

St Joseph's Primary

Standards and Quality report

2017 -2018



### Context of the School

St Joseph's Primary School is a denominational school, situated in Busby within East Renfrewshire Council. The school serves the Busby, Clarkston, Waterfoot and Eaglesham districts of East Renfrewshire. The associated secondary school is St Ninian's High School and the cluster primary schools are St Cadoc's and Our Lady of The Missions with Glenwood Nursery acting as our associated Nursery.

Our aim is to provide a Catholic school education of high quality with a vision of a school that:

- Is welcoming, with genuine friendliness, concern, respect and a sense of community.
- Strives for educational excellence, ensuring breadth and balance across the curriculum.
- Achieves high attainment, through self-evaluation and improvement.
- Encourages the value of hard work and has high expectations of both staff and pupils.
- Encourages staff to reflect on the Gospel and its call to show love, compassion, respect, truth, integrity and wisdom thus seeking to build a community where all members are held in high regard and their dignity, worth and individuality are respected.
- Recognises the uniqueness of each student as a gift of God.
- Is joyful, optimistic and genuinely happy.
- Speaks of Jesus' love through the strength of the loving kindness of our staff.
- Seeks opportunities for celebration.
- Recognises and expresses our Catholic tradition with signs and symbols of our faith, in Eucharistic celebration, and through our Religious Education Programme
- We aim to equip our pupils with skills and attitudes for lifelong learning which will prepare them for life beyond school.

St Joseph's Primary was established many years ago in the local church, moving to its present location in 1965 where an extension was completed in 1995. Further building work provided new classrooms, a MUGA (Multi Use Games Area) an enhanced Information Communication Technology (ICT) area and a Continuing Professional Development (CPD) / Conference Area.

The present school roll is 439 with a projected roll of 430 by September 2018. More information regarding the staffing levels can be found in our school handbook:

<https://blogs.glowscotland.org.uk/er/StJosephs/files/2012/10/School-Handbook-2017-2018-.pdf>

St Joseph's is an integral part of the local community, maintaining very strong links with the Parent Council, Pupil Council, St Joseph's and St Bridget's parishes, other schools and local agencies.

Using the devolved budget from the local authority, the school prioritises development areas within a strategic plan for improvement.

## Improvement Plan Priorities

Our school priorities as per the improvement plan were to:-

- Maintain high levels of attainment in literacy and numeracy.
- Close the attainment gap between the most and least vulnerable children
- Improve and strengthen partnership working and transitions for pre 5 / P1 pupils and develop in senior pupils skills for life learning and work.
- Improve engagement of staff in both Professional Enquiry and the School Improvement Partnership programme.
- Review and adapt the organisation of Master Classes to better meet the needs of pupils for life, learning and work.
- Implement Playful Pedagogy approach in Early years.
- Develop approach to outdoor learning, ensuring opportunities for interdisciplinary learning.
- Improvement in children's health and wellbeing through the introduction of NLP to build resilience
- To celebrate the centenary of the partnership between the Catholic Church and State.

## Method of Gathering Evidence

An extensive range of evidence was gathered to evaluate the key work of the establishment.

For example:

- Staff / peer evaluation;
- learners' evaluations of their learning experiences;
- monitoring of learning and teaching, attainment and achievement throughout the year;
- benchmarking the quality of work with schools of similar characteristics and of identified good practice;
- Use of National BGE Benchmarking database
- moderation at school, cluster, authority level;
- surveys carried out with staff, pupils and parents;
- observation of practices with learners and staff, and by senior managers through learning visits where the focus was on the experiences of the users;
- focus group discussions with learners, teaching staff and parents which evaluated the work of the school and if appropriate, set new targets.
- information from partners such as educational psychologist, school-based social workers, Speech and Language Therapists etc.

