

**St MARK’s**

**Primary SChool**

**SCHOOL improvement PLAN**

2017-18



**Vision Statement**

In St Mark’s we nurture every child’s unique God given talents to enable them to flourish in a climate of high expectations, innovation and creativity.

**Values**

We value Love, Faith and Understanding.

To inspire the moral purpose of learning and teaching to unleash potential, raise attainment, promote equity and transform the life chances of each and every learner, especially those most in need of support.

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| School Improvement Priorities for 2017-18 |
| 1. **Leadership and Self-Evaluation** |
| 1. **Learning, Teaching and Assessment and Parental Engagement** |
| 1. **Raising Attainment** |

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| **School Improvement Priorities 2017-2020** | | |
| **2017-18** | **2018-19** | **2019-20** |
| **Leadership and Self-Evaluation**   * Approaches to self-evaluation * Interrogation and analysis of assessment data * Collegiate working and professional learning * Staff wellbeing and pastoral support | * Children and young people leading learning |  |
| **Learning, Teaching and Assessment and Parental Engagement**   * Curriculum rationale * Professional learning and classroom culture * Engaging families in learning | * Development of the curriculum:   + Interdisciplinary Learning   + Mathematics and Numeracy   *Problem Solving and Enquiry*   * Learning pathways:   + STEM/Creativity   + Literacy and English Language   *Writing*   * Learning and engagement:   + Building the Learning Power   + Outdoor Learning * Planning, tracking and monitoring:   + TAR for Health & Wellbeing   + Gradient of Learning   + Forward Planning – One Note? * Targeted support:   + Pupil Equity Fund Planning * Engaging families in learning | * Learning pathways:   + Literacy and English Language   + *Talking and Listening* * Skills for learning, life and work * Targeted support:   + Pupil Equity Fund Planning |
| **Raising Attainment**   * Attainment in literacy and numeracy for all learners, in particular those most disadvantaged * Digital literacy | * Attainment in literacy and numeracy * Digital innovation |  |

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| Leadership and Management | |
| How good is our leadership and approach to improvement? | |
| **IMPROVEMENT PRIORITY: Leadership and Self-Evaluation**   * Approaches to self-evaluation * Interrogation and analysis of assessment data * Collegiate working and professional learning * Staff wellbeing and pastoral support | |
| **Quality Indicator**  1.1 Self-evaluation for self-improvement  Themes:   * Collaborative approaches to self-evaluation * Analysis and evaluation of intelligence and data   1.2 Leadership of Learning  Themes:   * Professional engagement and collegiate working   1.4 Leadership and management of staff  Themes:   * Staff wellbeing and pastoral support | **LIP Expected Outcome/Impact:**   * Improved reading, writing and mathematics throughout the years of the broad general education * An improvement in the attainment of disadvantaged children and young people * A culture of self-evaluation and continuous improvement in all schools and services * A skilled and confident workforce * A positive culture in health and wellbeing in every school and service |
| **NIF Priority:**   * Improvement in attainment, particularly in literacy and numeracy |
| **NIF Drivers:**   * School Improvement * Performance Information * Teacher Professionalism * School Leadership |

