

Inverclyde council

St. Francis Primary School

Attainment Challenge School

Improvement Plan August 2016 - June 2017



School Leadership

The Quality and impact of leadership within schools and at all levels

Next Steps

- ❖ Increased participation in leadership programmes and Masters Level leadership programmes.

How will we get there?

What?	Who?	When?	HGIOS 4
Share practice and experience of leadership learning within own schools	Teaching staff SMT	Aug - Dec 2016	1.2 Leadership of learning 1.3 Leadership of change
Promotion of Leadership programme and Masters level learning	SMT	Aug 16 - June 17	1.2 Leadership of learning 1.3 Leadership of change

Evidence we will gather and monitor:

- Records from collegiate meetings
- Self-evaluation of schools of HGIOS 4 QIs 1.2 and 1.3
- Number of staff undertaking Leadership Professional Learning opportunities
- How staff are undertaking professional development to meet the Standards for Leadership and Management
- Leadership projects undertaken by staff
- PRD discussions with staff

Teacher Professionalism

Teacher Professionalism demonstrates the overall quality of the teaching workforce and the impact of their professional learning on children's progress and achievement.

Next Steps

- ❖ Implement professional learning which has been shown to have had an impact in Attainment Challenge Schools during Year 1.

What?	Who?	When?	Links
Extend staff knowledge of SEAL planning, learning, teaching and assessment approaches in P1, P2 & P.3	DHT P1 & P2 Class teachers CMO (Numeracy)	August 2016- June 2017	2.3 - Learning, teaching and assessment 3.2 - Raising attainment and achievement
Develop staff knowledge of N.L. Active Literacy methodology in P.1 - P.5	SMT P1-5 Class teachers CMO (Literacy)	August 2016 - June 2017	2.3 - Learning, teaching and assessment 3.2 - Raising attainment and achievement
Extend the use of Literacy Toolbox to support identified pupils	CMO (Literacy) Class teachers PT	August 2016 - June 2017	2.4 - Personalised support 2.3 - Learning, teaching and assessment 3.2 - Raising attainment and achievement
Further develop staff knowledge of most effective learning and teaching strategies through attending Visible Learning professional learning opportunities - The Learning Pit @ P.6 & P.7 - Growth Mindset @ all stages	AC Team EPS SMT Parents/carers	September 2016 -June 2017	1.2 - Leadership of learning 2.3 - Learning, teaching and assessment 3.2 - Raising attainment and achievement
Evidence we will gather and monitor: <ul style="list-style-type: none"> • Self-evaluation of schools of HGIOS 4 QI 1.2 Leadership of learning, 2.3 Learning, teaching and assessment and QI 2.3 Personalised support • Opportunities for and impact of, professional learning opportunities • Observations of learning and teaching • Discussions with learners • Discussions with teachers/Progress meetings with staff • Notes from collegiate meetings • PRD discussions 			

Parental Engagement and Partnership Working

Parental engagement focuses on ways in which parents, families and professionals work together to support children's learning.

Next Steps

- ❖ Build/develop effective working partnerships with Family Support Workers and link CLD staff
- ❖ Ensure that a co-ordinated response to Family Learning is taken forward with partners

What?	Who?	When?	Links
Further develop relationships between school staff, parents, Family Support Worker and CLD link worker	School staff FSW CLD staff	August 2016 - December 2016	2.5 Family Learning 2.7 Partnerships
Extend Family Learning opportunities	Family Support Workers CLD staff School staff	August 2016 - June 2017	2.5 Family Learning 2.7 Partnerships
Extend opportunities for parents to be involved in school events/improvement planning	Family Support Workers CLD staff School staff	August 2016 - June 2017	2.5 Family Learning 2.7 Partnerships
Involve Family Support Workers in planning support for pupils, as appropriate	DHT- Support for Pupils co-ordinator FSW	August 2016 - June 2017	2.4 Personalised support 2.5 Family Learning 2.7 Partnerships
Provide opportunities for parents/carers to learn more about Active Literacy/Literacy Toolbox/early numeracy/mental agility/reading for pleasure - children/parents/carers workshops in class	SMT , CT's CMOs CLD staff FSW Library staff	September 2016 - June 2017	2.5 Family Learning 2.7 Partnerships
Evidence we will gather and monitor: <ul style="list-style-type: none"> • Feedback from Parent Council meetings • Self-evaluation of schools of HGIOS 4 QI 2.5 Family learning and 2.7 Partnerships • Attendance at Family Learning events, progress meetings, review meetings • Feedback from parents attending school events • Quality and impact of Family Learning events • Minutes of meetings with partners • Questionnaires from inspections and self-evaluation visits • Evidence of parental involvement in School S&Q Reports and School Improvement Plans 			

Assessment of Progress

Assessment of progress includes a range of evidence on what children learn and achieve throughout their school career. This includes Curriculum for Excellence levels, skills, qualifications and other awards.