<b>How good is our leadership and approach to improvement?</b>		<b>(1.1, 1.2, 1.3)</b>
<b>Evaluation: 5</b>		
<b>NIF Priority</b> Teacher professionalism	<b>School Priorities</b> ➤ Analysis and evaluation of data ➤ Impact of career-long professional learning ➤ Strategic planning for continuous improvement.	
<b>NIF Driver(s)</b> Improvement in attainment, particularly in literacy and numeracy	<b>Local Improvement Plan – Expected Outcome / Impact</b> Improved reading, writing and mathematics throughout the years of the broad general education	
<b><i>Progress, Impact and Outcomes</i></b>		
<p>Robust Self-evaluation is both a crucial and integral feature of the work of the school. Staff understand the importance of self-evaluation and of looking both outwards and forwards. They are encouraged through Professional Review and Development sessions to take steps to develop their leadership roles within the school. Staff at all levels take responsibility for implementing change through our Champions programme: PE, Maths, Science, Literacy and Outdoor Learning Champions. Staff have actively developed their own knowledge and skills and have provided opportunities to share best practice and improve consistency through our school by delivering Career Long Professional Learning sessions and /or supporting staff to further improve the life and work of the school.</p> <p>All staff participate in individual professional learning and there is a collegiate approach to identifying the strengths and improvements needs of the school with parents and teachers take a lead role in setting the priorities for the forthcoming year. Pupil focus groups have proved to be a highly effective mechanism for empowering our children to inform and lead whole school priorities.</p> <p>Staff work extremely well as a team and there is a strong ethos of sharing practice. All staff participate in professional dialogues with their line manager and at weekly departmental meetings staff often present to their peers on aspects of the curriculum or on good practice that has been highlighted. This session P1 staff presented on the implementation of playful pedagogy and its dissemination across all stages.</p> <p>Most teachers participated in school working groups which developed; Outdoor learning, NLP, RE and literacy within the school. Some teachers undertook further study in the area of ICT, Science and one is working on gaining a Masters level award in Literacy.</p> <p>The School Improvement Partnership initiative had planned to explore the effect of the Hanen approach on the children who attained lowest in the baseline element of rhyme and alliteration. All identified children in primary 1 and 2 made significant progress through this input as evidenced in the comparative before and after data.</p> <p>All staff have consistently high expectations of all learners and the House system has proved to be an effective mechanism for pupils to feel ownership of the values and aims of the school.</p> <p>The partnership the school shares with local parishes ensures that the aims and values of the school endures into the community. Regular visits from Parish priests and visits to local</p>		

churches has instilled in staff and learners the benefits of a strong community of faith and learning.

Staff made good use of Paisley Diocese CLPL opportunities particularly for Sacramental preparation and for newly qualified teachers. All staff were encouraged to have a faith based action point during their PRD sessions and used “Companions on the journey” to help reflect on and show commitment to their role as a Catholic teacher. Staff engaged in the Centenary celebrations and identified activities from the SCES placemats to undertake as a school. This culminated in a whole school display on the establishment of St Joseph’s Primary School and Parish.

The school employs a range of approaches to professional learning which enables staff to learn with and from each other. Teachers use a wide range of different assessments to measure pupil progress across the curriculum. As well as summative assessments, East Renfrewshire and National Standardised tests and Interim assessments, staff work effectively with colleagues across the Cluster and the Authority to moderate standards.

The Learning Cycle approach to professional enquiry which was implemented this session, proved to be a very effective mechanism. From the School Improvement priorities, staff worked in groups to investigate a specific question linked to the priority and observed lessons with the focus on the impact on learners. During these observations staff engaged in dialogue with the children about their learning experiences. Summary feedback was completed by each group identifying strengths and next steps for the related priority. This approach has led teachers to becoming increasingly confident in discussing how they have improved their practice as a result of their professional learning activities. They are keen that this approach is further developed next year to include a focus on national research and looking outwards.

#### **Next Steps:**

A self-evaluation calendar will be produced to demonstrate a strategic approach to using improvement tools vital documents such as How Good Is Our School 4, Building Ambition and Developing in Faith. There will be planned reflection on a particular theme each term. Selected How Good Is Our School 4 ‘challenge questions’ and reflective questions contained in Developing in Faith will be explored during Departmental Meetings, classroom visits, professional dialogues, target setting meetings, focus groups with pupils, parents and staff.

The Learning cycle model of professional enquiry will be embedded and extended to actively support practitioners to engage in current national research. There will opportunities for staff to look outwards at identified good practice across the West Collaborative.

