

Framework for School Improvement Planning 2022/23

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	St Helen's PS
Head Teacher	Maureen O'Connor
Link QIO	Marie Donald

School Statement: Vision, Values & Aims and Curriculum Rationale
http://www.st-helens.e-dunbarton.sch.uk/

Looking Forwards – 3 Year Improvement Plan Priorities			
Bullet point key priorities for the next 3 years			
Session	2022/23	2023/24	2024/25
Priority 1	Ethos & Culture: <ul style="list-style-type: none"> Relationships & Behaviour Nurture Equality and Inclusion Partnership with parents 	Ethos & Culture: <ul style="list-style-type: none"> Nurture RERC- Sacramental Development Partnership with parents 	Ethos and Culture: <ul style="list-style-type: none"> Nurture Partnership with parents
Priority 2	Curriculum: <ul style="list-style-type: none"> Literacy- reading Maths- planning & assessment 	Curriculum: <ul style="list-style-type: none"> Literacy- writing Social Subjects RERC- Sacrament of Eucharist 	Curriculum: <ul style="list-style-type: none"> Literacy- writing/L&T STEM

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Priority 3	Learning and Teaching: <ul style="list-style-type: none"> • Play Pedagogy • Pupil Enquiry Based Learning Pedagogy(pilot) • STEM Challenges 	Learning and Teaching: <ul style="list-style-type: none"> • Play Pedagogy • PEBL within Social Studies 	Learning and Teaching: <ul style="list-style-type: none"> • Play Pedagogy • PEBL within STEM
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Section 2: Improvement Priority 1	
School/Establishment	St Helen's PS
Improvement Priority 1	To improve attainment, achievement and wellbeing for all through whole school ethos and culture
Person(s) Responsible	HT

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in children and young people's health and wellbeing Placing the human rights and needs of every child and young person at the centre Improvement in skills and sustained, positive school-leaver destinations for all	school improvement school leadership teacher professionalism parent / carer involvement and engagement	QI 1.3 Leadership of Change QI 3.1 Wellbeing, equality & inclusion QI 2.7 Partnerships	Improvement in children and young people's mental health and wellbeing Closing the attainment gap between the most and least disadvantaged
Opportunities for Leadership		Resource Requirements	Parental Engagement and Involvement

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Nurture Teacher- Nurture practice Family Learning Assistant- Nurture RERC Coordinator- Relationships & Behaviour Development group- Relationships & Behaviour Pupil Council- Relationships & Behaviour SLT- equality & inclusion	Professionally Printed Recognition Boards designed by development group Inset Day 2 & 4- time allocated to staff sessions on relationships & behaviour development Allocation of hours from WTA for collegiate development work- 18 hours	Parent Council acting as consultation group. Parent questionnaires and surveys: Sway, Power point and information leaflets to engage and inform parents of developments
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
In house development training regarding relationships and behaviour development for teaching and support staff Equality and Inclusion training for SLT- Archdiocesan RE Department. Nurture Training-EDC In-house training-Nurture	Implementation of range of Nurture groups to support identified wellbeing needs of learners. Core Nurture to support individual learners requiring bespoke and alternative support to engage in learning environment	

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
All children and staff will have a clear understanding of what best behaviour is and how to achieve and affirm it.	Continue to explore, define and establish a consistent understanding of what best behaviour looks like and to support learners to practice this and staff to consistently	Pre and post questionnaires. Daily focus on expectations by Class Teachers and support staff. Collegiate discussions to review impact/success	Implemented Aug/Sep 2022 Reviewed Oct, Dec, Mar & Jun.	

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	recognise and affirm it.	Pupil Council questionnaire of all pupils to gather views Feedback from Pupil Council.		
All learners and all school staff will have a clear focus and understanding of the use of Our Values boards	Implement consistent use of Our Values Boards in all classes within the school to recognise, celebrate and promote positive relationships and behaviour.	Evidence of Our Values boards in daily and consistent use in all classes. SLT class visits to observe and evaluate use of Our Values Boards and the impact on promoting positive relationships and behaviour	August 2022 Reviewed weekly and monthly through whole school Values Champions and activities	
All children and staff will engage in the redefined routines to support relationships and behaviour within the school	Implement in all classes and with all staff the revisited and redefined routines to support consistent practice and expectations regarding relationships and behaviour from all within the school	Collegiate staff discussions to review impact/success of redefined routines. Learning, teaching and tracking meetings SLT class visits to observe and evaluate impact of consistent routines and expectations on promoting positive relationships and behaviour. Feedback from Pupil Council and pupil questionnaires.	Implement Aug 2022 Reviewed Oct, Dec, Mar & Jun	
All staff, children and parents will have greater understanding of the principles and practice of Nurture within St Helen's	Embed Nurture principles and practice with all staff, pupils and parents through sharing of Nurture Journey presentation/Sway	Feedback from questionnaires conducted x2 will inform progress.	In-service Day 1 for staff. Term 1 to share with pupils at Pastoral	

