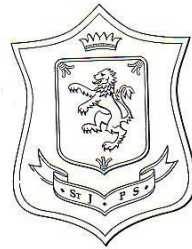
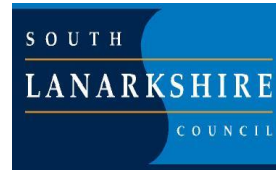


**Education Resources
Curriculum and Quality Improvement Service**

Establishment Improvement Plan 2017 – 2018



St John's Primary School



**Education Resources
Curriculum and Quality Improvement Service**

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National Improvement Framework Key Priorities		
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National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
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		Implementing Curriculum for Excellence
		Meeting the Needs of all Learners’, GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)

Strategic Priorities 3 Year Cycle

2017/2018

1. To further develop a culture of high expectations that leads to effective learning, teaching and attainment throughout the whole school with an emphasis on numeracy and literacy to close the attainment gap.
2. To develop a data rich school where accurate and relevant data is evaluated to improve progress for all.
3. To create innovative approaches for all stakeholders to express their views which will help to inform change.

2018/2019

4. To further develop a culture of ongoing self-evaluation which leads to strategic improvements.
5. To continue to foster an encouraging climate where pupil voice and confidence is paramount.
6. To build upon staff expertise in teaching a foreign language in compliance with national guidelines.
7. To further develop innovative practices in active learning and outdoor play as part of the Health and Wellbeing Programme.

2019/2020

8. To comply with all current new legislation.
9. To consolidate the impact of work done 2017- 2020 and evaluate attainment and achievement over time.
10. To evaluate the impact of family learning on closing the attainment gap and continue to explore new approaches for the best use of PEF funding.

National Improvement Framework Key Priorities <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children and young people's health and wellbeing; and • Improvement in employability skills and sustained positive school leaver destinations for all young people. 		Collaboration and consultation (list stakeholders): <ul style="list-style-type: none"> • All staff • Parent Body • Pupil Leadership Teams • All children
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information 	<ul style="list-style-type: none"> • 1.1 Self Evaluation for self-improvement • 1.2 Leadership for learning • 1.3 Leadership of change • 1.4 Leadership and management of staff • 1.5 Management of resources to promote equity • 2.1 Safeguarding and child protection • 2.2 Curriculum • 2.3 Learning teaching and assessment • 2.4 Personalised support • 2.5 Family learning • 2.6 Transitions • 2.7 Partnership • 3.1 Ensuring wellbeing, equality and inclusion • 3.2 Raising attainment and achievement/Securing children's progress • 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	Transform Learning and Teaching/Implement CfE
		Meeting the Needs of all Learners', GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)

Strategic Priority	PEF	Intended Impact	Measures of Success	Actual Impact
<p>Further develop staff understanding of pedagogy to deliver high quality learning and teaching experiences for all learners and to provide pace, challenge and differentiation in lessons using the benchmarks to plan and assess children's work.</p>	<p>✓</p>	<p>To raise attainment for middle and able groups of children in P1, P4 and P7.</p>	<p>Increased attainment in numeracy due to; implementation of Sumdog across the school Targeted support at P1,P4 and P7 in Literacy and Numeracy to raise attainment and pace for groups and individuals. Implementation of RM maths in class and at home. Catch up numeracy implemented and staff fully trained. Nurture training and room set up and groups started work in nurture room. Literacy focus groups at P1, P4 and P7 to raise attainment in writing. All teaching staff completed training in the teaching of reading and using these strategies effectively in classes to engage and motivate learners.</p>	
<p>Continue to develop school's understanding and effective use of data to identify gaps in learning and to implement appropriate strategies to raise attainment.</p>	<p>✓</p>	<p>To raise attainment for middle and able groups in Literacy and Numeracy for children in P1, P4 and P7.</p>	<p>PEF Teacher to be used to provide in depth transition and tracking meetings in first weeks of term to ensure that data has been used effectively to group children and identify gaps in attainment. Raise school awareness of how to analyse data to increase all children's attainment and life chances. Use data to identify P1-P3 children who will benefit from joining a Nurture class. Use data and broader knowledge to target specific parents/carers and invite to a programme of parenting workshops. Malt Maths testing to be purchased and testing used to monitor progress.</p>	

National Improvement Framework Key Priority

- Closing the attainment gap between the most and least disadvantaged children.

