young Workforce – IDL Planning • Digital Literacy to enhance learning

Pupil Equity Fund –Session 2018-2019

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

Data and Analysis (2016-2017)

Most children are on track to achieve the expected CfE levels, taken as an average, by Primary 1, Primary 4 and Primary 7 in Maths (89%), Reading (84.1%), Writing (76.6%) and in Listening & Talking (89.4%).

Currently, one fifth of our children are entitled to free school meals (19.9% FME). When comparing the attainment of our children who are free meal entitled (FME) with our children who are not free meal entitled, there is an attainment gap. The gap across the school is: 13.3% in Maths; 20.2% in Reading; 26.2% in Writing; and 18.9% in Listening and Talking, when comparing the average achievement of expected CfE levels in Primary 1, Primary 4 and Primary 7.

Although the gap still exists, there has been a reduction in the FME gap since last year. On average across Primary 1, Primary 4 and Primary 7, attainment of expected CfE levels for children who are free meal entitled has improved by 11.4% in Maths; by 4.5% in Reading; and by 8.8% in Listening & Talking. The biggest gap is in Writing, particularly by the P4 stage. This has been a focus for School Improvement Planning this session and we would expect this to positively impact on the end of year attainment data.

Project / priority (details of what we are doing and who we are targeting with additional intervention)	Timescale	Details of Spend	Impact - How will we evidence improvement?
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Additional class teacher staffing to release DHT and 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 2018 – June 2019	£27,429 (0.6FTE = 21 hours)	<ul style="list-style-type: none"> Professional dialogue with teachers and other adults providing support. Direct observation of pupils during classroom observations. Reviewing/sampling children's work. Analysis of standardised assessment data. Ongoing tracking and monitoring of children's progress with focus on children with FME and SIMD 1 & 2. Ongoing tracking and monitoring of targeted children's progress through CfE levels. Ongoing tracking and monitoring of overall school attainment in comparison to targeted groups FME and SIMD 1 & 2). Feedback from pupils about their learning. Analysis of attainment progress of children targeted through Attainment Challenge teaching staff (P1 and P2).
Additional Support Staff member (ASN Auxiliary) to provide reinforcement of learning for those children who are at risk of not attaining the expected levels in Literacy or Numeracy.	August 2018 – June 2019	£12,056 (1.0 FTE = 25 hours)	
EYECO to target children with free meal entitlement (and other identified children) to achieve Early Level Secure by end of Primary1.	August 2018 – June 2019	£22,993 (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 2018 – June 2019	£4,000	
HQ Support with HR and Procurement	August 2018 – June 2019	£2,000	
Purchasing 12 copies of "Reflective Reading: Engaging and Practical Ideas for Teaching Reading Comprehension in the Primary Classroom" at £60 each. In-service training from Anne Glennie on how to improve the teaching of reading in the Primary classroom.	August 2018 – June 2019	£2,720	
Maintain and update equipment purchased to enhance the playground and outdoor experience (following on from last year's investment to improving outdoor and playground experiences for all children (particularly targeting children with free meal entitlement).	August 2018 – June 2019	£802	
		Total = £72,000	

Plan –Session 2018-2019

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
NIF Driver School leadership Teacher professionalism Assessment of children's progress School Improvement Performance Information	HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 1.2 Leadership of learning 2.2 Curriculum	Other Drivers RRS Article 28: (Right to education): Article 12 (Respect for the views of the child):

Expected outcomes for learners
<ul style="list-style-type: none"> • Improved attainment in reading. • Improved teaching impacts positively on pupils' learning experiences. • Improved pupil attitudes towards reading. • Improved learning experiences in Spanish.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Implement agreed plan to promote Visible Learning.	August 2018-June 2019	SMT Impact Coaches Class Teachers Cluster Osiris Team	PEF Budget Training to be provided by Osiris

