

Education – Improvement Planning Document

Establishment Name: St Michael's Primary

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Signatures:

Head of Establishment	C Wallace	Date	25th June 2018
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Quality Improvement Officer	N Greenshields	Date	
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Our Vision, Values and Aims

Our Vision, Values and Aims

Our Vision

At St Michael's Primary School, as a community of faith and learning, we aspire:

Through a nurturing approach and high quality learning and teaching, to provide our pupils with the knowledge, skills and attributes they need for learning, life and work; to develop each person's unique, God-given talents, ensuring that every child exceeds what they believe their potential to be.

Our Values

The school community has identified the following values which reflect the important principles on which we base all our decisions: Respect, Honesty, Ambition and Self-Esteem.

Our Aims

It is the aim of everyone in St Michael's to ensure that:

- There is a welcoming atmosphere fostering a commitment to a sense of identity and pride in the school
- A strong partnership with parents exists and that we strive to keep parents fully informed and involved in their child's education
- Every child's needs are met – intellectual, physical, spiritual, social and emotional, through teaching and learning experiences of the highest standard
- All staff are committed to their ongoing professional development and there is a strong commitment to teamwork amongst staff
- As a Catholic school, Gospel Values permeate throughout all of school life and spiritual formation develops in partnership with the home and parish
- Respect for each other, co-operation, self-discipline and positive attitudes are encouraged
- We reach out to develop links with our local community and other agencies and establishments

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 (Cluster Primaries) • Dialogic Teaching • Revisiting Curriculum Rationale • Moderation of Listening and Talking (Cluster Priority) • Talk 4 Writing • Active Literacy • Literacy and Numeracy/Mathematics Progression Pathways • Reading pedagogy • Listening and Talking profiles • SEAL • Number Talks • Holistic Planning 	<ul style="list-style-type: none"> • Visible Learning (Cluster Primaries) • Dialogic Teaching • Talk 4 Writing • Holistic Planning • Health and Wellbeing progression framework 	<ul style="list-style-type: none"> • Visible Learning (Cluster Primaries) • Dialogic Teaching • Talk 4 Writing
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> • Visible Learning (Cluster Primaries) • Use of IT to support learning • Talk 4 Writing • Active Literacy • Accelerated Reading • Number Talks • Parental engagement • Planning, assessment and reporting 	<ul style="list-style-type: none"> • Visible Learning (Cluster Primaries) • Use of IT to support learning • Talk 4 Writing • SEAL • Parental engagement 	<ul style="list-style-type: none"> • Visible Learning (Cluster Primaries) • SEAL

<p>Improvement in children and young people's health and wellbeing</p>	<ul style="list-style-type: none"> • Developing in Faith • Social and emotional wellbeing • Family Learning • "Communication Friendly" school 	<ul style="list-style-type: none"> • Developing in Faith • Health and Wellbeing progression framework • Family Learning • "Communication Friendly School" 	<ul style="list-style-type: none"> • Developing in Faith
<p>Improvement in employability skills and sustained positive school leaver destinations for all young people</p>	<ul style="list-style-type: none"> • Developing Inverclyde's Young Workforce • STEM • Family Learning – Development of Family Hub 	<ul style="list-style-type: none"> • Developing Inverclyde's Young Workforce • STEM • Family Learning – Development of Family Hub 	<ul style="list-style-type: none"> • Developing Inverclyde's Young Workforce

Pupil Equity Fund –Session 2018-2019

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

St. Michael's has a school roll of 229, with 67% of children living in SIMD Bands 1 and 2, and 27% pupils receiving free school meals.

Based on teacher professional judgements at the end of last session, 2016/17, and comparing results of pupils in SIMD Bands 1 and 2 with SIMD Bands 3-10 the following gaps were identified. A negative figure indicates that pupils living in SIMD Bands 1 and 2 are making better progress than those in SIMD Bands 3-10.

	Reading	Writing	Listening/Talking	Numeracy
P1 - Early	26.8%	26.8%	26.8%	40%
P4 - First	9.4%	22.9%	11.5%	19.8%
P7 - Second	6.8%	7.6%	-6.1%	15.9%

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.

