

Education – Improvement Planning Document

Establishment Name: **St Patrick's Primary**

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Signatures:

Head of Establishment		Date	
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Quality Improvement Officer		Date	
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Our Vision, Values and Aims

Our Vision: In St Patrick's we strive to provide a secure, happy, caring, health promoting environment in which each child is enabled to fulfil his/her full potential through access to appropriate and effective learning and teaching experiences of the highest quality.

Our Values: Respect, Honesty, Responsibility, Tolerance, Endeavour, Friendship and Ambition

Our Aims: To create successful learners by providing all pupils with equal opportunities for maximum learning and development.

To create confident individuals by encouraging respect for every child's individuality and dignity.

To create responsible citizens by developing and fostering positive attitudes and skills for all pupils which prepare them for life in society.

To create effective contributors by encouraging an enterprising attitude, resilience and independent learning skills.

To foster high quality leadership at all levels through valuing & empowering all members of the school community.

To develop an open, welcoming and caring school in which all children feel nurtured, safe, active, healthy, achieving, included, respected and responsible.

Summary of Self Evaluation Process

1. How we carried out our self-evaluation and involved our stakeholders

Teachers

- Post-it notes – Feb in-service Day
- Writing Jotters evaluation – Staff Meeting
- P1 teachers – Numeracy Cluster Working – Raising attainment in Numeracy
- Tracking – SEEMIS – teachers’ professional judgements
- Tracking – PIPS
- SIP Evaluation
- PRD
- Staff Meetings – ASN, LCMs, Writing Jotter evaluations, Formative Assessment, Language of Learning, New School Building Consultation, ASN Review Meetings, ASN Monitoring Meetings.

Support Staff

- Post-it notes – Feb in-service Day
- Ed Psych Training on Restorative Approaches – feedback – the role of Support Staff in the Playground.
- Support Staff consulted to be included in Seasons for Growth training. One member attended and trained.
- SMT/Support Staff Meetings – regular check-ins to increase communication.

Clerical Staff

- Meetings between Clerical Staff and SMT to review procedures and practice.

Pupils

- Learning Conversations with SMT – playground, canteen and more formal in class about learning ie writing, maths.
- Direct discussion – about specific issues eg playground

- Pupil voice groups

SMT

- Tracking – GL Assessments, PIPS, SEEMIS Tracking
- Learning Walks – regular visits around classes
- Classroom observations

Parents

- Questionnaires
- Parent Council Meetings
- Parent Council – SIP Review and Target Setting Meeting
- Use of Groupcall and Twitter positively received.

Catering Staff

- Regular discussions with Mrs Dunlop (Catering Manager)

Cluster Meetings

- Regular meetings with all sectors.

Partnership Working with Pre-5 Establishment (Larkfield Child and Family Centre)

- Planning meeting

Health and Safety

- Risk Assessment Review - Walk round and meeting with Gerry Mitchell) (Health and Safety Advisor and David Gresham (Senior Building Surveyor).

Active Schools

- Review of service and progress – Meeting with Alison Dorrian (Active Schools) – 29th Feb 2016.

Educational Psychology

- Review of service provision
- Involvement in pupil case loads

New School Building

- Regular meetings with John Ferrie (QIO – School Estates)
- Involvement in Hub Project – pupils involved.

2. Overview of the main findings from our self-evaluation

Learning and Teaching

- Numeracy and Maths
 - Source and invest in new planners and resources to allow for clearer progression and assessment.
 - Aim to achieve 80% of P1 pupils secure at Early Level was exceeded. 92% achieved Secure at Early Level.
 - Collaborative working between Cluster P1 teachers was valuable and roll out to all staff in Cluster Primary Schools should be planned for. This should include elements of planning, assessing and moderation.
 - Staging posts will contribute to teachers' judgements when summatively assessing.
 - Stages of Early Arithmetic Learning should inform planning.
- Literacy
 - Bug Club online subscription not worth renewing. Feedback from staff, parents and pupils was not positive. Use did not justify expense. Money saved will be used to purchase other reading materials for children.
 - North Lanarkshire Active Literacy Resource to be purchased later next session to compliment active approaches.
 - Resources to be sourced and purchased to ensure progression throughout stages in reading materials for use in Reciprocal Teaching.

