

## Standards and Quality Report 2017-2018 Improvement Plan 2018-2019

School: ST. Joseph's RC School

Head Teacher: Mrs Sinéad Lindsay





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## Context of the school:

St Joseph's Roman Catholic Primary School was founded in 1895 by the Sisters of the Sacred Heart. It is situated in the west end of Aberdeen serving a wide city centre catchment area and an adjoining part of Aberdeenshire to the south. St Joseph's School is a denominational school and is part of Aberdeen Grammar School Associated Schools Group.

The school building consists of three Victorian houses attached by relatively modern extensions. The school grounds are extensive and feature a large nursery garden, a P1-3 playground, a walled garden with listed greenhouse and a large senior playground with an orchard and wooded area. The school has strong links with its local and wider community and takes every opportunity to enhance children's learning experiences. The site was purchased by ACC in 2016.

The current school roll is 386 with 40 places in the nursery delivered over morning and afternoon sessions. With a full time equivalent of 19.57 the school has been understaffed throughout the session and by 3.57 by the end of this session. The nursery team consists of a Senior Early Years practitioner and two Early Years practitioners

The current management team consists of a newly appointed Head Teacher, Depute Head and principal teacher. There are 14 primary classes this session and a nursery class.

Visiting teachers this session, include a PE, Drama, Music and Art specialist and the school receives support from the English as an Additional language (EAL service).

Our Targeted Support Team consists of 0.8fte for Support for Learning (a post that is currently unfilled) and 6 full time PSAs. Four further Pupil Support Assistants support learning in all classes on a planned and needs basis. Together they support pupils from P1 to 7 with a range of additional support needs and manage targeted interventions for identified PEF pupil. We have appointed an Early Years Practitioner to the primary One Year group. They also supervise the playground and dinner hall.

Experienced support staff assist the school in the areas of administration, janitorial, cleaning and catering provision. Our school administrator begins her second year in post.

The building currently allows space for 14 classes and a nursery with additional classrooms currently used for a variety of purposes including; a library, a home-economics room, an ASL room, a music room, a 'quiet room', and an inclusion hub. This school year there have been improvements made to the school toilets on two floors with plans to refurbish the remaining toilets in 2018/19

The school benefits from after school club provision provided by Community Link Childcare. In addition to this there is a large separate dining-room and a large gym with a fully functioning stage.

The life and work of the school is very well supported by an enthusiastic and active Parent Council. The Parish Priest visits classes on a weekly basis and provides a great deal of support during the Sacramental preparation of the children. The school prides itself in being welcoming to parents and carers and takes every opportunity to enhance children's successes and achievements through a positive and encouraging ethos.

St Joseph's RC Primary & Nursery School although situated in the affluent West-end of Aberdeen, the catchment area for out of zone Catholic pupils stretches more widely to include some areas of social deprivation. Consequently, the pupils come from a variety of socio-economic backgrounds and ethnic groups with 24% of our pupils living in the bottom 4 SIMD centiles and another 46% of our families living in the top two deciles. 23% of our pupils have English as an Additional language.

Our average SIMD is 7. We have a higher percentage of pupils in Decile 1 than the average % in Aberdeen city primary schools (1.8%) The greatest proportions of our pupils (29%) live in Decile 10.

St Joseph's is a Catholic school where 70% of the pupils are Catholic and almost all other faith groups are represented. The school is very multi-cultural and has pupils from all over the world.

The school is a welcoming community where staff, parents and pupils help to create a nurturing, safe and just ethos where pupils can grow and achieve their full potential. St Joseph's Nursery is non-denominational.



The most recent school inspection took place in 2009 and the Care Inspectorate reported on the Nursery in March 2018. The reports are available at <https://www.education.gov.scot>  
<http://www.careinspectorate.com/index.php/type-of-care> (These are the main pages)

The school was visited by a team of Quality Improvement Officers in January 2014 who reported positively on the work of the school.

During session 2017/2018 the school has experienced many staffing changes and recruitment shortages, including within the Senior Leadership Team. Progress has been made in key areas, but staff shortages have impacted on the expected progress of The School Improvement Plan.  
Our new Head Teacher Mrs Sinéad Lindsay will now drive forward the school improvement priorities with revised remits in the Senior Leadership Team.

A report for the recent Care Inspectorate inspection at the nursery is available at this link:  
<https://stjosephsprimary.aberdeen.sch.uk/wp/wp-content/uploads/2018/09/Care-Inspection-Report-2018.pdf>



### School vision statement:

We will strive to create a community of faith and learning where all are valued, respected and included, nurtured and encouraged to do their best, in an atmosphere of Christian love.

At St. Joseph's we...Take a hand, Open a mind, Touch a heart.

### School values and aims:

#### School values:

Respect, Honesty, Equality and Forgiveness

#### School aims:

Working in partnership with staff, pupils, parents and the wider community, we aim to:

- Create within our school a loving family community based on Gospel values and the traditions of the Catholic Church.
- Enable our citizens to become valued, responsible members of society with a high regard for the dignity and individualism of each person.
- Provide a learning environment built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes where each child is encouraged to achieve their potential.
- Consistently use and develop a range of innovative, creative and stimulating approaches to learning and teaching that promotes the principles of Curriculum for Excellence and supports and appreciates the gifts and talents of everyone involved in the life of the school.
- Promote a high standard of behaviour and mutual respect throughout our school and wider community.

The school aims were reviewed during session: 2017-2018

The school aims will be reviewed during session: 2020-2021



## Review of School Improvement Plan Progress 2017-2018

### 2017-2018 Improvement Priority 1: Literacy

#### NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

#### NIF Driver

- School leadership
- Teacher professionalism Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information

#### HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and 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 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

#### Impact and Evidence:

Emerging Literacy sits within the school's whole-school approach to the teaching and learning of and the progression of skills within listening and talking, reading and writing.

Primary 1 staff and the school senior management team have attended the Emerging Literacy Training. Key school staff attended the Emerging Literacy Networks.

Collegiate activities indicate that the P1 staff team have been supported in developing an improved understanding of the key components of the Emerging Literacy approach.

Through being part of the Emerging Literacy Workstream, the literacy, language and communication knowledge and understanding of teachers and senior managers is improving, impacting on how children develop early literacy skills. Teachers and senior managers have been able to track children's progress in literacy, language and communication, tailoring learning and teaching to the needs of children.

All P1 children have been assessed on the four key skill areas of Concepts of Print, Oral Language, Phonological Awareness and Pre-Handwriting. Groupings are informed by the Emerging Literacy Assessment information. Children's progress in key skills is tracked. The trackers for the key skill areas are used as a tool for ongoing learning, teaching and assessment; assessment is an ongoing process and the trackers demonstrate the progress children are making throughout the session.

Monitoring of classroom practice confirms that teachers are providing appropriate differentiation. Developmentally appropriate differentiated learning experiences are evident through the learning experiences which have been planned for children.

Professional dialogue and monitoring of planning confirms the increased networking amongst Early Years staff has supported improvements in Literacy and teacher confidence in using the Emerging Literacy developmental continua information to support their 'Achievement of a Level' Judgements.

Talk Boost intervention supports our developmental approach to phonics and data from pre and post intervention demonstrates that Primary 1-3 targetted children have all made significant progress and are now working at expected levels and are no longer requiring additional support.

Transition information between P1 and P2 is shared to enable continuity of provision. Children who are not making the expected progress in Literacy and English have been assessed using the Emerging Literacy materials to identify possible gaps in foundational skills.

Family Learning opportunities -Curriculum Afternoon -Parents now more aware of how they can support their child in their development of foundational reading and writing skills. Stronger home-school links leading to improved outcomes for learners.