Next Steps

- ❖ Take forward literacy and numeracy strategies to raise attainment for all pupils.
- ❖ Target interventions to work towards closing our gap in attainment linked to deprivation.
- ❖ Take forward strategies to improve children's health and wellbeing.
- ❖ Raise staff awareness of National Improvement Framework.

What?	Who?	When?	Links
Support staff in the use of data to monitor children's progress	SMT Seemis Dev Officer Data officer QIOs	October 2016 - June 2017	2.3 Learning, teaching and assessment 2.6 Transitions 3.2 Raising attainment and achievement
Using available data, identify target groups of pupils for specific interventions	SMT AC team	August 2016 - September 2016	2.3 Learning, teaching and assessment 2.4 Personalised support 3.2 Raising attainment and achievement
Introduce common tracking system, based on agreed aspects of learning in consultation with A.C. schools	SMT Class teachers Data officer	August 2016- December 2016	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
Participate in professional learning to further moderate standards within the school, cluster, A.C. schools and across the Authority	SMT QIOs Class teachers Cluster staff	September 2016 - June 2017	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
Raise awareness of national and local guidance on how to report on the NIF and the use of HGIOS 4.	SMT Class teachers	October 2016 - June 2017	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
Evidence we will gather and monitor: <ul style="list-style-type: none"> • The percentage of pupils achieving curriculum levels in literacy and numeracy at P1, P4, P7 • Pips scores and progress in learning • School assessment information for literacy, numeracy and HWB • Attendance of identified pupils • Data from Boxall profiles • Wider achievement awards • Self-evaluation of schools of HGIOS 4 QI 3.2 Raising attainment and achievement • Notes from in-service or collegiate meetings • Authority training on moderation • Tracking information • Notes from tracking/progress meetings with class teachers 			

School Improvement

The overall quality of education provided in our establishment and our effectiveness in driving further improvement.

Next Steps

- ❖ Develop self-evaluation procedures based on HGIOS 4 and 'Developing Our Faith'
- ❖ Further develop staff awareness of National Improvement Framework

What?	Who?	When?	Links
Share national and local guidance as to reporting on the NIF	SMT Class teachers	October 2016 - March 2017	1.1 Self-evaluation for self-improvement 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
Use HGIOS 4 for self-evaluation	All school staff	August 2016 - June 2017	1.1. Self-evaluation for self-improvement
Introduce/use one theme from 'Developing Our Faith' for self-evaluation	Diocesan Advisor SMT Teaching staff across cluster	October 2016-June 2017	Theme: Developing as a community of faith and learning
Evidence we will gather and monitor: <ul style="list-style-type: none"> • Feedback from Pupil Voice groups • Feedback from parents • Self-evaluation activities based on HGIOS 4 QIs and 'Developing our Faith' • Notes from in-service and collegiate meetings • Information from tracking system • Minutes from Cluster meetings 			

The development of our Curriculum

Next Steps

Continued development of French

What?	Who?	When?	Links
Continue to implement 1+2 strategy	All staff Jan Cannon	August 16 - July 2020	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
<p>Evidence we will gather and monitor:</p> <ul style="list-style-type: none"> • Number of staff trained. • SMT monitoring • Pupils using language 			

Ensuring wellbeing, equality and inclusion

Next Steps

- ❖ **Develop staff understanding of GIRFEC pathway and Child's Plan**
- ❖ **Continue to embed nurturing approaches throughout the school**
- ❖ **Monitor and improve attendance through implementing the new Attendance Policy**

What?	Who?	When?	Links
Introduce GIRFEC Pathway - practice and procedures	SMT All staff	Aug 2016 - June 2017	1.5 - Management of resources to promote equity 2.1 - Safeguarding and child protection 2.4 - Personalised support 3.1 - Ensuring wellbeing, equality and inclusion
Share authority guidance on GIRFEC pathway with all staff	SMT GIRFEC champion	August 2016 - June 2017	2.1 Safeguarding and child protection 2.4 Personalised support 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion
Introduce use of Child's Plan to staff, pupils and parents/carers	SMT Class teachers PTs	August 2016 - June 2017	2.1 Safeguarding and child protection 2.4 Personalised support 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion
Continue to develop staff knowledge and expertise in nurturing principles, Five to Thrive approaches and the development of emotional intelligence throughout the school	CMO (Nurture) Nurture teacher All school staff	August 2016 - June 2019	2.4 Personalised support 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion
Raise awareness of new attendance policy with staff and parents. Implement new attendance policy, using targeted interventions to support improvements.	SMT All staff parents	August 2016 - June 2019	2.1 Safeguarding and child protection 2.4 Personalised support 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion
Evidence we will gather and monitor: <ul style="list-style-type: none"> • Levels of attendance and number of exclusions • Performance of LAC and ASN pupils • Planning for pupils • Notes from review/planning meetings • Discussions with pupils, parents and staff • Notes from collaborate meetings 			