

LEADERSHIP & MANAGEMENT

Excellent Experiences for All

Teacher Professionalism

Improved Attainment

Numeracy & Mathematics

Literacy & English

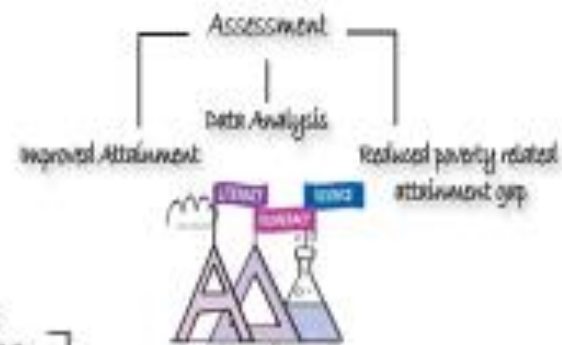
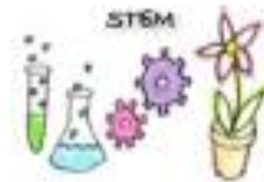
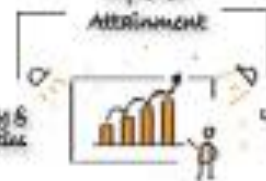
WE ARE CHILDREN ON A MISSION...
Reaching for the STARS!

Our Lady of the Missions


School Improvement Plan 2023-2024

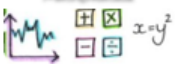
LEARNING PROVISION


SUCCESS & ACHIEVEMENTS






Leadership and Management Developing as a Community of Faith and Learning		
How good is our leadership and approach to improvement?		
Quality Indicators	HGIOS 4 Themes	Developing in Faith Characteristics
1.2 Leadership of learning	1.2.1 Professional engagement	•
1.3 Leadership of change	1.3.2 Strategic Planning for continuous improvement 1.3.3 Implementing improvement and change	
Learning Provision Developing as a Community of Faith and Learning		
How good is the quality of care and education we offer?		
Quality Indicators	HGIOS 4 Themes	NIF Priorities
2.2 Curriculum	2.2.1 Rationale and Design 2.2.2 Development of the curriculum 2.2.3 Learning pathways	<ul style="list-style-type: none"> ❖ Improvement in attainment, particularly in literacy and numeracy ❖ Closing the attainment gap between the most and least disadvantaged children and young people ❖ Improvement in children and young people's health and wellbeing ❖ Improvement in employability skills and sustained, positive school-leaver destinations for all young people
2.3 Learning, Teaching and Assessment	2.3.1 Learning and engagement 2.3.2 Quality of teaching 2.3.3 Effective use of assessment 2.3.4 Planning, tracking, monitoring	
2.4 Personalised support	2.4.3 Removal of potential barriers to learning	
2.5 Family Learning	2.5.1 Engaging families in learning	
Successes and Achievements Developing as a Community of Faith and Learning		
How good are we at improving outcomes for all our learners?		
Quality Indicators	HGIOS 4 Themes	NIF Drivers
3.2 Raising attainment and achievement	3.2.3 Overall quality of learners' achievement	<ul style="list-style-type: none"> ➤ school leadership ➤ teacher professionalism ➤ parental engagement ➤ assessment of children's progress ➤ school improvement ➤ performance information
3.3 Increasing creativity and employability	3.3.4 Increasing Employability Skills	

	Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
LEADERSHIP	<p>Leadership</p> <p><i>Teacher Professionalism</i></p>  <p>Leaders at all levels motivate and inspire others to sustain collective commitment to the shared vision through daily actions.</p>	<ul style="list-style-type: none"> Staff are committed to collective responsibility in the process of change Cultivate a collaborative, aspiring and creative approach to improving learning and teaching Support teacher leadership to encourage flexibility and adaptability <p>(1.2.1, 1.3.2 and 1.3.3)</p>	<p>SMT</p> <p>Class teachers</p>		<p>IOC Guidance</p> <p>Agile leadership</p> <p>Teaching Sprints (Breakspear & Jones)</p> <p>Local Improvement Plan</p> <p>ERC IOC guidance</p>	<p>Embedded IOC practice from all participants</p> <p>Professional enquiry</p> <p>Targeted interventions</p> <p>Consistency across departments</p> <p>Excellent experiences for all pupils</p>


	Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
LEARNING	<p>Numeracy and Mathematics</p> <p><i>Numeracy & Mathematics</i></p>  <p>Coherent, well planned links to Numeracy across the curriculum</p> <p>Build on and maintain the current number of pupils achieving combined CFE judgements in Numeracy.</p> <p>Exceeding</p> <p>Increase group average in Winter Assessments across all stages.</p> <p>Increase P3 Numeracy ST average by 4 points</p> <p>Increase P5 Numeracy ST average by 7 points</p> <p>Increase P7 Numeracy ST average by 5 point</p>	<p>Applying the principles of planning, observation, assessment, recording and reporting as an integral feature in learning and teaching through:</p> <ul style="list-style-type: none"> Planning and delivering high quality experiences with an emphasis on challenge, differentiation and formative assessment Maximising opportunities to develop skills in numeracy through learning activities across the curriculum Clear and relevant links to Numeracy and Mathematics across the curriculum in both long and short term planning Improvement in Numeracy skills through effective IDL opportunities including Expressive Arts Engage in professional learning in key aspects of numeracy and mathematics i.e. Number Talks and CPA approaches 	<p>DHT 1</p> <p>Maths Champions x 3</p> <p>Class Teachers</p>		<p>ERC Numeracy and Mathematics Framework</p> <p>Numeracy Across Learning</p> <p>Numeracy in Expressive Arts</p> <p>ERC N & M Strategy 23 - 26</p> <p>Messy Maths further reading</p> <p>Number Talks further reading and videos</p> <p>IDLs Programme</p> <p>Cluster DYW Resources</p>	<p>Learning visits</p> <p>Jotter monitoring</p> <p>Pupil dialogue</p> <p>Professional dialogue</p> <p>Forward Planning</p> <p>Classroom wall displays</p> <p>Staff Meetings</p> <p>CLPL</p>


	<p>Enhanced professional practices on teaching numeracy and mathematics and increased practitioner confidence</p>		<ul style="list-style-type: none"> • Implement Messy Maths pedagogy • Improve a targeted group of pupils' numeracy skills through the introduction of the IDLs programme • Moderation activity to ensure a clear understanding of standards and expectations • Further develop partnership working, and the use of STEM and DYW to add values to children's experiences in numeracy and mathematics • Continue to build on the effective use of digital technologies to enhance learners' experiences in numeracy and mathematics <p>(2.3.1, 2.3.4)</p>	DHT 2		<p>West of Scotland STEM and DYW resources</p> <p>Component analysis SM6 June 23</p>	<p>Winter Assessments Parental Workshops</p> <p>Assessment data</p> <p>Tracking</p>
TEACHING	<p>Literacy and English</p>  <p>Ambitious attainment and achievement for all learners with 96% of all learners achieving expected levels</p> <p>Maintain current number of pupils achieving combined CFE judgements in Literacy.</p> <p>Increase P3 Literacy ST average by 4 points Increase P5 Literacy ST average by 8 points Increase P7 Literacy ST average by 3 points</p> <p>Increase group average in Winter Assessments across all stages for groups 2 - 4.</p>		<p>Consistent approach to Reading and Phonics through whole school Guided Reading approach:</p> <ul style="list-style-type: none"> • Build on guided reading approaches across school • Increased use of phonics flashcards across all stages as part of class warm-ups and guided reading activities • Training of PSAs on guided reading approaches to support classes • Guided reading Inputs for staff and sharing of good practice • Introduce new reading scheme in P4 - P7 • Improve a targeted group of pupils' reading and spelling skills through the introduction of the IDLs programme <p>Increased levels of challenge and enjoyment in French through:</p> <p>Further CLPL to increase practitioner confidence in using every day instructions in French Build in French to play based provocations to allow pupils opportunities to consolidate and</p>	DHT 3 Class Teachers		<p>IDLs Programme</p> <p>'Literacy rich' folders for each stage</p> <p>Display files for all curricular areas (E&O's)</p> <p>Component analysis SM6 June 23</p>	<p>Peer Modelling</p> <p>Assessment data</p> <p>Professional dialogue</p> <p>Tracking</p> <p>Engagement</p> <p>Parental Workshops</p>



