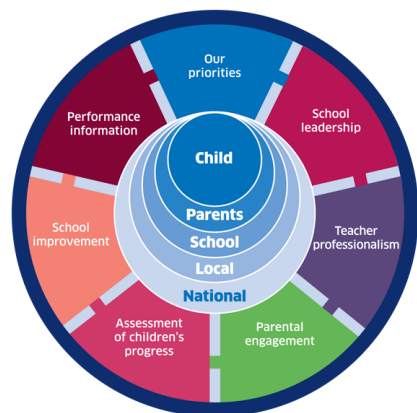


St Mary's RC Primary School Improvement Plan
2019 - 2020



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

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

The aims of the school are aligned to and informed by the National Improvement Framework Priorities, and the Dundee Annual Education Plan and the Tayside Plan for Children, Young People and Families. They are further informed by self-evaluation and associated toolkits.

This Plan will be implemented via a cycle of planned activities including consultation with pupils and parents and liaison with partners to evaluate the impact of improvement activities. The Plan links directly to self-evaluation toolkit information.

- NIF Priorities:**
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, and;
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

NIF Drivers:

1. School Leadership
2. Teacher Professionalism
3. Parental Engagement
4. Assessment of Children's Progress
5. School Improvement
6. Performance Information

Tayside Vision for Children, Young People and Families

"Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up."

Tayside's Five Priorities for Children, Young People and Families

1. Our children will have the best start in life; they will be cared for and supported to live in nurturing environments.
2. Our children, young people, and their families will be meaningfully engaged with learning, and combined with high quality learning experiences, all children and young people will extend their potential.
3. Our children and young people will be physically and mentally and emotionally healthy.
4. Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people.
5. Our children and young people will feel safe and protected from harm at home, school and in the community.

School Vision, Values, Aims:

School Vision for all in St Mary's: 'To be the best we can be'

Our school community will work together to promote a culture of mutual respect and lifelong learning where children are happy, motivated and have high self-esteem and confidence to enable them to realise their full potential.

School Aims

- ❖ to provide high quality, challenging and enjoyable learning experiences that allows every child to achieve their full potential.
- ❖ to engage in effective partnerships with home, school, parish and partner agencies in order to meet the needs of the whole child.
- ❖ to promote an ethos, within a secure, trusting and Christian environment, where everyone is included, valued equally and respected.
- ❖ to provide a wide range of opportunities where both achievement and effort is recognised.
- ❖ to provide relevant opportunities to develop transferable skills for learning, life and work.
- ❖ to support and encourage children to have high expectations in their learning and behaviour.
- ❖ to grow as a Catholic community where gospel values, prayer and worship are central.

Consultation and Collaborative Self-Evaluation Processes

(the processes used to involve partners with self-evaluation and improvement planning; pupils, parents (council/forum), staff; partner agencies; volunteers.)

- Pupil Council meetings
- Parent Council meetings
- Parental Surveys
- Class Dojo discussion threads/feedback/comments
- Staff meetings and surveys
- Partnership surveys/forums/comment book

	16 – 17	17 – 18	18 – 19	19 – 20	20 – 21	21 – 22
NIF Priority	Choose an item. Choose an item. Choose an item.	1 2 3	1 2 3	1 2 3	Choose an item. Choose an item. Choose an item.	Choose an item. Choose an item. Choose an item.
NIF Driver	Choose an item. Choose an item. Choose an item.	1 3 5	1 5 3	1 3 4	Choose an item. Choose an item. Choose an item.	Choose an item. Choose an item. Choose an item.
Tayside'	Choose an item. Choose an item. Choose an item.	2 3 4	2 3 4	2 3 4	Choose an item. Choose an item. Choose an item.	Choose an item. Choose an item. Choose an item.
HGIOS 4 QI Focus	Choose an item. Choose an item. Choose an item.	3.1 2.3 2.5	3.1 2.3 2.5	1.1 2.3 3.2	Choose an item. Choose an item. Choose an item.	Choose an item. Choose an item. Choose an item.