- Health and Wellbeing
 - HT has been entered on to system as Named Person.
 - HT and DHT have had initial Planning for Pupils training. HT has had follow-up Writing a Child's Plan training. DHT to receive training next session.
 - 3 members of staff have attended GIRFEC Health and Wellbeing Assessment Training.
 - Level 1 Rights Respecting School Award achieved in June 2016. Feedback stated that children's knowledge and ability to lead the Rights campaign within the school was impressive. Recommendation that it is possible for Level 2 to be achieved in less than the usual 18 months.

- Planning for Effective Learning and Teaching/Tackling Bureaucracy
 - Forward Planners to be updated and streamlined to allow teachers to plan for progression and achievement and cut down on bureaucracy.
 - NCCT to be consolidated into a 2 ½ hour block weekly to allow for more effective planning of quality learning and teaching.
 - Staff meetings and in-service days to include time for collegiate working to develop curriculum and practice, and for moderation activities.
 - ½ hour weekly Assembly time to be used, as often as possible, for staff to support Pupil Voice groups, Co-ordinator roles and collaboration and moderation activities.
 - Self-evaluation calendar to be created and shared.

- Support for Learning
 - Teachers to be included in class make-up.
 - ASN process and paperwork to involve Class Teachers as Lead Person, and Support for Learning Teacher as additional support.
 - Class Teachers to use Literacy Checklists to record information and gather evidence of progress if there are concerns for pupils' literacy progress.
 - Lowest achieving children to be identified and targeted for support next session – using data from SEEMIS Tracking and Monitoring, PIPA, GL Assessments in reading as well as SWST and teachers' judgements from formative assessments.

- Pupils
 - Increase the role of the Pupil Council to include consultation over school improvement planning.
 - Formally gather pupils' views using questionnaires.

- Support Staff
 - Meetings with SMT to be more regular to allow for improved communication.
 - Restorative approaches training delivered in May 2016 by Karen McPherson (Educational Psychologist) to be used daily in interactions with pupils in the playground and at intervals to help resolve conflict.
 - Playground supervision to be more restorative and interventionist.

- Clerical Staff
 - Procedures to be updated and systematically followed ie attendance, late-coming...

- Cluster Working – Early Years and Secondary
 - Excellent transition programmes in place.
 - Skills for Learning, Life and Work enhanced this year through Infant Buddy Programme.
 - Excellent partnership working with Active Schools and Larkfield Child and Family Centre to allow P6 pupils to gain training and opportunities to put training into practice.
 - Enhanced transitions on offer to cater for any additional support needs.

- Active Schools
 - School is supported well by Active Schools co-ordinator.
 - Young Sports Leaders Training delivered to P6 pupils.
 - On track for achieving gold in Sports Scotland Award.

- Active Schools co-ordinator meets regularly with Sports Committee, who all have a role to play.
- Extra-curricular activities have been modified to maintain service provision. Parents were very helpful in working in partnership to ensure this.

- Lunch Time
 - Rota system is working well to ensure equality of provision.
 - Excellent relationships with Catering Manager and her staff eg adaptations in service met positively.

- Clerical Staff
 - Procedures to be updated and systematically followed ie attendance, late-coming...

- Health and Safety
 - Walk round highlighted procedural updates required for Mr McDonald (janitor).

3 Year Overview of Priorities

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

Our Improvement Priorities extend from Year 1 – Year 3. Each priority has been coded accordingly:

Year 1: Session 2015-2016	(1)
Year 2: Session 2016-2017	(2)
Year 3: Session 2017-2018	(3)

In addition to our Improvement Priorities, there are also aspects of our work which are ongoing – work that is significant, but nonetheless can be classified as “Business As Usual”. Such aspects of work have been coded as:

Maintenance	(M)
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Our Year 2 Action Plan for 2016-2017 follows the overview.