			<p>revise vocabulary Effective use of new French planners at P6/7 to ensure cross-curricular links and IDL is used as a teaching approach Make faith links within the new planners Ensure use of active learning strategies and games to teach French</p>				
TEACHING	<p>Health and Wellbeing</p>  <p>Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical wellbeing and abilities to their potential.</p>	<p>(2.3.2)</p> <ul style="list-style-type: none"> • Improve opportunities for children to learn about food and nutrition linked to Chefs in school toolkit • Increased opportunities for catering staff to work with children making best use of food products available • Improve pupils' mental health and wellbeing through the introduce of the IDLs programme <p>Staff take proactive steps to ensure that barriers to learning are minimised:</p> <ul style="list-style-type: none"> • Embed trauma informed approaches <p>(2.4.3)</p>	<ul style="list-style-type: none"> • Improve opportunities for children to learn about food and nutrition linked to Chefs in school toolkit • Increased opportunities for catering staff to work with children making best use of food products available • Improve pupils' mental health and wellbeing through the introduce of the IDLs programme 			<p>Better Eating, Better Learning</p> <p>IDLs Programme</p> <p>Expressive arts area/Cook school timetabling</p> <p>Parental volunteer database</p>	<p>Intervention tracking</p> <p>Professional Dialogue</p> <p>Forward Planning</p> <p>HWB Assessments</p> <p>Active Schools Tracking</p> <p>Parental Workshops</p> <p>Assessment data</p> <p>Tracking</p>
LEARNING	<p>STEM</p> 		<p>Deploy a wide variety of innovative and creative resources and approaches through:</p> <ul style="list-style-type: none"> • Planning and implementing Sciences experiences utilising support from SNHS Science Department and Young STEM Leaders. • CLPL to develop writing of effective Science reports 	<p>DHT 2</p> <p>Class Teachers</p>		<p>Digital Wellbeing in Schools</p> <p>ERC STEM Strategy</p> <p>ERC Digital Learning and Teaching Strategy</p> <p>STEM room timetabling</p> <p>Cluster transition experiences</p>	<p>Pupil dialogue</p> <p>Audit use of STEM Room</p> <p>Science Assessments</p> <p>Jotter scrutiny</p>