All staff will develop their confidence in their understanding of how language and thinking can positively affect outcomes for pupils and other adults through the development of NLP.

Further CLPL opportunities will be planned on an establishment and cluster basis and best practice shared with all staff.

To better manage digital technologies proactively and efficiently there will be a reinstatement of an ICT suite. A timetable will be established for the use of the ICT suite and a monitoring system of resources will be put in place to ensure all learners experience digital technologies

Through the use of HGIOurS Pupils will engage in a variety of opportunities and support to ensure they take responsibility for their own learning, success and achievements.

The school will extend and enhance current partnership working with local pre 5 establishments involving projects based around Muddy Movers, Playful pedagogy and planned reciprocal visits addressing Developmental Milestones.

The school will work with local schools out-with our East Renfrewshire Council locale (West Collaborative). This will involve reciprocal visits based around Skills for Life, Learning and Work.

How good is the quality of care and education we offer?		(2.2, 2.3, 2.4)
Evaluation: 5		
<b>NIF Priority:</b> Improvement in children and young people's health and wellbeing	<b>School Priorities</b>	<ul style="list-style-type: none"> <li>➤ Learning Pathways</li> <li>➤ Skills for learning, life and work</li> <li>➤ Planning, tracking and monitoring</li> <li>➤ Removal of potential barriers to learning</li> </ul>
<b>NIF Driver(s):</b> School Improvement	<b>Local Improvement Plan – Expected Outcome / Impact</b>	<ul style="list-style-type: none"> <li>➤ An increase in opportunities for young people to develop knowledge, understanding and the skills for life and active participation in a global multicultural society and Scotland's place in it.</li> <li>➤ An improvement in the readiness of children to build on early learning experiences</li> </ul>
<b>Progress, Impact and Outcomes</b>		
<p>The Cluster 'Developing the Young Workforce' Standing committee has established an Inspiration pack which contains innovative and creative approaches to further support the development of skills for learning, life and work. The Standing Committee has also developed a streamlined approach to pupil profiling using current digital platforms available on GLOW. This work will be launched at August 2018 Cluster In-service.</p> <p>East Renfrewshire Council's Loss and Bereavement Support Pack for Schools was successfully launched in October '17. Staff have used this resource over the last 6 months to support our children and families who have suffered loss.</p> <p>The Coding club, organised by a parent who acted as the STEM ambassador and a P7 teacher, enjoyed great success in helping children to plan, code and perform simple computer programming. The work of the coding club was further developed later addressed in classroom lessons where learners explored the use of basic programming activities such as the use of Raspberry Pi kits. The whole school was involved in a competition to create an app, supported by JP Morgan. Staff were supported by CLPL input on coding and provided with a range of resources to support implementation.</p> <p>P7 pupils also participated in a Virgin grow £5 challenge. This required learners to make good use of their creativity skills as using their 'virtual £5' they had to devise projects to make their money grow. This project proved to be both challenging and enjoyable with pupils reporting they felt a great sense of achievement when their project made a profit [MJ1]. A part of the P7 transition programme, pupils were required to devise and make a pull along toy. Both projects had a very clear focus on developing literacy, numeracy skills as well as employability skills and learners reported they were now more aware of different careers and the skills required for them.</p> <p>The RE standing committee worked collegiately with the St Luke's cluster to plan a programme of events to mark the Centenary of Catholic Education. CLPL was offered to all teachers in East Renfrewshire denominational schools. Sessions were well attended and staff appreciated that the sessions were designed around their adult formation rather than focusing on pedagogical issues. A joint cluster movie has been produced by the Standing Committee focusing on the impact of Catholic teachers in denominational schools. This movie will be launched at the</p>		

Cluster in-service in August. Children and staff represented St Joseph's at the National Centenary Mass in Falkirk in June. Staff continued to attend Diocesan Career Long Professional Learning on Sacramental preparation which assisted staff in their teaching of the sacraments and when reflecting on how well the school engages with parents during Sacramental Preparation. Parent leaflets outlining school preparation for sacramental arrangements for the events was distributed with many parents commenting how grateful they were for the excellent preparation their child had received prior to receiving the appropriate sacraments thus greatly contributing to the child's faith journey.