School/Centre Priorities and Action Plan
Please refer to Appendix (i) for guidance in completing this Action Plan

Improvement Priority 1: Raising attainment in Numeracy

Key NIF Priorities: Improvement in Attainment Closing the Attainment Gap Choose an item.	Tayside Five Priorities: Meaningful Engagement, Extended Potential Comparable Outcomes for All Despite Inequality-Disadvantage(Equity) The Best Start in Life
Key NIF Drivers: Teacher Professionalism School Improvement Assesment of Progress	Key HGIOS 4 QIs: 3.2 Raising Attainment-Achievement 2.3 Learning, Teaching, Assessment Family Learning

Aims (what we are going to achieve?)	Actions (what will we do?)	Measurement Tools (How we will know we are making a difference?)	Progress/Impact (what has improved?)	Personnel (who will lead this and who is involved?)
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<p>To improve attainment and close the gap in numeracy and maths of pupils in SIMD 1 and 2 and pupils who are in receipt of free school meals.</p> <p>In June 2019 our attainment levels were</p> <p>P1 - 85% an increase of 6% from 2018 P4 - 78% a decrease of 5% P7 - 69% a decrease of 11%</p> <p>We aim to increase these levels in this academic session.</p>	<p>Staff not trained in Conceptual Understanding of Numeracy to receive training</p> <p>Probationer teacher to be trained in Numicon. All staff to receive a refresher session from Staff Tutors.</p> <p>All staff to work with Juliet Donaldson to improve enjoyment and engagement in numeracy & mathematics through outdoor learning experiences.</p> <p>Additional member of staff, Mrs Docherty, to be trained in Outdoor Numeracy at first level, to work with Miss McPherson (second level) to lead this across the school.</p> <p>Involve and engage parents/carers in numeracy learning through training, open afternoons/evenings</p> <p>Targeted support for pupils using Numicon Big Ideas</p> <p>Staff to be given training on effective feedback.</p> <p>All staff to use the new progression planners to assist in the tracking of learning and pupil progress. Staff also to make use of core skills grids developed last session.</p>	<ul style="list-style-type: none"> • Professional Judgement • Professional Dialogue • Progress checks • SNSA data • Numicon Big Ideas 	<p>Staff confidence and understanding in the teaching of numeracy has increased.</p> <p>Evidence provided by staff pupil in numeracy following learning walks that numeracy and maths learning and teaching is engaging pupils in almost all classes.</p> <p>Evidence of high-quality learning and teaching in numeracy and maths as recorded by staff tutor.</p> <p>Input from Tom Renwick well received by parents and staff. Staff much more confident at delivering mental maths.</p>	<p>DHT</p> <p>Numeracy Staff Tutor</p> <p>All staff, parents and pupils</p>
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Improvement Priority 2: Raising attainment in Literacy

<p>Key NIF Priorities: Improvement in Attainment Closing the Attainment Gap Choose an item.</p>	<p>Tayside Five Priorities: Meaningful Engagement, Extended Potential Comparable Outcomes for All Despite Inequality-Disadvantage(Equity) Choose an item.</p>
<p>Key NIF Drivers: Teacher Professionalism Parental Engagement School Improvement</p>	<p>Key HGIOS 4 QIs: 2.3 Learning, Teaching, Assessment 3.2 Raising Attainment-Achievement Choose an item.</p>

