

Education Resources
Curriculum and Quality Improvement Service
School Improvement Plan 2023/24
St. Charles Primary School
Newton, Cambuslang

Strategic Improvement Priorities over 3 year cycle

Timescale: 2023-2026

Strategic Priority	Year 1	Year 2	Year 3
1.	<i>Continue to develop the process of planning for learning, to ensure consistent, high quality learning and teaching with effective tracking of attainment progress.</i>	<i>Further develop assessment for learning approaches within the school.</i>	<i>Embark on Improving Our Schools (IOS) – raise attainment in Writing</i>
2.	<i>Develop the literacy curriculum across the school to raise attainment with a focus on raising attainment in writing.</i>	<i>Review and develop the literacy curriculum to ensure it meets the needs of learners.</i>	<i>Further develop pupil leadership of learning.</i>
3.	<i>Embed attachment informed practice and nurturing principles across the school to promote positive relationships and the rights of the child.</i>	<i>Further enhance parental engagement and family learning opportunities across the school.</i>	
4.	<i>LC- Introduce the Progressive Framework for Skills to staff, pupils and parents and provide opportunities to become more familiar with the content and organisation of skills associated within each of the four capacities.</i>	<i>LC-Embed skills for learning life and work into the curriculum with a focus on developing pupil leadership.</i>	<i>Engage in moderation of how skills for learning life and work are planned for and delivered across the LC.</i>

Context of school

St. Charles Primary: A family of love, kindness and respect

Inspired by love and the values of the Gospel, we empower everyone in the St. Charles family to achieve their full potential.

In partnership with parents, our parishes and our community we aim to keep the child at the heart of all we do by:

Being Ready- Create a loving, safe and inclusive environment

Being Respectful-Acknowledge the dignity and uniqueness of everyone

Being responsible- Develop resilience, independence and the skills and knowledge needed for learning and life in the 21st century.

**READY
RESPECTFUL
RESPONSIBLE**



We are part of the Trinity Learning Community and we have developed strong links with local schools. We St Charles' Primary School is a school in a semi-rural area of SLC. It is part of the Trinity Learning Community and is served by the parishes of St. Bride's and St. Cadoc's. The current roll is 347 over 13 classes. The local area is a mixture of social and privately owned housing. Access to transport is very good and the area has been heavily developed with new housing in the Newton area over the last 15 years. The new school building was opened in 2011 and an extension of 5 additional classrooms was opened in April 2021. The building provides an excellent, modern environment in which our children can learn and achieve.

In St Charles' Primary School, we provide a welcoming and friendly environment, which celebrates the diversity of our community.

We are a nurturing school where everyone feels safe and valued and all children are supported to reach their full potential. This is achieved through working together with children, their families and the community, based on a shared sense of direction.

Our values are based on the Gospel values and a belief in the qualities, skills and talents of our whole school community. This year we have consulted with stakeholders to review our vision, values and aims. These are underpinned by our code of conduct, created by pupils based on Be Ready, Be Respectful and Be Responsible.

We are in a very fortunate position to have a consistent staffing cohort of committed teachers and support staff within the school. We have an active and engaged Parent Council who support the school in many ways including fundraising.

We believe that our Primary school should be at the heart of the local community and as such we have developed strong links and partnerships with St Bride's and St Cadoc's Parishes, Kilbryde hospice, Newton Station and Community Garden Project and Taylor Wimpey business; all based in our local community, as well as other partnerships including St. Andrew's Hospice, Make It Happen and Ostrero Scotland.

We work very well with all nurseries and Trinity High School to ensure that smooth transitions are planned and take place.

Strategic Priority 1 **Improvement Planning** and **Standards and Quality Reporting** for 2023/2024

Priority 1: **Continue to develop the processes of planning for learning, to ensure consistent, high quality learning and teaching with effective tracking of attainment progress.**