Excellent work was developed between early years' staff and the local pre 5 establishments Cart Mill family centre and Busby nursery. Staff and pupils made reciprocal visits with learning pathways planned to support transition and improve progression. Staff planned a variety of learning experiences for young learners around outdoor learning with a focus on recycling using a collection of junk materials which allowed children to use these materials as they chose, to develop their gross and fine motor skills.

Children were observed using more creativity and imagination and developing more skills and competences. This, linked to the CLPL offered on playful pedagogy resulted in staff planning more confidently using the design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance. This good practice was recognised during the authority thematic review of the implementation of playful pedagogy in May.

An outdoor learning working party was established to look at creating a shared understanding of interdisciplinary learning and how to develop it as an important context for learning. The working party identified areas in the local community that could be used as a resource e.g. Busby Glen. The working party also created an inspiration pack with curricular links to support the implementation of outdoor learning. In primary 1 and 2 there have been significant development in outdoor learning more scope for the broader experience and additional scope for application of skills.

Feedback from parental workshops on outdoor learning was extremely positive and parents have been very supportive of this work.

Our approach to outdoor learning and our sector leading practice of 'Better eating better learning' has been externally validated by Education Scotland thorough winning of the National BEBL award for the primary sector in June '18.

As part of embedding the Master Class approach to the DYW strategy, we audited current practice using the 'I Can' statements. This helped identify areas of particular focus when structuring the programme. Local and national businesses were contacted and became close partners in the development of the tracked skills which then helped deliver classes which supported specific skills.

### **Next Steps:**

Developing Young Workforce standing committee will launch their inspiration packs and the cluster 'I can statement progression posters at the cluster inservice in August 2018.

Roll out year 2 of a 3 year Neuro-Linguistic programme. Throughout the school, plan pre and post evaluations of mental resilience in P4-P7 pupils and disseminate to class teachers. Ensure approaches are embedded in current mental health and wellbeing framework.

Outdoor Learning Working Group will provide further input to staff in order that Outdoor learning is delivered consistently at all stages. Approaches to outdoor learning should be embedded in our planning of learning experiences.

The Literacy Working Group will continue to support East Renfrewshire Council's Literacy strategy to explore the school's approach to teaching literacy and provide guidance which will increase the % of pupils achieving CFE first level literacy or better by the end of P4. This work will also ensure staff are better supported in the teaching of literacy and that Literacy. We will embed consistent and progressive planning across levels and stages through the introduction of online planning, ensuring effective pedagogical practices are shared and implemented across establishment.

Targeted support/early intervention will be provided to raise attainment. Through the introduction of a cohesive programme of work from P1 to P7 we plan to develop a progressive and robust approach to the teaching of Grammar and Spelling.

Career Long Professional Learning has impacted positively on their classroom practice. This will also maintain or increase parental engagement and family learning.

Effective planning and progression in Numeracy and Maths will be assured through online planning. Staff will be supported by an identified SLT to share good practice and look outward across the West Collaborative.

Staff will continue to develop a shared understanding of child development and playful pedagogy with

Pupils in P1 & 2 receive high quality early learning experiences, particularly focused on real-life learning.

The Cluster RE Standing committee will continue to plan and organise career long professional learning which will be offered to all staff. The school will continue to work in close partnership with the Diocese and St Luke's Cluster to celebrate the centenary of the 1918 Education. Re-establish the programme linking Caritas and Pope Francis Award pupils.

We will Create, sustain and enhance a motivating environment for effective learning by creating a new ICT Suite. There will be consistent and effective approaches to skills development in Digital Technologies to enhance learning experiences across the curriculum through the revision of the Digital Technologies Pathway. All staff will be supported and provided with CLPL opportunities to ensure they are confident and proficient in the effective use of current digital technologies to support learning and teaching. Our school will be successful in achieving the digital schools award.

Use our moderated Benchmarks and online tracked planning to ensure consistency and continuity in teaching and learning.

The Rights Respecting programme, the Family Friendly programme and the Eco programme will all be re-visited and refreshed so that the next level of award can be realised.