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Introduce and implement Active Literacy for Reading.	August 2018 – June 2019	Class Teachers Support Staff Support for Learning Teacher Attainment Challenge Team Cluster	North Lanarkshire Active Literacy Programme and resources Cluster moderation Support from Attainment Challenge Team – Literacy Coaching and Modelling Officer Liaise with other schools in the Authority currently using the programme Anne Glennie Training and Resources
Participate in professional dialogue to moderate planning of learning, teaching and assessment in reading within the school and cluster.	August 2018-June 2019	SMT Teaching Staff (school and cluster)	3 sessions across the year. Reading Benchmarks Inverclyde Progression Pathways – Literacy Anne Glennie Training and Resources
Use Dialogic Teaching to enhance Reciprocal Reading approaches to teaching comprehension strategies.	September 2018-June 2019	Teaching Staff Staff from Whinhill Attainment Challenge Team	Training materials from Literacy Group Staff collegiate time
Liaison with NDHS Modern Language Department to improve teachers' confidence and skill in teaching Spanish in preparation for the implementation of 1+2.	October 2018-June 2019	NDHS Modern Languages PT Teaching Staff	Training sessions Coaching and modelling sessions Progression pathways

Evidence of Impact

- Attainment of pupils in Reading will increase, as evidenced through Teachers' Professional Judgements (85% minimum for SIMD 1&2 at all stages and over 80% for all at P4 stage).
- Evidence gathered through learning conversations (pupils and teachers), classroom observations and walkthroughs will show improved learning experiences for pupils.
- Pupil surveys/pupil focus groups show improved attitude towards reading.
- Learning walks, classroom displays and professional dialogue demonstrate improved learning experiences for pupils in Spanish, as well as improved teachers' confidence and skill in teaching Spanish.

Priority 2 Closing the attainment gap between the most and least disadvantaged children

<p>NIF Driver Assessment of children's progress Performance information Teacher professionalism School leadership School improvement</p>	<p>HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 1.2 Leadership of learning</p>	<p>Other Drivers RRS Article 28: (Right to education): Article 12 (Respect for the views of the child):</p>
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Expected outcomes for learners

- Improved teaching impacts positively on pupils' learning experiences.
- Improved attainment in reading among targeted pupils.
- Improved pupil attitudes towards reading among targeted pupils.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Implement agreed plan to promote Visible Learning.	August 2018-June 2019	SMT Impact Coaches Class Teachers Cluster Osiris Team	PEF Budget Training to be provided by Osiris
Continue to implement Catch Up Literacy with targeted pupils.	August 2018-June 2019	Support Staff SMT Support for Learning Teacher Catch-Up Literacy Trainers	Continued support for adults implementing programme

Evidence of Impact

- Evidence gathered through ongoing scoping activities will highlight the positive impact of visible learning on pupil experiences within class.

- Targeted pupils will make gains in reading beyond chronological expectations, as measured by standardised assessment eg Salford. (Average of double or more progress compared with time spent on intervention will be maintained in year 2 of implementation).
- Surveys/focus groups show improved attitude towards reading among targeted pupils.
- At least 85% of pupils in SIMD 1&2 will achieve expected levels across stages in Literacy and Numeracy.

Priority 3 Improvement in children and young people's health and wellbeing		
NIF Driver School Improvement School leadership Parental engagement	HGIOS?4 2.2 Curriculum 2.5 Family learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion	Other Drivers RRS Article 28: (Right to education): Article 14 (Freedom of thought, conscience and religion): Developing in Faith Celebrating and worshipping Honouring Jesus Christ as the Way, the Truth and the Life

- | Expected outcomes for learners |
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| <ul style="list-style-type: none"> • Improved experiences of pupils in the playground. • Improved health and wellbeing in targeted learners. • Increased parental engagement to impact on children's experiences with parents/carers. • Improved knowledge and understanding of the significance of the Centenary of Catholic Education. • Increased opportunities to grow in faith through religious celebrations. |