Based on our current data for session 2017/18, the negative percentage indicates that pupils in SIMD Bands 1 and 2 are making better progress than those in SIMD Bands 3-10 in all aspects of learning in Primary 1. The gap at P4 has reduced in all aspects compared with last year's data. Whilst the gap has reduced in P7 Reading, further intervention is required to reduce the gap in the other areas.

	Reading	Writing	Listening/Talking	Numeracy
P1 - Early	-18.9%	-30%	-30%	-30%
P4 - First	-4.9%	-4.9%	-4.9%	7.8%
P7 - Second	0%	10%	-5%	15%

Our targeted interventions in literacy and numeracy have made a significant difference to many of our learners. By continuing to provide additional support through increased ASNA and EYECO we aim to reduce our attainment gap further at all stages of the school.

Through the appointment of an Acting Principal Teacher, we will be able to provide additional opportunities for parents to become more involved in their child's learning whilst developing their own skills in supporting their children's learning at home. By appointing a class teacher (0.3) we will be able to release our Acting PT to undertake her important role.

The continuation of additional clerical hours to manage school attendance will enable us to refine our processes leading to improved attendance at school.

Our HWB Coach had a significant impact on pupil attendance levels at Breakfast Club and provided increased opportunities for pupils to engage in physical activities. Their support in the playground led to a significant reduction in senior playground football related referrals to the SMT. We are keen to further develop improvements in the wellbeing of our young people through the continuation of the HWB Coach role whilst extending the remit to include making health lifestyle choices outwith school. This would be developed in conjunction with parents and some of our partner agencies.

We seek to continue to develop teacher professionalism through further commitment to the Osiris Visible Learning programme, ensuring our pupils continue to receive the highest quality learning and teaching.

Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend	How will you evidence improvement?
Appointment of Acting Principal Teacher (0.3) to focus on parental engagement and family learning, providing curricular based workshops for parents whilst working in partnership with Barnardo's and CLD.	August 2018- June 2019	£4,332	<ul style="list-style-type: none"> • Positive feedback from parents about supporting their child's learning • Professional dialogue with teachers and other adults providing support • Direct observation of pupils during class visits • Reviewing children's work • Standardised assessments • Progression of pupils following individual targets • Progress of targeted children in meeting expected CfE levels • Feedback from pupils about their learning experiences • Improved attendance rates • Improved engagement with parents regarding attendance and timekeeping • Attendance statistics from Breakfast Club and Sports Clubs • Positive engagement with parents re Healthy Lifestyles projects • Continuing improvements in playground relationships and further reduction in referrals to SMT • Whole school approach evident in approaches to assessment and feedback
Class teacher (0.3) to release Acting Principal Teacher from class to in order to fulfil her remit.	August 2018- June 2019	£11,778.69	
Appointment of 2 ASNAs (20 hours each) to provide targeted support to pupils at risk of not achieving expected levels in literacy and numeracy.	August 2018- June 2019	£9,457 x 2 = £18,908	
Appointment of EYECO (0.6) to provide targeted support at the early stages to pupils at risk of not achieving expected levels in literacy and numeracy.	August 2018- June 2019	£16,060	
Appointment of clerical assistant (10 hours) to manage and implement attendance policy	August 2018- June 2019	£4,728	
Appointment of HWB Coach to support development of pupil wellbeing in the playground, through providing enhanced opportunities for pupil engagement in physical activities before, during and after the school day.	August 2018- June 2019	£22,993	

Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend	How will you evidence improvement?
Whole school training on Visible Learning – focus on upskilling teachers to be able to provide high quality teaching for all children, including the targeted children.	August 2018- June 2019	£7,000 (TBC)	
Contribution towards admin costs associated with PEF management	August 2018- June 2019	£4,000 (TBC)	
<p style="text-align: right;">Total</p>		£89,799.69 of £95,040	

Plan –Session 2018-2019

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
NIF Driver Assessment of children's progress Teacher professionalism Performance information	HGIOS?4 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment	Other Drivers RRS Article 28: (Right to education): Article 29 (Goals of education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> Improved attainment for pupils through more effective learning and teaching in literacy and numeracy Improved engagement in reading leading to improved attainment