**How good are we at ensuring the best possible outcomes for all our children / learners?**  
**(3.1, 3.2)**  
**Evaluation: 5**

<b>NIF Priority:</b> Improvement in attainment, particularly in literacy and numeracy and Improvement in children's and young people's health and wellbeing	<b>School Priorities:</b> ➢ Inclusion and equality ➢ Attainment over time ➢ Attainment in literacy and numeracy ➢ Equity for all learners
<b>NIF Driver(s)</b> Performance improvement Parental engagement	<b>Local Improvement Plan – Expected Outcome / Impact.</b> An improvement in the attainment of disadvantaged young people

**Progress, Impact and Outcomes**

Attainment in the school remains at a good level, generally matching or exceeding the Authority average scores for standardised testing. There is an ethos of high expectation and continuous improvement in the school. The school secured one silver and three bronze awards in the Junior Maths Olympiad which is a National Mathematics competition attracting over 1200 entries. Our Primary 3 class came 3<sup>rd</sup> in the authority Sumdog competition.

All schools in East Renfrewshire recorded the percentage of children achieving developmental milestones at the beginning of P1. The milestones benchmark various areas of development including skills in language and communication, social and emotional, attention fine and gross motor skills. Developmental Milestones for P1 showed 86% of pupils achieved their milestones this is an increase of 8% from previous session. The information was used along with the Baseline results, to build up a profile of each P1 pupil to ensure that the needs of each child are identified and supported.

There has been a downward trend in our Standardised test results, particularly in boys' attainment of English and this will be improved through support and challenge of both teachers and pupils at identified stages.

<b>Overall Standardised Score</b>	<b>2016 - 2017</b>	<b>2017-18</b>
Maths (P3,5,7)	102	98
English (P3,5,7)	100	97
<b>Maths</b>	<b>2016 - 2017</b>	<b>2017 - 18</b>
Boys	103	100
Girls	102	101
<b>English</b>	<b>2016 - 2017</b>	<b>2017-18</b>
Boys	98	96
Girls	102	101

Baseline scores indicate that children entering P1 have an overall increased average this year. The gap between boys and girls attainment has reduced to 5 points.

<b>Literacy</b>	<b>2016 -2017</b>	<b>2017-18</b>
School's overall scores	97	101
Boys	94	99
Girls	101	104
<b>Numeracy</b>	<b>2016-17</b>	<b>2017-18</b>
School's overall scores	99	102
Boys	98	101
Girls	100	100

Literacy and numeracy will remain a central feature of the school's priorities for improvement.

Teachers have increased their confidence in making accurate judgements on pupils' progress in both literacy and numeracy using the moderated benchmarks. Moderation exercises within school, Cluster and at Authority level have impacted positively on professional knowledge and understanding about progression through the gradient of learning. Using the moderated Curriculum for Excellence benchmarks will enable staff to more accurately report on the national standards expected within each level.

Attendance levels are extremely high and the rate of exclusion remains nil.

### **Curriculum for Excellence Judgements (CfE)**

The table below shows the percentage of pupils in P1, P4 and P7 achieving the early, first and second CfE levels. The school remains close to meeting the 3 year targets set by ERC and may indeed exceed levels set in some areas.

<b>CfE attainment</b>	<b>2016 - 2017</b>	<b>2017-18</b>	<b>Target 2016-2019</b>
Reading	89	93	91
Writing	88	92	89
Maths	93	93	91
Talking and Listening	88	95	88

The school regularly reviews the attainment targets of all pupils through Target setting meetings.

Our Pupil Equity Funding allocation has allowed us to employ a principal teacher to support our identified FME children. There has been a particular focus on our children who were at risk of missing out and with a deeper analysis of their attainment; it showed that our children who were identified as PEF were not necessarily our lowest attaining pupils. The support provided has ensured that the children identified have maintained or exceeded expected attainment levels.

Pupils report they have enjoyed handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help them to grow and keep healthy. Children experienced a sense of enjoyment and achievement when preparing simple healthy foods and drinks such as:-

P6 children working in close partnership with the catering staff and facilities management, Master Classes in which learners made simple meals/snacks e.g. fruit kebabs and sandwiches.

Class lessons exploring local produce and seasonal harvesting.