Achieving

Numeracy- implement agreed progressive planner (2)
Develop whole school assessment policy and programme (2)

Nurtured

GIRFEC - Named Person Service (2)
Writing a Child's Plan (2)
GIRFEC Health and Wellbeing Assessment (2)

Healthy

Fully utilise community resources to enable delivery of H&WB outcomes (M)
Optimise design and development of new school grounds as outdoor learning environment (2)

Active

Develop opportunities for activities and experiences with neighbouring schools (M)
Further develop partnerships with outside agencies (M)
Fully utilise new facilities and opportunities in new school (2/3)

Getting it Right
for Every Child,
Citizen and
Community

Safe

Attendance – further implement new registration policy with use of Groupcall (2)
Raise awareness of new attendance policy with staff and parents. Implement new attendance policy, using targeted interventions to support improvements. (2)
PRPB – continue to develop and support staff to develop (M)

Respected

Increase active approaches throughout the school to learn particularly in numeracy and maths. (2)
Work towards achieving Rights Respecting School Level 2 Award (2)
Development of pupil voice within the school (M)

Included

ASN – review processes (2)
Increase ease of access to Parental Communications through use of Groupcall and social media (M)

Responsible

Involve pupils more fully in planning and development of curriculum rationale and own learning (2)
Children leading the Rights Respecting message within the community and parish. (2)

Action Plan – Year 2: Session 2016-2017

Focus Area	Ensuring wellbeing, equality and inclusion.
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Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
All staff are very aware of the GIRFEC initiative. There has been a focus on Children’s Rights, linking it with GIRFEC.	All staff are familiar with Authority guidance on GIRFEC pathways.	Staff training to raise awareness of the Named Person Service and GIRFEC Pathways.	Aug 16 – Jun 17	Staff feedback and practice.	SMT	Psychological Services
There is still further work required to enhance the understanding of staff of the GIRFEC Pathways.	All staff using GIRFEC Health and Wellbeing procedures and paperwork to implement GIRFEC Pathways.	Adapt procedures and paperwork as necessary to implement GIRFEC Pathways.	Aug 16 – Jun 18	ASN Monitoring Meetings.	SMT	N/A
The school is prepared for the implementation of the Named Person programme.	Children’s Rights work to be of Level 2 Rights Respecting School Award Standard.	Follow the recommendations as laid out in report from Level 1 Assessment Visit.	June 2017	Level 2 Accreditation Audit.	Acting PT Rights Respecting Pupil Voice Group	Aileen Wilson – Children’s Rights Welfare Officer

Action Plan – Year 2: Session 2016-2017

Focus Area	Raise attainment in Numeracy and Maths.
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Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
<p>The Inverclyde Maths planner is being used at present.</p> <p>Staging Posts have been introduced.</p> <p>P1 Teachers have worked collegiately with Cluster P1 teachers to successfully raise attainment in Numeracy and Maths in P1.</p>	<p>New Maths planners being used to ensure progression.</p> <p>All staff familiar with and using Staging Posts.</p> <p>All teachers working collegiately with Cluster colleagues at appropriate stages.</p> <p>All pupils in the lower SIMD bands achieving the appropriate levels in maths.</p>	<p>Renfrewshire Maths Planners introduced and used.</p> <p>Use of Staging Posts at relevant times.</p> <p>SMT of Cluster schools to arrange meeting dates and content of these days.</p> <p>Use of new planners, SEAL and Staging Posts to help planning for progressive learning.</p> <p>Use of Numicon extended.</p> <p>New Heinemann Active</p>	<p>August In-service Day 2016</p> <p>Aug 16 – Jun 17</p> <p>Aug 16 – Jun 17</p> <p>3 x Tuesday meeting times spread throughout the year.</p> <p>Aug 16 – Jun 17</p>	<p>Progress Meetings between Class Teachers and SMT.</p> <p>Staging Posts data to inform discussion in Progress Meetings.</p> <p>Feedback from Class Teachers.</p> <p>Progress Meetings between Class Teachers and SMT.</p>	<p>SMT and Class Teachers</p> <p>SMT and Class Teachers</p> <p>SMT</p> <p>SMT and Class Teachers</p>	<p>Cluster Colleagues from All Saints Primary and St Mary's Primary</p>

