

# Education – Improvement Planning Document

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Establishment Name:

St. Francis Primary School

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Signatures:

Head of Establishment	Anne Marie Mullan	Date	June 2018
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Quality Improvement Officer	Alison McLellan	Date	June 2018
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# Our Vision, Values and Aims

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Our vision is to create a culture of successful learning and continued faith development, in which everyone is valued and included and feels part of the St. Francis' family. All members of our school community will actively promote living the Gospel values, to foster an ethos of tolerance and respect.

Through planning high quality teaching and learning opportunities, our children will be encouraged to develop a positive attitude to learning and a willingness to face new challenges, enabling them to achieve and succeed. Partnership working will support us in our aim to enable our children to develop skills for learning, life and work encouraging them to share their skills and knowledge positively, as active members of their local community now and in the future.

**Our Values;    *HONESTY   RESPECT   KINDNESS   TOLERANCE   FORGIVENESS   PEACE   JUSTICE   PERSEVERANCE***

We aim to:

- provide high quality teaching and learning opportunities to meet the needs of every child, enabling them to develop individual talents and independent learning skills which can be built upon and applied to future learning situations
- encourage the children to achieve their potential by being positive and enthusiastic about their school, their learning and themselves, using praise and motivation and celebrating effort and success
- provide an inclusive, nurturing environment in which the children can develop intellectually, physically, socially, morally and spiritually so that they may play a valuable and responsible part in their school, their families and the community in which they live
- work in partnership with parents, other educational establishments and community groups whilst promoting positive links with local business as an important part of the learning process
- make effective use of resources and encourage all staff to develop their talents and interests for their own benefit and the good of the school
- promote a positive climate for self-evaluation to support school improvement

## 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 2018-2019

Session 2019-2020

Session 2020-2021

# Overview of rolling three year plan

National Priorities	Session 2018/19	Session 2019/20	Session 2020/21
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> <li>• Visible Learning - year 2</li> <li>• Fully implement SEAL planning in P1, P.2 &amp; P.3</li> <li>• Number talks</li> <li>• Active Literacy – Writing – review targets linked to LA writing targets</li> <li>• Reading Moderation – LA priority</li> <li>• Implement reading target – children &amp; parents</li> <li>• Create a culture of reading – DEAR</li> <li>• Dialogic Teaching</li> <li>• Develop Early Years curriculum to take account of new nursery class</li> </ul>	<ul style="list-style-type: none"> <li>• Visible Learning - year 3</li> <li>• Fully implement SEAL planning in P1, P.2, P.3 &amp; P.4</li> <li>• Active Literacy – reading strategies</li> <li>• Continue to develop Early Years curriculum to take account of nursery class</li> </ul>	<ul style="list-style-type: none"> <li>• Visible Learning</li> <li>• Embed &amp; fully implement SEAL planning P.1 – P.5</li> <li>• Active Literacy</li> <li>• Continue to develop Early Years curriculum to take account of nursery class</li> </ul>
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> <li>• Attainment Challenge School PEF Support to close the poverty related attainment gap</li> <li>• Develop Early Years curriculum to take account of new nursery class</li> </ul>	<ul style="list-style-type: none"> <li>• Attainment Challenge School PEF Support to close the poverty related attainment gap</li> <li>• Continue to develop Early Years curriculum to take account of nursery class</li> </ul>	<ul style="list-style-type: none"> <li>• PEF Support to close the poverty related attainment gap</li> <li>• Continue to develop Early Years curriculum to take account of nursery class</li> <li>• Counselling Service/play therapist</li> </ul>

<p>Improvement in children and young people's health and wellbeing</p>	<ul style="list-style-type: none"> <li>• Developing in Faith – Serving the Common Good</li> <li>• H&amp;WB Sports ASN</li> <li>• Counselling Service/play therapist</li> <li>• Develop Early Years curriculum to take account of new nursery class</li> </ul>	<ul style="list-style-type: none"> <li>• Developing in Faith -</li> <li>• H&amp;WB Sports ASN</li> <li>• Counselling Service/play therapist</li> <li>• Continue to develop Early Years curriculum to take account of nursery class</li> </ul>	<ul style="list-style-type: none"> <li>• Developing in Faith</li> </ul>
<p>Improvement in employability skills and sustained positive school leaver destinations for all young people</p>	<ul style="list-style-type: none"> <li>• Developing Inverclyde's Young Workforce - World of Work</li> </ul>	<p>Developing Inverclyde's Young Workforce - World of Work</p>	<p>Developing Inverclyde's Young Workforce - World of Work</p>

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# Pupil Equity Fund –Session 2018-2019

## NIF Priority

Closing the attainment gap between the most and least disadvantaged children

The current school role of St. Francis Primary is 214, with 172 children (80.4%) in SIMD 1 and 2, and 31% pupils in receipt of free school meals.