All learners applying knowledge and understanding of current healthy eating advice to contribute to a healthy eating plan.

The impact of this work has resulted in partnerships that are firmly based on a shared vision, values and aims and which puts the needs of all learners at the core of the school's partnership working.

Feedback highlights that existing partners better understand and appreciate the different contexts in which the school works. This will be expanded in subsequent years to include new partnerships.

The engagement and communication between partners has been regular, structured, supportive and is efficient.

The purpose of the school's partnerships is clear. Partners have well-defined roles / responsibilities and make positive contributions. Partnership agreements set a framework within which joint working and shared learning thrives. All partners demonstrate high levels of commitment to improving outcomes for all learners.

The school's Parental Involvement coordinator has been working closely with partners and has successfully support our school to achieve the silver level for the Family Centred Approach award. Parents feel included in the life of the school, particularly through their involvement in the Master Class programme, the introduction of Twitter and open door policy.

Close monitoring and tracking of extra school curriculum has resulted in targeted support for those young people who experience barriers to learning.

The targeted support has been centred on pupils who have social and emotional needs and has resulted in more vulnerable children participating in a variety of activities.

The school's Resilience working party has shown commitment to the development of health and wellbeing to improve experiences for all learners, particularly with regard to mental, emotional social and physical wellbeing. They facilitated the delivery of CLPL on Christian Meditation and input from Brian Costello and 'Headstrong'.

Through pupil dialogues, children were able to articulate, in a very positive manner, their sense of feeling safe and included in St Joseph's. Pupil Voice is an important part of the ethos of St Joseph's. This year, we have ensured that all children have had an opportunity to work in pupil committees to support the improvement of the school

### **Next Steps:**

Continue to provide a PEF PT to work with children who, through data analysis, are shown to be

in danger of missing out.

A key area of focus will be ensuring a robust approach is taken to the quick recall of Maths mental agility, for example quick and accurate recall of multiplication facts and to use Curriculum for Excellence Numeracy and Mathematics benchmarks to provide clarity on the national standards expected within each level. Secondary Maths teacher to be employed to work across the cluster, supporting effective pedagogy, offer CLPL and enhance transition.

The Literacy and English benchmarks will continue to be used to provide clarity on the national standards expected within each level. Members of SLT will be timetabled to provide support, modelling and opportunities for shared practice in all classes. A member of SLT will receive training in reading recovery to support pupils in Primary 2 and support and develop the practice of all staff through staff meetings. Increased attainment across school due to shared pedagogical approach and the support of Leaders of Learning.

Baseline and Developmental Milestones attainment levels will be addressed by continuing to engage with early years' establishments to analyse and evaluate P1 Baseline and Developmental Data and plan appropriate interventions. The school will work closely with partner Pre 5 establishments and through 0-6 pedagogy and Purposeful Play in the early years, enhance the existing twinning project with Cart Mill Family Centre and Busby Nursery and extend to Carolside Nursery.

Teachers will continue to moderate Curriculum for Excellence judgments through in-house, cluster and authority moderation events, paying close attention to the gradient of learning.

The school will implement the recommendations made from the Authority's Early Years review of Playful Pedagogy.

Continue with a strategy approach to the planning of Master Classes, based around the cluster 'I Can' progression statements.

The school will work with Cluster colleagues to implement the devised programme as designed and organised by SERC, the purpose of which will be to embed a culture of problem solving and investigation through Science.

### **Pupil Equity Fund – How are we ensuring Excellence and Equity?**

- £10, 800 allocated this year.
- Pupil Equity Funding will be used to continue to support the improvements in outcomes for learners through the support of a Principal teacher whose remit will be to enhance attainment, with a focus on literacy. The aim is to ensure children, entitled to Free Meals are achieving the appropriate Curriculum for Excellence level in Literacy or are being fully supported to achieve their maximum potential. This will be extended to vulnerable [MJ2] pupils who could improve their levels of attainment.
- Secondary Maths teacher employed 0.1 FTE
- Reading Recovery Training for member of SLT

### **What is our capacity for continuous improvement?**

The school is well placed to continue its programme for improvement and the implementation of Curriculum for Excellence.