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Further enhance playground experience.	August 2018-June 2019	The Playground Team Pupil Voice Group Children at all stages Support Staff	PEF budget allocation Catalogues for children to browse.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
		SMT	
Train staff to use Boxall assessment to include Beyond the Boxall to plan for meeting the needs of all pupils identified as having an additional support need in health and wellbeing.	September 2018-June 2019	Nurture Teacher H&WB Coaching and Modelling Officer from Attainment Challenge Team SMT	Training delivered by Nurture Teacher. Implementation Group. Boxall Profiles. Beyond the Boxall H&WB Plan.
Whole School Nurturing Implementation Group created.	August 18-December 2018	Nurture Teacher Teaching and Support Staff Pupils Parents/Carers H&WB Coaching and Modelling Officer	Staff attend training delivered by H&WB Coaching and Modelling Officer Self-evaluation tool eg HNIOS?
Teaching staff to plan for learning and teaching using PAtHS materials.	September 2018-June 2019	Educational Psychologists SMT Class Teachers Support Staff	PAtHS materials through Attainment Challenge Team budget. Training offered by Educational Psychologist.
Further develop engagement with parents in partnership with CLD and Barnardo's and other community partners as appropriate.	August 2018-June 2019	CLD Barnardo's Broomhill Hub Model Boat Club Community Police Officers Nurture Teacher	As requested by parents/carers or delivered as planned as appropriate. Parental Engagement Strategy
Assemblies/ Class activities allow pupils to share knowledge and understanding of the Centenary of Catholic Education.	August 2018 – December 2018	All pupils SMT Class Teachers Parish Priest	ICT equipment SCES resources
Plan religious celebrations to coincide with the arrival of Jesus the Teacher icon in Inverclyde.	August 2018 – September 2018	All staff and wider school community Authority colleagues	Icon of Jesus the Teacher (visiting Inverclyde in September) Various Churches within Inverclyde

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
		Head Teachers of Catholic Schools Parish Priests Diocese of Paisley	Schedule of events to mark Icon visit

Evidence of Impact

- Positive pupil responses to survey continues to increase on last year’s data.
- Children’s Health and Wellbeing plans will incorporate Boxall Profile and Beyond the Boxall Profile.
- Children’s dialogue includes language learned through PATHS.
- There will be an increase in weekly Drop-in Café attendance.
- Parents/carers from SIMD 1&2 will attend parental engagement sessions eg Family Learning sessions, Family Breakfast Club.
- Pupils confidently share knowledge and understanding of the significance of the Centenary of Catholic Education through Assemblies and Class Activities.
- Positive feedback and engagement from school community about activities organised to celebrate the icon of Jesus the Teacher within Inverclyde.

Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Driver Teacher professionalism School Improvement	HGIOS?4 3.3 Increasing creativity and employability 1.2 Leadership of learning 2.7 Partnerships 2.6 Transitions	Other Drivers RRS Article 28: (Right to education): Article 29 (Goals of education):
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Expected outcomes for learners

- Increased knowledge and understanding of career skill sets.
- Improved ambitions and aspirations for future employment.
- Improved knowledge of employment within local context.
- Enhanced transition experience.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Plan and implement a Cluster Primaries Career Fayre to promote employability skills.	October 2018	Pupils – P7 and High School Seniors Parents/Carers Community Partners Business Partners Cluster Primary colleagues Teaching Staff SMT All Saints H&WB Coaches	Developing Inverclyde’s Young Workforce Progression Pathway All Saints Primary School rooms Refreshments
Meet with SMT of Cluster Secondary school to discuss and monitor assessment of S1 pupils.	November 2018 and March 2019	SMT NDHS SMT	Teachers’ Professional Judgements. Meeting for collegiate working.

Evidence of Impact

- Feedback from pupils shows increased knowledge and understanding of the employability skills required in various careers and workplaces.
- Data from S1 evidences pupils on track to continue to make expected progress.