	<p>Children and teachers using formative assessment strategies to optimise impact on children's understanding of and their involvement in their learning.</p>	<p>Maths to plan for active learning and learning in context. Targeted support for children based on SIMD and tracking data.</p> <p>Planned collegiate working to revisit formative assessment strategies and purposes of formative assessment.</p>	<p>Aug 16 – Jun 17</p>	<p>Collegiate working between Class Teachers during Staff Meetings and In-service days. Professional dialogue during Progress Meetings. Classroom observations. Learning Walks. Learning Conversations with pupils. Class displays. Children's jotters. E-portfolio entries. Learning Logs.</p>	<p>Class Teachers</p> <p>SMT and Class Teachers</p>	
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Action Plan – Year 2: Session 2016-2017

Focus Area	Raising Attainment in Literacy.
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Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
<p>Reciprocal Teaching used to teach reading comprehension strategies at all stages.</p> <p>Resources and Forward Planners need updated to ensure progression and consistency of approach.</p> <p>SWST used twice yearly to track progress in spelling.</p> <p>Big Write used to track progress in writing.</p> <p>Bug Club Reading Scheme</p>	<p>Reciprocal teaching enhanced through dialogic teaching approach and active strategies. Resources used to provide consistency and progression.</p> <p>All staff planning learning using new Forward Planners that help ensure progression in literacy.</p> <p>North Lanarkshire Active Literacy approach being used to develop phonics, spelling, reading and writing throughout the school.</p> <p>All pupils in the lower SIMD</p>	<p>Collegiate working and staff training using Lori D Oczkus book. Use of Fab Four Puppets in infant stages. Resources bought for explicit weekly teaching of reciprocal teaching strategies (outwith novels and core readers).</p> <p>New Forward Planners used.</p> <p>North Lanarkshire Active Literacy Resource bought and explored to begin implementation in 2017-2018.</p> <p>Use of planners to ensure appropriate pace and</p>	<p>Aug 16 – Jun 17</p> <p>Resources bought ASAP In new session.</p> <p>August In-service day.</p> <p>Feb/Mar 17 – Jun 17 and beyond.</p>	<p>Collegiate working between Class Teachers during Staff Meetings and In-service days. Professional dialogue during Progress Meetings. Classroom observations. Learning Walks. Learning Conversations with pupils. Class displays. Children’s</p>	<p>HT and Class Teachers</p> <p>SMT and Class Teachers</p> <p>SMT and Class Teachers</p>	<p>N/A at this stage. Although we would like parents to come along.</p>

<p>being used. Online subscription for whole school was cancelled due to lack of uptake.</p>	<p>bands achieving the appropriate levels in literacy.</p> <p>Children and teachers using formative assessment strategies to optimise impact on children's understanding of and their involvement in their learning.</p>	<p>challenge. Active learning approaches. Targeted support for children based on SIMD and tracking data.</p> <p>Planned collegiate working to revisit formative assessment strategies and purposes of formative assessment.</p>	<p>Aug 16</p> <p>Aug 16 –Jun 17</p> <p>Aug 16 – Jun 17</p>	<p>jotters. E-portfolio entries. Learning Logs.</p> <p>As above.</p>		
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Action Plan – Year 2: Session 2016-2017

Focus Area	Modern Languages 1+2
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Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
<p>All staff are teaching Spanish.</p> <p>Spanish is used to greet children.</p> <p>Liz Anderson is 1+2 Co-ordinator.</p> <p>Platform is being used by all, although staff feedback would suggest that they find their own software.</p>	<p>Embed Spanish in everyday life of the school.</p> <p>Partnership working with another school that speaks Spanish.</p>	<p>Some staff are still attending Spanish night classes.</p> <p>All staff to engage children in Spanish discussion ... even just saying “Good Morning”.</p> <p>Meeting between SMT and then way forward devised.</p>	<p>Aug 16 – Jun 17</p> <p>Aug 16 – Jun 17</p>	<p>Staff will have increased confidence and will speak more in Spanish.</p> <p>Evident in children’s ability/ willingness to speak in Spanish.</p>	<p>Class Teachers</p> <p>Class Teachers. SMT.</p>	<p>CLD.</p> <p>Jan Cannon – HT of Gavinburn Primary.</p>

