

St. Mary's Primary, Bathgate



IMPROVEMENT PLAN

2017 / 2018

Factors Influencing the Improvement Plan

School factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Plan
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*
Flexible early learning and childcare implementation

Local authority factors

Moving Forward in Learning - Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework
Raising attainment, including closing the gap
Delivering Better Outcomes
Single Outcome agreement
Corporate Plan
Integrated Children's Services Plan (Life Stages)
Education Services Management Plan
West Lothian Early Years' Framework
West Lothian Parental Engagement Framework
Increased entitlement to early years' provision

National factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?
Getting it Right for Every Child (GIRFEC)
Curriculum for Excellence
Developing Scotland's Young Workforce
Building the Ambition
Standardised Assessments
Child Protection Issues / Guidance
National Legislation: Children and Young People (Scotland) Act 2014
GTCS standards and professional update



Our vision, values and aims statement has been developed by all stakeholders and is reviewed regularly. It is central to the life and work of the school.



Our vision is to work together in a positive environment of love, faith, respect and friendship. We are always striving for excellence, to be the best we can be!

Our aims are our stepping stones towards our vision.

Our school community work together to:

- * show love and respect for God, ourselves, others and the world we live in;
- * grow in faith by participating in liturgy, Sacraments, prayer and worship and by trying to live like Jesus every day;
- * create a happy, caring, honest and friendly and nurturing environment where everyone is valued and supported;
- * share high standards of welfare, care, behaviour, achievement and attainment. We celebrate success!
- * achieve the best outcomes for every child, in all areas, through positive partnerships;
- * understand and forgive each other, as well as celebrate our differences.

St. Mary's Primary, Bathgate				Ensuring Excellence and Equity			
Desired outcomes linked to NIF priorities shown in bold <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	NIF driver mapping <i>(check as appropriate)</i>	HGIOS4 HGIO ELC QIs	NCS	Proposed Actions	By Whom	By When	Evidence <i>(include performance data, quality indicators and stakeholders' views)</i>
Raising attainment for all: * All pupils experience high quality learning and teaching in all classrooms which results in improved attainment Continue to extend learners' understanding of our vision, values and aims through the four contexts for learning. Continue to improve learning, teaching and assessment approaches through team teaching, learning rounds, moderation, practitioner enquiry, effective and appropriate CLPL etc. Continue to develop opportunities for pupil leadership / leading learning.	<input checked="" type="checkbox"/> School/ELC Improvement <input checked="" type="checkbox"/> School/ELC Leadership <input checked="" type="checkbox"/> Teacher/Pract Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	1.1 1.2 1.3 1.4 1.5 2.2 2.3 2.4		Roll out and embed 'Standards for St. Mary's'. Build on staff knowledge and understanding of the 4 contexts for learning and what this looks like for children in St. Mary's. Continue to develop Quality Assurance practices, e.g. extend to learning walks and learning rounds. AfL - further training about developing success criteria with children. Higher order thinking and questioning to be developed with all staff. Further develop moderation activities with cluster colleagues. Further develop use of pupil groups and staff 'champions / leaders'.	SLT SfLC CTs PSWs SLT CTs SLT CTs QAMSO Cluster HTs CTs	Dec 2017 On-going On-going May 2018 On-going June 2018	Self-evaluation, feedback and professional dialogue. QA evidence. Pupil engagement - observations made through learning rounds. Minutes of professional dialogue. Baseline data/analysis of assessment data.
Improvement in Literacy for all: * Increased practitioner confidence in pedagogy and assessment in literacy and a cohesive, consistent approach to teaching and learning Continue to develop understanding and use of literacy attainment data. Continue to improve learning, teaching and assessment approaches through team teaching, learning rounds, moderation, practitioner enquiry, effective and appropriate CLPL etc. CLPL for all teachers in the use of a	<input checked="" type="checkbox"/> School/ELC Improvement <input checked="" type="checkbox"/> School/ELC Leadership <input checked="" type="checkbox"/> Teacher/Pract Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	1.1 1.2 2.2 2.3 2.4		Continue to develop the ability of pupils and staff to set targets and provide high quality feedback in literacy. PSW training re. target setting and providing appropriate / effective feedback. Continue to develop and build upon Cluster moderation sessions in literacy. Introduce and implement North Lanarkshire Literacy across school and cluster. Develop paired reading approach across the school. Engage with West Lothian literacy pathways and benchmarks to ensure consistency of agreed milestones for each stage across the school. Develop use of holistic assessment to improve understanding of shared standards.	SLT SfLC CTs PSWs QAMSO Cluster HTs SLT CTs SLT CTs QAMSO CTs	On-going On-going Dec 2018 Dec 2018 On-going	Self-evaluation, feedback and professional dialogue. QA evidence. Pupil engagement - observations made through learning rounds. Minutes of professional dialogue. Baseline data/analysis of assessment data.