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|  | **Outcome/ Impact** | **Action** | **Responsibility** | **Timescale** | **Resources** | **Monitoring/ Evaluation** |
| **Self-evaluation for self-improvement** | Close working relationships enable class teachers to engage in professional dialogue, reflect on their practice and suggest new ways of working which has a positive impact on children’s experiences. | Class teachers work in trios with stage partner and member of leadership team, once per term visiting each of the two classes, observing a lesson in each; trio involved in pupil dialogue and discussion of pupil work in both classes; day culminating in a professional dialogue between trio after school (focus and criteria agreed in advance by all), next steps to be agreed and improvements taken forward by class teachers. | Head Teacher/ Depute Head Teacher & all Class Teachers | 1 visit per term as per Quality Assurance Calendar:  By December ‘17  By April ‘18  By June ‘18 | Cover to allow 17 teachers out of class for 2 periods per term (Approx £2,200 from PEF budget)  Collegiate Time for Professional Dialogue agreed (3 x 50mins per year)  Leadership Team Management Hours  HGIOS 4? Challenge Questions from 1.2, 2.3, 2.4 and 3.2 | Class Visit Feedback  Pupil Dialogue Feedback  Pupil Work Feedback  Professional Dialogue Minutes (including analysis of actions from next steps)  TAR evidence |
| Teaching staff, through confident interrogation of attainment data, use information to effectively support all learners and raise attainment in literacy and numeracy.  Improved correlation in teacher judgements and other assessment information. | Class teachers gather data and information from:   * Developmental Milestones * Baseline Assessment * Standardised Testing * National Testing * School Assessments as listed on St Mark’s Assessment Framework for P1-7 * Tracking Assessment Resource (TAR)   Class teachers participate in meaningful dialogue through individual tracking meetings with members of the Leadership Team once per term to interrogate, monitor, discuss next steps and track progress for all learners. | Leadership Team (PT (LK) Numeracy/PT (GH) Literacy & all Class Teachers | 1 meeting per term as per Quality Assurance Calendar:  By December ‘17  By April ‘18  By June ‘18 | Collegiate Time for Tracking meetings agreed (3 x 50mins per year) | Professional Dialogue Feedback  Developmental Milestones tracking info on ERC Tracking Database  Baseline Assessment Follow Through  Data from progress on follow up work post Standardised Test/ National Test/ Class Assessments  TAR Evidence |
| **Leadership of Learning** | Well-developed processes for collaborative professional learning further enhance learning and teaching. | Create regular opportunities for collegiate working and professional learning to enable staff to learn with and from each other.  Principal Teacher in conjunction with Leadership Team and class teachers to set up a timetable of suitable discussion topics linked to Professional Dialogue feedback, Building the Learning Power CLPL, research, new documentation etc.  Principal Teacher to coordinate activities and resources for each session and ensure next steps are actioned for maximum impact on learners.  Principal Teacher to create a feedback proforma for sessions. | Principal Teacher (GH) & all Class Teachers | 11 meetings throughout the year, as per calendar | Collegiate Time for TLC meetings agreed (11 x 50mins per year) during Assembly time | Professional Dialogue Feedback |
| **Leadership and management of staff** | Improved procedures ensure pastoral support and wellbeing of all staff to establish an ethos of high expectations and achievement. | Head Teacher to set up annual Pastoral Support meetings with all staff.  Principal Teacher to set up Health and Wellbeing Programme for staff including:  Mindfulness – Ed Psych  Yoga | Head Teacher  Principal Teacher (GH)  Ed Psych (VF) | Pastoral Meetings Timetabled throughout the year as per HT diary  TBC | Ed Psych time  Yoga Teacher (member of staff?) | Staff feedback and evaluations |

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| **Learning Provision** | |
| **How good is the quality of care and education we offer?** | |
| **IMPROVEMENT PRIORITY: Learning, Teaching and Assessment and Parental Engagement**   * Curriculum rationale * Professional learning and classroom culture * Engaging families in learning | |
| **Quality Indicator**  2.2 Curriculum  Themes:   * Curriculum Rationale   2.3 Learning, teaching and assessment  Themes:   * Learning and engagement   2.4 Personalised Support  Themes:   * Targeted support   2.5 Family learning  Themes:   * Engaging families in learning | **LIP Expected Outcome/Impact:**   * Improved reading, writing and mathematics throughout the years of the broad general education * Higher levels of parental engagement in their children’s learning and in the life of the school * A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally * Learners’ experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential |
| **NIF Priority:**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children |
| **NIF Drivers:**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information |

