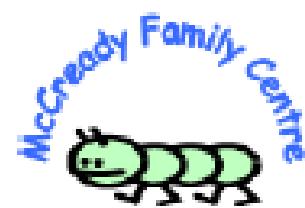




## ST LUKE'S CLUSTER

### IMPROVEMENT PLAN 2018-2019



**Everyone Achieving, Everyone Attaining through Excellent Experiences**



## VISION, VALUES AND AIMS

### **Vision Statement**

In St Luke's Cluster 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.

### **Aims**

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

*Throughout session 2016-2017 our cluster revisited and redefined our vision, values and aims to ensure that we best meet the needs and aspirations of our children and young people and achieve excellence and equity for all.*

## St Luke's Cluster – Strategic Direction 2018 - 2021

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, child development officers and support staff while promoting their wellbeing and developing their skills.

3 year overview of priorities		
2017-2018	2018-2019	2019-2020
To provide a more effective curriculum for all learners	To provide a more effective curriculum for all learners with particular focus on literacy, numeracy, HWB,STEAM.	To provide a more effective curriculum for all learners with particular focus on skills progression through Interdisciplinary learning.
To further develop approaches to monitoring and tracking, assessment and moderation	To further develop approaches to monitoring and tracking, assessment and moderation with a particular focus on skills framework and gradient of learning.	To further develop approaches to monitoring and tracking, assessment and moderation with a particular focus on developing assessment capable learners across the cluster.
To advance excellence and equity through more extensive planning for transitions with focus on literacy and numeracy.	To further develop as a community of Faith and learning through celebration of 100 years of Catholic Education	
To further develop as a community of Faith and learning through celebration of 100 years of Catholic Education		

## St Luke's Cluster – Improvement Priorities 2018-2019

- 1. To provide a more effective curriculum for all learners**
- 2. To further develop approaches to monitoring and tracking, assessment and moderation**
- 3. To further develop as a community of Faith and learning through celebration of 100 years of Catholic Education**

# Theme- Learning Provision: How good is the quality of the care and education we offer?

## Cluster Priority: To provide a more effective curriculum for all learners

<b>NIF Priority</b> <ul style="list-style-type: none"><li>Improvement in attainment, particularly in literacy and numeracy;</li><li>Closing the attainment gap between the most and least disadvantaged children;</li><li>Improvement in children and young people's health and wellbeing; and</li><li>Improvement in employability skills and sustained, positive school leaver destinations for all young people;</li></ul>	<p><b>Q.I</b></p> <p><b>1.3 Leadership of change</b> Strategic planning for continuous improvement, implementing improvement and change</p> <p><b>2.2 Curriculum</b> Rationale and Design, Skills for Learning, Life and Work</p> <p><b>2.3 Learning, Teaching and Assessment</b> Quality of teaching</p> <p><b>3.1 Ensuring wellbeing, equality and inclusion</b> Wellbeing</p>				
	<p><b>Developing in Faith Themes</b></p> <ul style="list-style-type: none"> <li>Promoting Gospel values</li> <li>Serving the common good</li> </ul>				
<b>NIF Driver</b>  <b>School leadership / Teacher professionalism / Parental engagement</b> Assessment of children's progress / School improvement / Performance information	<p><b>Local Improvement Plan-Expected Outcome/Impact</b></p> <ul style="list-style-type: none"> <li>Improved reading, writing and mathematics attainment throughout the years of the BGE</li> <li>A skilled and confident workforce</li> <li>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.</li> <li>Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential.</li> <li>A culture based on Getting it Right for Every Child</li> <li>Practices and experiences which ensure that the needs of children, young people and adults are identified and addressed</li> <li>An improvement in the percentage of young children reaching all the expected developmental outcomes on entry to primary school.</li> <li>A positive culture in Health and Wellbeing in every school and service.</li> </ul>				
Impact & Outcomes for Learners	Action Required	Personnel	Timescale	Resources	Monitoring & Evaluation
Curriculum has a clear rationale which ensures progression in learning from 0-18 and is shaped by the shared values of the cluster community	<ul style="list-style-type: none"> <li>All cluster staff will work together to embed curriculum rationale which reflects our revised Vision, Values and Aims.</li> <li>Organise Cluster Learning and Teaching Conference with a focus on Visible Learning/Building Learning Power</li> </ul>	CLG All cluster staff	August IS Day 2018  May In-service 2019	In Service Session  Conference materials/Venue £3000	Monitoring, classroom visits, professional dialogue Pupil dialogue/consultation  VL Capability Assessments Self Evaluation/feedback from Conference
Learners benefit from enhanced experiences to improve attainment and achievement in literacy.	<ul style="list-style-type: none"> <li>Implement recommendations from ERC Literacy Strategy</li> <li>Cluster Standing Committee lead staff in effective use of revised literacy skills framework</li> <li>Standing committee to explore approaches to Big Writing through pilot in primary schools.</li> <li>Utilise services of Early Years Literacy team in order to share practice and expertise and up skill staff.</li> </ul>	CLG Cluster Literacy Standing Committee EY Literacy Team	From August 2018- May 2019	Cover costs to facilitate SC meetings £1000	Standing committee minutes Record of feedback from SC leads to CLG Monitoring of forward plans/professional dialogue Classroom observations Learning conversations with children &YP
Learners benefit from enhanced experiences to improve attainment and achievement in numeracy.	<ul style="list-style-type: none"> <li>Implement recommendations from ERC Numeracy Strategy</li> <li>Cluster Standing Committee lead staff in effective use of revised numeracy skills framework</li> <li>Standing Committee to promote enjoyment and confidence in maths through planned events and activities.</li> <li>Evaluate and build on progress made through PEF funded Mathematics teacher initiative.</li> </ul>	CLG Cluster Numeracy/Maths Standing Committee P.Berry (PEF Funded link teacher) P5-7 teachers	From August 2018- May 2019	Cover costs to facilitate SC meetings £1000  <u>Making Maths Count</u>	Standing committee minutes Record of feedback from SC leads to CLG Monitoring of forward plans/professional dialogue Feedback/evaluation of planned events Classroom observations Learning conversations with children &YP