range of valid, reliable and relevant assessment tools and approaches, including holistic assessment, to build a quality body of evidence to support teacher judgement.							
<p>Improvement in Numeracy for all:</p> <p>* Increased practitioner confidence in pedagogy and assessment in numeracy and a cohesive, consistent approach to teaching and learning</p> <p>Continue to develop understanding and use of numeracy attainment data.</p> <p>Continue to improve learning, teaching and assessment approaches through team teaching, learning rounds, moderation, practitioner enquiry, effective and appropriate CLPL etc.</p> <p>CLPL for all teachers in the use of a range of valid, reliable and relevant assessment tools and approaches, including holistic assessment, to build a quality body of evidence to support teacher judgement.</p>	<input checked="" type="checkbox"/> School/ELC Improvement <input checked="" type="checkbox"/> School/ELC Leadership <input checked="" type="checkbox"/> Teacher/Pract Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	1.1 1.2 2.2 2.3 2.4		<p>Continue to develop the ability of pupils and staff to set targets and provide high quality feedback. PSW training re. target setting and providing appropriate / effective feedback in numeracy.</p> <p>Continue to develop and build upon Cluster moderation sessions in numeracy.</p> <p>Introduce and implement Maths Recovery, Number Talks and CPA approach across the school. Continue to develop use of SEAL and Big Maths.</p> <p>Engage with West Lothian numeracy pathways and benchmarks to ensure consistency of agreed milestones for each stage across the school.</p> <p>Develop use of holistic assessment to improve understanding of shared standards.</p>	SLT SfLC CTs PSWs QAMSO Cluster HTs SLT CTs CTs QAMSO CTs	Dec 2017 On- going Dec 2018 On- going On- going	<p>Self-evaluation, feedback and professional dialogue.</p> <p>QA evidence.</p> <p>Pupil engagement - observations made through learning rounds.</p> <p>Minutes of professional dialogue.</p> <p>Baseline data/analysis of assessment data.</p>
<p>Improvement in all children and young people's wellbeing:</p> <p>* Increased knowledge and understanding of pupil needs and barriers to learning to provide targeted support for our learners</p> <p>Develop understanding of restorative approach and mindfulness with parents / carers. Ensure that all staff use this approach consistently.</p>	<input checked="" type="checkbox"/> School/ELC Improvement <input checked="" type="checkbox"/> School/ELC Leadership <input checked="" type="checkbox"/> Teacher/Pract Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	1.1 1.3 2.1 2.4 3.1		<p>Continue to identify children in need of nurture and provide high quality support.</p> <p>Continue to develop mindfulness approach throughout the whole school.</p> <p>Roll out Growth Mindset across whole school.</p> <p>Continue to develop staff understanding of the role of Support for Learning.</p> <p>Train Support Staff in teaching approaches and programmes of work to ensure consistency and</p>	SLT SfLC CTs PSWs Partner agencies CTs SfLC CTs SLT SfLC	Oct 2017 Jan 2017 Dec 2017 Dec 2017 On- going	<p>Improved SfL in school with consistency in practice and standards</p> <p>Assessment data</p> <p>Pupil voice</p> <p>Learning walks</p> <p>CPM action points</p>