|  | **Outcome/ Impact** | **Action** | **Responsibility** | **Timescale** | **Resources** | **Monitoring/ Evaluation** |
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| **Curriculum** | Coherent learning experiences planned and delivered by all staff to the benefit of all pupils. | Principal Teacher to revisit Classroom Organisation and Management and Learning and Teaching Policy with all staff to ensure consistency in approaches. | Principal Teacher (GH) & All Staff | 14th August | In-Service day 1 | Quality Assurance Procedures |
| All staff work together to create a curriculum rationale that reflects the uniqueness of our setting taking into account:-   * Learners’ entitlements * Four capacities * Uniqueness of our setting * Equity of opportunity * Maximises successes and achievements for all * Four contexts for learning * Cross-cutting themes – equality, enterprise, creativity and global Citizenship * Establish cluster working groups where staff work together to create curriculum maps and bundle Es and Os | Leadership Team & All Staff | 15th August | In-Service day 2 (pm) - Cluster Working  Education Scotland Resources | Completed Rationale  Professional dialogue with staff that demonstrate that all staff understand our Curriculum Rationale and use this to plan and deliver coherent learning experiences |
| **Learning, teaching and assessment** | Increased staff confidence evident in classroom practice enabling all children to become better learners, have increased motivation for and enjoyment of learning both within and outwith school. | Class teachers to deliver excellent teaching and learning experiences by undertaking whole school Building the Learning Power (BLP) professional learning and using the knowledge and skills gained to ensure that our young people are eager and active participants who are fully engaged, resilient, highly motivated and interact well during activities .  Identification of BLP Champions.  Staff complete online CLPL on monthly basis and implement BLPL strategies within their classrooms.  Assessment of classroom culture leads to identification ideas to strengthen learner/learning classroom culture. Development of school culture through:   * Way teachers talk * Visibility of teachers’ own learning habits * Design of activities * Structuring of space * Accessibility of resources * Visual environment   Introduction of activities to build and strengthen perseverance through activities and development of self-talk for perseverance leads to all pupils being able to persevere more with challenges.  Collaboration grid used to plot baseline point for pupils and inform activities/routines/language resulting in effective collaboration between all learners.  Questioning grid used to plot where pupils are and inform next steps in generating pupils’ self-talk for questioning. | Depute Head Teacher Leading All Staff | October In-Service day plus 9 collegiate sessions throughout the year and additional collegiate time for preparation as agreed | October In-Service Day  £3015.00 BLP training for all staff (Funded from PEF Budget) | Classroom Visits  Professional Dialogue  Pupil Dialogue  Staff evaluations of BLP  Review/measure impact on monthly basis through participation in TLC linked to that months learning area |
| **Family learning** | Parents/carers are engaged in their child’s learning and enjoy meaningful dialogue with both their child/ren and the school. | Work towards Silver Family Friendly Award by developing a family centred approach throughout our school community.  Parent Council and class teachers to hold termly coffee mornings with specific workshops for each stage. Parent Council to seek parent stage representatives for each stage in the school.  Build confidence and self-esteem in 10-12 parents by providing accredited courses within the school. | Depute Head Teacher  Class Teachers  Parent Council  Depute Head Teacher | Termly stage Coffee Mornings as per calendar  Aug ‘17 | Cover for Class Teachers to attend their stage Coffee Mornings  Cost of Parent Network Scotland Course (First block of 8 sessions are free of charge, if next block is required then this can be provided by PNS at a cost of £4500, to be paid for from PEF budget if necessary) | Increase in numbers attending Parent Council meetings/events  Parent evaluations and feedback  Parent Council Representation from P1-7  Parent evaluations of course  Increase in this group of parents attending school events (DHT to monitor) |

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| Successes and Achievements | |
| How good are we at improving outcomes for all our learners? | |
| **IMPROVEMENT PRIORITY: Raise Attainment**   * Attainment in literacy and numeracy for all learners, in particular those most disadvantaged * Digital literacy | |
| **Quality Indicator**  3.2 Raising attainment and achievement  Themes:   * Attainment in literacy and numeracy * Equity for all learners   3.3 Creativity and employability  Themes   * Digital literacy | **LIP Expected Outcome/Impact:** Improved reading, writing and mathematics throughout the years of the broad general education/ An improvement in the attainment of disadvantaged children and young people/ An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities/ Practices and experiences which ensure that the needs of children, young people and adults are identified and addressed/ An increase in the number of pupils with well-developed employability skills |
| **NIF Priorities:**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in employability skills and sustained, positive school leaver destinations for all young people |
| **NIF Drivers:**   * School leadership * Teacher professionalism * Parental engagement |