Contextual analysis (what is the gap?):

A careful analysis of figures shows that children in receipt of Free School Meals are underperforming in writing and numeracy, with some of the biggest gaps identified at the P1 and P7 stages.

We plan to target this gap through our **Raising Attainment and Learning and Teaching** priorities.

We have targeted P1, P4 and P7 as priority stages where all children who are under achieving in numeracy and writing will receive additional teaching support through the PEF funding.

We are training staff to run a nurture class to benefit our P1-P3 children and to raise their attainment and wellbeing.

We are training staff to deliver a remedial numeracy programme called Catch Up Numeracy which will target children who are not attaining for numeracy across P2-P7.

We have enrolled in Sumdog Equity which is a personalised approach to the mastery of numeracy.

Project/Priority (details of what you are doing and who you are targeting with additional intervention)	Amount	Details of Spend	How will you provide evidence of impact?
Full time teacher	£46,000	Teacher to focus on P4 and P7 numeracy and writing. Targeting identified groups of	Writing and numeracy assessments at start and end of teaching block.

		children to raise attainment in numeracy and writing.	
Train teacher and Early Years worker to set up a nurture classroom for P1-P3.	£11,000	Training- £2000 Cost of teacher £250 per day X 35 days= £8,750 Resources-£250	Raised confidence, attendance and engagement of children attending nurture class.
Employ Early Years worker for 20 hours per week.	£12,600	Early Years worker will work in nurture class one day per week and support children on early level for active literacy and numeracy. £18 X 700	Early level phonic and numeracy assessment at start and end of each teaching block.
Employ support staff to support children in targeted after school activities.	£2,100	6 hours per week X 35 weeks at £10 per hour. SSA to support; <ul style="list-style-type: none"> • Homework club- Monday • ESL vocabulary group- Tuesday • Build to express language group- Wednesday • homework club/digital technology club- Thursday 	Increased return of homework tasks and greater use of appropriate vocabulary in writing and talking and listening. Staff observations Homework check lists.
Train SSA and DHT for catch up numeracy.	£1000	Train 2 SSA and DHT to implement and monitor catch up numeracy to targeted groups of children.	Base line assessment at start and assessment at end of intervention. Staff observation.
School enrolled in Sumdog Equity.	£350	Set up fee. Yearly subscription.	Maths mastery- improve understanding of mathematical concepts which will increase pace and provide challenge for all learners.

<p>Train SSA to deliver parenting workshops.</p>	<p>£1,200</p>	<p>Train 3 SSA to deliver parenting workshops to targeted parents/carers = £900 3 X 10 hours = £300</p>	<p>Parental feedback sheets. Increase parental engagement. Reponses will inform further workshops. Staff observation of greater engagement from children and parents.</p>
	<p>£74,250</p>		

Operational Improvement Planning (Action Plan) for Establishment: St John's Primary Hamilton Session: 2017/2018

Strategic Priority 1: Further develop staff understanding of pedagogy to deliver high quality learning and teaching experiences for all learners and to provide pace, challenge and differentiation in lessons using the benchmarks to plan and assess children's work.

National Improvement Framework Key Priorities <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people's health and wellbeing; Improvement in employability skills and sustained positive school leaver destinations for all young people. 			
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		Meeting the Needs of all Learners', GIRFEC and Statutory Duties	
		Skills for Learning, Life and Work	
		Professional Learning ✓	
		Leadership (Change and Improvement)	
Key Actions (How)	*Lead Person	*Timescale	*Comments
CT meetings and development time for staff discussion and development of a shared understanding of pace,	Alison Hope	Introduced 30 August 2017 Feedback from research on 23 October 2017	