The school senior management team have an overview of children's progress linked to the four skill areas of Concept of print, Oral Language, Phonological Awareness and Pre-Handwriting Skills. Improved staff engagement with progression frameworks and the Literacy Benchmarks is evident as these are being implemented more consistently throughout the school in planning and development of assessments for Reading and Writing and the shared of good practice through CPD on creating holistic assessments and moderation of writing activities at school and ASG level.

Support for struggling readers in primaries 4-7 continues through the Reading Wise programme for target pupils .who have increased their level of engagement , participation and accuracy (data recorded at each session) and for reluctant readers in Primaries 1-3 through the structured paired reading programme.

This has lead to overall improved engagement in independent reading for pleasure. Tracking of progress of targets set for targeted pupils in CfE levels in Reading (progression frameworks used)

There has been an increase in the number of more able writers achieving second level by the end of primary 7. Evidence from tracking of progress of all pupils on CfE levels in writing and progress of targeted group in set targets for CfE levels in writing

Improved planning for learning in Literacy to ensue relevance is evident in most classes. Feedback from CPD activities indicate that all staff have been supported in developing an improved understanding of how reading skills are developed and assessed from BGE to the Senior stage and through opportunities within our ASG to share practice in teaching/developing skills for reading for understanding, analysis and evaluation including understanding of questions and vocabulary in our teaching of comprehension.

Professional dialogue linked to interdisciplinary learning and audit documentation indicate that Primary 6 and 7 pupils are engaged in an improving Literacy rich curriculum which provides opportunities to deepen learning with increased pupil led learning in topics such as the AGS transition writing project, leadership programme and the LION KING cross curricular project.

#### Next Steps

- Children's progress in foundational literacy skills should continue to be tracked as an ongoing process by practitioners, using the information to inform the planning of learning, teaching and assessment.
- Emerging Literacy Development overviews to be used in ELC to identify and track skills, strengths and gaps. Early Years Practitioners continue to support early Literacy skills through play and age appropriate rich interactions. Extended to P2 and P3 where the need arises.
- Practitioners should be supported to triangulate this information with observations and holistic assessment to further their understanding and teacher judgement of progress within and through the Curriculum for Excellence (CfE) Levels.
- All staff to engage in progression frameworks to support planning, assessment and moderation including ASG Literacy Group led developments in Reading for Understanding, vocabulary development and writing.
- Listening and Talking: Introduce Word Aware across the school as a resource to improve the range and use of vocabulary to pupils at all stages. Continue to engage in Early Talk Boost and Talk Boost (Early Years) to support speech and language developmental gaps at Early Level
- Reading Wise resource to be used with targeted groups of pupils in P3, P4 and P5 (word attack skills) and comprehension skills development.
- Further training for teachers and pupil support assistants in Literacy developments: Talk Boost, Emerging Literacy, Dyslexia Toolkit, Reading for Meaning, Vocabulary Development, Text help and Reading Wise (SFL)



## 2017-2018 Improvement Priority 2: Numeracy

### NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

### NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information

### HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and 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 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

### Impact and Evidence:

All staff have increased confidence and working knowledge of Numeracy progressions to inform planning and assessment.

Numeracy Planning - reflects progression pace and challenge and use of ACC progression framework for all Maths Topics. Shared understanding and greater consistency in vocabulary of maths used across the school. Planning including professional dialogue and classroom monitoring evidence confirm increased staff confidence in the use of E's and O's in planning and use of benchmarks for assessment.

Maths ability groupings across year groups –using results from beginning of term Teejay Assessments and ongoing formative assessments including teacher professional judgement.

Variety of approaches to Mental maths strategies observed in most classes Big Maths, Numicon and Amy Sinclair materials -dedicated time as part of daily maths lessons.

Tracking of pupil progress in Numeracy termly and end of term assessments to ensure all children's needs are met and appropriate support and challenge in place

Attainment levels and Standardised Test scores remain high with some increasing. Gold Silver and Bronze awards received by primary 6 and 7 pupils in Scottish Maths Challenge and certificates in Primary Maths Challenge by Primary seven pupils.

Number Talks has been introduced to all classes. Positive response by teachers and pupils to CPD opportunities at ASG level to share practice and investigate best ways to use this approach in the new term. Trial activities across the school with a view to embedding the approach to support the development of Growth Mindset in Maths across all stages in the new school year.

Sharing of good practice on development of Holistic Assessments in mathematics -exemplars shared at Inservice -staff encouraged to develop their own with stage partners as part of end of term assessments. Collegiate activities and input from ACC development officer for parental engagement has highlighted and further informed all staff about the importance of parental engagement in improving outcomes and raising attainment in mathematics through exploring practical examples of how this can be further developed in school.



Sharing of information for parents using Explain Everything on school blog as part of homework activities in some classes - trialled in primary 5/6

Positive response and active participation in First Ministers Challenge in December 2017, Easter 2018 and Summer 2018 by Primary 6 pupils and their families. (promoted by school maths co-ordinator)

Senior pupils working with younger pupils Primary 6 and Primary 2 on Read Write Count activities to enhance Maths Growth Mind Set

Development of a parent information leaflet to explain how best to support pupils at different stages with Numeracy -collaborative work with ASG partners.

Curriculum afternoon –sharing the learning In Numeracy –Numbers Day

Pupils leading the learning and creating challenges for parents. Mathematics in the world of work -parents invited to talk to P6 pupils

Homework club for targeted groups PEF pupils – positive response through parent questionnaire on advice and practical support for parents in helping support their child's Numeracy through sharing of strategies and number activities to promote development of mental maths.

**Next Steps:**

- Number Talks embedded as whole school visible thinking approach to teaching of Maths concepts
- Develop and extend moderation practices in Numeracy at stage, school and authority level.
- Holistic assessments in Mathematics established as part of school policy on Assessment
- Further embed digital learning in Numeracy across the school – Doodle Maths, Sumdog, Mathletics, Magna High
- Increased pupil's participation in evaluation of learning linked to numeracy.
- Development of structured approach to family learning in Mathematics and homework activities.