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 All teaching staff will engage in further professional learning led by Osiris on Visible Learning. Renewed focus will be on assessment and feedback. Learning Logs/Journals format to be agreed	August 2018 – June 2019 October 2018	Osiris SMT Impact Coaches Class teachers	Training programme delivered by Osiris and Impact Coaches
1.2 Teaching staff will engage in further training in Dialogic Teaching. Support staff will engage in initial training.	September 2018 – June 2019	HT network HT Chartered Teacher Literacy CMOs	HT network sessions School based collegiate sessions

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
		All teaching and support staff	
1.3 Self-evaluation tasks to reshape Curriculum Rationale	By October 2018	All school staff Pupils Parents Partners eg CLD, Barbardo's Parents' Group	Collegiate sessions Questionnaires/Glow Forms to gather pupils, parents and partners views
1.4 Moderation of teaching and learning in Listening and Talking at school and cluster level	October 2018-June 2019	All school and cluster based teaching staff	Collegiate sessions at school and cluster level Partnership working with Literacy CMOs
1.5 Further development of Talk 4 Writing programme, seeking links with Social Studies through IDL	August 2018- June 2019	All teaching staff	Pie Corbett resources Social Studies Benchmarks Multi stage planning and moderation sessions
1.6 Moderation of planning, teaching and assessment with Literacy and Numeracy/Maths to create consistent learning experience across school with focus on Holistic Planning	September 2018 – June 2019	All teaching staff Attainment Challenge CMOs	Collegiate sessions with support from QAMSOs
1.7 Whole school Reading Policy to be developed to ensure consistent approach to teaching of reading	By December 2108	SMT Attainment Challenge Literacy CMO	
1.8 Close monitoring of pace in numeracy with appropriate interventions in place to meet learners' needs	October 2018 – June 2019	All teaching staff PEF EYECO PEF ASNAs	

Evidence of Impact

- Our data shows improvements in attainment in reading, writing, talking/listening and numeracy/maths
- Professional dialogue about children's progress
- All pupils observed to be having a consistent learning experience through formal and informal class visits
- All staff observed using dialogic teaching pedagogy
- Trackers demonstrate progress
- Minutes of collegiate sessions
- Sampling of pupils' work
- Consistent use of Language of Learning evident in Learning Conversations

Priority 2 Closing the attainment gap between the most and least disadvantaged children		
NIF Driver Teacher professionalism Parental engagement Performance information	HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions	RRS Article 12 (Respect for the views of the child): Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Improved attainment for pupils living in SIMD Bands 1 and 2 in literacy and numeracy • Identified groups of children with historically low attendance will benefit from additional interventions as attendance improves • Increased opportunities for parents to be involved in their child’s learning • Positive playground experiences leading to settled learners

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
2.1 All teaching staff will engage in further professional learning led by Osiris on Visible Learning. Renewed focus will be on assessment and feedback	August 2018 – June 2019	Osiris SMT Impact Coaches Class teachers	Training programme delivered by Osiris and Impact Coaches
2.2 Accelerated Reading to be introduced to increase engagement in reading and develop positive reading culture within school	August 2018 – June 2019	All school staff	Training in use of and setting up of Accelerated Reading Libraries to be replenished and enlivened – use of PEF

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
2.3 Acting PT, whilst offering opportunities for family learning for all, will work in close partnership with parents of pupils who are not on track to achieve appropriate levels	September 2018 – June 2019	Acting PT (PEF) Families CLD Barnardo's	Access to Family Hub
2.4 Individual target setting in learning journals and new style reports in literacy and numeracy	September 2018 – June 2019	SMT Teaching Staff Pupils Parents Learner Council and Parents' Group	Collegiate sessions
2.5 Positive playground experiences lead to settled learners	August 2018 – June 2019		
2.6 Appropriate playground activities timetabled by HWB Coach and delivered by HWB Coach with support staff	August 2018 – June 2019	Pupils HWB Coach Staff Support	Appropriate playground equipment and storage facility

Evidence of Impact

- Our data shows improvements in attainment in reading, writing, listening/talking and numeracy. Comparisons of attainment over time will indicate an upward trend. SNSA, SEAL assessments, Staging Posts, Reciprocal Reading assessments, GL assessments, Accelerated Reading assessments and Talk 4 Writing assessments will evidence this.
- Staff feedback on learners' progress
- Tracking systems will provide evidence of progress
- Learners will be able to discuss their learning targets, their progress and next steps
- Parents of learners in target groups will be able to use appropriate strategies to support learning