<p><u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Teacher and practitioner professionalism Curriculum and assessment</p>	<p><u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Support children and young people to develop their skills for learning, life and work</p>	<p><u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined Choose an item.</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.3 Learning, teaching and assessment 2.2 Curriculum Choose an item. <u>HGIOELC QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item.</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>Progression pathways within curricular areas were new to staff in session 2022-2023. We need to continue to develop more robust planning using the E&O and benchmarks, using these effectively to track the progress of groups of children. Differentiation needs to be evidenced more clearly within planning.</p>	<p>Teachers will have a better understanding of pupil progress and will be more confident in setting targets and next steps using the progression pathways.</p> <p>Professional judgement in relation to pupil attainment and achievement will be better informed and more robust.</p> <p>Learning and teaching will be better differentiated to meet the needs of the learners.</p> <p>Teachers will be able to identify the principles of curriculum design (CfE) and demonstrate this understanding, and their commitment to the delivery of</p>	<p>Further engage with the benchmarks and progression pathways to develop professional understanding of expectations at each stage across the curriculum.</p> <p>Use newly developed tracking materials, linked to the progression pathways, to inform next steps in learning and to inform teacher professional judgements.</p> <p>Develop moderation process to include collaborative planning and consistency of detail within class curricular plans.</p> <p>Further develop understanding of differentiation with a focus on pace and</p>	<p>SLT quality assurance of curricular plans</p> <p>Differentiation will be more evident within classrooms and evidenced through classroom visits, jotter monitoring and learner conversations.</p> <p>Quality professional discussions at tracking meetings, informed by evidence and increased understanding</p> <p>Children personal learning plans/ target setting will evidence level appropriate progress and next steps.</p>	<p>MR</p>

<p>More consistency is required in relation to assessment and evidencing learning. Assessments focus need to be consistently identified at the planning stage, while also being mindful of incidental and retrospective learning.</p>	<p>a full curriculum, through their curriculum plans.</p>	<p>challenge to ensure planning reflects the needs of the learners.</p>		
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Strategic Priority 2 **Improvement Planning** and **Standards and Quality Reporting** for 2023/2024

Priority 2: **Develop the literacy curriculum across the school to raise attainment.**

<p><u>NIF Priority (select from drop down menus)</u> Closing the attainment gap between the most and least disadvantaged children and young people NIF Driver Curriculum and assessment Choose an item.</p>	<p><u>SLC Priority (select from drop down menus)</u> Support children and young people to develop their skills for learning, life and work Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</p>	<p><u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined Choose an item.</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning, teaching and assessment Choose an item. <u>HGIOELC QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item.</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>

<p>Introduction of new FLIPP (P1) presented by SLC</p> <p>Attainment in writing continues to be below desired targets. We will review the literacy curriculum on offer across the school to ensure appropriate expectations and clear progression is in place.</p> <p>Staff require further direction in relation to the expected quality and quantity of written work from pupils.</p> <p>The current programme for reading can be further enhanced to ensure that learning and teaching of reading skills are further developed and oral and written comprehension opportunities are embedded within the curriculum.</p> <p>Overall there needs to be a more effective</p>	<p>The school will have a clear rationale and shared vision in relation to our literacy curriculum.</p> <p>There will be clear direction and expectations set out as to the literacy curriculum on offer, across all four contexts, to every pupil.</p> <p>Learners will have more opportunities, across the curriculum, to develop and showcase literacy skills.</p> <p>Attainment in writing will increase by 10%, at least, across all stages.</p> <p>Success in literacy will be more widely celebrated within the school.</p> <p>Parents will be more able to support their children with writing and family learning opportunities for literacy will be increased.</p>	<p>Curriculum Rationale for Literacy WP- MR/AG</p> <p>Create a suggested literacy overview for each stage in the school which clearly sets out expectations and provides a suggested overview of teaching and learning within literacy. (Literacy handbook)</p> <p>Consider the place of literacy across the curriculum- where are the opportunities across the curriculum to showcase literacy ability? (IDL)</p> <p>Create a 'literacy rich environment' check list for each class- what should be on offer as a bare minimum?</p> <p>6 week tools for writing focus in Term 1. FLIPP. Everyone revises the basics along with recount/ narrative genre for cold piece.</p> <p>Reading development WP- KM</p> <p>Reading comprehension resources need to be created for the school novels.</p> <p>Consider evidence of learning- confirm what are we gathering for the children.</p> <p>Home- school partnership- literacy workshops to be offered to all parents.</p>	<p>Planning reflects the overview outlined.</p> <p>Evidence in jotters reflects the agreed expectation.</p> <p>A handbook for teaching literacy will be developed and through professional discussion teachers demonstrating an understanding of this.</p> <p>Tools for writing skills will be improved and be more consistently evident in pupil work. Assessment results (FLIPP) outline improved phonological awareness.</p> <p>Pupil and Parent Questionnaires before and after.</p> <p>A range of reciprocal reading materials/ task mats are produced and utilised with class novels. These will be consistent in quality of content.</p> <p>All staff will be confident in gathering evidence of learning for reading, in line with the progression pathway/benchmark.</p> <p>Parental attendance at literacy workshops will be recorded and feedback from audits. / questionnaires monitored for impact.</p>	<p>MR AG KM</p>
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<p>culture of reading and writing developed within the school to stimulate and motivate pupils and to celebrate success.</p>		<p>Helping children with writing, tips for parents – leaflets for parents to be produced.</p> <p>Develop a literacy rich environment and culture in our school. Consider displays, awards, assemblies, environment, resources and how these can be used to promote literacy.</p>	<p>Literacy environment checklists will be completed and will show development throughout the year.</p>	
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Strategic Priority 3 **Improvement Planning** and **Standards and Quality Reporting** for 2023/2024