<p>Aims (what we are going to achieve?)</p>	<p>Actions (what will we do?)</p>	<p>Measurement Tools (How we will know we are making a difference?)</p>	<p>Progress/Impact (what has improved?)</p>	<p>Personnel (who will lead this and who is involved?)</p>
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<p>To improve attainment and close the gap in literacy, with a focus on reading and writing, of pupils in SIMD 1 and 2 and children receiving free school meals.</p> <p>In June 2019 our attainment levels for reading were</p> <p>P1 - 79% an increase of 4% from 2018 P4 - 84% an increase of 4% P7 - 78% an increase of 5%</p> <p>In June 2019 our attainment levels for writing were</p> <p>P1 - 79% an increase of 2% P4 - 78% an decrease of 5% P7 - 69% an increase of 1%</p> <p>In June 2019 our attainment levels for listening and talking were</p> <p>P1 - 91% an increase of 14% P4 - 88% remaining the same P7 - 83% a decrease of 3%</p>	<p>Further improve skills in writing Refresh training by The Big Write in November 2019 for all staff.</p> <p>Further develop moderation of writing across the school.</p> <p>Further training on Reflective Reading for all staff to improve comprehension skills</p> <p>Read, Write Inc trainer development days ensuring all staff are upskilled in delivery of phonics</p> <p>Reading Leader given additional time out of class for quality assurance walks/team teaching support.</p> <p>QAMSO to attend training in Oracy, which will then be disseminated to staff.</p> <p>Staff to be given training on effective feedback.</p> <p>Teaching Children to Listen programme – all staff to be trained and implement this programme in nursery (August onwards). SALT on site every Tuesday.</p> <p>Word Aware – all staff to be trained and implement this programme. SALT on site every Tuesday.</p> <p>Teddy Talk – programme to support bilingual children</p>	<ul style="list-style-type: none"> • Professional Judgement • Professional Dialogue • Progress checks • SNSA data • TCTL and WA screening tools • Teddy talk – Gemma Lavelle to work with staff to develop a measure. 	<p>The Big Write has had a positive impact on writing across the school. We have seen a huge improvement in writing and pupil engagement at all stages of the school. It is, however, still too early to impact fully on our attainment levels.</p> <p>Comprehension skills are improving. There has been significant impact following 1-1 tutoring for phonological awareness for children on Read, Write inc</p> <p>Pupils on Fresh Start have seen a marked improvement in their reading skills.</p> <p>In nursery, children's listening skills will be developed/enhanced and this will impact on all areas of development.</p>	<p>HT The Big Write Ruth Miskin Trainer Reading Leader QAMSO SALT - Charlotte MacFarlane SEYP</p>
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Improvement Priority 3: Health and Wellbeing; social and emotional support for pupils

<p>Key NIF Priorities:</p> <p>Improving Health and Wellbeing Choose an item. Choose an item.</p>	<p>Tayside Five Priorities: The Best Start in Life Physically, Mentally, Emotionally Healthy Safety, Protection from Harm for All</p>
<p>Key NIF Drivers:</p> <p>Teacher Professionalism School Improvement Performance Information</p>	<p>Key HGIOS 4 QIs:</p> <p>3.1 Improving Wellbeing, Equality, Inclusion 3.2 Raising Attainment-Achievement 2.4 Personalised Support</p>

<p>Aims (what we are going to achieve?)</p>	<p>Actions (what will we do?)</p>	<p>Measurement Tools (How we will know we are making a difference?)</p>	<p>Progress/Impact (what has improved?)</p>	<p>Personnel (who will lead this and who is involved?)</p>
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<p>To improve outcomes in Health & Wellbeing across the school, with a particular focus on children in SIMD 1 and 2 and pupil's in receipt of a free school meal.</p> <p>Improve attendance figures across the school</p> <p>Maintain zero exclusions</p>	<p>Targeted support for small groups and individuals to improve their outcomes linked with SHANARRI</p> <p>Targeted support focussed on social skills groups & targeted interventions when required.</p> <p>Seasons of Growth groups running through the session.</p> <p>Further development of 'Tattie Patch', 'Community Garden'</p> <p>Further development of Loose Parts play, active play, learning in green spaces, Play Champions</p> <p>Nurture groups giving 1-1, small group support to targeted children</p> <p>Targeted intervention for pupils struggling to come to school.</p> <p>Continue to target families to attend breakfast club. Continue to use PEF money to support this through additional staff hours.</p> <p>Continue work on SHANARRI wheel with the children, to develop awareness of the wellbeing concepts .</p>	<ul style="list-style-type: none"> • Pitfalls • SIMD • Professional Judgement • Professional Dialogue • Journals and floorbooks 	<p>Zero exclusions session 2018-2019</p> <p>Pupils supported to engage in learning within mainstream classes</p> <p>Positive uptake by targeted families for breakfast club</p> <p>Only one recorded incident of bullying and one recorded incident of violence.</p> <p>Fewer behaviour incidents in the playground. Children leading play and being more creative/problem solving through play.</p> <p>Children will develop their understanding and language around their own and others' wellbeing.</p>	<p>HT/DHT SFL Teacher LCAs PT S & FDW PEYSAs</p>
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Improvement Priority 4: Design and Technology