Target cohorts have been identified through the use of SIMD, FME, CfE levels, standardised assessments and professional judgement. Our rationale for proposals is to continue to develop approaches to raise attainment and reduce the poverty related attainment gap. As a focus school for the Scottish Attainment Challenge since 2015, we have already seen improvements through targeted interventions. Our aim is to build on this through PEF.

Based on teacher professional judgements at the end of last session and comparing results of pupils in SIMD Bands 1 and 2 with SIMD Bands 3-10 the following gaps were identified:

Based on our current data for session 2016/2017, the following is being noted when comparing current projected attainment levels for pupils living in SIMD Bands 1&2 and those living in SIMD Bands 3-10.

	Reading	Writing	L& T	Numeracy
P1 - Early	-11.7%	-16.7%	-11.7%	-16.7%
P4 - First	-9.5%	4.8%	-42.9%	0.6%
P7 - Second	-11.8%	-4.1%	-22.1%	-9.2%

Target cohorts have been identified across the school through analysis of a range of data: SIMD, FME, CfE levels, teacher professional judgement and standardised assessments. These children have received additional support through PEF interventions and the local authority Attainment Challenge initiatives.

Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend	How you will evidence improvement
Class teacher to release Acting Principal Teacher for assessment and moderation tasks (0.4). To support identified target groups of vulnerable children who are working below the expected levels in Literacy and Numeracy at P.5 – P.7 (0.4). Prioritising children living in SIMD 1& 2 and children receiving free school meals. ). 0.2 will allow a current 0.8 class teacher to increase her hours to 1.0 FTE to allow consistency for class.	August 2018 – June 2019	£47,000 (teacher on maximum point)	<ul style="list-style-type: none"> <li>• Professional dialogue with teachers and other adults providing support</li> <li>• Direct observation of pupils during class visits</li> <li>• Reviewing children’s work</li> <li>• Standardised assessments</li> <li>• Individual targets</li> <li>• Progress of targeted children through curriculum pathways</li> <li>• Progress of targeted children in meeting expected CFE levels</li> <li>• Overall school attainment in comparison to targeted groups (closing the gap)</li> <li>• Feedback from pupils about their learning &amp; the progress they are making</li> <li>• Feedback from Counselling Service – counsellor /staff/ pupils &amp; parents</li> <li>• Attendance at After School Sports Clubs/Breakfast Club</li> </ul>
Acting P.T. post to be responsible for leading assessment and moderation. To assist SMT in identifying vulnerable pupils, accessing appropriate resources, target setting, training support staff and monitoring the impact of interventions.	August 2018 – June 2019	£5,000	
An additional ASN assistant to allow targeted support for pupils who are at risk of not attaining the expected levels in Literacy or Numeracy at P.1 – P.4.	August 2018 – June 2019	£10,000 approx 20hrs post	
Health & Wellbeing Coach to support improved wellbeing in children leading to improved peer relationships between children and an increase in self-esteem amongst children particularly in the playground. Children will have further access to afterschool H&WB activities.	August 2018 – June 2019	£20,000 – salary under review	
Provide bespoke youth counselling service to support targeted upper primary school children to support them in developing skills to effectively manage challenge and change, emotions, relationships and stress/anxieties to remove barriers to learning. To support transition into secondary school.	August 2018 – June 2019	£20,000 – TBC	
Whole school training on Visible Learning – To improve the	August 2018		

overall quality of learning and teaching through focused professional learning for all teachers <i>and school support staff</i> . All teachers <i>and support staff</i> will engage in quality professional learning to improve pedagogy across the school. This will be supported by the Visible Learning Programme delivered by Osiris.	- June 2019	£7,000	
Contribution towards admin costs associated with PEF management	August 2018- June 2019	£4,000 (TBC)	
		<b>£113,000</b>	

**Our PEF is £108,000**

This initial plan is over budget due to the fact that all salaries and Visible Learning costs have not been confirmed. Once this is finalised then the plan will be amended to take this into account.

