

# School Improvement Report Session 2023-2024



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This document shares and celebrates the improvements in our School and embraces all ages and stages.  
It is based upon our School Improvement Plan for session 2023-2024

## Our school vision, values and aims

**Vision:** To get it Right for Everyone

**Values:** Love, Trust, Happiness, Kindness

**Aims:**

- *We aim to provide all learners with opportunities and experiences so that they recognise and achieve their full potential.*
- *We are committed to creating an environment which is inclusive, nurturing and underpinned by the teachings of Jesus.*
- *We will work in partnership to ensure children feel safe, valued and respected and experience success in their journey*



## Context of the School:

St. Francis R.C. Primary School serves the North East of the city of Dundee. We are an original Scottish Attainment Challenge School where 91% of our children live in SIMD 1 and 2. Approximately 55% of our pupils within P6 and P7 are entitled to free school meals (based on our annual census data).

We received a PEF allocation of £186,754 for session 2023-2024.

The school is committed to removing barriers with our focus on the 'Cost of the School Day' whenever possible. Almost all pupils come to school ready to learn and we enjoy very strong support from all stakeholders in our local community e.g. parents, parish. We work with a wide variety of partners to support our fully inclusive approach to getting it right for our children.

Our Additional Supports Needs profile in St Francis is approx. 49% which is above the national average. We have a large, enhanced support area including our Orchard Classes (enhanced support) and our Pod classes (specialist support).

The priorities for the year's improvement plan were grounded in the National Improvement Framework using key documents such as:

- *Interventions for Equity diagram*
- *SAC: Learning & Teaching Toolkit*
- *HGIOS4*
- *Delivering Excellence and Equity in Scottish Education*
- *Excellence & Equity: Guidance for Dundee schools on the use of PEF*
- *Every Dundee Learner Matters*

This year our levels of achievement are showing some positive increases in our approaches to raising attainment and closing the gap. Recently measures against comparator schools from our local authority showed we were performing well in measures in literacy and numeracy, particularly at the early level (literacy *Rowantree*) and first and second level (*Fintry PS*). June 26th

When considering our data, we are making good progress within our ACEL data and when comparing with comparator schools. See table below:

### Attainment Data 2023-2024

Stage	CfE Level	Reading	Writing	Listening & Talking	Numeracy
		2023/24	2023/24	2023/24	2023/24
P1 (Current P2 24.25)	Early	72%	68%	79%	72%
P4 (Current P5 24.25)	First	69%	67%	78%	69%
P7 (Current S1 24.25)	Second	78%	73%	87%	73%
Overall	Combined	73%	69%	81%	71%

Below is our data excluding ESA data:

Stage	CfE Level	Reading	Writing	Listening & Talking	Numeracy
		2023/24	2023/24	2023/24	2023/24
P1	Early	78%	74%	75%	78%
P4	First	79%	77%	88%	79%
P7	Second	80%	75%	89%	75%
Overall	Combined	79%	75%	84%	77%

### Number of ESA- Milestones:

P1- 3/47 (Calvin, Joel, Spencer)

P4- 5/55 (Lexi B, Benny, Jack, Byrdon, Rhuri)

P7- 1/45 (Hannah G)

### Review of Improvement Progress for Session 2023-2024

We set out this year to achieve our aims and excellence in several priorities across the school

- **PRIORITY 1**  
*Develop our pedagogical approaches towards writing to improve our attainment and progress made in P1-7.*
- **PRIORITY 2**  
*Develop Engagement and participation from all learners through our approaches to digital skills and differentiation within our learning experiences.*
- **PRIORITY 3**

**Develop our shared and ambitious VVA, Relationships for wellbeing and behaviour framework and Pupil Voice across *the culture and ethos of the school***

With regular review, evaluation and professional discussion, our Improvement plan this session has had a number of manageable and achievable targets, expressed as outcomes for learners, which we could observe and measure success carefully. The above priorities remain an important part of St Francis' improvement journey and will inform our approaches to improvement over the next 3 years

**Our progress and impact report will primarily focus on these key areas below but also share additional successes within our strong focus on our self-improving culture here at St Francis**

## School Improvement Priority 1

Develop our pedagogical approaches towards writing to improve our attainment and progress made in P1-7.