Action Plan – Year 2: Session 2016-2017

Focus Area	Develop a Curriculum Rationale
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Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
Visions, Values and Aims are visible and children can talk about our values.	A Curriculum Rationale developed taking into account Children’s Rights as well as current positive ethos within the school. All stakeholders included in the consultation process.	<p>Collegiate working during Staff Meetings and in-service days.</p> <p>Audit practice for Children’s Rights Level 2 Award.</p> <p>All Stakeholders views gathered and collated.</p>	<p>Aug 16 – Jun 17</p> <p>Aug 16 – Jun 17</p> <p>Aug 16 – Jun 17</p>	<p>Professional dialogue based on principles of curriculum design.</p> <p>Stakeholders’ feedback taken into account when creating Curriculum Rationale.</p>	<p>Class Teachers and SMT.</p> <p>SMT</p>	<p>All Stakeholders ie children, teachers, parents, partners and all staff.</p>

Action Plan – Year 2: Session 2016-2017

Focus Area	Cluster Priority - Self-evaluation using “Developing in Faith”.
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Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
<p>Cluster primaries work collaboratively to prepare the children for the Sacrament of Confirmation.</p> <p>Our P7s recently took part in a joint retreat, led by Notre Dame staff and senior Caritas pupils.</p> <p>We have organised a cluster Mass during Catholic Education Week for several years now, which is always well</p>	<p>A coordinated approach will be in place across the Catholic Schools in the cluster for valuing and including all members of our faith community.</p>	<p>Training for class teachers from the three schools on the new self-evaluation resource Developing in Faith (October In-Service Day).</p> <p>HTs to work collaboratively to gather evidence and identify next steps in developing our faith community.</p>	<p>June 2017</p>	<p>Self-evaluation using HGIOS 4 1.1 – Self-evaluation for improvement 2.7 – Partnerships</p> <p>Self-evaluation using Developing in Faith – ‘Developing as a Community of Faith’</p> <p>Feedback about the value and effectiveness of joint events</p>	<p>Cluster HTs</p>	<p>Rana Keane</p> <p>Parish priests</p> <p>Cluster primaries and associated secondary school</p>

<p>attended by staff, pupils and parents from the four schools.</p> <p>We have previously provided opportunities for joint training for staff in God's Loving Plan.</p> <p>Primary HTs meet regularly as part of the Diocesan Catholic Headteachers' Association to share good practice and discuss matters relating to the mission of the Catholic School.</p> <p>We would now like to work collaboratively as a cluster to review our current strengths and next steps in developing our faith community.</p>						
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Action Plan – Year 2: Session 2016-2017

Focus Area	Cluster Priority – Numeracy and Maths
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Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
<p>Our Primary One teachers have worked very effectively with colleagues from All Saints and St Mary’s Primaries to plan, moderate outcomes and share good practice in the teaching of Maths.</p> <p>This has resulted in increased confidence among teachers and improved attainment among pupils. We would therefore like to</p>	<p>A more coherent approach across the cluster will be in place which highlights good practice and consistently high standards in the teaching of an agreed aspect of Maths.</p>	<p>We will continue to work as a cluster to share good practice in Maths and moderate standards across all stages.</p> <p>We will collate the good practice and plans agreed this year for continued use next year.</p>	<p>June 2017</p>	<p>Self-evaluation using HGIOS 4 2.3 – Learning, teaching and assessment 2.7 - Partnerships 3.2 – Raising attainment and achievement</p> <p>Minutes of meetings</p> <p>Feedback from staff</p> <p>Ongoing review of project by HTs and DHTs</p>	<p>Cluster HTs and DHTs</p>	<p>All Saints and St Mary’s Primaries</p>

extend this success to other stages across the school.						
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