

**Improvement Plan 2015-2016**

**Establishment: Saint Patrick’s Primary School**

**Maintenance Agenda**

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| **Focus** | **Next Steps** |
| **Reciprocal Teaching**  Staff developed a whole school strategy for the implementation of reciprocal teaching and as a result the four strategies were introduced across all stages. A reading wall was established in every classroom. Staff felt that peer learning visits were beneficial in terms of observing the progression in skills. | * Maintain the momentum next session and ensure that the approach continues to be embedded at all stages. * Establish a reading wall in all classrooms. * Build up a bank of passages. * Make staff aware of Our Cloud resource |
| **Pupil Council**  The Pupil Council have worked hard to make sure the school is a better place by giving every pupil a voice, to share their ideas with others. To this end the Pupil Councilors created suggestion boxes for each class. These suggestions are sorted into achievable/not achievable and acted upon accordingly, e.g. the organisation of a fun day to raise school funds and a Christmas jumper competition. They had started to think about the creation of a school newspaper.  The children thought it would be to organise a careers day so that pupils could think about what they might want to do in the future.  They also wanted to get better computers and whiteboard pens. | * Involve children in organising a careers day (see STEM priority) * Seek children’s views with regard to the creation of a STEM Hub, including the re-organisation of the ICT Suite. * Consider starting a pupil newspaper. * Speak to Mrs Roache before ordering new whiteboard pens. |
| **Eco Schools Committee**  Every class engaged with a Sustainability topic to help raise awareness of the need to look after our environment. The committee worked with a Sustainability Development Officer to measure the energy usage in school.  The committee supported the JRSOs with Walk to School Week and worked alongside the Pupil Council to organise fun day. This included an Eco bingo/quiz/wellie throw/treasure hunt.  The committee grew their own fruit and veg. | * Raise awareness of our carbon footprint, perhaps by raising the profile of cycling, for example. * Organise an Eco Fashion Show to promote the 3Rs – Reduce, Reuse, Recycle. * Have more of an input at assemblies. |
| **Rights Respecting Schools**  Our RRS committee meet regularly across the session and discuss many topical issues such as the earthquake in Haiti. They organised an assembly to impart their knowledge to others about the latter and other global issues affecting children.  In February 2015, our school was awarded a Recognition of Commitment certificate. | * Work towards the Rights Respecting Schools Award,   Level 1.   * Organise whole school assemblies * Invite in guest speakers from relevant agencies. * Organise a focus day(s) |
| **Fair Trade**  Staff were encouraged to incorporate Fair Trade in lessons during our Health & Wellbeing block in term 4 and a folder of resources was provided to support this. This led to the achievement of the FairAware Award in June 2015. We are now working towards the FairActive Award. | * Restart our Fair Trade committee. * Establish a Fair Trade tuck shop. * Invite relevant speakers to assemblies. * Organise whole school event(s). |
| **Junior Road Safety Officers**  The JRSOs organised a winter road safety promotion (Be bright when there is no light). In addition they taught younger children strategies for crossing the road safely (Stop, Look, Listen). They organised competitions based on the latter themes, as well as a highly successful Walk to School Week. They were also involved in the creation of a School Travel Plan. | * Continue to promote road safety in an interesting and fun way – competitions, Power Point presentations, rhymes, etc. * Encourage children to walk to school in an attempt to decrease car pollution and increase children’s fitness. |

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**Service Priority: BGE/IDL Raising Attainment and Achievement**

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| **Focus Area** | **Specific Action** | **Timescale** | **Personnel Responsible** | **Resources including External Support** |
| 5.1 The Curriculum  Theme 1:  The Rationale & Design of the Curriculum | Constantly revisit & promote our vision & values through:   * Launch of our new school prayer * Use of new school certificate * Programme of assemblies * Revisit use of display boards in corridors * Re-organisation of entrance   Promote & sustain an ethos of achievement:   * Introduction of achievement books in each class. * Use these books at assembly to praise and celebrate achievement. * Make better use of the screen at the entrance to highlight personal achievement.   Refresh our curriculum overview:   * Identify the focus for IDL projects across a session. * Use Es and Os to plan for progression in knowledge and skills. | Terms 1-4    Terms 1-4    Terms 1-4 | SMT & focus groups of staff    SMT & class teachers    HT & class teachers | Finance for: graphic designer; external noticeboard (£198); 2 x tables for entrance; leaflet stand (£223.85); acid etch logo for window at front (£54 + £25).    Floor Books – 13 x £2  Re direct use of a lap top in connection with the screen at entrance. |
| *Links to Annual Evaluation Programme:*   * *5.5 Expectations and Promoting Achievement* | | | | |