### Progress and Impact:

Progress	Impact
<p><b>Develop our pedagogical approaches towards writing to improve our attainment and progress made in P1-7.</b></p> <ul style="list-style-type: none"><li>○ Pedagogy Team training - differentiation &amp; retrieval practice</li><li>○ Pedagogy Team – pupil focus groups</li><li>○ Moderation of writing jotters: SLT</li><li>○ Professional Support Visit Jan 2024</li><li>○ SIG groups started Nov Inset – see individual CAR</li><li>○ Campus moderation of writing</li><li>○ School moderation of writing using new Scottish criterion scale</li><li>○ SLT have monitored what writing looks like across P1-P7 and impact of interventions.</li><li>○ Peers support visits for all staff on writing/digital.</li></ul> <p><b>Empower staff leadership roles within writing.</b></p> <ul style="list-style-type: none"><li>○ 2 x Literacy leads – 1 at Early/First and 1 at Second level</li><li>○ SIG groups – leaders identified in each group .</li><li>○ Informal episodes of staff sharing good practice.</li></ul>	<ul style="list-style-type: none"><li>○ Children can talk about what writing looks like in their classroom – how they are supported and the feedback they receive.</li><li>○ Disengaged learners participating and progressing through use of digital tools to support writing.</li><li>○ Our writing attainment has decreased from 73% 2022-23 to 99% 2023-24 (<i>see cohort details for P5 2024-25</i>)</li><li>○ Self –evaluation has shown an increase in staffs’ confidence within writing however this remains a focus to embed across the school.</li><li>○ Daily write intervention has had the biggest impact in line with closing the attainment gap – further developed in line with our assessment calendar.</li><li>○ Attainment and planning meetings demonstrate some staff are applying cross-curricular links in writing to help learners engage and demonstrate the breadth, challenge and application of skills within this this area.</li><li>○ Use of criterion scale providing a consistent approach to achievement of a level and moderation of this will continue.</li></ul> <ul style="list-style-type: none"><li>○ Draft Literacy guidance created to support consistency of writing approaches and pedagogy across school. * <b>LEAD OF CHANGE</b></li><li>○ Curricular leads collaborating to support transferable skills in writing. <b>LEAD OF CHANGE</b></li><li>○ Staff are engaging with sharing good practice and learning within and from each other.</li></ul>

### Next Steps:

- **Consistency of pedagogical approaches to writing across P1-P7**
- **Further moderation from planning stage to ensure breadth, challenge and application in writing**
- **Consistent approaches at second level – feedback/interventions.**
- **Embed Literacy Guidance to support consistency of learning, teaching and assessment within writing**
- **School Improvement Group model to be used as an effective model of staff leading improvement.**
- **Protected time for literacy leads to continue to enable staff to further embed writing improvement** **LEAD OF CHANGE**
- **Senior Leadership Team host regular focus groups gathering pupil voice on writing across all stages.**

## School Improvement Priority 2

Develop Engagement and participation from all learners through our approaches to digital skills and differentiation within our learning experiences.