	<p>Effective delivery of Science experiences and outcomes.</p> <p>Learning is enriched and supported by our effective use of digital technology.</p> <p>Learners develop cyber resilience and are proficient and safe users of digital technologies</p>		<ul style="list-style-type: none"> ● Consistent use of ERC Learning Pathways for digital technology ● Topical Science <p>(2.2.3, 2.3.3)</p>			<p>Masterclass collaboration</p>	<p>Digital Wellbeing Award accreditation</p> <p>STEM Room Booking System</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">LEARNING</p>	<p>RERC</p>  <p>As Pilgrims of faith staff, pupils and families prepare for the Jubilee Year of 2025</p> <p>To share and extend good practice in Home/School/Parish partnerships</p>		<ul style="list-style-type: none"> ● Introduce the theme 'Pilgrims of Faith' as we prepare for the Jubilee Year of 2025 ● Embed 'Developing in Faith' within our self-evaluation process. ● Incorporate Diocese of Paisley annual planning cycle for God's Loving Plan ● Encourage Stage/Class Church visits. ● Build in effective use of Good Shepherd Journals as part of CLPL/staff development over a 3 year period. ● Implement revised First Communion programme ● Implement Laudato Si Action Plan 	<p>DHT 1</p> <p>Class Teachers</p> <p>P4 class teachers</p> <p>Mini Vinnie's Eco Committee</p>	<p>Nov - June</p> <p>Feb - June</p> <p>Aug - June</p> <p>Mar - June</p> <p>Aug - June</p> <p>Jan - May</p>	<p>SCES website</p> <p>Catholic Education Week</p> <p>Revised Archdiocese Resources</p>	<p>Curriculum Development</p> <p>Planning</p> <p>CLPL</p> <p>Pupil Dialogue</p> <p>Jotter Monitoring</p> <p>Learning Visits</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">LEARNING</p>	<p>Excellent experiences for all</p> <p>High quality learning and teaching in all classrooms.</p> <p>All staff are ambitious for all children and work continually to raise the bar for all.</p> <p>Experiences occur in a climate characterised by nurturing and supportive relationships, where learners feel secure and confident to take risks and think creatively.</p>		<p>Staff workshops on:-</p> <p>Metacognition and Self-regulation</p> <ul style="list-style-type: none"> • Challenge (TB Ch 4) • Develop the language of Metacognition • Develop staff and pupil knowledge of the learning dispositions and create class displays around these <p>Motivation and Engagement</p> <ul style="list-style-type: none"> • Defining and Demystifying the Destination (TB Ch 3) <p>(2.2.2)</p> <p>Upskilling Staff to Deliver High Quality Art Lessons across the School</p> <ul style="list-style-type: none"> • Staff will team teach with our visiting Art specialist • CLPL drop in sessions will be available for staff • Opportunities will be available for staff to model Art lessons 	<p>DHT 3</p>	<p>August cluster inservice</p> <p>Aug-June</p>	<p>ERC Excellent Experiences for All</p> <p>Practitioner Self Evaluation Tool</p> <p>ERC Metacognition and Self-Regulation</p> <p>ERC Motivation and Engagement</p> <p>Teaching Backwards - A Griffith and M Burns</p> <p>The Teacher's Toolkit - P Ginnis</p> <p>Active Learning - M Silberman</p> <p>Cluster working group</p>	<p>Staff evaluations</p> <p>Learning visits</p> <p>Professional dialogue</p> <p>Learner dialogue</p>
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L E A R N I N G	<p>Interdisciplinary Learning</p> <p>Our curriculum ensures space for learning beyond subject boundaries to allow children to make connections between different areas of learning.</p> <p>Bundling of Es and Os provides relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the needs of all children.</p> <p>The level of personalisation and choice is improving outcomes for pupils</p>		<ul style="list-style-type: none"> • Staff have a clear understanding of what progression looks like • Learning pathways support children to build on prior learning and ensure progression • Pupils are involved in planning and identifying opportunities for personalisation and choice • High quality learning experiences are planned which incorporate outdoor learning • Staff have a shared understanding of IDL and how to develop it as a context for learning • Staff development on effective bundling of Es and Os across the curriculum/learning pathways • Bundling of Es and Os in context of Masterclass (2.2.2, 2.2.3) 		<p>Aug in-service</p> <p>CIV Oct - Nov '23</p>	<p>BtC3</p> <p>IDL: ambitious learning for an increasingly complex world</p> <p>Learning journey displays inc pupil voice</p>	<p>Cluster CIV Feedback</p>
	<p>Social Studies</p> <p>To develop pupils understanding of the world and their place within it by exploring relevant topics</p> 		<ul style="list-style-type: none"> • Refreshing topic suggestions for staff to consider • Revisit topic tracking tool to avoid repetition of topics across stages • Develop approaches to assessing skills • Increased relevance of topics 	<p>PT 2</p> <p>Class Teachers</p>		<p>Social Studies Tracking Tool</p> <p>Progression Framework</p>	<p>Forward Plans</p> <p>Wall Displays</p> <p>SS Assessment</p> <p>Pupil Voice</p> <p>Learning Visits</p>