3. Embed attachment informed practice and nurturing principles across the school to promote positive relationships and the rights of the child.

<p><u>NIF Priority (select from drop down menus)</u> Choose an item. NIF Driver Teacher and practitioner professionalism Choose an item.</p>	<p><u>SLC Priority (select from drop down menus)</u> Improve Health and Wellbeing to enable children and families to flourish Ensure inclusion, equity and equality are at the heart of what we do</p>	<p><u>SLC Stretch Aims</u> Reduction in S4 Leavers Choose an item.</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 3.1 Ensuring wellbeing, equality and inclusion 1.3 Leadership of change Choose an item. <u>HGIOELC QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item.</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>In order to promote positive relationships across the school and beyond we need to further develop our awareness and understanding of attachment informed practice as well as the</p>	<p>Improved consistency in recognition of, and understanding of, distressed behaviours and how to best support these.</p> <p>Pupils can identify and discuss nurturing principles and some of the rights of the child and can explain how these are enabled within our school community.</p>	<p>Further training for staff to raise awareness of attachment informed practice and nurturing principles.</p> <p>Complete the attachment audit to inform action plan for WP.</p> <p>Creation of nurture and de-escalation areas around the school.</p>	<p>Using the attachment audit to inform next steps and reflect progress.</p> <p>Pupil and Staff Questionnaire responses (September/ Jan/ June)</p> <p>Boxall profile data used to measure impact of targeted intervention.</p>	<p>AMD SM</p>

<p>nurturing principles and demonstrate this understanding consistently in our daily interactions.</p>	<p>Pupils are more able to verbalise feelings and seek support if and when needed.</p> <p>Decreased numbers of children showing distressed behaviours in school, resulting in fewer physical incidents with others.</p> <p>Improved pupil- pupil relationships and pupil- staff relationships.</p>	<p>Creation of targeted HWB support groups to help children manage emotions and relationships effectively.</p> <p>HWB Working Party- AMD Create a calendar of implementation linked to wellbeing indicators, nurturing principles and relationships.</p> <p>Review the PPR policy and ensure this is in line with attachment and nurturing principles.</p> <p>Review school recognition and award scheme to ensure this reflects the school code of conduct.</p> <p>Promote school revised vision, values and aims among all stakeholders.</p>	<p>Reduction in the number of children attending reflection room for restorative conversations.</p>	
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PEF Improvement Planning and Standards and Quality Reporting for 2023/24

SLC Stretch Aims						
ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined Cost of the School Day						
Rationale for PEF / PB Spend	Allocation of PEF / PB spend	Outcome (Intended impact)	Operational activity	Measures	Mid year review	End of year review
					RAG	RAG
<p><i>Attainment in writing continues to be low with this being an identified gap for children in lower income families. Resources are required to support learning and teaching within literacy and numeracy. All children need the opportunity to access core resources. Improved accessibility will help to support improved learning and teaching in the core areas.</i></p> <p><i>Targeted children report lack of access to reading materials at</i></p>	<p><i>Staffing- 0.6FTE April-Aug 0.4 FTE Aug-March -</i></p> <p>COST: £31, 663</p>	<p><i>Improved attainment in literacy for identified target group of children.</i></p> <p><i>Progress for all children will be noted within ongoing class and summative assessments, in addition to information gathered by the PEF funded teacher.</i></p>	<p><i>Learning support and professional mentoring: to upskill staff in teaching writing and to support targeted groups where necessary to develop core writing skills. Staff allocation will enable team teaching, demonstration of lessons and individual/group support for identified pupil with writing.</i></p>	<p><i>Target of 10% improved attainment in writing at P4 and P7.</i></p> <p><i>Children in all stages will demonstrate gains in writing ability and evidence of closing the attainment gap as reflected in tracking and assessment evidence across the year.</i></p>		

