

# Education – Improvement Planning Document

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Establishment Name:

**St Patrick's Primary School**

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Signatures:

Head of Establishment	<i>Mrs Kirsteen Doherty</i>	Date	27 <sup>th</sup> June 2019
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Quality Improvement Officer	Mrs Alison McLellan	Date	
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# Our Vision, Values and Aims

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## 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

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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
<b>Improvements in attainment, particularly in literacy and numeracy</b>	<ul style="list-style-type: none"> <li>• Visible Learning (Year 3 of 3)</li> <li>• Active Literacy – Reading</li> <li>• Moderation – Reading (School and Cluster)</li> <li>• Dialogic Teaching to enhance Reciprocal Reading</li> <li>• SEAL and Number Talks</li> </ul>	<ul style="list-style-type: none"> <li>• Visible Learning – embedded practice and parental engagement</li> <li>• Active Literacy – Writing</li> <li>• Moderation – Writing (School and Cluster)</li> </ul>	<ul style="list-style-type: none"> <li>• Moderation – Numeracy (Cluster)</li> <li>• Numeracy</li> </ul>
<b>Closing the attainment gap between the most and least disadvantaged children</b>	<ul style="list-style-type: none"> <li>• As above</li> <li>• Improved parental engagement</li> <li>• Improved attendance for pupils from SIMD 1 &amp; 2</li> </ul>	<ul style="list-style-type: none"> <li>• Visible Learning – assessment-capable learners</li> <li>• Parental engagement</li> <li>• Plan interventions and adaptations as necessary based on evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Plan interventions and adaptations as necessary based on evaluation</li> </ul>
<b>Improvement in children and young people's health and wellbeing</b>	<ul style="list-style-type: none"> <li>• Improved tracking of progress and achievement in Health and Wellbeing</li> <li>• Further develop PAtHS</li> <li>• Developing in Faith – Equality and Inclusion</li> <li>• Physical Health &amp; Wellbeing at P5 stage</li> </ul>	<ul style="list-style-type: none"> <li>• Develop IDL</li> <li>• Developing in Faith</li> </ul>	<ul style="list-style-type: none"> <li>• Developing in Faith</li> <li>• IDL</li> </ul>
<b>Improvement in employability skills and sustained positive school leaver destinations for all young people</b>	<ul style="list-style-type: none"> <li>• Developing Inverclyde's Young Workforce</li> <li>• Develop IDL</li> <li>• Digital Literacy – Progression Pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Developing Inverclyde's Young Workforce – IDL Planning</li> <li>• Digital Literacy to enhance learning</li> </ul>	<ul style="list-style-type: none"> <li>• Developing Inverclyde's Young Workforce – IDL</li> <li>• Digital Literacy to enhance learning</li> </ul>

# Pupil Equity Fund –Session 2019-2020

## **NIF Priority**

Closing the attainment gap between the most and least disadvantaged children

### **Data and Analysis (2017-2018 Data)**

Most children are on track to achieve the expected CfE levels (taken as an average by Primary 1, Primary 4 and Primary 7) in Numeracy (88%), Reading (88%) and Writing (85%); and almost all children in Listening & Talking (92%). This shows gains in Reading (4%), Writing (8%) and Listening & Talking (3%); and a maintenance in Numeracy (-1%), compared with data from Session 2016-2017.

In 2017-2018, over a fifth of our children were entitled to free school meals (22% 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 in all areas of Literacy and in Numeracy: 33% in Numeracy; 24% in Reading; 26% in Writing; and 18% in Listening and Talking, across Primary 1, Primary 4 and Primary 7. This gap has reduced since 2016-2017 by 0.3% in Writing and by 1.3% in Listening and Talking. The gap in Reading has increased by 4.1% and the gap in Numeracy has increased by 20%. However, this is not statistically reliable as comparing one fifth to four fifths is not a fair comparison. Therefore, for the purposes of monitoring the attainment gap between the most and least disadvantaged children it is more reliable to compare SIMD 1&2 with SIMD 3-10, as in St Patrick's in 2017-2018, just over half the population resided in SIMD 1&2 (52.9%).

Overall (combined P1, P4 and P7), there is no attainment gap in Reading and Writing. Our children from the most disadvantaged areas are outperforming our children from the least disadvantaged areas, with a reduction in gap from the previous year of 8.8% in Reading and of 4.6% in Writing. In Listening and Talking the gap is 4% (a reduction of 6% from previous year); and in Numeracy the gap is 4% (a reduction of 6.8% from previous year).