The school has a clear vision, strong leadership and strives to deliver the highest quality of education for all pupils. There are numerous opportunities for pupils to attain, achieve and maximise their potential.

The strong collegiate approach within the school ensures that the excellent partnerships with parents, learners and other agencies will continue.

The management team is in a strong position to maintain the high standards set by the school.

### **National Improvement Framework Quality Indicators**

<b>Quality indicator</b>	<b>School self-evaluation</b>	<b>Inspection evaluation</b>
1.3 Leadership of change	5	
2.3 Learning, teaching and assessment	5	
3.1 Ensuring wellbeing, equity and inclusion	5	
3.2 Securing children's progress / Raising attainment and achievement	5	

### **School Improvement Priorities 2018-2019**

Our targets for improvement are:-.

#### Self-reflection

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least vulnerable children
- Improvement in children's health and wellbeing
- Improvement in employability skills.

#### NLP

-Continue to embed a culture of increased resilience through NLP and other strategies

#### Professional Learning

-All staff routinely engage in career-long professional learning (CLPL) and develop enquiring and coherent approaches which builds and sustains practice.

#### Pupil Participation

-Audit current pupil participation using 4 Arenas of participation.

#### Partnership working

- Improve and strengthen partnership working and transitions for pre 5 / P1 pupils and develop in senior pupil's skills for life learning and work.
- Family friendly approach

#### Outdoor Learning

-The school team has a shared understanding of interdisciplinary learning and how to develop it

as an important context for learning.

#### Literacy

- Ensure consistent and progressive planning across levels and stages.
- Provide targeted support/early intervention to raise attainment.
- Develop a progressive and robust approaches to the teaching of Grammar and Spelling.
- Ensure effective pedagogical practices are shared and implemented across establishment.
- All staff will be confident in the use of effective pedagogy to support learning and teaching

#### Numeracy

- Ensure consistent and effective approaches to the planning and teaching of numeracy.
- All staff are provided with appropriate professional learning and support to ensure effective pedagogical practice to engage learners.

#### RE

- To promote an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God.
- To celebrate the centenary of the partnership between the Catholic church and State.

#### Digital Learning

- Create, sustain and enhance a motivating environment for effective learning
- Ensure consistent and effective approaches to skills development in Digital Technologies to enhance learning experiences across the curriculum.
- All staff are confident and proficient in the effective use of current digital technologies to support learning and teaching.
- Ensure engagement and communication between partners is regular, structured, supportive and efficient.

#### Raising achievement

- Increased attainment in P2 with introduction of reading recovery.
- Increased attainment across school due to shared pedagogical approach and the support of Leaders of Learning.
- Focus on components identified on tracking information supplied by ERC
- Aim to maintain overall high Mathematics Standardised test score
- More P1 Pupils reach their Developmental Milestones

#### Employability

- Continue to deliver Developing the Young Workforce Implementation Plan

### Strategic Plan 2016- 2020

	2016-2017	2017-2018	2018-2019	2019-2020
<b>Leadership and Management</b>				
<b>1.1 Self-evaluation for self-improvement</b>				
<b>1.2 Leadership of learning</b>				
<b>1.3 Leadership of change</b>				

<b>1.4 Leadership and management of staff</b>				
<b>1.5 Management of resources to promote equity</b>		<b>Yellow</b>		
<b>Learning Provision</b>				
<b>2.1 Safeguarding and child protection</b>				
<b>2.2 Curriculum</b>		<b>Yellow</b>		
<b>2.3 Learning, teaching and assessment</b>	<b>Orange</b>	<b>Orange</b>	<b>Orange</b>	<b>Orange</b>
<b>2.4 Personalised support</b>	<b>Orange</b>	<b>Orange</b>	<b>Orange</b>	<b>Orange</b>
<b>2.5 Family learning</b>		<b>Yellow</b>		
<b>2.6 Transitions</b>				
<b>2.7 Partnerships</b>				
<b>Successes and achievements</b>				
<b>3.1 Ensuring wellbeing, equality and inclusion</b>				
<b>3.2 Raising attainment and achievement</b>				
<b>3.3 Increasing creativity and employability</b>		<b>Yellow</b>		