Enhanced learning experiences and progressive skills development through improved approaches to IDL	<ul style="list-style-type: none"> <li>Cluster 'STEAM' Standing Committee to revisit CfE guidance – IDL/DYW</li> <li>Looking outwards- sharing practice with establishments</li> <li>SC devise SWAY presentation on features of effective, progressive IDL.</li> </ul>	Cluster STEAM standing committee	From August 2018- May 2019	Cover costs to facilitate SC meetings <b>£1000</b> <a href="#">STEMEC report</a>	Standing committee minutes Record of feedback from SC leads to CLG Monitoring of forward plans/professional dialogue Classroom observations Learning conversations with children &YP
Learners benefit from enhanced experiences to improve attainment and achievement in health and wellbeing.	<ul style="list-style-type: none"> <li>Implement recommendations from ERC Health and Wellbeing Action Plan</li> <li>Share practice across cluster with approaches to improving mental health and wellbeing</li> </ul>	Cluster HWB Standing Committee	From August 2018- May 2019	Cover costs to facilitate SC meetings/reciprocal visits <b>£1000</b>	Monitoring of forward plans/professional dialogue Learning conversations with children &YP

## Theme - Learning Provision: How good is the quality of the care and education we offer?

### Priority: To further develop approaches to monitoring and tracking, assessment and moderation

<b>NIF Priority</b> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy;</li> <li>Closing the attainment gap between the most and least disadvantaged children;</li> <li>Improvement in children and young people's health and wellbeing; and</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people;</li> </ul>	<b>Q.I</b> <b>2.3 Learning, teaching and assessment</b> Effective use of assessment  <b>Developing in Faith Themes</b> Serving the common good Honouring Jesus Christ as the way, the truth and the light				
<b>NIF Driver</b> School leadership/Teacher professionalism / Parental engagement Assessment of children's progress / School improvement /Performance information	<b>LIP-Expected Outcome/Impact</b> <ul style="list-style-type: none"> <li>Improved reading, writing and mathematics attainment throughout the years of the Broad General Education</li> <li>An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities</li> <li>An improvement in the attainment of disadvantaged children and young people</li> <li>An improvement in the percentage of young children reaching all the expected developmental outcomes on entry to primary school.</li> <li>An ethos of high expectations and achievement in every school and service</li> </ul>				
Impact & Outcomes for Learners	Action Required	Personnel	Timescale	Resources	Monitoring & Evaluation
Through assessment and moderation procedures and opportunities across cluster, all staff will have a secure understanding of the National guidance on 'Achievement of a level', benchmarks and National Assessments as outlined in NIF so that all young people are supported and appropriately challenged to progress in learning.	CLG further develop strategic approach to moderation, assessment, using benchmarks and achieving a level across all curricular areas  Revise cluster approaches to moderation (BGE)  Devise cluster gradient of learning	CLG  Maths/numeracy standing committee/moderation facilitators	From August – November 2018  October 2018/March 2019  By June 2019	Meeting time- school working time agreements	Authority data overviews matching ST scores and teacher judgements. Professional dialogue (teacher confidence with benchmarks) Moderation evaluations/proformas

**Leadership and Management: How good is our leadership and approach to improvement?****Learning Provision: How good is the quality of the care and education we offer?****Successes and Achievements: How good are we at improving outcomes for all our learners?****Cluster Priority: To further develop as a community of Faith and learning through celebration of 100 years of Catholic Education****NIF Priority**

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people;

**Q.Is****2.7 Partnerships**

Themes: The development and promotion of partnerships.

**NIF Driver**

School leadership/Teacher professionalism / Parental engagement  
Assessment of children's progress / School improvement /Performance information

**LIP-Expected Outcome/Impact**

- A culture of self-evaluation and continuous improvement.
- 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.

Impact & Outcomes for Learners	Action Required	Personnel	Timescale	Resources	Monitoring & Evaluation
All staff, pupils, parents and partners are fully involved in improving and celebrating the spiritual life of the cluster.	RERC standing committee and Chaplaincy committees to coordinate a series of events, involving all stakeholders, to celebrate 100 years of Catholic Education in Scotland.	S.Jordan RERC standing committee CLG Chaplains Chaplaincy committees Pupil councils	August-December 2018	IS time Collegiate time	Calendar of events Participation numbers for events Evaluation responses for events