<p>Key NIF Priorities: Improved Employability/Sustained Destinations Improvement in Attainment Choose an item.</p>	<p>Tayside Five Priorities: Comparable Outcomes for All Despite Inequality-Disadvantage(Equity) The Best Start in Life Meaningful Engagement, Extended Potential</p>
<p>Key NIF Drivers: Teacher Professionalism School Improvement Parental Engagement</p>	<p>Key HGIOS 4 QIs: 3.3 Increasing Creativity-Employability 3.2 Raising Attainment-Achievement 2.3 Learning, Teaching, Assessment</p>

<p>Aims (what we are going to achieve?)</p>	<p>Actions (what will we do?)</p>	<p>Measurement Tools (How we will know we are making a difference?)</p>	<p>Progress/Impact (what has improved?)</p>	<p>Personnel (who will lead this and who is involved?)</p>
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<p>To give pupils the opportunity to develop skills for learning, life and work</p> <p>To increase opportunities for all pupils to improve skills in Design & Technology, and Digital Technology</p>	<p>All classes to attend Dundee Science festival this session.</p> <p>RCT teacher to deliver design & technology to all pupils</p> <p>Further develop HOTS skills through design & technology</p> <p>Complete the Digital Schools self evaluation and source resources/technology to target identified gaps in current practice.</p> <p>Work closely with ITC staff tutor to upskill staff in use of ipads and other technology.</p>	<ul style="list-style-type: none"> • Professional Judgement • Professional Dialogue • Digital schools self evaluation and action plan 	<p>Senior pupils worked with Abertay University developing skills in design and technology</p> <p>A member of staff attended STEM training and then used her skills and knowledge to benefit the children. 17500 pupils from across Scotland entered the Scottish Engineers Leaders Award and 65 pupils reached the final round of judging. One of our P7 pupils reached the accolade of being one of the 43 shortlisted finalists and was awarded the certificate of Judges' Highly Commended. His design was put on display alongside the other winners in the University of Strathclyde.</p> <p>All classes attended Dundee Science Week activities across the city. The children were fully engaged in the activities which linked with the science topics being studied in class.</p> <p>Design and technology equipment was purchased through our PEF funding and the children used a variety of tools and equipment to create the designs they had drawn. The children across the school have shown skills in creativity, team working, risk taking and have developed skills for life and work.</p> <p>IT skills across the school have improved through the use of laptops purchased through PEF funding. Each class has been timetabled to use the laptops several times each week resulting in improved skills.</p> <p>Control technology resources have been purchased; Beebots, Cars and Robots. Several classes have developed their skills using these resources.</p>	<p>HT, DHT, Class Teachers, RCT teacher</p>
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School Improvement Plan – Guidance

Tools for Measurement of Progress:

Self-Evaluation - assessment of current position (inwards, outwards, forwards - HGIOS 4)

Evidence from:

- Teacher Professional Judgement
- Standardised Assessment Data/Pitfalls/Insight
- Inspection Findings
- Changing Trends and Profiles
- Feedback from parents and children and young people
- Pupil learning plans and achievement
- Collaborative Action Research models
- Interventions for Equity
- Exclusions and Attendance Data
- Targeted groups: LAC; Young Carers; SIMD 1 and 2; FSM
- Model for Improvement activities
- Dundee School Improvement Framework