

St. Mark's Primary School



School Improvement Plan

***‘Everyone Attaining, Everyone Achieving
Through Excellent Experiences’***



2016-2017



SCHOOL AIMS – PLANNING FOR EXCELLENCE

In St. Mark's Primary School, we are engaged in the pursuit of excellence. Our main **aim** is to provide an education of high quality that will enable all young people to become:-

- successful learners
- confident individuals
- responsible citizens
- effective contributors

This will equip them with skills and attitudes for lifelong learning and will prepare them for life beyond school. As a Roman Catholic School, we recognise the need to educate our pupils within a framework that ensures Christian values of tolerance, respect, justice, peace and a **love of God**.

Our vision is one of Everyone Attaining, Everyone Achieving through Excellent Experiences. We work to ensure we get it right for every child (GIRFEC) and that all children, young people and adults are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. We believe that this vision and these principles can and will be realised through the commitments signalled through this school improvement plan and reinforced by the actions taken in our cluster plan to improve the quality of the experiences we provide for the children and families of East Renfrewshire.

This **shared vision** is supported by a number of strategies including the following:

- Ensuring breadth and balance across the curriculum
- Raising attainment through self-evaluation and improvement
- Providing a high quality learning environment which stimulates and motivates all pupils
- Supporting pupils by providing personal and social development and promoting active health
- Promoting Gospel values and seeking to build a community where all members are held in high regard and their dignity, worth and individuality are respected
- Effective deployment of staff and resources as well as close “partnership working” between home, school, parish and the local community
- Ensuring the development of excellence by fostering high quality leadership at **all** levels

Throughout session 2016-2017 our school will revisit and redefine our vision, values and aims to ensure that we best meet the needs and aspirations of our children and young people, achieve excellence and equity for all and close the equality gap.

St Mark's Primary – Strategic Direction 2016 - 2019

Ensure that we best meet the needs and aspirations of our children and young people, achieve excellence and equity for all and close the equality gap.

Engage with parents/carers and all partners to meet the ambitions of the curriculum and provide a coherent, progressive package of learning and support to get it right for every child and young person 0-18.

Continue to tackle bureaucracy and manage the workload of teachers and support staff while promoting their wellbeing and developing their skills.

Achieving Excellence and Equity

Leadership and Management

HGIOS 4/HGIOELC QIs 1.3, 2.2, 2.4, 2.5, 2.7, 3.2, 3.3

GIRFEC – Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included

5 Capabilities – Prevention, community engagement

Impact & Outcomes for Learners	Action Required	Who and When?	How do we know?	Resources
<p>All stakeholders are committed to a shared statement of Vision Values and Aims which underpin the community.</p> <p>Excellence and equity is delivered through a 3D Curriculum Rationale</p> <p>Children, young people and staff are able to demonstrate their skills, attributes, capabilities and God given talents through their involvement in school, parish and community.</p>	<ul style="list-style-type: none"> Staff participate in a launch event with our school improvement partners to reflect on needs of our community and redefine Values, Vision and Aims of Cluster. Involve our whole community in reflecting, identifying and agreeing St Mark's new Vision, Values and Aims statements which demonstrates 'who we are'. Provide engagement opportunities for everyone to come together to actively share their views, initially with launch event with our School Improvement Partners. Through the redefinition of our Vision, Values and Aims agree key principles and practices of a curriculum rationale which best meets the needs and aspirations of our children and young people. Take forward the recommendations for schools following the Diocesan Synod. Take forward charter themes and characteristics from 'Developing in Faith' relevant to our school. Use 'Companions on the Journey' as part of the Professional Review and Development process for staff. 	<p>Cluster All staff All pupils Working Group consisting of: Pupils (House Captains) Parents Teaching and non-teaching staff Partners: Father Paul, JST Team, Parent Council, Campus Cop, Active Schools, Link QIO Foundry Rep, Barrhead Community Sports HUB Management Team</p> <p>August 2016 – June 2017</p> <p>RERC Standing Committees, Pastoral Pupil Councils, Chaplaincy Team Diocesan Advisors SCES</p> <p>August 2016 – June 2017</p>	<p>Collegiate planning diary</p> <p>Agreed Vision, Values and Aims statements for both cluster and school</p> <p>Evaluation of launch event</p> <p>Agreed Curriculum Rationale</p> <p>Data collected from achievement database/TAR/Tracking database</p> <p>Developing the ERC Young Workforce Implementation Plan</p> <p>Evaluation of nurture provision including analysis of Boxall profiles</p> <p>Increased Parental involvement within the school</p> <p>Evaluation of Synod Activities.</p> <p>Evaluation reports of improvement plans.</p> <p>Staff PRD plans and activities.</p>	<p>In-Service day August 16</p> <p>Collegiate Time</p> <p>Staff cover costs for working Party meetings</p> <p>Cost related to clubs and activities.</p> <p>Staff/pupil training and provision of materials on Mindfulness</p> <p>Final Synod Paper.</p> <p>Developing in Faith – Catholic School Evaluation and Planning</p> <p>Career long professional learning Catholic schools - Companions on the Journey</p> <p>Staff costs/ resources £1200</p>