<b>2017-2018 Improvement Priority 3: Health and Wellbeing</b>	
<p><b>NIF Priority</b></p> <ol style="list-style-type: none"> <li>1 Improvement in attainment, particularly in literacy and numeracy</li> <li>2 Closing the attainment gap between the most and least disadvantaged children</li> <li>3 Improvement in children and young people's health and wellbeing</li> <li>4 Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ol>	<p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>
<b>HGIOS?4 QIs</b>	
<ol style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership of management and staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> </ol>	<ol style="list-style-type: none"> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement</li> <li>3.2 Securing children's progress (ELC)</li> <li>3.3 Increasing creativity and employability</li> </ol>
<p><b>Impact and Evidence:</b></p> <p>Health and wellbeing data measured using questionnaires linked to SHANARRI wellbeing Indicators indicates that across the school there is a very strong, positive and inclusive ethos where children's rights are respected.</p> <p>All staff engage with the GIRFEC tracking tool to identify and track pupils' needs in health and wellbeing and this is an essential part of the discussion at planning and tracking meetings. PEF funding initiatives -pupils who might benefit discussed and criteria carefully considered. Collective responsibility to implement and evaluate the impact for targeted pupils</p> <p>ILPs teachers using Childs Plan Action Plan format which incorporates wellbeing indicators for pupils with additional support needs.</p> <p>Staff know the pastoral needs of children very well and show a commitment to children's wellbeing and development. Children interact very well with staff and each other and they demonstrate high standards of behaviour.</p> <p>The engagement of all stakeholders in informing updated values, vision and aims has resulted in a revised <b>School Positive Behaviour Policy</b> defined by the uniqueness of the school being implemented across all classes.</p> <p>The development of children's rights and responsibilities are key drivers for the curriculum and the works of the school this year and the school has a Rights Respecting Ethos.</p> <p>Bronze level has been achieved in line with RRS action plan. Rights covered through weekly assemblies and RRS group sharing meeting outcomes with classes. Right of the Month displayed and shared in all classes. RRS Class committees and class charters in place. Teaching and Learning policies now incorporate Rights Respecting language. Positive Behaviour Policy, Child Protection and Anti Bullying Policy updated to reflect RRS</p> <p>We have renewed our commitment to health promoting schools by revisited school's <b>Healthy Snacks Policy</b>. Regular spot checks/monitoring by PSA's on children's healthy snacks -celebrate better choices with photos on display.</p> <p>Planning and classroom monitoring confirms whole school Health and Wellbeing contexts based on Curriculum progressions with E's and Os being supported by resources such as ICE pack/ Gods Loving Plan / Bounce back materials as well as involving children in SHANARRI discussions and self -evaluations throughout the year to incorporate some pupil lead learning.</p> <p>Staff have been supported in the delivery of the Knowing me, Knowing You (Ice Pack resource) with a staff meeting input from programme developer to update all new staff on the structure of the programme and to assist in planning for progression through the E's and O's</p> <p>We have worked in collaboration with our ASG partners in using and embedding the Bounce Back Materials</p>	



more effectively. Staff are now engaging more confidently with the programme through a termly thematic approach.

The Youth work P6 Leadership Programme this year incorporated the Bounce Back values and ethics to encourage and promote resilience amongst participants whilst developing specific leadership skills to support their learning and development. Feedback gathered from participants, youth work staff and teaching staff report benefits such as teamwork, confidence, communication and problem solving skills. At the end of the programme participants demonstrated their developed leadership skills through a project on health and safety in school

Daily Mile target achieved by some classes but not consistently across all stages. extra PE sessions with Mrs.West to ensure all pupils have opportunities to be physically active through the week. Impact continues to be monitored and evaluated.

Grow Well Farm Choices Nursery and (P1) transition health and wellbeing project -Highland Games continues to be well received by teachers , pupils and parents

There is an increase in the number of pupils who engage with after school clubs and activities. Lunchtime clubs: basketball, netball. Athletics Club and Glee Club introduced.

Loose Parts Play during break times/ Golden Time enjoyed by pupils and feedback provided by PSAs who have been involved in training and delivery -report more positive playtimes and SLT fewer behaviour issues during lunchtimes. Effective Buddy System P1 - P7

Star of the Week - Celebrating wider achievements in assembly

Showcasing pupils' work through parental engagement sessions through the year parental engagement opportunities that contribute to building community and developing our inclusive ethos

Whole school Assemblies focussing on Growth Mindset and Star of the Week - Celebrating wider achievements in assembly

Staff HWB boosted through team building events and celebrations-improvements in staff morale through commitment of SMT to development of a supportive environment through opportunities each term to build the team and learn to appreciate what each member contributes to the positive working environment.

#### **Next Steps:**

- Professional dialogue linked to inter-disciplinary learning and audit documentation to ensure that all staff have an increased understanding of the totality of the curriculum and the relevance of Health and Wellbeing and Inclusion as the responsibility of all as part of revised curriculum Rationale
- Staff to continue to engage in progression frameworks to support planning, tracking and assessment of Health and Wellbeing
- Improved learning experiences in health and wellbeing for all pupils through whole school developments of nurturing approach, growth mindset and increased awareness and understanding of the impact of adverse childhood experiences on learning.



## 2017-2018 Improvement Priority 4: Assessment

### NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

### NIF Driver

- School leadership (Leadership – SAC)
- Teacher professionalism (Learning and Teaching – SAC)
- Parental engagement (Families and Communities - SAC)
- Assessment of children's progress
- School Improvement
- Performance Information

### HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and 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 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

### Impact and Evidence:

Pupils progress over time is now tracked more systematically and includes predicted date/term to achieve next level. (Ahead, On track and Behind). Where a pupil is not on track to achieve national expectations, SMT and class teacher outline and plan the actions required to address this.

Timetabled Tracking & Monitoring termly. SEEMIS information updated for Periods 1-3 according to data provided by teachers. Quality assurance information shared re pupils achieving and exceeding including data on performance of PEF children. Support and challenge planned for targeted pupils not making expected progress or behind.

Professional dialogue and collegiate activities between stage partners at Early First and Second evidence improved confidence of teachers in making reliable and valid CfE Level Achieved judgements. Moderation of writing at ASG level & LA level supported teachers in consistency of standards using benchmarks.

Revised reporting format to improve the quality of reported evidence and reflect previous dialogue between the learner, teacher and parent/carer.

Reporting on level achieved: Teachers now report to parents/carers on the most recent level achieved for Numeracy and Mathematics, Literacy and English, therefore meaningful, evidence based descriptions of progress have replaced developing, consolidating, secure with a focus on strengths successes and areas for development. Further guidance on reporting on CfE level achieved to better inform parents about next steps where a child is learning at the next level for aspects of a curriculum area has been frequently highlighted through professional dialogue as an area for further development.

SNSA tests for P1 / P4 / P7 training for all involved. Engagement of staff in administration and interpretation of SNSA assessments at P1, P4 and P7. Diagnostic information re gaps in understanding in areas of Literacy and Numeracy which can be addressed.

From the evaluations of Class Teachers and Senior Managers during the Emerging Literacy Networks in March 2018 and the evaluations of the Sharing/Celebration Networks in May/June 2018 practitioners are paying attention to children's strengths and gaps in their foundational skills, using the assess-plan-teach cycle to differentiate their teaching and learning to children's needs. There has been clear progress in children's foundational literacy development between September 2017 and May 2018.

By the end of Primary 1, almost all children have developed the earlier elements of Phonological Awareness which are foundations of the phonemic awareness which support effective reading and writing.

By the end of Primary 1, almost all children have developed the foundational skills which lead to efficient handwriting.



All P1 children have been assessed on the four key skill areas of Concepts of print, oral Language, Phonological Awareness and Pre-Handwriting. Groupings are informed by the Emerging Literacy Assessment information. Children's progress in key skills is tracked. The trackers for the key skills are used as a tool for ongoing learning teaching and assessment demonstrating the progress children are making throughout the session and gaps in foundational skills are addressed through the Emerging Literacy approach together with data from Talk Boost Assessments.

All teachers have improved skills of data analysis focused on improvement.

Excellence and Equity

Teachers plan timely interventions for disadvantaged pupils to ensure that these pupils have supported access to enrichment activities eg after school clubs, school visits and booster classes.

Step Physical Literacy Programmes has been introduced as part of PEF initiative - teachers identified through tracking information and used health and wellbeing data to identify pupils who might benefit from work on improved concentration and focus

Homework Club for targeted pupil -every Thursday after school delivered by class teacher and PSA including parental involvement to show how pupils can be best supported with homework tasks. Positive impact in pupil and parental questionnaire.

Reading Wise Decoding and Comprehension support for identified pupils delivered monitored and impact over time measured by PSA. Data shows progress made in reading age scores pre and post intervention.

Active Schools (Victor) - Tuesday and Thursday lunchtime clubs have been well received by most pupils. Some PEF/SIMD pupils were not keen on 'enforced' lunchtime clubs as they enjoyed their free time with friends.