L E A R N I N G	<p>Family Learning and Partnerships</p>  <p>To raise attainment through parental partnerships</p>		<p>Meaningful engagement with families to improve learning and achievement:</p> <ul style="list-style-type: none"> Targeted support for identified families Families supported to actively and meaningfully engage in their children's learning and life in school Parental workshops across the curriculum including Guided Reading Introduce school app <p>(2.5.1)</p>	<p>PT 1</p> <p>Class Teachers</p> <p>Bilingual Support Assistant</p> <p>Colleague collaboration (Giffnock primary?)</p>		<p>Parental Involvement and Engagement Strategy 2022-2024/5 (ERC)</p> <p>Parental Involvement - ERC Documentation</p> <p>Education Scotland Parental Toolkit</p>	<p>Engagement with homework</p> <p>Progress of targeted families</p> <p>Parent voice</p> <p>Parent attendance at events</p> <p>Parent evaluations</p> <p>Family learning Gold application</p>
A S S E S S M E N T	<p>Assessment</p> <p>A classroom environment which empowers learners to progress and become owners of their learning</p> <p>A classroom where pupil and teacher self-efficacy is high and learners are confident</p>		<p>Revise and revisit Formative Assessment strategies with a particular focus on:</p> <ul style="list-style-type: none"> Routine use of visualiser to showcase examples of excellence Focus on the learning environment Teacher Feedback Pupil involvement in planning <p>(2.3.3)</p>	<p>Moderation Facilitators</p> <p>DHT 3</p>		<p>BTC 5</p> <p>ERC AiFL Guidance</p> <p>Shirley Clarke Education</p> <p>Formative Assessment Shirley Clarke book</p> <p>Publications: Unlocking Formative Assessment-Shirley Clarke (chapters 2, 5, 6, 8)</p> <p>Teaching Backwards-John Hattie</p> <p>Formative assessment-A Little Guide for Teachers-Shirley Clarke</p> <p>Teacher Toolkit-Paul Ginnis</p>	<p>Learning visits</p> <p>Pupil dialogues</p> <p>Jotter monitoring</p> <p>Wall displays</p> <p>HWB assessments</p>

	Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
ACHIEVEMENT	<p>Achievements</p>  <p>Our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens.</p>	<ul style="list-style-type: none"> Development of refreshed committee programme All P4 - P7 pupils have a committee responsibility <p>(3.2.3)</p>	<p>PT 2</p> <p>Staff leadership</p> <p>Pupil leadership</p>		<p>Revised timetables</p> <p>£50 budget per committee</p> <p>Participatory budgeting guidance</p>	<p>Forward Planning</p> <p>Committee action plans</p> <p>Committee evaluations</p> <p>Wall displays</p>
ACHIEVEMENT	<p>Developing the Young Workforce</p>  <p>Learners are ambitious and better prepared for the world of work through progressive learning that connects them more directly to employment.</p>	<ul style="list-style-type: none"> Continue to raise awareness of the meta-skills to ensure learners can identify these in order to assess their own meta-skills Implement Skills Development Scotland (SDS) approaches and resources at all stages <p>(3.3.4)</p>	DHT 2		<ul style="list-style-type: none"> Building the Curriculum 3 Career Education Standard OECD Future of Education and Skills 2030 Careers by Design Report - February 2022 The Future at Five: Gendered Aspirations of Five Year Olds (March 2021) Dream Jobs? Teenagers' Career Aspirations and Future of Work (January, 2020) 	<p>Forward Planning</p> <p>Pupil Dialogue</p>

[School Improvement Plan 3 Year Self Evaluation Audit Cycle](#)