				<p>appropriate, targeted support.</p> <p>Utilise Glasgow wellbeing and motivation tool and Boxhall assessments to plan and measure impact of interventions.</p> <p>Whole school nurturing approach - use Universal Nurturing Approaches toolkit to create school action plan.</p> <p>Develop relationships, learning and behaviour policy and practice in line with school vision, values and aims.</p>	<p>PSWs</p> <p>SLT CTs</p> <p>SLT CTs Nurture staff</p> <p>Whole staff</p>	<p>On-going</p> <p>On-going</p> <p>Dec 2017</p>	<p>Reduced referrals and exclusions</p> <p>Improved attendance and punctuality</p> <p>Improved parental engagement</p>
<p>*Improvement in employability skills and sustained, positive school leaver destinations for all young people: increased awareness of career choices and positive destinations and raising aspirations for pupils</p>	<p><input checked="" type="checkbox"/> School/ELC Improvement</p> <p><input type="checkbox"/> School/ELC Leadership</p> <p><input type="checkbox"/> Teacher/Pract Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input type="checkbox"/> Assess. of Children's Progress</p> <p><input type="checkbox"/> Performance Information</p>	<p>2.6</p> <p>2.7</p> <p>3.3</p>		<p>Further develop use of pupil groups in school.</p> <p>Cluster Careers Fayre to develop the young workforce agenda.</p>	<p>SLT</p> <p>SfLC CTs</p> <p>PSWs Cluster HTs</p>	<p>May 2017</p>	<p>Pupil/parent aspiration survey</p>

Additionality: Pupil Equity Funding Plan:
Closing the attainment gap between the most and least advantaged children

PART 1: St. Mary's has a wide catchment area. The Free Meal Uptake (P4-7) is 19%. The SIMD profile of our school is as follows:

	2012	2016
Decile 1	6.56%	2.94%
Decile 2	4.98%	9.50%
Decile 3	15.38%	15.16%
Decile 4	7.92%	17.19%
Decile 5	3.39%	4.30%
Decile 6	23.98%	3.85%
Decile 7	6.79%	20.14%
Decile 8	19.68%	21.95%
Decile 9	2.26%	4.52%
Decile 10	1.58%	0.00%
#N/A	7.47%	0.45%

Quintile

	2012	2016
Quintile 1	11.54%	12.44%
Quintile 2	23.30%	32.35%
Quintile 3	27.38%	8.14%
Quintile 4	26.47%	42.08%
Quintile 5	3.85%	4.52%
#N/A	7.47%	0.45%

However, we know that some of our children who included in the higher deciles experience deprivation and poverty, therefore, our SIMD does not accurately describe the socio-economic context of our families and school.

We have used on-going assessments, teacher professional judgements and CEM data to inform our target groups and their barriers to learning. We have identified the key areas which result in additional support needs in St. Mary's. These have a negative impact on pupils' attainment and achievement:

- English as an Additional Language
- Welfare concerns / attachment issues / lack of nurture
- Mental health and wellbeing
- Non-engaging parents
- Attendance and late-coming
- Children with social, emotional and behavioural issues


We have interrogated our data and identified individuals or target groups who will benefit from specific interventions to improve health and wellbeing, literacy and numeracy.


The main interventions we have planned to address the issues include:

- Mindfulness
- Big Maths
- Numeracy development including CPA and Number talks
- Reflective Reading
- North Lanarkshire Literacy
- Additional teacher with development post focusing on curriculum development and upskilling staff
- Family Support Worker
- Additional Pupil Support Workers
- CLPL for all staff
- 5 minute word box
- Toe by Toe

From August 2017 we will examine the impact of these interventions. We will measure baselines and track improvements throughout the interventions for identified individuals and groups using qualitative and quantitative data.