Boys were very receptive to having more structured football sessions at lunchtime, especially those who struggled with rules at unsupervised football sessions. Planning includes a league for P4-P7 next session.

#### Next Steps:

- From 2018/19, the Scottish National Standardised Assessment (SNSA) will be the main standardised assessment tool. SNSA will be used for diagnostic purposes and to support professional judgement of achievement of Curriculum for Excellence (CfE) levels. Additionally, CfE Benchmarks alongside evidence of learning will inform pupil progress and attainment.
- Further develop approaches to assessment more closely informed by the curriculum benchmarks with an appropriate balance between ongoing and periodic assessment.
- Link professional judgement of CfE levels to a more robust evidence base.
- Continue to develop collaboration with stage partners to support planning and the use of AIFL strategies, assessment and moderation.
- Link professional judgement of CfE levels to a more robust evidence base where pupils are involved in target setting and profiling their achievements.
- Improvements in parental engagement to highlight next steps in learning and share ways in which parents can support their child's progress.



## Pupil Equity Fund 2017-2018 (Budget £)

### Evaluation of Intervention Impact

#### Plan 1: Homework Help Club £1,600 salaries class teacher and PSA 8 months

##### Impact and Evidence

Response to the provision of the **Homework Help Club** was overall very positive. Information gathered from the focus group and observations suggests that the quality of engagement and the level of co-operation from all involved in the project was very commendable. It provided a safe, relaxed and structured environment with appropriate resources for students to communicate among themselves and with trusted adults their individual learning needs, thus enhancing their skills and knowledge.

##### Parental Feedback:

Questionnaire responses from parents 90% revealed that they valued the opportunity to get practical support advice and guidance and they increased their confidence in their ability to support their children's learning, such as in Literacy simple strategies to help struggling reluctant readers improve their comprehension skills and in Numeracy fun activities to further develop mental agility. 80% said they would recommend the new homework club to other parents.

70% of parents reported their children tackling home based assignments more independently and 60% felt that it had taken the pressure off home where previously disagreements about homework was damaging the parent/child relationship and therefore outweighing any educational advantage.

Parents/carers increased their understanding and confidence in supporting their child with homework. This was measured using a 1-5 scale before and after the parent session.

##### Pupil Responses

Attendance participation and engagement levels remained high for the course of the programme (no dropouts) with only three pupils no longer attending due to personal circumstances. There have been many enquiries from pupils and parents out with the PEF criteria to join homework club. It is perceived as a fun and relaxed social environment with less rigid than the school setting where the teachers help you if you need extra support to finish tasks or find it difficult to do homework at home and finish a task within a timeframe.

The snacks help you concentrate! 80% I enjoy coming 65% I am more confident about reading tasks 60% I like school better now 60% I am more confident about doing homework at home 50 %

Focus group responses, observations and parental feedback with parent/carers and the teacher/helpers are of the view that there were notable improvements in self-confidence and self-esteem since attending homework club.

Tracking of CfE data, assessments and professional dialogue of the targeted group indicate pupils are making expected progress to being on track with their learning and attainment.

#### Plan 2: Reading Wise £2,400 one year subscription

##### Impact and Evidence

Pupils have positively participated in the Reading Wise sessions and responded well to the personalised nature of the programme and enjoy working for tokens. This was monitored by reviewing on /off task behaviour and accuracy data after each session.

Pupils reading aloud a familiar piece of text adding expression and can show understanding. This was measured by a scale of 1-5 with 5 being extremely confident.

The Reading Wise programme implemented by a PSA has been used with targeted children from Primary 4-7 where data indicated they were not on track with identified gaps in Reading CfE levels.

Data from tracking, professional dialogue and CfE levels shows progress in increased word attack skills and spelling accuracy of all targeted pupils with at least 9.4 months increase in reading age and all attaining expected levels of attainment in Reading (First and Second) by June 2018



**Plan 3: Active Schools Coaching (Staffing) £1,200 4 months  
Pupil empowerment, social action and teambuilding**

**Impact and Evidence**

To improve soft skills including resilience, respect, tolerance, responsibility and relationship building.  
To improve personal and social development including confidence and self-esteem of the participants.  
Reduction in behaviour issues over school lunch time periods and improve wider participation for disadvantaged pupils

An Active Schools Assistant (Victor) is based in the school to work with identified pupils to help them engage in activity, both in curricular and extra- curricular time. They deliver sporting activities, as well as supporting pupils to take part in PE and work on a 1-2-1 basis with pupils to support increased participation and engagement. Bespoke sport and physical activity interventions on a small group basis organised for identified children.

SHANARRI Wheel during lifecycle of intervention – before, during, after, on GIRFEC App, Individual report on pupil as requested by school. Standard Active Schools monitoring reports – ASMO Reports

This intervention is ongoing and is in the very early stages of implementation. Unstructured interviews with pupils, class teachers and parents are positive and enthusiastic for the classes to continue. Classroom delivery fully integrates communication on pupil engagement/performance within delivery. Active school's instructor is building positive relationships with targeted individuals and readily gives verbal feedback liaising with teachers before and after every session, discussing engagement/performance at individual pupil and whole classroom levels.

A pupil questionnaire will measure impact and report on outcomes for targeted pupils at end of 12 week block this intervention will continue next school year.

**Plan 4: Bounce Back Resources £ 900**

**Impact and Evidence**

**Part of school improvement Plan to develop Health and Wellbeing curriculum**

Bounce Back promotes positive mental health and wellbeing and teaches children to act resiliently when faced with challenges and adversity. It focuses on social, emotional and life skills through cooperative learning activities.

**There are three books: K-2 = Age 5-7 K3+4 = Age 8-10 K5-7 = Age 10-14.**

PEF funding was used to enable staff to deliver this programme to improve overall social and emotional skills. It will take a longer period before all staff fully understand the background and rationale of the programme to effectively implement and embed the teaching and learning and evidence results in improved outcomes for learners. Whole school planning of themes linked to experiences and outcomes have been introduced to support implementation but is still in the early stages with staff changes affecting valid and reliable impact measurement. There are a number of assessment tools which come with Bounce Back for teacher self-reflection and for the children to give indications baseline data of how pupils feel in school/class and these will support development of qualitative data for health and wellbeing.

**Plan 5: Number Talks Books and Staff Training £800**

**Impact and Evidence**

The implementation of 'Number Talks' to provide a format for all teachers to build in regular opportunities for pupils to focus on their own strategies. Teachers use the purchased resources to develop conceptual



understanding of number and send out messages which promote growth mindsets. The pedagogy provides opportunities for pupils to make their thinking visible and to communicate their understanding of number. This is done in a safe environment, where all responses are valued and where mistakes could be regarded as learning opportunities. Pupils were actively encouraged to communicate and share their ideas using mathematical vocabulary and transfer these skills to all areas of the curriculum. Professional dialogue reported that many pupils from SIMD 1 and 2 have developed maths anxiety and this anxiety had a significant effect on the ability of these pupils to develop a conceptual understanding of number. Assessment data suggests there is a need to develop pupils' early number skills and a conceptual understanding of number is essential for pupils to progress in numeracy and mathematics.

We are measuring the impact of this numeracy intervention using baseline assessments and tracking pupils' attainment, particularly, the attainment of those in (SIMD) deciles 1 and 2. Initial feedback indicates that the Number Talks methodology and growth mindset messages are being well received by pupils and teachers. Teachers are engaging with methodologies that develop pupils' conceptual understanding of number and provide opportunities for young people to develop strategies which will improve numeracy skills. Further, good practice is being discussed, collated and shared through the ASG . By sharing and defending their strategies and solutions, pupils are being given the opportunity to collectively reason about numbers while building connections to key concepts in maths. The skills and mindsets being developed within this project are set in a numeracy context but these skills and mindsets are transferable to other areas of learning, life and work.