### Progress and Impact:

Progress	Impact
<p><b>Ensure all learners are engaged and participating through our digital pedagogy. Ensuring all staff develop their digital skills and confidence to enrich the planned learning experiences.</b></p> <ul style="list-style-type: none"> <li>○ Jenni Mackay x 2 CLPL</li> <li>○ Kim Low (Digital Lead) x 1 CLPL ,optional drop-ins, bespoke individual support.</li> <li>○ Digital schools award planning and implementation</li> <li>○ All staff trained in Clicker and one SIG focusing on Clicker.</li> <li>○ Pupil Digital team created</li> <li>○ Seesaw Policy development and requires review 2024</li> <li>○ All above progress and ongoing – continue to enable staff to explore and develop confidence in new IT developments and expectations</li> <li>○ SLT to continue to monitor what digital looks like across P1-P7 and impact of interventions using Lexia, Sumdog and Clicker – link to PEF.</li> </ul> <p><b>High quality learning, teaching and assessment with a continuing focus of differentiation and moderation</b></p> <ul style="list-style-type: none"> <li>○ Pedagogy Team training on differentiation &amp; retrieval practice.</li> <li>○ Ped Team – pupil focus groups</li> <li>○ Termly planning meetings have focused on differentiation, ABLe,</li> <li>○ Children requiring additional support have high quality individualised and meaningful progression pathways/milestones.</li> <li>○ EDLM project -See EDLM padlet link : <a href="https://liveeadundeeecitysch.sharepoint.com/:w:/s/StFrancisSLT/ERT-6t8buAtGkV5FFmjl1EBwRqjFKGskF195foLVGzVug?e=pf86jl">https://liveeadundeeecitysch.sharepoint.com/:w:/s/StFrancisSLT/ERT-6t8buAtGkV5FFmjl1EBwRqjFKGskF195foLVGzVug?e=pf86jl</a></li> <li>○ <a href="https://liveeadundeeecitysch.sharepoint.com/:b:/s/StFrancisSLT/EULLxGLKhA1CkqptvioxobABHMMMySvF-BniOf1U6DUop0Q?e=VECJzd">St Francis RC Primary School- Every Dundee Learner Matters (padlet.com)</a></li> <li>○ Moderation sessions with school and campus on writing x 2</li> <li>○ Cluster moderation session for numeracy</li> <li>○ X 2 numeracy leads attending TRIC moderation event</li> <li>○ Attainment meetings have focused on <ul style="list-style-type: none"> <li>○ differentiation, ABLe and GPC – see link to examples <a href="https://liveeadundeeecitysch.sharepoint.com/:w:/s/StFrancisSLT/ES0z3ku-iQ1NhN7m-Owt_nsByEgVCZTOviOIOn-VNv8eVg?e=Su5uvp">https://liveeadundeeecitysch.sharepoint.com/:w:/s/StFrancisSLT/ES0z3ku-iQ1NhN7m-Owt_nsByEgVCZTOviOIOn-VNv8eVg?e=Su5uvp</a></li> </ul> </li> <li>○ P3 Attainment meeting <a href="https://liveeadundeeecitysch.sharepoint.com/:b:/s/StFrancisSLT/EULLxGLKhA1CkqptvioxobABHMMMySvF-BniOf1U6DUop0Q?e=VECJzd">https://liveeadundeeecitysch.sharepoint.com/:b:/s/StFrancisSLT/EULLxGLKhA1CkqptvioxobABHMMMySvF-BniOf1U6DUop0Q?e=VECJzd</a> – P6/5 Planning meeting</li> <li>○ PSV focus on differentiation throughout the year – see link <a href="https://liveeadundeeecitysch.sharepoint.com/:w:/s/StFrancisSLT/EUI0qcQsJl9Plg-078U0CpAB-TSBzb3IEz6ZK6hvNVn50Q?e=F9E4Ua">https://liveeadundeeecitysch.sharepoint.com/:w:/s/StFrancisSLT/EUI0qcQsJl9Plg-078U0CpAB-TSBzb3IEz6ZK6hvNVn50Q?e=F9E4Ua</a></li> </ul>	<ul style="list-style-type: none"> <li>○ Achieved our Digital Schools Award and working towards Digital Wellbeing award.</li> <li>○ Increased engagement and participation of our pupils observed during PSV's and Learning walks</li> <li>○ Increased menu of digital interventions and staffs' confidence in their use e.g. lexia, Sumdog, clicker</li> <li>○ Digital interventions being used effectively to close the gap between likely and unlikely learners, particularly in writing and numeracy.</li> <li>○ Starting to build a digitally rich school e.g QR codes build into displays, digital extension activities</li> <li>○ Digital leaders identified in each class and meet regularly to support our use of digital within their own class <b>LEAD OF CHANGE</b></li> <li>○ Staff are now fully aware of DCC policies and procedures in terms of safe digital users' policy.</li> <li>○ Positive progress with some disengaged learners through use of Seesaw and Sumdog learning activities.</li> <li>○ <b>PEF supported</b></li> <li>○ Increased staff confidence in differentiating to support less able and challenge more able- feedback in PRD's, attainment and planning meetings, self-evaluation feedback.</li> <li>○ Feedback from Pedagogy team- staff have applied learning in the classroom and have found the approaches transferable across the curriculum.</li> <li>○ PSV's/ Learning walks- show differentiated experiences for children in most classes.</li> <li>○ Pupil focus groups- most children could talk about what learning looks like in their classroom and how they are challenged/supported. Most tasks and activities are effectively differentiated to ensure appropriate pace and challenge for almost all learners.</li> <li>○ ABLe planning shows the needs of learners being met in ESA/ Mainstream setting. Evaluations of ABLe- success in strategies.</li> <li>○ ESA planning and tracking shows increase in pupil engagement with reduced support required in aspects of the curriculum.</li> <li>○ Almost all staff know their learners well and are ensuring both universal and targeted learning and support is within their classrooms.</li> <li>○ Due to moderation sessions, staff are becoming more confident in their professional judgements and progression within a level.</li> </ul>

### Next Steps:

Continue to focus on digital tools to support our approaches to differentiation and raising attainment with our digital intervention menu. To enable staff to explore and develop confidence in our new IT developments and expectations and ensure pupil voice is central to our development

Gather more perceptions data from pupils regarding their experiences of learning. Further develop our approaches to differentiation, feedback and metaskills to support progress and next steps in learning.