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| **Expected Outcomes/Impact**   * Staff, pupils, parents and all stakeholders are clear about our vision for the school and share this vision. * Children feel that their personal achievements are recognised, promoted and valued. * Children, including those with ASN, make good progress from their prior learning. * Children are developing the 4 capacities and becoming successful learners, confident individuals, responsible citizens and effective contributors. * Staff use the Es and Os to provide well planned and coherent learning across all curriculum areas. | **Monitoring and Evaluation**   * Sampling views about how the process of sharing our vision and values is being undertaken from children, staff, parents, Parent Council. * Pupil Dialogue/direct observation - evaluate the extent to which the children are motivated and eager participants in learning & in the wider life of the school. * Analyse data such as Active Schools report/attendance figures in relation to above. * Monitor how well the floor books/ screen/ noticeboards/ certificates, etc. are being used across the school and measure their effectiveness in terms of celebrating and tracking wider achievement. * Tracking meetings * Annual calendar of assessment * Forward plans & evaluations * Staged intervention plans & evaluations. * Begin to track the coverage of Es and Os across a 2 year cycle. |

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**Establishment: Saint Patrick’s Primary School**

**Service Priority: Languages 1 + 2** **BGE/IDL**

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| **Focus Area** | **Specific Action** | **Timescale** | **Personnel Responsible** | **Resources including External Support** |
| French    Italian | Familiarisation with P.2 WDC resources and support materials.  Implementation of L2, 1+2 Languages Programme:   * P1: P1 L2 Programme * P2-P7: P2  L2 Programme * Communication with parents   Foreign Language Assistants to support establishments    Primary Language Learning (PLL) L2 & L3 Twilight Training: French, Spanish, German, Italian. Additional Pedagogical Training - SCILT    L3 Pilot: Interdisciplinary Learning Programmes | Term 1  Terms 1-4    Term 2    Term 2    Term 3 | L1 + 2 Coordinator (M. Lang), CTs, LAs.  Working party – C.Brown, C.Kenney, L.McCafferty, S.Timoney, K.Todd, JA MacNeil  Development Officer/FLAs/  1+2 Coordinator  Development Officer/PLL Trainers/SCILT  Development Officer/FLAs/  1+2 Coordinator  As above  S. Timoney  F. King | * Time on in service day * WDC 1+2 Languages website * WDC materials * Languagenut resource      * Foreign Language Assistants: French 2, German 2, Spanish 3, Italian 1 - £51,666. * WDC materials * PLL Trainers * Scotland National Centre for Languages (SCILT) * WDC 1+2 Languages website * WDC Materials * Education Scotland Materials |
| *Links to Annual Evaluation Programme:*   * *8.1 Partnership with the Community, Educational Establishments, Agencies and Employers* | | | | |

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| **Expected Outcomes/Impact**   * Progressive  and coherent CfE curriculum programme for Modern Languages 3-18 * Learners will experience challenging, quality learning experiences in modern languages | **Monitoring and Evaluation**   * Feedback from head teachers, class teachers and L1 + 2 coordinators * Classroom observations * Display & portfolios * Learners focus groups * Parent surveys |

**Improvement Plan 2015-2016**

**Establishment: Saint Patrick’s Primary School**

**Service Priority: Raising Attainment and Achievement STEM BGE/IDL**

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| **Focus Area** | **Specific Action** | **Timescale** | **Personnel Responsible** | **Resources including External Support** |
| Raising Attainment in Numeracy & Mathematics  Pilot in P.4 | Research Question:   * ‘Does a reciprocal teaching approach give pupils the tools to unlock problems & does using Cognitively Guided Instruction give them the strategies to solve the problems?   Interventions:   * The 4 reciprocal teaching strategies. * Cognitively Guided Instruction.   Staff Collaboration:   * Think-Alouds & scaffolding * Plan learning experiences/learning visits * Decide methods of assessment * Analyse data   Instruments of Assessment:   * *see SIP project* * ‘Myself as a Learner’ attitudinal surveys * Teachers’ observation schedule. | Terms 1-2 | HT &  B. Strain  M.A. Robertson  WDC staff:  A. Graham  J. McGrogan | * Staff involved in SIP project * Collegiate time to enable P.4 teachers to meet & plan & to review project. * Finance for supply to facilitate learning visits. * Photocopying costs for assessments & survey.   Partnerships:   * Glasgow University * Crookfur Primary, East Renfrewhire * St. Michael’s & Linnvale Primaries, West Dunbartonshire |
| *Links to Annual Evaluation Programme:*   * *8.1 Partnership with the Community, Educational Establishments, Agencies and Employers* | | | | |

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| **Expected Outcomes/Impact**   * Increased attainment in numeracy & mathematics. * Capacity building of staff; greater expertise in delivering quality experiences in numeracy & mathematics. * Enhanced professional dialogue through collaboration & sharing of good practice across the authority/within own establishments. * Consistency of approach to raising attainment in shared methodologies. * Analysis of data leading to improvements in future performance of learners. | **Monitoring and Evaluation**   * Data analysis – baseline & follow up assessments; attitudinal survey; GL Assessments in Mathematics. * Observation of teaching & learning approaches. * Staff engagement in enhanced professional dialogue to answer research question & decide next steps for improvement. |