## Core Quality Indicator Evaluations – School

Quality Indicator	School Self-Evaluation
1.1 Self-evaluation for self-improvement	3
1.3 Leadership of change	4
2.3 Learning, teaching and assessment	4
3.1 Ensuring wellbeing, equity and inclusion	4
3.2 Raising attainment and achievement	4

## Core Quality Indicator Evaluations – ELCC (where appropriate)

Quality Indicator	ELCC Self-Evaluation
1.1 Self-evaluation for self-improvement	3
1.3 Leadership of change	3
2.3 Learning, teaching and assessment	4
3.1 Ensuring wellbeing, equity and inclusion	4
3.2 Securing Children's Progress	3

6	Excellent	outstanding sector leading
5	Very Good	major strengths
4	Good	important strengths with some aspects for improvement
3	Satisfactory	strengths just outweigh weaknesses
2	Weak	important weaknesses
1	Unsatisfactory	major weaknesses



## Capacity for continuous improvement statement

St. Joseph's RC School has continued capacity for improvement in all areas of the curriculum. Its Catholic mandate to serve others ensures that the values of the school are promoted throughout the whole school community and as a result there is high motivation to get things right for all children, as well as building the capacity of staff to drive improvement forward.

A full staff complement at the beginning of the 2018-2019 session ensures that the school's capacity for change is improved. An extensive consultation on changes to the curriculum for the redevelopment of its rationale and design will ensure that there is significant parental engagement throughout the year, giving the school a clear picture of what parents want and need for their children. It is clear from parents that they would like a different approach to learning about their child's progress. Information with regard to this will be gathered throughout the school session and will become a feature of change in the 2019-2020 session. This will allow the new Headteacher time to establish herself within the school and to get to know the school community.

The school has already carried out a number of self-evaluation activities which give good direction for change. These consultations, carried out prior to the end of last session, along with the consultation for the Pupil Equity Funding and a very-well attended Parent Council meeting on 5th September 2018, demonstrate the commitment of parents to the life and work of the school as well as their interest, skills and abilities in supporting school improvement. Similar questionnaires carried out with staff demonstrate an equally high level of commitment to the school and its community.

The school team has consulted with pupils, already engaging with the pupil-oriented self-evaluation toolkit 'How Good is OUR School?' This will be extended in the 2018-2019 session as part of the work on the Curriculum Rationale and Design.

The highly professional DHT, Mrs Fowler, and Principal Teacher, Mrs Lacaze, have demonstrated their commitment to the school through the work they have carried out over the course of the 2017-2018 session in challenging circumstances. Recent advertisements in the press for staffing may well yield a support for learning teacher who we hope will support teaching staff in their work.

There is recognition within the broader RC school community that RC teachers are not widely available, however St. Joseph's RC School is lucky to have a high number of RC teachers and ALL teachers are very committed to the school's ethos. Mrs Lindsay (HT), Mrs Fowler (DHT) and Mrs Lacaze (PT) are committed to ensuring all our teachers get the support they need to deliver the RC curriculum in their class and thus have broad remits, with their skills widely spread to ensure all staff - teaching and non-teaching, as well as the children, have the support they need to progress in their learning. The school's attainment is high and we endeavour to continue to improve it.



# IMPROVEMENT PLAN 2018-2019

St. Joseph's RC School





**PART TWO: School Improvement Plan 2018-2019 - Key Priorities informing Improvement Planning (National, Local and Service /School)**

National Priorities	Local Authority Priorities	Agreed service / school priorities
<p><b>Cross cutting themes</b></p>	<ul style="list-style-type: none"> <li>Expand Early Learning and Childcare by 2020.</li> <li>Utilise Partnership Forums to address the 4 NIF priorities.</li> <li>Establish Aberdeen as a UNICEF Child Friendly City.</li> <li>Continue to refine approaches to GIRFEC to improve the outcomes of children and young people</li> </ul>	<ul style="list-style-type: none"> <li>Expansion of Early Learning and Childcare</li> <li>Increased collaboration across schools and ASGs</li> <li>Improvement Methodology</li> </ul>
<p><b>NIF Priority 1: Improvement in attainment, particularly in literacy and numeracy</b></p>	<ul style="list-style-type: none"> <li>Locality Plans seek to increase attainment of children in Priority Areas on entry to P1.</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy</li> <li>Early Years' Literacy</li> <li>Curriculum Design and Rationale (continued)</li> </ul>
<p><b>NIF Priority 2: Closing the attainment gap between the most and least disadvantaged children.</b></p>	<ul style="list-style-type: none"> <li>Close the Gap through effective multi-agency working</li> <li>Increase data literacy at all levels of the system</li> </ul>	<ul style="list-style-type: none"> <li>Closing the Poverty Related Gap – Measures and Outcomes</li> </ul>
<p><b>NIF Priority 3: Improvement in children and young people's health and wellbeing.</b></p>	<ul style="list-style-type: none"> <li>Improve mental health services, decrease rates of teenage pregnancy and reduce instances of bullying</li> <li>Increase access to high quality play experiences and effectively utilisation of outdoor space</li> <li>Reduce youth crime</li> <li>Embed UNCRC Rights agenda across the City and increase pupil participation in decision making</li> </ul>	<ul style="list-style-type: none"> <li>Adverse Childhood Experiences</li> </ul>
<p><b>NIF Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</b></p>	<ul style="list-style-type: none"> <li>Provide age appropriate employment skills for children and young people in schools</li> <li>Survey aspirations to sharpen our pre and post school supports</li> <li>Expand and improve post school learning and employment opportunities for children and young people</li> </ul>	<ul style="list-style-type: none"> <li>Learner Pathways</li> </ul>



<b>2018-2019 Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy</b>		
<p><b>NIF Priority</b></p> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people’s health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ol>	<p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children’s progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>	
<p><b>LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:</b></p> <ul style="list-style-type: none"> <li>• Children are safe and responsible</li> <li>• Children are getting the best start in life</li> <li>• Children are respected, included and achieving</li> </ul>		
<p><b>The ICS primary drivers have guided the formation of 4 key priorities for action:</b></p> <ul style="list-style-type: none"> <li>• Closing the Gap</li> <li>• Youth engagement and inclusion</li> <li>• Health and wellbeing</li> <li>• Community safety and environment</li> </ul>		
<b>HGIOS?4 QIs</b>		
<ol style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership of management and staff</li> <li>1.5 Management of resources to promote equity</li> </ol>	<ol style="list-style-type: none"> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> </ol>	<ol style="list-style-type: none"> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement</li> <li>3.2 Securing children’s progress (ELC)</li> <li>3.3 Increasing creativity and employability</li> </ol>
<b>Curriculum for Excellence – Entitlements for all children and young people</b>		
<ol style="list-style-type: none"> <li>1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.</li> <li>2. Every child and young person is entitled to experience a broad general education.</li> <li>3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four</li> </ol>	<ol style="list-style-type: none"> <li>4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.</li> <li>5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide.</li> <li>6. Every young person is entitled to support in moving into a positive and sustained destination.</li> </ol>	



capacities and also obtain qualifications.

**Improvement Priority 1a:  
Improvement in attainment - Literacy**  
**Lead Responsible: DHT Orla Fowler**  
**Partnership Forum (where appropriate):**

**Expected Outcome(s) for whom, by when, by how much?**

Increase in attainment by 5% in writing for current P3s and P6s by June 2019.  
Greater teacher confidence in planning for assessment and using benchmarks.

Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
<ul style="list-style-type: none"> <li>Emerging literacy tracking tools will identify next steps in learning for individuals and groups</li> <li>SNSA data</li> <li>Confidence in teacher judgement when measured against benchmarks; attainment data; professional dialogue in tracking and planning meetings</li> <li>Moderation activities in writing will demonstrate improved use of vocabulary across the school and improved writing</li> <li>Learner and parent feedback</li> <li>Teacher confidence questionnaires pre and post training</li> </ul>	Tasks to Achieve Priority 1a	PEF/ SAC	Resource	Who?	By When?	
	Continued implementation of Emerging Literacy programme in Nursery and P1. Extend to include P2 and P3 where needed.		EL programme	Orla Fowler and working group plus whole school	ongoing	
	Further use of progression frameworks and benchmarks to support planning assessment and moderation of literacy and language. Use of SNSA data to inform teaching and learning and to support planning of next steps in learning.		ASG and school level resourcing	ASG	ongoing	
	Continued vocabulary development across all levels using Early Talk Boost and Talk Boost. Introduce Word Aware in middle to upper stages to enhance vocabulary and to improve spelling accuracy.	√	Supplement resource if needed, including training for new staff.	Orla Fowler and working group plus whole school	Ongoing and WA introduced by Feb 19	
	Evaluate spelling programmes currently used in school with a view to changing the approach to spelling to reflect best practice.		HGIOS 4 for thematic SE	Member of working group	By Jan 19	



	Use digital technologies to enhance teaching of vocabulary and spelling.		Explore Sumdog for Literacy	Subgroup	ongoing	
	Continued implementation of Reading Wise programme to support learners with difficulties in skills for reading.	√	Renew license Apr 19	ongoing	ongoing	
	Audit of approaches to assessment, support and creation of dyslexia-friendly environment.		Audit tool from Dyslexia toolbox	Subgroup	Feb 19	
	Approaches to writing to be enhanced through whole-school use of PAL (Purpose, Audience, language and Layout) for literacy across learning and in particular in transition to academy activities.		ASG time – transition programme	ASG	July 2019	
	Include parents in literacy developments to support engagement and family learning, including additional literacy support through homework club.	√	School planning	Working Group	July 2019	

### Monitoring Progress and Evaluating Impact

*(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)*

Impact and Evidence – Priority 1a



Improvement Priority 1b: Improvement in attainment - numeracy Lead Responsible: CT Erin McGowan Partnership Forum (where appropriate): n/a		Expected Outcome(s) for whom, by when, by how much? Increased attainment in numeracy by 5% across the P3 and P6 year group and greater teacher confidence in planning for assessment and using benchmarks.				
Impact Measures (How will we know?) Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
	Tasks to Achieve Priority 1b	PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	
<ol style="list-style-type: none"> <li>Improved attainment for learners with numeracy difficulties via attainment data and in-class assessment</li> <li>Professional dialogue and moderation will evidence increased participation and clarity of thought in Number Talks</li> <li>Positive feedback reflecting usefulness of Homework Club</li> <li>Improved engagement of learners and positive feedback at end of session through self-evaluation activities</li> <li>Greater confidence in using benchmarks to assess learning and plan next steps.</li> </ol>	Embedding of consistent approach to Number Talks across Early, First and Second and maths recovery interventions through SEAL programme.	√	Dedicated collegiate time with ASG; staff meetings	Erin McGowan with working party, feeding back and creating action plan for whole staff.	ongoing	
	Continued development of maths vocabulary through ASG collegiate work.				ongoing	
	Enhanced delivery of maths and numeracy by further use of digital technologies.				ongoing	
	Moderation of numeracy activities at school and cluster level.				Dedicated time tbo incl.in service	
	Incorporating holistic assessment into planning and evaluation; use of progression frameworks and benchmarks for planning and assessment; use of SNSA data to inform next steps in learning.		ASG planned meetings		peer planning and moderation of L and T	
	Parental engagement and family learning activities to be organised to assist understanding of mathematical approaches and processes.		Maths Co-ordinator to organise; school staff to support		Termly opportunities – at class or	



			activities		school level.	
	Promotion of Maths Week and Read, Write Count at Early Level.		Planning for L and T – whole staff; cur Rat and design plan		Sept 2018 to be embedded annually as part of Curriculum design	
	Address identified numeracy needs in mathematics via the PEF funded Homework Help Club.	√	2 x staff to run club with parental engagement		Starting end Sept 2018 til July 2019	
<b>Monitoring Progress and Evaluating Impact</b> <i>(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)</i>						
<b>Impact and Evidence: Priority 1b</b>						



**2018-2019 Improvement Priority 2:**

**Closing the attainment gap between the most and least disadvantaged children / young people in School / Academy.**

**NIF Priority**

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people’s health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

**NIF Driver**

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School Improvement
- Performance Information



**LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:**

- Children are safe and responsible
- Children are getting the best start in life
- Children are respected, included and achieving

**The ICS primary drivers have guided the formation of 4 key priorities for action:**

- Closing the Gap
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

**HGIOS?4 QIs**

1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
1.2 Leadership of learning	2.2 Curriculum	3.2 Raising attainment and achievement
1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Securing children’s progress (ELC)
1.4 Leadership of management and staff	2.4 Personalised support	3.3 Increasing creativity and employability
1.5 Management of resources to promote equity	2.5 Family learning	
	2.6 Transitions	
	2.7 Partnerships	

**Curriculum for Excellence – Entitlements for all children and young people**

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| <ol style="list-style-type: none"> <li>1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.</li> <li>2. Every child and young person is entitled to experience a broad general education.</li> <li>3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.</li> </ol> | <ol style="list-style-type: none"> <li>4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.</li> <li>5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide.</li> <li>6. Every young person is entitled to support in moving into a positive and</li> </ol> |
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sustained destination.



**Improvement Priority 2:**  
**Closing the attainment gap between the most and least disadvantaged children / young people in School / Academy**  
**Lead Responsible: Sinéad Lindsay and Orla Fowler**  
**Partnership Forum (where appropriate):**

**Expected Outcome(s) for whom, by when, by how much?**  
 Attainment in numeracy and literacy for targeted group increased by 5%.

Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress	
		PEF/ SAC	Resource Time / People / CLPL	Who?		By When?	On Track
							Behind Schedule
							Not Actioned
<ul style="list-style-type: none"> <li>Feedback from parents and targeted learners regarding homework club</li> <li>Wellbeing assessment repeated demonstrates changes to results in inclusion and safety in particular</li> <li>Tracking CfE attainment over time – pre and post intervention</li> <li>Leuven scale data</li> <li>Success of lunchtime and afterschool clubs.</li> </ul>	<b>Tasks to Achieve Priority 2</b>						
	Weekly homework club to support Literacy and Numeracy for targeted group of pupils	PEF	1x teacher, 1xPSA to support	Ms Mills, Mrs Pruzik	Ongoing for whole school year		
	Embed HWB programme Bounce Back for positive mental health and wellbeing		Collegiate time	Working Group	ongoing		
	Play Therapy introduced one day a week for a small number of targeted children with attachment and social communication issues.		Partnership Fiona Collinson (Play Therapist)	SL	Started by end Sept 2018		
	Transition support one afternoon a week for P6 and P7 universal and targeted pupils to support mental health issues as part of in-school transition to academy programme.		Partnership Ingrid Stanyer (guidance counsellor)	SL	Started by end Oct 2018		
	Staff training in <i>We Eat Elephants</i> – resilience and mental health as early intervention programme.		School nurse	X5 members of staff	9 <sup>th</sup> November onwards		