<p><i>home therefore we will ensure class reading materials are available and further develop our library area and the reading culture within the school.</i></p> <p><i>CotSD considerations have been made to ensure all pupils have free access to after school clubs as well as the opportunity to represent the school and achieve success at sporting events within the authority. Pupils will be provided with kit, transport and snack as required.</i></p>						
	<p><i>Literacy Spelling, Grammar and Handwriting resources</i></p> <p><i>Literacy Standardised Assessments</i></p> <p><i>Literacy- Reading support materials</i> £10,000</p>	<p>Attainment gap is closed as a result of improved attainment in literacy.</p> <p>We aim to improve the attainment outcome for all pupils as a result of school improvement development work however within the targeted groups of children for intervention. Each child receiving intervention will have an identified progress target set at the beginning of the year with the aim of closing the attainment gap</p>	<p>Purchase of handwriting and grammar resources to support progress in learning in literacy</p> <p>Standardised assessments use for diagnostic purposes and to track progress</p> <p>Reading materials used to support learning and home and to provide differentiated resources.</p>	<p>Resources will support the target of improved attainment in literacy (writing) by 10% within identified group of pupils (SIMD/FME)</p>		

		with the ultimate aim of bringing children back on track for learning.				
	<i>Numeracy resources and standardised assessments</i> £6,200	Maintain current level of attainment in numeracy with a target of increasing attainment in numeracy by 5% within the identified group of pupils.	Review resources currently available to support numeracy and ensure standardised assessments are used for diagnostic analyses purposes.	The attainment gap in numeracy will close with the majority of children proving to be on track (increase of 5% within targeted group) in numeracy.		
	PB- Sports coaching/ clubs and transport -TBC £2324	Participation levels in after school groups and sporting events remain high with no barrier to children from identified target group.	Source coaches for extra curricular teams Compete in local tournaments and festivals.			
CotSD	PB- fruit and snacks- £800 Residential and trip cost support £ 1480 Transport costs- £3,200	All children are encouraged to eat healthily and are provided with a snack to enjoy at afternoon fruit break.	Fruit/ snack baskets are available in all classes. Identified pupils will be given financial support to attend the residential trip. Transport costs will be paid for to enable participation in various extra curricular opportunities for all.			
Nurture/HWB Emotional wellbeing and confidence are a barrier to some children in the school achieving their potential. Distressed behaviours interrupt	HWB support groups (including Boxall assessments) and development of nurturing practice across the school £2000	Improvements in wellbeing of targeted pupils. Children are able to demonstrate developing skills in communication, turn taking and regulating emotions Distressed behaviours are reduced.	Health and wellbeing support groups established in line with Nurture Group principles Increased opportunities for parents and carers to engage in family learning in school and beyond	HWB questionnaires (Glasgow Motivational Tool/ Boxall) reflect improved wellbeing within targeted group.		

<p>learning of the individual and can be disruptive to those around them. Within the school we are committed to promoting positive relationships at all levels and want to take a proactive approach in relation to attachment informed and nurturing practice to support improvements in wellbeing, attainment and achievements.</p>	<p>Parental Engagement and workshops £1000</p>		<p>Workshops offered to parents to raise awareness of attachment and nurturing principles.</p>			
	<p>TOTAL SPEND (incl carry forward) £58,700</p>					
<p><i>Progress and Impact</i></p>			<p>Next Step(s) and rationale to inform PEF spend session 2024/2025.</p>			

Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
Continue to engage in self evaluation activity to ensure a clear understanding of the strengths and next steps for the school as a community of learning.	All	<i>Ongoing</i>
Enable increased opportunity for leadership amongst staff for the benefit of the learners	Teachers and Support Staff	October 2023
Continue to engage with Pedagogy Palette with a view to maintaining quality LI and SC while completing professional learning on differentiation, feedback and effective questioning.	Teachers	May 2023
Continue to develop and set high expectations through the Quality Assurance process and procedures	SLT	Ongoing
Ensure our homework policy is delivered consistently with an agreed expectation and model by all staff.	Teachers and Parents	September 2023
Ensure consistency with jotter correction and presentation policy	Teachers/ SLT	October 2023
Ensure that learning and teaching is in line with agreed 'St. Charles Good Lesson' model	Teachers/ SLT	Ongoing
Maintain high standards and expectations in relation to relationships and behaviour within the school.	All	Ongoing
Languages 1 +2	Mrs Deeny/ Mr Blair	June 2023
Play pedagogy	Infant department/SLT	Ongoing