**Improvement Plan 2015-2016**

**Establishment: Saint Patrick’s Primary School**

**Service Priority: RERC BGE/IDL**

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| **Focus Area** | **Specific Action** | **Timescale** | **Personnel Responsible** | **Resources including External Support** |
| Implement God’s Loving Plan in  P.1-5.    Embed God’s Loving Plan in  P.6-7. | * Audit current practices to identify cross over with the HWB curriculum & highlight those lessons which need to be taught discreetly. * Plan & deliver lessons to ensure that learners are developing knowledge & skills with regard to relationships & moral education. * Raise parent awareness of content of programme. * Review and agree timescales for delivery. * Provide staff training as appropriate. * Prepare resources. | Terms 3-4    Terms 3-4 | HT (WDC APHTA rep.  APHTA focus group    HT, P.6 & P.7 class teachers | * Collegiate time for staff to carry out audit. * Collegiate time to discuss planning. * Time for parents’ meeting. * Photocopying costs. * Time for HT to meet with APHTA & attend conference.      * Time to discuss & agree timescales. * Archdiocese menu of CPD & finance for course & supply, if required. * Photocopying costs. |

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| **Expected Outcomes/Impact**   * God’s Loving Plan is being fully implemented across all stages. * Staff are familiar with the content of the programme/resources & are confident in its delivery. * Parents are aware of the content of the programme . * Pupils’ learning experiences meet their needs. | **Monitoring and Evaluation**   * Observation of teaching & learning. * Staff engage in professional dialogue on quality of experiences & next steps fro improvement. |

**Improvement Plan 2015-2016**

**Establishment: Saint Patrick’s Primary School**

**Service Priority: Self-Evaluation**

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| **Focus Area** | **Specific Action** | **Timescale** | **Personnel Responsible** | **Resources including External Support** |
| 6.2 Participating in Policy & Planning  7.3 Staff Development & Review  9.2 Leadership & Direction | * Agree personnel who will audit specific QIs * Identify dates and timescales * Identify appropriate strategies and mechanisms to take forward the audit * Plan and prepare for questionnaires, discussion and focus groups, meetings etc as appropriate for the particular audit * Begin the audit / evaluation process * Evaluate / Analyse responses * Present finidngs to staff * Identify next steps | Terms 1-4 | SMT & group of staff. | Collegiate time to discuss task & identify personnel.  Commission Staff  6 teachers x 2 hours = £300  Collegiate time to present findings & discuss next steps. |

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| **Expected Outcomes/Impact**   * Areas of strength and good practice will be highlighted and affirmed * Aspects requiring further action and development will be identified * Evaluative comments prepared for inclusion in the Standards and Quality Report | **Monitoring and Evaluation**   * Head Teacher to maintain overview of the process * Progress checks to ensure timescales are met * Sampling views about how the process is being undertaken from children, staff, parents, Parent Council * Quality of responses |

**Improvement Plan 2015-2016**

**Establishment: Saint Patrick’s Primary School**

**Service Priority: STEM Developing The Young Workforce BGE/IDL**

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| **Focus Area** | **Specific Action** | **Timescale** | **Personnel Responsible** | **Resources including External Support** |
| Raise awareness of STEM    STEM Ambassadors    STEM Subjects | * Raise teacher awareness of the importance of STEM subjects to developing knowledge & skills that are vital to developing the young workforce. * Parent group to plan and organise an event (tbc). * Ensure that staff are aware of STEM Ambassadors & are encouraged to use them where possible. * Utilise parent body where possible. * Audit current practices with regard to the STEM Subjects. * Review curriculum planning to ensure that pupils are developing knowledge and skills with regard to these subjects. * Support the development of staff to increase their skills & confidence in delivering STEM education. * Develop the STEM Hub to ensure that pupil experiences can be delivered. | Terms 1-4    Terms 1-4    Terms 1-4 | HT & DHT (partnership coordinator),  Parent Council    DHT,  Parent Council    SMT & working party | * Time on in service day for HT to deliver awareness raising session. * Time for Parent group to meet with DHT. * Finance for event – Parent Council download. * Collegiate time for staff to look at data base of STEM Ambassadors. * Time on in service day for staff to carry out audit. * Collegiate time for staff to review curriculum planning. * Time for CPD. * Time to set up/develop STEM Hub. * Finance for resources. |
| *Links to Annual Evaluation Programme:*   * *2.2 School’s Success in Involving Parents, Carers & Families* * *4.2 School’s Success in Working with & Engaging the Wider Community* * *8.1 Partnership with the Community, Educational Establishments, Agencies and Employers* | | | | |

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| **Expected Outcomes/Impact**   * Increased attainment as a result of the raised profile of the STEM subjects. * Staff have increased confidence & are equipped with a range of strategies and approaches to deliver the STEM subjects. * Established links between the school & STEM Ambassadors to increase the children’s engagement with, & understanding of the role of STEM in the world of work. * The creation of a STEM Hub to support the delivery of these subjects & to engage and motivate learners. * Parents are actively involved in their children’s learning and are given a genuine opportunity to contribute to school improvement. | **Monitoring and Evaluation**   * Data analysis of GL Assessments in Mathematics. * Sample views & understanding via focus groups, including Pupil Council. * Observation of teaching & learning. * Monitor & keep records of the use of STEM Ambassadors. * Monitor the use & effectiveness of the STEM Hub. * Evaluation of event organised by parents. |