**Monitoring Progress and Evaluating Impact**  
*(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)*

**Impact and Evidence: Priority 2**



**2018-2019 Improvement Priority 3: Improvement in children and young people’s health and wellbeing.**

**NIF Priority**

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people’s health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

**NIF Driver**

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School Improvement
- Performance Information



**LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:**

- Children are safe and responsible
- Children are getting the best start in life
- Children are respected, included and achieving

**The ICS primary drivers have guided the formation of 4 key priorities for action:**

- Closing the Gap
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

**HGIOS?4 QIs**

1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
1.2 Leadership of learning	2.2 Curriculum	3.2 Raising attainment and achievement
1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Securing children’s progress (ELC)
1.4 Leadership of management and staff	2.4 Personalised support	3.3 Increasing creativity and employability
1.5 Management of resources to promote equity	2.5 Family learning	
	2.6 Transitions	
	2.7 Partnerships	

**Curriculum for Excellence – Entitlements for all children and young people**

1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.
2. Every child and young person is entitled to experience a broad general education.
3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain
4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.
5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide.
6. Every young person is entitled to support in moving into a positive and sustained



<b>qualifications.</b>	<b>destination.</b>
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<p><b>Improvement Priority 3:</b>  <b>Improvement in children and young people’s health and wellbeing</b>  <b>Lead Responsible: Sarah Bronzite</b>  <b>Partnership Forum (where appropriate): MARG / EPS / SLT</b></p>	<p><b>Expected Outcome(s) for whom, by when, by how much?</b>  All children identified with an ASC have clear communication tools in place to support them by end of this session. All staff have a greater awareness of the rationale behind these tools and use them to support the whole class. Staff observations of children’s engagement (targeted children) support ongoing assessment of HWB outcomes.</p>
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Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress	
		PEF/ SAC	Resource Time / People / CLPL	Who?		By When?	On Track
							Behind Schedule
Not Actioned							
<ul style="list-style-type: none"> <li>Leuven Scale and Wellbeing repeated assessment – evidences improved inclusion of children with ASN</li> <li>BB – dialogue with all staff; wellbeing assessment; tracking behaviour types and their reduction</li> <li>Consultation with Parents and multi-agency partners</li> <li>Tracking of behaviour incidents identifying [pattern and emerging picture of change.</li> </ul>	<b>Tasks to Achieve Priority 3</b>						
	MARG Group – Interventions from this group to be measured and evaluated		PSA time extended; Sensory equipment purchased	SL	ongoing		
	Bounce Back – more focused implementation	√	Further texts and aligned resources purchased, collegiate time	Working group and CTs	Plan in place by Oct 2018		
	Autism-friendly school – extend use of visual communication tools across whole school; CLPL	√	Widget symbols, C in P prog., PSA time, associated sundries (rings, laminate), CLPL where nec.	SL CTs leading in own class	July 2019		
	Introduction of Leuven Scale to measure impact of interventions		Document, time to assess, list of PEF targeted and children with ASN	Identified lead in group	October break 2018		

**Monitoring Progress and Evaluating Impact**  
*(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)*

**Impact and Evidence: Priority 3**



**2018-2019 Improvement Priority 4:  
Improvement in employability skills and sustained, positive school-leaver destinations for all young people.**

**NIF Priority**

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

**NIF Driver**

- School leadership
- Teacher professionalism
- **Parental engagement**
- Assessment of children's progress
- **School Improvement**
- Performance Information



**LOIP 'Prosperous People' partially realised through the ICS 'Children are our Future' theme identifies 3 primary drivers:**

- Children are safe and responsible
- **Children are getting the best start in life**
- Children are respected, included and achieving

**The ICS primary drivers have guided the formation of 4 key priorities for action:**

- Closing the Gap
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

**HGIOS?4 QIs**

<p><b>1.1 Self-evaluation for self-improvement</b></p> <p><b>1.2 Leadership of learning</b></p> <p>1.3 Leadership of change</p> <p>1.4 Leadership of management and staff</p> <p>1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection</p> <p><b>2.2 Curriculum</b></p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p><b>2.7 Partnerships</b></p>	<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p><b>3.2 Raising attainment and achievement</b></p> <p>3.2 Securing children's progress (ELC)</p> <p><b>3.3 Increasing creativity and employability</b></p>
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**Curriculum for Excellence – Entitlements for all children and young people**

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| <p>1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.</p> <p>2. Every child and young person is entitled to experience a broad general education.</p> | <p>4. <b>Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.</b></p> <p>5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i></p> |
|---|---|



3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.

can provide.

6. Every young person is entitled to support in moving into a positive and sustained destination.

Improvement Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people Lead Responsible: Sinéad Lindsay Partnership Forum (where appropriate): Parents, local businesses		Expected Outcome(s) for whom, by when, by how much?						
<b>Impact Measures How will we know?</b> Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4		Specific Actions		QI 1.5 Management of resources to promote equity	QI 1.3 Leadership of change	Timescale	Progress	
		Tasks to Achieve Priority 4		PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	On Track
		Build meta-skills (skills for the future) into new curriculum design and curriculum rationale.			SDS website Cloud 9 tool	CD and R working group	December 2018	Behind Schedule
		Use of suite of Creativity tools (on ES website) in planning for learning.			ES website, collegiate time to discuss	All staff supported by working group	March 2019	Not Actioned
<ul style="list-style-type: none"> <li>Engagement of learners in focus groups and activities across school</li> <li>Professional dialogue with staff</li> <li>Consultation (evidence of) with parents</li> <li>Achievements of Pupil and Parent focus group</li> <li>Ongoing review (as part of collegiate plan)</li> <li>End of session evaluation and identification of next steps</li> </ul>		Make links with local businesses with a view to engaging support for use of these skills.		Parent support of focus group	Parent forum and focus group	Feb 2019		
		Teaching staff to make skills explicit when planning, talking about learning.			Visual resource for classroom; moderation of L&T	Working group and teaching staff	December 2018	
<b>Monitoring Progress and Evaluating Impact</b>								



*(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)*

Impact and Evidence: Priority 4

### 2018-2019 Improvement Priority 5: Development of a Curriculum Rationale

#### NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

#### NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information



**LOIP 'Prosperous People' partially realised through the ICS 'Children are our Future' theme identifies 3 primary drivers:**

- Children are safe and responsible
- Children are getting the best start in life
- Children are respected, included and achieving

**The ICS primary drivers have guided the formation of 4 key priorities for action:**

- Closing the Gap
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

#### HGIOS?4 QIs

1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
1.2 Leadership of learning	2.2 Curriculum	3.2 Raising attainment and achievement
1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Securing children's progress (ELC)
1.4 Leadership of management and staff	2.4 Personalised support	3.3 Increasing creativity and employability
1.5 Management of resources to promote equity	2.5 Family learning	
	2.6 Transitions	
	2.7 Partnerships	



### Curriculum for Excellence – Entitlements for all children and young people

1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.  
 2. Every child and young person is entitled to experience a broad general education.  
 3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.

4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.  
 5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide.  
 6. Every young person is entitled to support in moving into a positive and sustained destination.

**Improvement Priority 5: Curriculum Design and Rationale (Year 1 of 2 year strategic plan, year 2 to focus on Sharing Learning and Progress)**

**Lead Responsible: Head Teacher – Sinéad Lindsay**  
**Partnership Forum (where appropriate): Parent Council**

**Expected Outcome(s) for whom, by when, by how much?**

The draft curriculum design and rationale will reflect the design principles of CfE and will ensure personalisation and choice. There will be clarity of progression in curricular areas with local and national priorities embedded. Learner, parent and community consultation will have influenced the shape of the curriculum.

Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress	
		PEF/ SAC	Resource Time / People / CLPL	Who?		By When?	On Track
							Behind Schedule
							Not Actioned
<ul style="list-style-type: none"> <li>Consultation with all staff, learners, parents and local businesses</li> <li>Self-Evaluation - end of session evaluation of progress.</li> <li>Next Steps for Year 2 to be identified</li> <li>Analysis of data available through ACC Data Observatory</li> <li>Tracking and monitoring of available data through SEEMIS and SNSA analysis</li> <li>Cloud 10 / HGIOS 4 thematic self-evaluation activity</li> <li>Outcome of school community consultation event</li> </ul>	<b>Tasks to Achieve Priority 5</b>  Audit current practice: <ul style="list-style-type: none"> <li>Overview of IDL framework</li> <li>Learning pathways in 8 curriculum areas</li> <li>Interventions to support learning</li> <li>Outdoor learning</li> <li>Skills for L, L and W</li> <li>Sharing progress and profiling</li> <li>Creativity</li> </ul>		Working Group	Sinéad and Working Group	November 2018		
	Audit uniqueness of school, relevance and coherence in current plan.		Curriculum Development Time as per plan	Working Group	December 2018		



	Consultation with learners using HGIOS? Theme 2 – What do we want to learn?		Pupil Council – parent support. PSA support	Sinéad with Pupil Council	November 2018	
	Parental Consultation Event – What is it we want for our children? (Use Cloud 10 activity)		2 x events to capture as many as possible	Sinéad	November 2018	
	School Community consultation event – Skills for Learning, Life and Work (local businesses)		Pupil Council or other as part of focus group (business breakfast?)	Parent forum to support focus group	By February break 2019	
	Create draft curriculum plan and rationale.		2 members of working group, 2 days	Working Group	July 2019	

### Monitoring Progress and Evaluating Impact

*(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)*

**Impact and Evidence: Priority 5**



## Pupil Equity Fund Budget Allocation April 2018 - £7200

### Pupil Equity Fund Rationale 2018-2019

**‘All our work to interrupt the cycle of deprivation and its impact on children’s progress’.**

**Rationale of how you plan to use Pupil Equity Funding to provide ‘additionality’ to core service delivery in new or enhanced activity to close the poverty related gap. A clear contextual analysis which identifies the poverty related attainment gap and plans must be based on evidence of what is known to be effective at raising attainment for children affected by poverty. E.g. EEF (Education Endowment Foundation)**

### **5 Key Areas: Attainment; Attendance and Punctuality; Exclusion / Inclusion; Engagement; Participation**

### **Achieving Equity - Identified gap(s) to raise attainment; Targeted Interventions; Quintiles / Deciles**

#### **Analysis of data indicates**

Children receiving Free School Meals at St Joseph’s and those living in SIMD 1- 5 demonstrate a number of different needs. A proportion of these pupils with English as an Additional Language make full engagement and participation with school activities and opportunities for wider achievement a challenge. Coupled with this, a high number of our children use school transport to get to school each day as they are outwith our catchment area and have made a placing request to attend St Joseph’s. They do not have the opportunity to stay behind after school to take part in enrichment activities.

The identified gap for them is in the area of wider achievement which will be addressed by opportunities during the school day and across the whole school year. Targeted pupils will have access to more Active Schools involvement through lunchtime and after-school clubs. The PEF money will be used to employ coaches. We currently are awaiting information from the Active Schools Co-ordinator as to availability of coaches for athletics to work on resilience, self-esteem and inclusion – areas of concern highlighted and identified through SHANARRI wellbeing assessments.

We are going to plan specific interventions and track progress of individual pupils using a variety of measures e.g. Wellbeing indicators, Leuven scale, Reading Wise data, STEP (physical literacy) data and Bounce Back assessments.



Professional dialogue indicates that the majority of our children engage well with their learning, however, a small number of pupils, some of whom already have significant support, find it challenging to engage. Early indications suggest that support for social communication is making an initial difference with our current interventions Talk Boost, STEP, Reading Wise which we would wish to continue in order to measure impact over a longer time period.

In the absence of a Support for Learning teacher, the Pupil Equity Fund is vital in supporting our vulnerable learners through early intervention - identifying and supporting gaps in learning.

**\*Identified areas for PEF Funding 2018-19 identified from our self-evaluation:**

- Weekly homework club to support Literacy and Numeracy for targeted group of pupils
- Play Therapy introduced one day a week for a small number of targeted children with attachment and social communication issues.
- Transition support one afternoon a week for P6 and P7 universal and targeted pupils to support mental health issues as part of transition to academy programme.
- Staff training in *We Eat Elephants* – resilience and mental health as early intervention programme.
- Active Schools – tbc – sport / team games / athletics



**\*Please refer to detail of areas identified for Pupil Equity Funding in Improvement Plan Priority 2 - Closing the attainment gap between the most and least disadvantaged children / young people in St. Joseph's RC Primary School**

<b>QI 1.2 Leadership of Learning 2018-19</b>	
<b>Professional Engagement and Collegiate Working – Leadership at all Levels</b>	
<b>Whole School Initiatives E.g. Working Group; Pupil Groups; Maintenance Areas</b>	<b>Leader(s) Promoted and Unpromoted Staff</b>
<b>Working Groups:</b> HWB, Literacy, Numeracy, Curriculum Design and Rationale (inc. DYW)	Curriculum Rationale and Design – Sinéad Lindsay Literacy – Orla Fowler HWB – Sarah Bronzite Numeracy – Erin McGowan
<b>Pupil Groups:</b> Pupil Council, Eco, Fairtrade, Rights Respecting School, Digital Leaders, DYW Focus Group	Pupil Council – SL Eco –Fiona McAllister (PSA) Fairtrade – Becky Carroll, Rory Buchanan (Class Teachers) ,Sharon Reid (PSA) Rights Respecting School – Louise Lacaze (PT) DYW – parent, children and teacher focus group Digital – Claire Pirie
<b>Other Roles:</b> Data Protection Officer, 1 +2, STEP (Physical Literacy)	Data Protection Officer – SL 1 +2 – Louise Lacaze STEP – PSA group Medical needs and First Aid – Nicola Edwards (PSA)
<b>Maintenance</b> <ul style="list-style-type: none"> <li>• Digital learning – rollout of google classroom and training in G suite.</li> <li>• GIRFEC training - improvement in processes and reporting procedures via Pastoral notes plus SLT training in Wellbeing App</li> </ul>	



<p>and Child Protection procedures and greater understanding of cumulative childhood neglect.</p> <ul style="list-style-type: none"> <li>• Bounce Back</li> <li>• ACE training for management and staff when available</li> <li>• Loose parts play (whole school approach)</li> <li>• Library</li> </ul>	
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### Summary of Improvement Plan 2018-19 Consultation Process (Including Pupil Equity Funding)

Participants	Engagement Event	Date
<b>Staff</b>	Self-evaluation Questionnaire,	May 2018
<b>Children / Young People</b>	Self-evaluation Questionnaire	May 2018
<b>Parents</b>	Self-evaluation Questionnaire	June 2018
<b>Partners and Volunteers</b>		
<b>Associated School Group</b>	Ongoing throughout year through both partnership forum and ASG meetings.	
<b>Partnership Forum Group</b>	EPS Service Review SLT Service review	June 2018



Date uploaded onto website