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# Plan –Session 2018-2019

<b>Priority 1</b> Improvements in attainment, particularly in literacy and numeracy		
<b>NIF Driver</b> Assessment of children's progress Teacher professionalism Performance information	<b>HGIOS?4</b> 2.3 Learning, teaching and assessment 1.1 Self-evaluation for self-improvement 2.4 Personalised support 1.2 Leadership of learning	<b>Other Drivers</b> <b>HGIOELC?</b> 1.2 Leadership of learning 1.4 Leadership and management of practitioners <b>RRS</b> Article 28: (Right to education): Article 28: (Right to education): <b>Developing in Faith</b> Promoting Gospel values Serving the common good

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Attainment data shows improvement in literacy, numeracy</li> <li>• Pupils more engaged in their learning and more confident in discussing their successes and next steps in learning</li> <li>• High quality teaching &amp; learning will be evident</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
1.1 Participation in Visible Learning Training Programme – Year 2	Aug. 2017 – June 2018	Osiris staff All staff	Osiris Training Programme
1.2 Fully introduce SEAL planners at P.1, P.2 & P.3	Aug. 2018 – June 2019	Mrs. Smith, Mrs. Jamieson, Mrs. McDowell,	Resources- SEAL planning, concrete materials, flashcards

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
SEAL strategies being implemented at all stages.		Miss Mulgrew & Mrs. McLaughlin A.C. Coaching and modelling officers	Collegiate planning/meeting In-service training AC drop in sessions
1.3 Continue to develop staff knowledge of number talks and implement at all stages.	Aug. 2017-Jun 2019	All teaching staff A.C. Coaching and modelling officers	'Number talks' book/DVD Ed. Scotland website Collegiate meetings
1.4 Further develop N. L. Active Literacy approaches – particularly focussing on Writing Programme – link to Inverclyde writing targets	Aug.2018 – June 2018	Mrs. Stinson All teaching staff Support Staff	NL Active Literacy Materials Inverclyde Literacy pathways Inverclyde writing targets
1.5 Staff training on interrogation of data	Sept/Oct 2018	SMT Neil Campbell	School data – collegiate session
1.6 Improvement in pupil discussion of learning Introduce agreed 6 learning dispositions – fortnightly focus at all stages.	August 2018	VL Impact Coaches All staff	Collegiate session 6 agreed learning dispositions following consultation May 2018
1.7 Moderation of Reading– implement agreed reading target sheets and evaluate Participate in LA reading moderation activities	Sept.2018 – June 2019	SMT Class Teachers Cluster colleagues	Collegiate sessions Local Authority Moderation plan Moderation hub – Ed. Scotland
1.8 Develop staff understanding of dialogic teaching	Sept. 2018 – June 2019	SMT Class teachers	SMT – initial training CPD courses - Gateway
1.9 Development of Curriculum Rationale	Sept. 2018 – April 2019	Pupil/Parents/Staff/ Partners	HGIOS?4 Alison Drever (Education Scotland Curriculum Development Officer) Materials Ed. Scotland website

**Evidence of Impact**

- Attainment data shows improvement in literacy, numeracy
- Increased confidence in implementing N.L. Writing Programme at all stages
- Increased confidence in implementing SEAL planning and strategies
- Increased staff confidence in using data to inform planning and to identify target children
- High quality teaching & learning will be evident
- Staff will have greater confidence in agreeing a standard through moderation of reading
- Learning & Teaching policies will be amended to reflect new initiatives – literacy, numeracy & health & wellbeing
- Self-evaluation will lead to improvements
- Parental feedback
- Staff feedback
- Children's Learning Logs

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

<p><b>NIF Driver</b>          Assessment of children's progress          Teacher professionalism          Performance information          Parental Engagement</p>	<p><b>HGIOS?4</b>          3.2 Raising attainment and achievement          2.3 Learning, teaching and assessment          2.4 Personalised support          1.5 Management of resources to promote equity          2.5 Family Learning</p>	<p><b>Other Drivers</b>  <b>HGIOELC?</b>          1.2 Leadership of learning          1.4 Leadership and management of practitioners  <b>RRS</b>          Article 28: (Right to education):          Article 28: (Right to education):  <b>Developing in Faith</b>          Celebrating and worshipping          Serving the common good</p>
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**Expected outcomes for learners which are measurable or observable**

- Develop consistent high quality teaching and learning focussing on raising attainment

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Improve use of data to identify children requiring targeted intervention to raise attainment	Aug. 2018 – April 2019	SMT P.T. Class teachers A.C. team	PIPS data ( up to June 2018) NGRT data Ongoing assessments
1.2 Planning for assessment	Sept. 2018 – May 2019	SMT P.T Class teachers A.C. Ed. Scot Advisor	SEAL Assessments N.L. Assessments National Benchmarks SNSA feedback Ed. Scotland website
1.3 Visible Learning Training	Aug. 2018 – June 2019	All staff Osiris Staff	Osiris training Programme Professional literature

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.4 Parental engagement opportunities	Aug 2018 – June 2019	All staff Barnados Family Support Worker C.L.D. Worker	Inverclyde parental Engagement Strategy Engaging Parents & Families: a toolkit for practitioners – Ed. Scotland
1.5 Increase children’s digital literacy	Aug.2018 – June 2019	SMT Mrs. McDonald – ICT Co-ordinator All staff	Computers Newly purchased laptops Mrs. McDonald to attend authority ICT Co-ordinator meetings Ed. Scot Website