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|  | **Outcome/ Impact** | **Action** | **Responsibility** | **Timescale** | **Resources** | **Monitoring/ Evaluation** |
| **Raising attainment and achievement** | Raised attainment for all learners, meeting the school’s CfE targets in reading and mathematics. | Depute Head Teacher and acting Principal Teacher to identify specific individuals and groups of learners who are not achieving their expected outcomes.  Employing an Early Intervention Team to work with learners, staff and families:  Acting Principal Teacher  Class teacher  2 x PSA staff  Also included in this team will be the 2 Lowest 20% Class Teachers  PEF Team meetings as per calendar.  PEF Progress - monthly Leadership Team meeting agenda item.  Acting Principal Teacher and Principal Teacher of CLPL (GH) to create and coordinate a staff CLPL monthly calendar of appropriate intervention training for staff and one for parents of specific groups of learners. | Depute Head Teacher Acting Principal Teacher (LL) | By end of August ‘17  By end of August ‘17  By Sept ‘17 | PEF Budget to cover salary of Acting PT, Class Teacher & 2 x PSA staff | Standardised Test Results  Teacher Judgements  Professional Dialogue feedback  CLPL evaluations from staff and parents |
|  | A 10% increase in the percentage of pupils from lowest 20% attaining the expected levels in literacy and numeracy. | Increase literacy and numeracy attainment within the lowest 20% of pupils through implementation of an intervention called Catch Up through:   * analysis of assessment data, select children to receive Catch Up intervention * training PSAs in implementing intervention * quality targeted support given to all pupils who require it * post intervention assessment demonstrating an increase in attainment for targeted children * supporting PSAs through termly TLC type groups (planned by APT) * implementation and monitoring of programme | Acting Principal Teacher  PSAs | August ’17 onwards | APT and PSA salary (PEF budget) | Assessment Data  Professional Dialogue  Pupil Dialogue  Parent Feedback |
| Nurturing approaches embedded across Primary 3 to the benefit of all pupils. | Learning Centre to be utilised to support a group of identified learners in Primary 3 in the mornings.  Learning Centre teacher to visit Carlibar Primary to observe and learn from good practice.  Learning Centre teacher to support Primary 3 class teachers with best classroom practice for these learners. | Class Teacher & PSA | To be set up by mid September ‘17  Monthly visits TBA  Weekly joint planning |  | Boxall Profiles  ASD Profiles |
| Improved early literacy experiences across Primary 2. | SchooI Improvement Partnership Group on Phonological Awareness to be set up with Carlibar whereby P2 teachers confidently use action research model to enhance P2 Early literacy experiences:   * Analysis of data to identify targeted group of children who would benefit from support * Baseline Data used to provide baseline information regarding understanding of phonics * SIPP team meet to review literature including ERC Literacy Strategy * Good Practice Visit to other establishments * Jointly plan range of learning experiences * Lesson Study Model adopted to explore children’s learning/ misconceptions to support developments * Review impact at end of session | P2 Class Teachers/ Ed Psych | By end of August ‘17  Term 1 2017/18  Term 1 2017/18  Term 1 2017/18  Term 2 2017/18 | SIPP meetings – time and cover for staff | Minutes of meetings  Lesson Study  SIPP Plan/evaluations |
|  | The emotional wellbeing of a targeted group of pupils in Primary 3 is improved. | Create a SchooI Improvement Partnership Group with Carlibar Primary on Improving the emotional wellbeing of a targeted group of P3 pupils through professional enquiry approach:   * Implement the Spence Anxiety Scale (SAS) assessment to children. * Through analysis of data including SAS results, professional dialogue minutes, wellbeing plans and SIMD/Free Meal Allocation information identify specific children to target. * Ed Psyc to deliver CLPL to identified staff on ‘Living Life to the Full’. * Staff implement 8-10 week intervention. * Re-administer and analyse SAS to measure impact of intervention. * Implement with another cohort of children if evaluated to be successful. | SIP Group Ed Psych (GS) and P3 staff for training | Term 1 17/18  Term 1 17/18  Term 1 17/18  Term 2/3 17/18  Term 3 17/18  Term 4 17/18 | Spence Anxiety Scale  Training led by G Stalker  Time to deliver programme – covered internally | Pre/post assessment results  Minutes of meetings  Completed SIPP paperwork |
| An increase in the percentage of EAL learners attaining the expected levels in literacy and numeracy. | Increase percentage of EAL children achieving expected levels or better across all stages through:   * the analysis of assessment data, select children to receive EAL support * the employment of an EAL worker to give daily support * quality targeted support given to all identified pupils * meetings between EAL worker and parents from identified group and support sessions for targeted families * pre and post intervention assessment * implementation and monitoring of programme | Acting Principal Teacher  EAL support worker | August ‘17  October ‘17  August ’17 & May ‘18  Ongoing | EAL support Worker Salary (PEF Budget) | Assessment Data  Professional Dialogue  Pupil Dialogue  Parent Feedback |
| **Creativity and employability** | Bring Your Own Device (BYOD) implemented in the upper stages with digital technology used to enhance and extend learning experiences, fostering independent learning within and beyond the school. | Develop learners’ own digital skills for learning, life and work by encouraging pupils in the upper stages to bring their own device to school (or provide learners with a school device for use).  Class teachers integrate digital technology into their daily learning and teaching and provide opportunities for learners to develop their digital skills. | Class Teachers/ Digital Leader/ Parents/ Carers | Daily | Digital Devices for all upper school learners | Professional Dialogue  Pupil Dialogue  Class Blogs  Parent/Carer Feedback |
| Improved staff skills and confidence in the appropriate and effective use of digital technology to support learning and teaching. | Digital Leader provides a programme of CLPL to support the appropriate and effective use of digital technology. | Digital Leader |  | Cover to release Digital Leader 1 period per week | Staff evaluations from CLPL |