Achieving Excellence and Equity

Learning Provision

HGIOS 4/HGIOELC QIs 1.1, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3

GIRFEC – Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included

5 Capabilities – Data Evidence and Benchmarking, Digital, Modernisation, Prevention, Community Engagement

Impact & Outcomes for Learners	Action Required	Who and When?	How do we know?	Resources
<p>Staff are skilled and more confident in making sound professional assessment judgements based on a wide range of evidence. Through increased staff engagement in data analysis, excellence and equity is achieved for all children and young people.</p>	<ul style="list-style-type: none"> Cluster leadership team will allocate time to analyse data from targeted group of learners, particularly at key points of transition. Technologies standing committee leads opportunities for enhancing digital literacy through Moving Images Education project. Curricular standing committees will launch and monitor the implementation of the curriculum maps. Through curricular standing committees, staff will shape the enhancement of the TAR based on cluster curriculum maps, to filter for specific pupil groups including SIMD, lowest performing 20%, LAC, gender, EAL and attainment in Literacy, Numeracy and Health and Well-Being. Use relevant data to support guidance on progression pathways particularly at points of transition including achievement of a level. Provide on-going professional learning opportunities to improve staff skills in tracking and data analysis to inform next steps in learning and teaching. Through assessment and moderation procedures and opportunities across cluster and across partnerships, all staff further develop their understanding of the national guidance on 'Achievement of a Level' and National Assessments as outlined in the National Improvement Framework. Primary 1 staff participate in professional learning based on child development, play based pedagogy, schemas and learners' experiences. Visits to high attaining establishments are planned to gain further knowledge of the above and participate in the professional dialogue around progression in learning and achievement of early level. 	<p>CLG, Cluster Curricular Standing Committees and Practitioners' Forum. Members of Moving Image Education project. QIO team. EMIS team.</p> <p>August 2016 – June 2017</p>	<p>Analysis of cluster data.</p> <p>Learning visits, pupil dialogue, professional dialogue, evaluation of Moving Images Education project.</p> <p>CfE Assessment Spreadsheet (TAR), ERC tracking database, professional judgements, National Assessment results.</p> <p>Evaluation from CLPL activities.</p> <p>Evaluation of the assessment and moderation activities.</p>	<p>Cluster collegiate calendar. Cluster progression data.</p> <p>Training of Moving Images Education team. Hardware and software required for processing digital imagery.</p> <p>Cluster staff website.</p> <p>CLPL - Achievement of a Level resource, NIF, tracking and data analysis.</p> <p>Staff costs/resources £1000</p>

Achieving Excellence and Equity

Learning Provision

HGIOS 4/HGIOELC QIs 1.1, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3

GIRFEC – Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included

5 Capabilities – Data Evidence and Benchmarking, Digital, Modernisation, Prevention, Community Engagement

Impact & Outcomes for Learners	Action Required	Who and When?	How do we know?	Resources
<p>Parents and staff work together to educate their children and as a result parents feel more confident in their ability to educate their children and be reassured that help is available when needed. Increase in achievement levels.</p>	<ul style="list-style-type: none"> • Create a parent room in conjunction with parents, staff, pupils and our local partners. • Create a programme of Drop in sessions/CLPL for parents/carers throughout the year. • Create opportunities for parents to work with staff to support pupils within the school day. • Include parents in school working groups. 	<p>All staff & Parents Campus Cop/Social Justice Manager and St Luke's High School pupils Local businesses</p> <p>August 2016 – June 2017</p>	<p>Increased parental involvement in school</p> <p>Feedback from parents through questionnaires and Drop in sessions</p> <p>Feedback from staff and pupils through questionnaires and dialogues</p> <p>More pupils achieving the expected levels</p>	<p>Furniture, equipment and weekly consumables for the parent room</p> <p>Staff costs/resources £1000</p>

Achieving Excellence and Equity

Successes and Achievement

HGIOS 4/HGIOELC QIs 2.3, 2.4, 2.5, 3.1, 3.2

GIRFEC – Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included

5 Capabilities – Prevention, Community Engagement, Data Evidence and Benchmarking

Impact & Outcomes for Learners	Action Required	Who and When?	How do we know?	Resources
<p>Improved consistency in coverage of literacy skills is achieved in Primary 4-7.</p> <p>Raised attainment in mental maths.</p> <p>Early intervention re pupils not developmentally ready for school and ASN/EAL learners in order to close the attainment gap for specific groups of learners.</p> <p>Improved Health and Wellbeing of all pupils enabling better learning.</p>	<ul style="list-style-type: none"> • Revise the spelling programme and implement across all stages in the school • Literacy World to be considered for implementation across the school • Implement new resources in Maths and Numeracy • Establish an ESOL parent group and an EAL pupil group for specific groups of learners • Establish a SIP group • Taking cognisance of national advice and research create opportunities to ensure that children and young people are equipped with the skills to thrive rather than survive, though: <ul style="list-style-type: none"> ○ Physical activity ○ Mindfulness ○ Enriched social environment ○ Bounceback ○ Daily Mile ○ Food for Life Programme 	<p>Principal Teachers, Working Group and Pupil Groups for Literacy and Numeracy DHT Parents</p> <p>August 2016 – June 2017</p>	<p>CfE Assessment Spreadsheet (TAR), ERC tracking database, professional judgements, National Assessment results, Learning visits, pupil dialogue, professional dialogue, Achievements Database, Increased parental involvement</p>	<p>Bounceback Resource Mindfulness Resource</p> <p>Staff costs/resources £500</p>