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?
Additional teaching staffing to facilitate support for children who are most disadvantaged and working below the expected levels in Literacy and Numeracy from P4-P7.	August 2019 – June 2020	£40,879 (1.0 FTE = 35 hours)	<ul style="list-style-type: none"> <li>Professional dialogue with teachers and other adults providing support.</li> </ul>
Additional Support Staff member (ASN Auxiliary) to facilitate reinforcement of learning for children who are most disadvantaged and not attaining the expected levels in Literacy or Numeracy.	August 2019 – June 2020	£12,852 (1.0 FTE = 25 hours)  £5,140 (0.4FTE = 10 hours)	<ul style="list-style-type: none"> <li>Direct observation of pupils during classroom observations.</li> <li>Reviewing/sampling children’s work.</li> <li>Analysis of standardised assessment data.</li> </ul>
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 2019 – June 2020	£3,000	<ul style="list-style-type: none"> <li>Ongoing tracking and monitoring of children’s progress with focus on children with FME and SIMD 1 &amp; 2.</li> </ul>
In-service training from The Learning Zoo for all teachers on how to improve the teaching of reading in the Primary classroom (Cluster share).	August 2019	£560	<ul style="list-style-type: none"> <li>Ongoing tracking and monitoring of targeted children’s progress through CfE levels.</li> </ul>
Sum set aside for contingency to cover back pay.		£2,369	<ul style="list-style-type: none"> <li>Ongoing tracking and monitoring of overall school attainment in comparison to targeted groups FME and SIMD 1 &amp; 2).</li> </ul>
Total = £64,800			<ul style="list-style-type: none"> <li>Feedback from pupils about their learning.</li> <li>Analysis of attainment progress of children targeted through Attainment Challenge teaching staff (P1 and P2).</li> </ul>

# Plan – Session 2019-2020

<b>Priority 1</b> Improvements in attainment, particularly in literacy and numeracy		
<b>NIF Driver</b> School leadership Teacher professionalism Assessment of children's progress School Improvement Performance Information	<b>HGIOS?4</b> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 1.2 Leadership of learning 2.2 Curriculum	<b>Other Drivers</b>  <b>RRS</b> Article 28: (Right to education): Article 29 (Goals of education):

<b>Expected outcomes for learners</b>
<ul style="list-style-type: none"> <li>• Pupils will be more assessment-capable.</li> <li>• A consistent approach to learning and teaching in Literacy and Numeracy across the school.</li> <li>• Improved pupil attitudes towards reading.</li> <li>• Pupil engagement in interrogating texts will be more active and strategic.</li> <li>• Improved mental agility and application of maths strategies.</li> <li>• Continued attainment above national average.</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
Implement agreed action plan to promote Visible Learning.	August 2019 June 2020	SMT Impact Coaches Class Teachers Cluster Osiris Team	PEF Budget Training to be provided by Osiris School Action Plan WTA to implement Action Plan

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Implement Active Literacy for Reading.	August 2019 – June 2020	Class Teachers Support Staff Support for Learning Teacher Attainment Challenge Literacy CMOs Cluster Anne Glennie	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 The Learning Zoo Training and Resources
Participate in professional dialogue to moderate planning of learning, teaching and assessment in reading within the school and cluster.	August 2019 - June 2020	SMT Teaching Staff (school and cluster) Cluster QAMSOs Elaine McLoughlin (Education Officer)	3 x 2 hours Cluster Moderations sessions across the year Reading Benchmarks Inverclyde Progression Pathways – Literacy The Learning Zoo Training and Resources
Use Dialogic Teaching to enhance Reciprocal Reading approaches to teaching comprehension strategies.	September 2019- June 2020	Teaching Staff Staff from Whinhill Attainment Challenge Literacy CMOs	Training materials from Literacy Group Staff collegiate time Attainment Challenge Literacy CMOs to support implementation
Further develop teachers' skills and confidence in using SEAL and Number talks to improve children's mental agility and strategy-use in numeracy and maths.	August 2019 – June 2020	SMT Class Teachers Attainment Challenge – Numeracy CMOs	SEAL Planners Inverclyde Numeracy Planners Support from Attainment Challenge CMOs

### Evidence of Impact

- Evidence gathered through Visible Learning Action Plan will show increase in pupils' ability to discuss learning and know next steps.
- 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 and knowledge of reading strategies.
- Pupil surveys/pupil focus groups show improved knowledge and application of numeracy and maths strategies.
- Learning observations show application of strategies in reading and in numeracy.
- Attainment of pupils will outperform comparator school.

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

<p><b>NIF Driver</b>          Parental engagement          Teacher professionalism          Assessment of children's progress          School Improvement          Performance Information</p>	<p><b>HGIOS?4</b>          2.5 Family Learning          2.7 Partnerships          3.2 Raising attainment and achievement          2.3 Learning, teaching and assessment          2.4 Personalised support          3.1 Ensuring wellbeing, equality and inclusion</p>	<p><b>Other Drivers</b>   <b>RRS</b>          Article 28: (Right to education):          Article 29 (Goals of education):</p>
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**Expected outcomes for learners**

- Improved parental engagement impacts positively on pupils' learning.
- Improved attendance for children who are most disadvantaged – attendance in line with SIMD 3-10 attendance rate.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Collaborate with parents and partners to improve parental engagement in children's learning.	August 2019 - June 2020	SMT Parent Council Parent Forum	Parent Drop-in Café – gather views and parents to help contribute to workshops/events