PS.			Assembly and through Sway presentation to parents Outcomes measured through questionnaires conducted x2 in session.	
Targeted learners to be supported by Nurture staff/provision during transition to new class	To ensure continued support for the learners from the core Nurture group from session 2021-22 through re-engaging with them and setting reintegration targets as they start a new school session and transfer into a new class.	Learners meeting their class reintegration targets. Learners feedback Learners settled within their own class and engaging in learning	Monthly nurture meetings with SLT Weekly transition meetings with class teachers during Aug and Sep 22	
P1 class teachers x 2 will be able to understand and implement an early intervention protocol for Nurture to identify learners requiring Nurture support.	To implement an early intervention protocol for Nurture class from Primary 1 through creating an observation/assessment pathway with Class Teachers and Nurture Teacher.	Staff understand the protocol and are using the elements appropriately to observe and assess learners.	Aug/Sep 2022	
All SLT engage with the guidance and are able to	SLT to consider the school's approaches to equality and	SLT confident in guidance and able to inform and support	Dec 22-Mar 23	

use it to collegially review the school's approaches to equality and inclusion.	inclusion to ensure a clear and consistent understanding of guidance from the Bishop's Conference –Called to be Children of God	teaching staff and support staff.		
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Section 2: Improvement Priority 2	
School/Establishment	St Helen's PS
Improvement Priority 2	To improve attainment, achievement and wellbeing for all through curricular planning and programmes.
Person(s) Responsible	DHT

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children Choose an item.	curriculum and assessment school improvement Choose an item.	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Improvement in attainment in literacy Improvement in attainment in numeracy Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
DHT – Lead of Literacy Development Group	Library Resources – Soft Furnishings Allocation of hours from WTA for	Parent Workshops in reading and phonics.

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Literacy Champion & Family Learning Assistant– Reading Accreditation. Reading Committee – Pupils Leading Learning Maths champion – leading developments for Numeracy and Maths planning and assessment	collegiate development work- 18 hours	Book Bag sharing the learning events. Questionnaires. Family Learning Assistant leading parent events
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
In house –Active Literacy Resources Training Literacy Champion Training	Additional teacher to support literacy and numeracy in the curriculum. Targeted support to close the poverty related gap in literacy and numeracy.	£38,880- Aug 22-Mar23

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
All staff will have strong, secure knowledge of key aspects of literacy and follow literacy guidance for the delivery of reading (P1-P7) and phonics (P1-P3)	<ul style="list-style-type: none"> School’s updated Literacy Strategy introduced to all staff. Literacy strategy to be implemented by all staff across all stages. 	Learning Teaching and Tracking Meetings. Class visits/observations.	In Service day August Ongoing In service day August Ongoing	
All staff increased knowledge and confidence in teaching of high quality learning in reading and phonics/spelling-	<ul style="list-style-type: none"> Implementation of Active Literacy resources in reading – All stages. Implementation of Active 	Learning Teaching and Tracking Meetings. Class visits/observations.	Ongoing	

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<p>skill set through consistent approaches for all learners to ensure appropriate progress.</p>	<p>Literacy resources in phonics and spelling – P1- P3</p> <ul style="list-style-type: none"> • Reading skills taught explicitly and consistently across all stages as per school literacy strategy and Active Literacy reading pedagogy. • Implement comprehension resources created by working party last session at all stages. 	<p>Pre and post questionnaires for staff. Staff Planning Reading Assessments – periodic. Reading Assessments – diagnostic (YARC -where appropriate) Teaching staff to engage in peer visits</p>	<p>August 2022/June 2023</p>	
<p>Improved parental working and involvement/engagement of most parents</p>	<ul style="list-style-type: none"> • PPT for parents/carers to be created on supporting reading at home and shared during Meet the Teacher. (Literacy Development Group) • Create Parent/carers information leaflets/Sway – how to support reading at home. (Literacy Development Group) • Develop school website/digital platform See Saw for supports to be used at home. (Literacy Development Group) • Arrange curricular learning 	<p>Pre and post questionnaires for parents</p> <p>Parental Feedback.</p> <p>Shared Learning event-</p>	<p>September 2022</p> <p>September 2022</p> <p>Ongoing</p> <p>March 2023</p>	

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	<p>open day, to provide an opportunity for children to share their new approaches to learning with parents/carers. (Tiny Teachers)(DHT/CTs and FLA)</p> <ul style="list-style-type: none"> • Sharing Learning event – Book Bug/Read Write Count bags (P1-P3 DHT/CTs and FLA) 	<p>feedback from parents & children</p> <p>Shared Learning event-feedback from parents & children</p>	<p>November 2022</p>	
<p>Increased engagement of Reading for Enjoyment across all stages.</p>	<ul style="list-style-type: none"> • Share whole school strategies to be implemented for next stage of Reading Accreditation. • All stages to implement new strategies for reading for enjoyment. • Collect evidence of reading for enjoyment re audit carried out session 21-22. • Submit evidence to Scottish Book Trust for next stage of Accreditation. 	<p>Pre and post questionnaires for pupils and staff.</p> <p>Reading Committee feedback.</p> <p>Professional Dialogue – Development Group.</p> <p>Reading Accreditation Award.</p>	<p>August In-service Day</p> <p>Ongoing</p> <p>Ongoing</p>	
<p>Improved assessment resources and moderation procedures in reading and writing at all stages.</p>	<p><u>Audit Resources</u> Staff Development Group to review resources</p> <ul style="list-style-type: none"> • Assessment materials at all levels. • Audit digital learning 	<p>Professional Dialogue</p> <p>Staff Planning</p> <p>Learning teaching and</p>	<p>September 2022/Ongoing</p>	

	<p>resources</p> <ul style="list-style-type: none"> • Audit application/play resources. • Audit word study programme. <p><u>Moderation Process</u></p> <ul style="list-style-type: none"> • SLT create a yearly overview for all genres in writing to ensure full coverage of genres being taught. • Development group review writing success criteria of all levels and phases – incorporating the benchmarks. 	<p>tracking meetings.</p> <p>Professional Dialogue</p> <p>Staff Planning</p> <p>Learning teaching and tracking meetings.</p>	<p>August 2022</p> <p>Ongoing</p>	
Development of Numeracy curriculum pathways and planners and assessments	<p>Update Maths and Numeracy planners to incorporate new school resources.</p> <p>Update periodic assessments to match the experiences and outcomes at Early and First levels</p>	<p>Comprehensive and complete information of school resources incorporated into the planners.</p> <p>Assessments updated and in use</p> <p>Feedback/discussion at Learning, Teaching and Tracking meetings</p>	<p>Aug-Oct 22</p> <p>Oct 22</p>	

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Section 2: Improvement Priority 3	
School/Establishment	St Helen's PS
Improvement Priority 3	To improve attainment, achievement and wellbeing for all through pedagogy - teaching and learning
Person(s) Responsible	DHT

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy.	school leadership school improvement teacher professionalism	QI 1.3 Leadership of Change QI 2.3 Learning, Teaching & Assessment QI 3.1 Wellbeing, equality & inclusion	Improvement in attainment in literacy Improvement in attainment in numeracy Improvement in employability skills and sustained, positive school leaver destinations for all young people Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Class Teacher – non class committed to lead Science, Technology, engineering & Maths (STEM) curriculum Play Champion	STEM Challenges – resource boxes EDC Play training EDC Pupil Enquiry Based Learning (PEBL) training for pilot teachers	Use of SEESAW platform to engage parents and share pupil progress and achievements Sway, Power point and information

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P1& 2 CTs-Play development	Outdoor Learning Training	leaflets to engage, raise awareness and inform parents of developments in Play and PEBL
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
STEM – In school development on consistent use of resources EDC Play training EDC PEBL training for pilot teachers Outdoor Learning Training	Additional teacher to support children’s literacy and numeracy development through play.	£580 outdoor learning training £38,880 additional teacher

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
All teachers will have an increased understanding of high quality learning and teaching in Play and Pupil Enquiry Based Learning(PEBL).	<ul style="list-style-type: none"> To review and evaluate current practice in play using EDC Audit Document 2021.to identify next steps, Awareness raising for all teaching staff of principles underlying Play/PEBL pedagogy P1 Teachers to attend authority Play Training in order to further develop play using examples of best practice through visits to other establishments to 	Measuring progress against school audit Staff feedback /discussion at collegiate sessions Professional dialogue at staff meetings and Learning, Teaching and Tracking (L,T & T) meetings	August 2022 August Collegiate Activity Time(CAT) & October In-Service Ongoing Aug 22-	

	<p>observe good practice.</p> <ul style="list-style-type: none"> • Shared planning for Play to be established in P1 & 2 to ensure coverage of E's and O's. • Develop the Play environment by introducing learning zones within P1 classrooms and open area and increase use of outdoor space and outdoor learning to support learning across the curriculum. • Further develop teacher observation strategies. • Ensure consistent record keeping of observations to inform planning and next steps. 	<p>Consistent use of planning format observed by SLT in CT planning</p> <p>SLT visits and observations</p> <p>SLT monitoring through quality assurance procedures – planning, L,T&T meetings</p>	<p>Jun 23</p> <p>Ongoing Aug 22- Jun 23</p> <p>October In-Service</p>	
Development of creativity and problem solving skills of all learners.	Pilot the use of STEM challenge resources across all stages	SLT monitoring through quality assurance procedures – planning, L,T&T meetings	Ongoing Aug 22- Jun 23	
Development of skills for learning, life and work of all learners.	<p>Pilot PEBL in upper school stages (P6 and P7) in social studies</p> <p>CLPL</p> <p>Create a wonder wall in</p>	Pupils ability to lead own learning and successfully answer their own enquiries – class teacher judgement and pupils' self -assessment	Termly – comparison of skills as each subsequent PEBL occurs.	

	upper school areas Creating/accessing a checklist of pupil skillset that will be enhanced and assessed over the period of the pilot			
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Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact	Tasks/Interventions	Resources	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Health & Wellbeing, Literacy and Numeracy interventions for identified groups	Identify PEF allocation, staffing and resources that will be procured to support	Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Identify progress and impact in narrowing the PRAG