### Evidence of Impact

- PIPs data (up to June 2018), SNSA data, school based data
- Improved interrogation of data to identify children at risk of falling behind.
- Effective planning for assessment leads to better outcomes for learners
- Parental involvement in literacy & numeracy activities

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

<b>NIF Driver</b> Assessment of children's progress Parental engagement Teacher professionalism	<b>HGIOS?4</b> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion	<b>Other Drivers</b> <b>HGIOELC?</b> 1.2 Leadership of learning 3.1 Ensuring wellbeing, equality and inclusion <b>RRS</b> Article 31 (Leisure, play and culture): Article 12 (Respect for the views of the child): <b>Developing in Faith</b> Celebrating and worshipping Serving the common good
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**Expected outcomes for learners which are measurable or observable**

- Staff have an increased knowledge of mental health and attachment and how to support or access support for individuals
- Staff have an increased knowledge of ACEs
- Improved pupil self-regulation
- Increased attendance across the school (with a focus on SIMD 1 and 2)
- Improved pupil relationships
- Peer mediation will be established

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Raise staff awareness of mental and social wellbeing and the impact on pupil attainment, achievement and wellbeing.	Aug. 2018 - ongoing	All staff Youth counsellor/Play therapist Barnados Family Support Worker CLD worker	Collegiate session Mental and social wellbeing training 2017-27 Mental Health Strategy PATHS Programme at all stages
1.2 Raise staff awareness of ACEs and strategies to support children	Nov 2018 - June 2019	All staff Julie Hall Psychological services Youth counsellor/Play therapist	Collegiate sessions Nurture, Adverse Childhood Experiences and Trauma informed practice: Making the links between these approaches – Ed. Scotland
1.3 Raise staff awareness of Nurture Principles – whole school nurture approach	Sept 2018 – June 2019	Mrs. McLaughlin Julie Hall Laurence Reilly All staff	Collegiate sessions

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.4 Continue to develop	Sept 2018 – June 2019	Active Schools Co-ordinator – Brad Cathie P.7 & P.6 teachers P.7 & P.6 children H&WB Coach	Brad Cathie - lead
1.5 Promote Peer Mediation – refresh pupil/staff training	Sept 2018 – June 2019	SMT P.6 Class teachers Ed. Psychologist	Ed. Psychologist
1.6 Continue to implement Inverclyde council attendance policy and raise awareness of it	Aug 2018 onwards	Head Teacher Office staff	Office staff training
1.7 Continue to implement revised anti-bullying policy	Sept 2018 and ongoing	Head Teacher Anti-bullying pupil voice group All staff	Collegiate session Inverclyde Anti-bullying Policy

### Evidence of Impact

- Staff more able to identify children’s needs
- Appropriate interventions are in place to remove barriers to learning leading to improved attainment
- Staff more sensitive to pupil and colleague wellbeing
- Children are forming more positive relationships with peers
- Children becoming more able to resolve conflict
- Reduction in negative playground incidents
- Increased wellbeing across wellbeing indicators (GIRFEC)
- Attendance data across the school (with a focus on SIMD 1 and 2)
- Reduction in the number of reported incidents of bullying
- Reduction in exclusions

<b>Priority 4</b> Improvement in employability skills and sustained positive school leaver destinations for all young people		
<b>NIF Driver</b> Assessment of children's progress Teacher professionalism Parental engagement	<b>HGIOS?4</b> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 3.3 Increasing creativity and employability	<b>Other Drivers</b> <b>HGIOELC?</b> 1.2 Leadership of learning 3.3 Developing creativity and skills for life <b>RRS</b> Article 17 (Access to information; mass media): Article 29 (Goals of education): <b>Developing in Faith</b> Celebrating and worshipping Serving the common good

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• All children will develop their personal, interpersonal and enterprise skills</li> <li>• Pupil engagement is increased</li> <li>• Pupils more able to transfer skills</li> <li>• Children are able to talk about their aspirations</li> </ul>



Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Familiarisation with ‘Developing the Young Workforce’	Oct 2018	All Staff	Developing the Young Workforce guidance – Ed. Scotland
1.2 Explore ‘Employability Skills’ with staff and evaluate how this is being developed at present. Encourage children to make links between their learning and employability skills	Oct 2018	All staff Robert lamb	Inverclyde posters - skills  Robert Lamb presentation
1.3 World of Work Week – children to choose a theme	May 2019	Variety of parents/partners from local community	

### Evidence of Impact

- Photographs
- Feedback from visitors to classes
- Pupil feedback