Priority 3 Improvement in children and young people's health and wellbeing		
NIF Driver School Improvement School Improvement Assessment of children's progress	HGIOS?4 2.2 Curriculum 2.5 Family learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion	RRS Article 14 (Freedom of thought, conscience and religion): Article 28: (Right to education): Developing in Faith Developing as a community of faith and learning Promoting Gospel values

Expected outcomes for learners which are measurable or observable

- Build on existing knowledge and understanding of the significance of the Education (Scotland) Act 1918
- Increased uptake in extra curricular sports activities leading to improved physical wellbeing
- Increased attendance at Family Learning events
- A “communication friendly” school where all are included

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
3.1 Learning opportunities in class and at whole school level which allow pupils to share their knowledge and understanding of the impact of the Education (Scotland) Act 1918	August 2018- December 2018	Class teachers All pupils SMT School chaplain	SCES resources
3.2 Preparation for and celebration of Icon of Jesus, the Teacher, arriving in St Stephens cluster on 28 th August with Cluster Mass celebrated in St Francis Church	August 2018- September 2018	Whole school community Council leaders School chaplains	Icon of Jesus, the Teacher SCES resources

3.3 New audit of learner interests for after school sports clubs lead to development of appropriate opportunities	August 2018 – June 2019	Pupils HWB Coach Active Schools Coach	Appropriate sports equipment and kit
3.4 Activities and support for families to assist them in helping children make good lifestyle choices	August 2018 – June 2019	Acting PT (PEF) CLD Barnardo's Active Schools EYECO RIG Arts	Sports T Club Families Connect GEM Club RIG Arts Recycling Project
3.5 Parents and carers engage in workshops to develop their own personal skills	August 2018 – June 2019	Acting PT (PEF) CLD Barnardo's	Range of courses run by CLD and Barnardo's, supported by Acting PT
3.6 Whole school involvement in pilot of "Communication Friendly" School initiative through series of assessments and interventions	August 2018 – June 2019	All school staff Pupils CLB Outreach teachers	Training for staff

Evidence of Impact

- Learners present understanding of significance of Education (Scotland) Act 1918 at whole school assemblies and through displays
- Children can articulate their understanding of each aspect of the Icon and its relevance to them
- HWB journals show pupil reflections on choices made to engage in physical activity outwith their 2 hour PE
- High level of participation in Family Hub events, Sports T Club and Families Connect
- Parental feedback from courses organised by CLD and Barnardo's
- Whole school approach evident in our "Communication Friendly" school

Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people		
NIF Driver School leadership Parental engagement Assessment of children's progress	HGIOS?4 1.3 Leadership of change 2.5 Family learning 2.7 Partnerships 3.2 Raising attainment and achievement	RRS Article 28: (Right to education): Article 29 (Goals of education):

Expected outcomes for learners which are measurable or observable			
<ul style="list-style-type: none"> • Opportunities for pupils to engage in enterprise skills across the curriculum • That pupils make connections between skills being developed now and their place in the future • That parents have the required support which enables them to deal with family matters, such as finance and employment 			
Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
4.1 Revisit key documents in relation to DYW and embed skills development in planning	By December 2018	SMT All teaching staff	Collegiate sessions which focus on <ul style="list-style-type: none"> • Career Education Standard • Work Placements Standard • School/Employer Partnerships
4.2 Develop strong links with local businesses, FE colleges and Youth Groups to support skills development, reinforcing connections with wider world. World of Work Week to be reintroduced.	August 2018- June 2019	All teaching staff	

4.3 STEM to be developed at all stages of the school	By June 2019	All teaching staff, led by RCCT teacher	Revisit IDL in collegiate session IT resources Science resources Visits from and to businesses
4.4 Range of Family Learning courses to be made available through Family Hub and at I-Zone	August 2018- June 2019	Acting PT Barnardo's CLD	Dependent on course requests from parents

Evidence of Impact

- Learning opportunities ensure a progression of personal development, inter-personal and enterprise skills in pupils
- STEM is evident in IDL at all stages with pupils making connections between subject areas, transferring skills as appropriate
- All classes have engaged in partnerships which have enhance pupils' learning experiences
- Parental feedback from courses in Family Hub and at I-Zone