PART 2: Actions & Outcomes

PEF Priority	Proposed Actions & Resources <i>(These should be based around the organisers of Learning & Teaching, Leadership, and Families & Communities. Also consider activities within and beyond the classroom)</i>	What is the expected impact on reducing the gap in your context of your proposed actions? <i>(What story will your data tell by end of next session? By June 2020? You should include any targets linked to data)</i>	How will you measure the impact? <i>(You must be specific here in terms of:</i> <ul style="list-style-type: none"> • <i>new and existing performance data and other quantitative and qualitative information that will be required</i> • <i>plans for how data will be collected and reported)</i>
Literacy	<p>Learning and Teaching</p> <p><i>Reflective Reading - training for all staff, purchase resources</i></p> <p><i>Develop learning and teaching strategies PEF PSW to support identified PEF group</i></p> <p>Leadership <i>A part-time PEF teacher has been appointed to:</i></p> <ul style="list-style-type: none"> • <i>Support the delivery of Reflective Reading</i> • <i>Analysis of assessment data</i> • <i>ensure consistency and high quality learning, teaching and assessment approaches using existing resources</i> 	<p><i>Increased attainment - to exceed value added from previous year</i></p> <p><i>Increase in staff confidence in the teaching reading</i></p> <p><i>Increased pupil engagement and enjoyment in reading</i></p> <p><i>Raised attainment in reading through higher quality learning, teaching and assessment</i></p> <p><i>Consistency of learning, teaching and assessment approaches</i></p> <p><i>Increased confidence and skill developing and delivering the Reflective Reading programme</i></p>	<p><i>The PEF leader will gather baseline evidence of target children's attainment and progress and will compare this to evidence gathered throughout the interventions to evaluate impact. Evidence will be gathered from a range of sources:</i></p> <p><i>Standardised tests - P1, 4 and 7</i> <i>AfE Incas and AfE Pips</i> <i>Single word spelling test</i> <i>Teacher professional judgement</i> <i>Use of qualitative data to measure confidence of teachers and PSWs</i> <i>Leuven scale</i> <i>5 Minute Word Box and Toe by Toe scores</i> <i>Quality Improvement cycle / self-evaluation</i> <i>Staff questionnaires</i></p> <div style="text-align: center;">  </div>
Numeracy	<p>Learning and Teaching</p> <p><i>Big Maths - training for all staff, purchase resources</i></p>	<p><i>Increased attainment - to exceed value added from previous year</i></p>	<p><i>The PEF leader will gather baseline evidence of target children's attainment and progress and will compare this to evidence gathered throughout the interventions to evaluate impact. Evidence will be gathered from a range of sources:</i></p> <p><i>Standardised tests - P1, 4 and 7</i></p>

	<p><i>Develop learning and teaching strategies PEF PSW to support identified PEF group</i></p> <p>Leadership <i>A part-time PEF teacher has been appointed to:</i></p> <ul style="list-style-type: none"> <i>Support the delivery of Big Maths</i> <i>Analysis of assessment data</i> <i>ensure consistency and high quality learning, teaching and assessment approaches using existing resources</i> 	<p><i>Increase in staff confidence in the teaching reading</i></p> <p><i>Increased pupil engagement and enjoyment in reading</i></p> <p><i>Raised attainment in reading through higher quality learning, teaching and assessment</i></p> <p><i>Consistency of learning, teaching and assessment approaches</i></p> <p><i>Increased confidence and skill developing and delivering the Big Maths programme</i></p>	<p><i>AfE Incas and AfE Pips</i> <i>Big Maths assessments</i> <i>SEAL assessments</i> <i>HAM assessments</i> <i>TJ assessments</i> <i>Teacher professional judgement</i> <i>Use of qualitative data to measure confidence of teachers and PSWs</i> <i>Leuven scale</i> <i>Quality Improvement cycle / self-evaluation</i> <i>Staff questionnaires</i></p> 
<p>Health and Wellbeing</p>	<p>Learning and Teaching</p> <p><i>Training and consultation in Mindfulness programme for all teaching and support staff</i></p> <p><i>Additional full-time PSW to support Nurture class</i></p> <p><i>A part-time PEF teacher has been appointed to:</i></p> <ul style="list-style-type: none"> <i>Develop and support the delivery of Philosophy 4 Children</i> <p>Families and Communities <i>Family Support Worker</i> <i>Focus on attendance, punctuality, parental engagement, inclusion in school life, wellbeing and resilience (pupil and family)</i></p>	<p><i>Increased confidence and skill developing and delivering Mindfulness programme</i> <i>Improved focus and engagement in learning</i> <i>Reduced stress / anxiety for targeted children</i> <i>Raised self-esteem and confidence</i> <i>Use of techniques to regulate behaviours for targeted children</i> <i>Reduction in disruptive or inappropriate behaviour</i></p> <p><i>Reduce exclusion by further 20%</i> <i>Improve attendance and punctuality by 10% for target children.</i> <i>Reduce violent incidents / verbal abuse by 20%.</i></p> <p><i>Increased motivation and improvement in wellbeing</i></p>	<p><i>Use of qualitative data to measure confidence of teachers and PSWs</i> <i>Mindfulness questionnaires</i> <i>Leuven scale</i> <i>Boxall profiles</i> <i>Glasgow MW Profile</i> <i>Quality Improvement cycle / self-evaluation</i> <i>Staff questionnaires</i></p> <p><i>Track exclusions, attendance and punctuality using SEEMIS</i></p> <p><i>Track violent incidents and verbal abuse using RIVO</i></p> <p><i>Glasgow MW Profile</i> <i>Boxall</i></p>