## School Improvement Priority 3:

Develop our VVA, Relationships for wellbeing and behaviour framework and Pupil Voice across *the culture and ethos of the school*

### Progress and Impact:

Progress	Impact
<p><b>Our vision, values and aims have been reviewed and they will be a high profile within our school impacting on pupil learning and wellbeing.</b></p> <ul style="list-style-type: none"> <li>○ New framework reviewed with all staff to evaluate impact</li> <li>○ New visuals for our VVA have been created and our displayed throughout the school (comments from wider partners)</li> <li>○ Achievements and Awards linked to VVA</li> <li>○ New approaches to SS and VIP breakfast</li> <li>○ House Award system working effectively</li> <li>○ Glasgow Motivational and Wellbeing toolkit used for some TATC – further development required for P1-P7 pupils</li> <li>○ Link to EDLM Padlet: St Francis RC Primary School- Every Dundee Learner Matters (padlet.com)</li> </ul> <p><b>Our Relationships Framework has been reviewed and will continue to inform our nurturing, restorative and inclusive approaches to all.</b></p> <ul style="list-style-type: none"> <li>○ Our relationships framework is closely linked to our VVA and UNCRC plan- children involved in creating this.</li> <li>○ Achieved Bronze Award RRS</li> <li>○ Our pupil Improvement Crew have been instrumental in shaping our bullying policy to sit alongside the Relationships framework</li> <li>○ All staff have completed 3 modules for Trauma informed practice.</li> <li>○ We have weekly GIRFEC meetings sharing data around our well-being and development of our pupils</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>○ Attendance action plan for the school created with clear actions, next steps including outreach support.</li> <li>○ DCC support in individual cases- Children’s reporter/attendance hearing</li> <li>○ TATC for any P1-3 below 90% and P4-7 80%. A range of support and targets set from these.</li> <li>○ Changing Heart and Minds to attendance- parental support programme set up to support families with attendance and positive time keeping.</li> <li>○ Term 1 next year- P1 attendance programme planned and ready to start. Target any P1 by October who are below 97%.</li> <li>○ Multi agency approach- Best Foot Forward to tackle families with poor engagement and attendance in P1.- Set up to start August 2024.</li> <li>○ Robust tracking and monitoring system set up within the school to monitor attendance and lates as well as tracking on MOASIC.</li> </ul>	<ul style="list-style-type: none"> <li>○ Our new VVA’s are high profile within our school impacting on pupil learning, wellbeing and inclusion.</li> <li>○ Staff have high expectations of our children.</li> <li>○ Our VVA is beginning to reflect the quality of learning in almost all classes with some evidence of high-quality learning episodes.</li> <li>○ Consistent language used to put VVA into practice each day.</li> <li>○ Almost all pupils can talk confidently about our vision, values and aims, which contributes to a very positive school ethos and inclusive learning environment</li> <li>○ Our children feel valued and loved, feel included– see pupil feedback (May 2024)</li> <li>○ Children collaborating in school improvement ensuring their views are central to our developments.</li> <li>○ Children feel valued and included when celebrating Star student and VIP breakfast.</li> <li>○ All children participate in House system, feeling motivated by house points and awards they can achieve.</li> <li>○ House challenge provides wider achievement opportunity for our children where inclusion and involvement of all is key to the planned events.</li> <li>○ The positive relationships established promote a sense of wellbeing and good behaviour across the school. Almost all pupils respond well to the consistent approach staff use to deal with any conflicts/peer relationships.</li> <li>○ Staff are beginning to use our logical/natural consequences within our relationships policy to support our repair and restore focus.</li> <li>○ Trauma informed awareness and training has supported almost all staff to be attuned to the diverse needs of our children and ensure support is nurturing, respectful and inclusive.</li> <li>○ Attendance impact- Attendance: 88%- increase to 90.27%. DCC fortnightly updates started at 88% - last record shows 91.7%.</li> <li>○ <b>PEF supported change of heart***</b></li> <li>○ Improved engagement from families- reasons why off school so we have been able to provide the right support. Increased progress for unlikely learners as able to access the interventions put in place to support attainment.</li> </ul>