		Nurture Teacher Barnardo's Family Support Worker CLD Support Worker Attainment Challenge CMOs	Glow Forms to gather and display data Parent sessions for Literacy, Numeracy and Health & Wellbeing 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
Collaborate with identified parents and partners to improve attendance of targeted children.	August 2019 - June 2020	SMT Targeted parents Nurture Teacher Barnardo's Family Support Worker CLD Support Worker Attainment Challenge Barriers to Learning CMO	Work with partners to identify strategy(ies) to maximise attendance Collaborative working to implement maximising attendance strategy Inverclyde Attendance Matters Policy Awareness raising of importance of attendance for parents Breakfast Club

### Evidence of Impact

- Increase in number of parents from SIMD 1 & 2 attending school workshops / events.
- Attendance rate of children from SIMD 1 & 2 will be in line with children from SIMD 3-10.

### Priority 3 Improvement in children and young people's health and wellbeing

<b>NIF Driver</b> School Improvement Assessment of children's progress Teacher professionalism	<b>HGIOS?4</b> 2.2 Curriculum 2.1 Safeguarding and child protection 2.3 Learning, teaching and assessment	<b>Other Drivers</b> <b>RRS</b> Article 2 (Non-discrimination): Article 28: (Right to education):
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	3.1 Ensuring wellbeing, equality and inclusion	<b>Developing in Faith</b> Developing as a community of faith and learning
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Expected outcomes for learners
<ul style="list-style-type: none"> <li>• Improved learning experiences in health and wellbeing.</li> <li>• Improved understanding of equality and inclusion.</li> <li>• Contributing to a school culture with an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God.</li> </ul>

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Cluster training at all stages. Create an agreed plan for implementation of Equality and Inclusion Learning and Teaching resources from SCES.	October 2019 - June 2020	SMT Teaching Staff Cluster colleagues Paisley Diocese RE Adviser	October in-service day – Cluster training Scottish Catholic Education Service – Equality and Inclusion Learning and Teaching resources
Teachers using Beyond the Boxall Profile to set goals for and record progress of targeted pupils.  Develop Progress and Achievement application on SEEMIS to record progress of all pupils.	October 2019 - June 2020	Nurture Teacher H&WB Coaching and Modelling Officer from Attainment Challenge Team SMT Teaching Staff Norman Greenshields - QIO	Training delivered by Nurture Teacher Boxall Profiles Beyond the Boxall H&WB Plan SEEMIS Progress and Achievement application
Teaching staff to plan for learning and teaching using PAThS materials.	August 2019 - June 2020	Teaching Staff	PAThS resources WTA

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Consultation with all stakeholders regarding physical health curriculum at P5 stage, in terms of puberty and hygiene.	January 2020 – June 2020	All stakeholders H&WB CMO School Health	School health resources – puberty and hygiene God’s Loving Plan – P5 stage

Evidence of Impact
<ul style="list-style-type: none"> <li>• Forward planning to include evidence of learning and teaching using SCES resource – Equalities and Inclusion.</li> <li>• Children can share their understanding of Equalities and Inclusion and apply their learning.</li> <li>• Progress in Health and Wellbeing recorded on SEEMIS Progress &amp; Achievement application.</li> <li>• Needs of targeted children planned for within Health and Wellbeing plans.</li> <li>• Progression across school in terms of emotional and social wellbeing.</li> <li>• Curriculum adapted to enhance learning in physical wellbeing, in line with consultation.</li> </ul>

Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people		
<b>NIF Driver</b> Teacher professionalism School Improvement	<b>HGIOS?4</b> 3.3 Increasing creativity and employability 1.2 Leadership of learning 2.7 Partnerships 2.6 Transitions	<b>Other Drivers</b> <b>RRS</b> Article 28: (Right to education): Article 29 (Goals of education):

**Expected outcomes for learners**

- Increased opportunities for pupils to develop knowledge, understanding and skills for learning, life and work across the curriculum.
- Improved ambitions and aspirations for future employment.
- Improved knowledge of employment within local context.
- Greater progression in learning across stages in ICT (Digital Literacy).

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Review opportunities across the curriculum for pupils to develop personal, inter-personal and enterprise skills development across the curriculum.	August 2019 – June 2020	Principal Teacher – links with SCEL DYW Project Group All Teaching Staff	Developing Inverclyde’s Young Workforce Progression Pathway
Review current curriculum content for ICT.	August 2019 – June 2020	Teachers of ICT (NCCT) Teaching Staff William Brown – AC Digital Literacy Coaching & Modelling Officer	IT Progression Pathways

**Evidence of Impact**

- First draft of IDL curriculum organiser to incorporate Developing Inverclyde’s Young Workforce Progression Pathway.
- Children will discuss personal, inter-personal and enterprise skills as part of their learning in pupil focus groups.
- Updated Progression Pathways for ICT (Digital Literacy).