<p>challenge and differentiation as a result of research and reading.</p> <p>Collegiate approach to writing an updated school policy for Learning and Teaching.</p> <p>Collaborative visits to classes to share good practice.ie TLC approach.</p>		<p>Updating of Learning and Teaching Policy December 2017 Implement updated policy Jan 2018</p> <p>Feedback on 25 April 2018 implementation of policy and research in own class. Evaluate and revise May 2018.</p>	
<p>From using data to systematically analyse children's attainment staff to be more confident in researching and implementing a wide variety of personalised programmes and strategies to improve children's performance.</p>	<p>Alison Hope</p>	<p>Improved use of data as Strategic Priority 2 increases staff confidence. August 2017 onwards.</p>	
<p>Inset Day in August -all staff familiarise with new pathways for literacy and numeracy to be used for planning and assessment for year 2017-2018.</p>	<p>Alison Hope</p>	<p>New template to be given to staff and discussed on inset day. Staff to use new template for forward planning due in for week beginning 28 August 2017. Discuss impact and review with staff in tracking meetings.</p>	

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2017/2018

Strategic Priority 2: Continue to develop school understanding and effective use of data to identify gaps in learning and to implement appropriate strategies to raise attainment across mainstream and ASN classes.

National Improvement Framework Key Priorities			
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy;√ Closing the attainment gap between the most and least disadvantaged children;√ Improvement in children and young people's health and wellbeing; Improvement in employability skills and sustained positive school leaver destinations for all young people. 			
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		Meeting the Needs of all Learners', GIRFEC and Statutory Duties √	
		Skills for Learning, Life and Work	
		Professional Learning √	
		Leadership (Change and Improvement)	
Key Actions (How)	*Lead Person	*Timescale	*Comments
To develop a shared understanding of data; this will enable staff to make		Inset Day 16 August 2017	

<p>professional judgments and decisions based on accurate data. Professional dialogue about the range of data that is effective in informing decisions and raising attainment.</p>	<p>Alison Hope</p>		
<p>From inset day staff to reflect upon own practice using the questions below;</p> <ul style="list-style-type: none"> • What is our purpose? • What do we think we know? • Where do we want to go? • What further information do we need? • What data do we need? • How good is the data? • What does it mean? • What do we do as a result of our new knowledge? • What interventions do we put in place? • How will we share what we have learned? 	<p>Alison Hope</p>	<p>Between September- November 2017</p>	
<p>To collaboratively update the school assessment policy to reflect a greater understanding of the range of data used to inform professional judgments about children's progress. School will have a more robust procedure for acquiring data and its potential to improve progress.</p>	<p>Alison Hope/Karen Prentice/James O'Donnelly</p>	<p>Inset Day 20 November 2017</p>	
<p>Continue to meet with staff to regularly track and monitor attainment and broader interventions over the session.</p>	<p>Alison Hope/Karen Prentice/James O'Donnelly</p>	<p>August 2017 onwards.</p>	

Strategic Priority 3: and increasing opportunities for all stakeholders to express their views and inform change.

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		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)✓

Key Actions (How)	*Lead Person	*Timescale	*Comments
Review Pupil voice and leadership groups across the school and update roles, responsibilities and purpose.	Karen Prentice	August 2017	
Introduce each leadership group at assemblies and wall displays to reflect group responsibilities.	Karen Prentice	September-November 2017	
Introduce Pupil Passport to track pupil achievements throughout their school career.	Karen Prentice/James O'Donnelly	January 2018	
Introduce new parent text service.	Julie Irvine/Sheila Murray	August 2017.	
Introduce a Have Your Say display in foyer. Parental/Carer response slips to be included in newsletters and questionnaire box to be established in the foyer of the school.	James O'Donnelly	August 2017	
Trial new parental workshops during school disco events to engage difficult to reach parents.	Alison Hope/ Parent Council	October 2017	

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		Meeting the Needs of all Learners’, GIRFEC and Statutory Duties ✓
		Skills for Learning, Life and Work ✓
		Professional Learning
		Leadership (Change and Improvement) ✓
Key Actions (from previous plans)		
<ol style="list-style-type: none"> 1. Develop new remits for Senior Leadership Team. ✓ 2. Continue to embed GIRFEC and RRS in all work. ✓ 3. Revisit school values and aim with all stakeholders. ✓ 4. Continue to develop IDL at all stages. ✓ 5. Further develop World of Work for increased opportunities for positive destinations. ✓ 		