Next Steps:

- To support all stakeholders with understanding of our aims, including our pupil friendly version
- Continued CLPL on aspects of Relationships Framework e.g scripting, de-escalation,
- To carry out the nurture SE tool to support our focus on nurture principles and development
- Fully implement all aspects of the relationships framework including positive rewards, natural and logical consequences and celebrating values in action.
- Further develop pupil voice across all areas of learning and school life.
- To achieve our Silver Award for RRS
- Attendance- Best Foot Forward Primary 1 targeted intervention group to promote engagement from parents and attendance of pupils.
- EDLM project to focus on inclusion and participation of some of our most disengaged learners.
- Develop our approaches to using GMWB Toolkit used across P4-P7classes
- Develop our approaches to using Shanarri wheels used across P1-P3classes

## Improvement Priorities for Session 2024-2025



**PRIORITY 1:** *Fully embed and further develop our pedagogical approaches towards writing to improve our attainment and progress made in P1-7.*

- Consistency of pedagogical approaches to writing across P1-P7
- Further moderation from planning stage to ensure breadth, challenge and application in writing
- Consistent approaches at second level – feedback/interventions.
- Embed Literacy Guidance to support consistency of learning, teaching and assessment within writing
- SIG model to be used as an effective model of staff leading improvement.
- Protected time for literacy leads to continue to enable staff to further embed writing improvement
- SLT host regular focus groups gathering pupil voice on writing across all stages.

**PRIORITY 2:** *Develop engagement and participation from all learners through our approaches to digital skills. Enhance our pedagogical approaches in feedback and differentiation*

- Continue to focus on digital tools to support our approaches to differentiation and raising attainment with our digital intervention menu.
- To enable staff to explore and develop confidence in our new IT developments and expectations and ensure pupil voice is central to our development
- Gather more perceptions data from pupils regarding their experiences of learning.
- Further develop high quality learning, teaching and assessment through our approaches to differentiation and feedback to support progress and next steps in learning.
- Fully embed our Literacy Feedback policy created by staff SIG groups 23-24
- Review our framework for PSV



**PRIORITY 3: Further develop an inclusive school through embedding our VVA, Relationships framework and ensuring we provide experiences that focus on wider achievement and success for all**

- Ensure universal, additional and targeted support is consistent, using the Dundee Inclusive Standard to support our approaches and understanding across all staff.
- Ensure consistency of our nurturing approaches for all staff e.g. scripting, applying logical and natural consequences to support our children’s awareness and feelings of belonging to our school.
- All stakeholders to become familiar with our school aims.
- Develop our approaches to using GMWB Toolkit used across P4-P7classes
- Develop our approaches to using Shanarri wheels used across P1-P3classes
- Promote and celebrate wider achievements and consider how we track this across P1-P7
- Friday skills academy P5-P7
- To achieve our Digital Wellbeing Award by March 2025
- To carry out the nurture SE tool to support our focus on nurture principles and development
- Further develop pupil voice across all areas of learning and school life.
- Attendance- Best Foot Forward Primary 1 targeted intervention group to promote engagement from parents and attendance of pupils.
- EDLM project to focus on inclusion and participation of some of our most disengaged learners.

Please visit [www.careinspectorate.com](http://www.careinspectorate.com) or <https://education.gov.scot/what-we-do/inspection-and-review/reports> for Care Inspectorate or HMIE Inspection Reports.

**Further Information can be found at:**



National Improvement Framework  
<http://www.gov.scot/Publications/2016/01/8314>

HGIOS 4 Self-evaluation  
[https://education.gov.scot/improvement/Documents/Frameworks\\_SelfEvaluation/FRWK2\\_NIHeditHGIOS/FRWK2\\_HGIOS4.pdf](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)

Tayside Plan C&FS  
[External Link](#)  
 Tayside\_Plan 1a.pdf'

Dundee Education Plan  
[https://www.dundee.gov.uk/sites/default/files/publications/annual\\_education\\_plan\\_2017-18.pdf](https://www.dundee.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf)