**[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjt4e3R5oTMAhXGtRQKHTQFB2MQjRwIBw&url=https://twitter.com/eastrencouncil&psig=AFQjCNH0_PFoO2sFCn8CbywsvtpT3ulaXA&ust=1460402829872874)**

***Your Council –   
Striving to be the best   
we can be to deliver   
a better future for all***

***Everyone Attaining,   
Everyone Achieving***

***through   
Excellent Experiences***

**Love,  
Faith  
and  
Understanding**

**St Mark’s Primary School**School Improvement Plan  
Session 2019-2020

**Contents**  
Strategic Plan 2018-2021  
Section 1 – Leadership and Management  
Section 2 – Learning Provision  
Section 3 – Successes and Achievements

**Achieving   
Excellence   
and   
Equity**

**LEADERSHIP & MANAGEMENT**

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| **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 * Improvement in employability skills and sustained, positive school-leaver destinations for all young people |
| **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 in all schools * Higher levels of parental engagement in their children’s learning and the life of the school. * An increase in the percentage of schools evaluated as “good” or better for leadership of change. * A skilled and confident workforce. |
| **GIRFEC** | * Achieving * Included * Responsible * Included |
| **CAPABILITIES** | * Prevention * Community engagement * Data, evidence and benchmarking * Modernising how we work |
| **DEVELOPING IN FAITH** | * Honouring Jesus Christ as the Way, the Truth and the Life * Developing as a community of faith and learning |

**LEARNING PROVISION**

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| **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 * Improvement in employability skills and sustained, positive school-leaver destinations for all young people |
| **NIF DRIVER** | * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information |
| **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 the percentage of schools evaluated as “good” or better for leadership of change. * An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities. * Higher levels of parental engagement in their children’s learning and the life of the school. |
| **GIRFEC** | * Achieving * Active * Included * Nurtured |
| **CAPABILITIES** | * Prevention * Community engagement * Data, evidence and benchmarking * Modernising how we work * Digital |
| **DEVELOPING IN FAITH** | * Serving the common good * Celebrating and worshipping * Promoting Gospel values * Developing as a community of faith and learning * Honouring Jesus Christ as the Way, the Truth and the Life |

**SUCCESSES & ACHIEVEMENTS**

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| **NIF PRIORITY** | * **Closing the attainment gap between the most and least disadvantaged children** * **Improvement in children's and young people’s health and wellbeing** * **Improvement in employability skills and sustained, positive school-leaver destinations for all young people** |
| **NIF DRIVER** | * School leadership * Teacher professionalism * Assessment of children’s progress * School improvement * Performance information |
| **LIP EXPECTED OUTCOME/IMPACT** | * An ethos of high expectations and achievements in every school and service * Learners’ experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential * A culture based on Getting It Right for Every Child * A positive culture of health and wellbeing in every school and service |
| **GIRFEC** | * Active * Healthy * Included * Responsible * Respected * Safe |
| **CAPABILITIES** | * Prevention * Community engagement * Data, evidence and benchmarking * Modernising how we work * Digital |
| **DEVELOPING IN FAITH** | * Honouring Jesus Christ as the Way, the Truth and the Life * Developing as a community of faith and learning * Serving the common good |

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| **Leadership and Management** | |
| **How good is our leadership and approach to improvement?** | |
| **Quality Indicator** | **Themes** |
| 1.1 Self-evaluation for self-improvement | * Analysis and evaluation of intelligence and data |
| 1.2 Leadership of learning | * Children and young people leading learning |

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|  | **Outcome/ Impact** | **Action** | **Responsibility** | **Timescale** | **Resources** | **Monitoring/ Evaluation** |
| **A** | **A shared expectation for standards to be achieved through robust moderation arrangements across the stages and curriculum** | * In house writing moderation, looking at progression from early to second level and beyond * Focus on the range and format of appropriate evidence to demonstrate breadth, challenge and application * School activities * Cluster activities * Authority activity | Moderation Facilitators | Termly  Termly  February | Agreed writing criteria  Moderation Cycle  NAR & LAR  National Improvement Hub | Evaluation of planning  Professional dialogue  Staff feedback  Tracking/Target setting meetings/minutes |
| B | **Learners are meaningfully involved in the life of the school with further opportunities for pupil leadership.**  **Learners are involved in decision making and contribute to improvements in our School** | * Pupil Committees   -All children meaningfully engaged in a committee to drive forward school improvement.  -Audit effectiveness of session 18/19’s committees to build a range of valuable experiences and actions for 19/20  -Monthly committee meetings from October to June  -Action plans created and progress evaluated monthly  -Group minutes and progressive action plan displayed monthly on committee board  -Annual assembly for each committee to celebrate achievements and share pertinent information with the rest of the school   * Learner Participation in Self-Evaluation and School Improvement * Use Learner Participation Readiness Checklist with class teachers to have a clear understanding of where we are * Gather information from parents and children using form created by Pupil Council * Use information to identify areas to be supported by learner participation * Decide which area of participation to focus on and what level of participation is appropriate based on information collected * Implement small test of change- explore data to identify what went well and extend practice where appropriate | PT1  All CTs  Pupil Council  PT1 & Pupil Council | From August  From October  Jan – Jun; calendar issued Dec  Sept onwards | P4 – P7 Individual Pupil GLOW survey  P2-3 class survey  Learner Participation in Educational Settings (3-18)  The 7 Golden Rules of Participation  The 7 Golden Rules Video  HGIOS?  HGIOURS? (Parts 1&2)  Getting It Right For Every Child  Tresseder levels of participation | Pupil dialogue  Professional dialogue  Displays  Checklist  Planning Tool  Evaluation against Learner Participation Framework  Carry out same baselines/readiness questionnaires at end to establish whether change has taken place |
| **C** | **Learners confidently help to lead their own learning and review their progress** | * Profiling – skills linked to DYW * Template created and rolled out across the school June 2019 * Class teachers to be issued with guidance and expectations from P1-P7 * E-profile completed termly/or in line with guidance. * By End term 1 – send links to parents to provide their feedback on child’s learning. * End of Term 1 review by all pupils and teachers for any tweaks/builds. | Working Group | Term 1/ Term2/  Term 3 | Example profiles |  |
| **D** | ***Developing Scotland’s Young Workforce* national policy is embedded in practice** | * World of Work Week – parents invited in as speakers * Work with St Cadoc’s around planning * Include partners | Working Group | Term 1/ Term2/  Term 3 |  |  |

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| **Learning Provision** | |
| **How good is the quality of care and education we offer?** | |
| **Quality Indicator** | **Themes** |
| 2.2 Curriculum | * Development of the curriculum * Learning pathways |
| 2.3 Learning, teaching and assessment | * Learning and engagement * Quality of teaching |
| 2.4 Personalised support | * Targeted support |
| 2.5 Family Learning | * Engaging families in learning |

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|  | **Outcome/ Impact** | **Action** | **Responsibility** | **Timescale** | **Resources** | **Monitoring/ Evaluation** |
| **A** | **80% of learners achieving expected levels in reading at P1,4,7** | Literacy framework   * CLPL for all staff regarding the literacy framework * Time to embed specific areas of the literacy framework   Becoming a reading recovery school   * Reading Recovery skills CLPL for staff for classroom practice * Create a Reading Recovery class resource pack and CLPL for staff * CLPL for support staff with view to implementing with ind/small groups * Implement a Guided Reading Recovery approach across Primary 2 * Team-teaching opportunities with RR teacher * Use of reading recovery assessments for targeted pupils   Developing phonological awareness across P1 – P3   * Book Bug training * CLPL led by CC for P1–P3 * Shared practice across Primary 1-3 for phonological awareness * P1 and P2 weekly rotational literacy family sessions   Organisation and Quality of resources   * Use of non-traditional texts CLPL * Managed class libraries * Creating engaging and attractive class libraries * Role of novel studies – availability of materials * Reading for Enjoyment information sessions for parents   Developing vocabulary skills across school   * Books read to pupils regularly * Word of the week (Word attack) | PT2  RR teacher  Reading Recovery working group  PSA  CC  All Primary 1 and 2 staff.  CC, CK, GM  GM  Library committee (JM prof inquiry)  Reading for Enjoyment Working party  All staff | Aug in-service  Term 1  Term 1 & 2  Term 2  Term 2 | Reading recovery class box  Bookbug song pack  Example Bookbug session  Display bookshelves for P1-3, P4?  Word attack skills powerpoint | Professional dialogue  Pupil dialogue  Feedback from parents  RR data  SNSA results  GL Assessments |
| **B** | **90% of learners achieving expected levels in talking and listening at P1,4,7** | * CLPL for all staff regarding the literacy framework   -Time to embed specific areas of the literacy framework   * ABC of Talk CLPL for all staff   -Display materials created for ABC of talk in all classrooms.  -Collaborate with St. Luke’s on listening and talking expectation/skills  -Extend ABC of Talk to DEF across second level   * ARTiculate to be delivered in upper school stages   -Link to ABCs of Talk and ongoing role of T&L within school  -Solo talks  -Link to employability/social mobility  -Development of vocabulary/competence in oracy   * P1 to share the use of Helicopter stories | SLT  Staff member to collate materials and lead CLPL  All teachers  Second level teacher  JM/P6 CT/P7 CT  P1 staff | Term 1  Term 3  Jan 2020- June 2020 | ABC display resources  CLPL for staff and lunch time support for ARTiculate finalist pupils | Professional Dialogue  Pupil Dialogue  Professional Dialogue  Pupil Dialogue  Pupil work  Lunch time groups  Class solo talks  ARTiculate final talks judge by GSA contacts  Feedback from parents  Digital recordings |
| **C** | **80% of learners achieving expected levels in writing at P1,4,7** | * CLPL for all staff regarding the literacy framework   -Time to embed specific areas of the literacy framework  -Writing overview to ensure breadth and consistency across levels using a clear criteria scale  -Record of genres covered across each stage and recorded in cover of writing jotters  -Big Writing to be rolled out to P3-7   * Embedding Foundations of Writing * Writing Exciting Sentences resource to improve sentence structure   -Create an overview P3 – P7   * Regular literacy challenges for P1 and P2 to support independent writing skills | SLT  Moderation facilitators  All teachers  P3-P7 staff  P1 staff  P3–P7 staff  P1 and P2 staff | Term 1  Across year  Term 1  Term 1  Term 2  Term 1  Term 1 | CLPL  CLPL Blank jotters and black fine line pens  Writing Exciting Sentences books | Professional Dialogue  Pupil Dialogue  Pupil work  Forward Plans |
| **D** | **To ensure outdoor learning is a regular, progressive curriculum-led experience for all learners** | * Outdoor Learning CLPL for all staff * Reintroduce play zone buddies to monitor outdoor resources/equipment * Forest School training for a member of staff * Seek support of Parent Partnership to enhance Outdoor Learning   -Donations of wellies, outdoor wear etc   * Outdoor Clothing storage facility * Working party: To be incorporated into working for Sustainability WP. | SN/CC  Staff Member to set up, train and monitor P6 and P7 Playzone buddies  CC  Pupil committee  School staff  Working group  SN | Term 1  Term 1  Term 1–3  Nov-June  Term 1  Term 1-3  Term 1-3 | Creative star  Juliet Robertson’s books  Staff website resources  LtL  TBC  Julie Dunsmuir (St John’s) S McKenna (Cartmill)  Staff member  Parent Partnership?  Oxfam  PSWP –ERC | Class blogs/big books  Playzone rota and monitoring by staff member  Forest school qualification and regular forest sessions  Quantity of donations  Observation  Developing staff confidence in Learning for Sustainability  Pupil voice |
| **E** | Playful Pedagogy | * Continue to develop practice in P1 and P2   -Improving recording of observations, exploring methods used by other practitioners  -Atrium area to become a creative space  -Responsive planning based on children’s ideas using In the Moment Planning (Anna Ephgrave)  -Regular use of outdoor areas for outdoor learning  -Continue to gather large loose parts for back garden  -Regular use of Messy Maths and Dirty Teaching (Juliet Robertson)  -Implementing weekly forest school sessions for P1 after Forest Schools training  -Sharing good practice with other establishments  -CLPL for staff if being taken forward in P3 onwards | P1 and P2 staff  P1 and P2 staff  Learning for Sustainability Working party  CC, students, parent helpers | Across year  Term ?  Terms 2-3 | In the Moment Planning – Ephgrave  Art, Craft, Wood tech supplies - ongoing  Messy Maths – Juliet Robertson  Dirty Teaching – Juliet Robertson | Evidence of observations  Responsive planning evident from observations  Photographic evidence of the playground  Books referred to in forward plans  Implementing ideas and reflecting on impact as part of PRD  Big books to record outdoor learning journey  Class blogs |
| **F** | **Through the use of nurturing principles most learners are able to achieve their expected CfE levels** | * Create Nurture Room for the wellbeing of identified children * Nurture Training for CT in nurture room * Forest School training for nurture staff * Ongoing weekly progress updates between CT and nurture teacher * Nurturing schools approach in all classes – CLPL for staff * Family Wellbeing Service (Family Support Worker) to support targeted learners and families (Full time) **(PEF)** * Provide Therapeutic Support Programme (8 pupils for 8 weeks) **(PEF) – Kit Bag** | ASN Coord & Nurture teacher  Nurture teacher  Nurture teacher  ASN Coord & Nurture teacher  Family Wellbeing Worker  Family Wellbeing Worker | Aug–Sept  Oct In-service  ?  Ongoing  All year  All year | CLPL for staff  Family Wellbeing Worker | HWB Wheel – evaluate with pupils each term  Pupil dialogue  Professional dialogue  Attainment data  Boxall Profiles |
| **G** | **To ensure learning for sustainability is embedded across our curriculum** | * CLPL for staff * Management of resources * STEAM cluster Standing Committee * Upper classes to participate in Upstream Battle | Staff member  Sharon Nelson  Staff member  SN/ LK | Term 1  /Ongoing  Term 1-3  Term 1-3  Term 1-3 | Staff science website.  ERC planners  List of physical resources available  Cluster Improvement Plan and agreed resources  Eco-schools website  Upstream Battle resources  Pupil involvement | Staff feedback/observations  Staff feedback. Quality lessons  Cluster Improvement Plan  GTCS credits.  End of year competition  Photographs/ models/presentations |
| **H** | **Improved Learning experiences for all as a result of targeted learning observations based on self-evaluation or school improvement plan** | * One learning visit based on individual targets from PRD by member of LT * CLPL session on lesson study * Lesson study model to be used based on skills from CLPL sessions * Teachers leading the’ sharing of good practice’ within the school in reciprocal manner * Visiting other establishments to see examples of good practice based on relevant CLPL needs of individual * Peer learning visits to see what strategies etc. work with class (transfer of info) | All staff | Term 1  Term 2  Term 2  Ongoing  Ongoing  Term 3 | Quality Assurance Calendar  Lesson study guide  Class observation sheet  Sharing learning Feedback sheet | HGIOS 4 QI’s  Learning observations  Professional dialogue  Pupil dialogue |
| **I** | **Track and monitor pupils progress to ensure they are on track with the gradient of learning** | Target learners for specific interventions:  -123 Maths  -Power of 2  -Toe by Toe  -STRONG Maths  -5 minute box  -Reading Recovery  -Together Better Readers | ASN coordinator PSA  Class Teachers  Leadership Team | Ongoing | Gradient of learning | Tracking meetings  Gradient of learning  ERC Tracking Database  Standardised Test  SNSA  GL Assessment data |
| **J** | **Higher levels of parental engagement in their children’s learning, attainment and achievement**  **Parents are meaningfully engaged in school self-evaluation and contribute to the process of improvement** | * One member of staff to be trained by ‘Save the Children’ to deliver ‘Families Connect’ programme to promote engagement in home learning * Continue to implement ERC Parental Engagement Strategy * Continue to work towards Family Centered Approaches Award * Provide CLPL opportunities where appropriate * Ensure a representative group of parents are consulted on different aspects of school * Parents share skills and talents to support children’s learning across the school * Continue to develop school website to support learning at home * Use Twitter to promote hints and tips to support learning at home | Ashley Guy  DHT  DHT  LT  DHT  LT  AG | Aug  Ongoing | Families Connect CLPL  ERC Strategy Family Centred Audit  Family Room Calendar  School Website and Twitter feed | Staff feedback/evaluations  Attainment data  Pupil Feedback  Parent feedback |
| **K** | **The school shares skills knowledge and experiences of children’s learning attainment and achievement with parents and carers** | * Clarifying expectations/role of Blog * Improving practice using the Blogs CLPL * Including Celebration of success from in and out with school * Replace big books with blogs/videos * Use categories and tags to organize posts in order to use class blogs as evidence * Visitor counters on each blog to monitor interest and access | All staff  GM | Term 1  Term 1  Term 1 onwards | Policy updated from 2018-2019 with revised expectations agreed  Assembly Focus for all teaching staff | LT to Include blogs as part of the pupil work monitoring  Feedback from Parents and pupils in Term 3 |
| **L** | **Gospel values promoted through teaching programmes and learning experiences** | * Promote Gospel values through teaching programmes and learning experiences * Give children opportunities to develop their understanding of Gospel values and how to apply them to life * Promote respect for different beliefs and cultures * Staff reflection * Coordinate learner contribution to Catholic Education week within the parish * Promote the teachings of St. Mark | All staff  Parish Priest  LK  All staff | November  April | Developing in Faith  This is our Faith  God’s Loving Plan  HGIOS 4  Cluster learner pathways  Diocesan CLPL opportunities shared with staff | Pupil Feedback  Quality lessons  Professional dialogue |

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| **Successes and Achievements** | |
| **How good are we at improving outcomes for all our learners?** | |
| **Quality Indicator** | **Themes** |
| 3.1 Ensuring wellbeing, equality and inclusion | * Wellbeing * Inclusion and equality |
| 3.2 Raising Attainment and achievement | * Overall quality of learners’ achievement |
| 3.3 Increasing creativity and employability | * Digital literacy * Increasing employability skills |

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|  | Outcome/ Impact | **Action** | **Responsibility** | **Timescale** | **Resources** | **Monitoring/ Evaluation** |
| **A** | **Children apply and increase their skills through active participation in their local community** | * PE as NCCT(working towards Gold School Sports Award) * Evaluate current school awards structure (Star Pupil, Curricular HT, ACE) * P7 to participate in and achieve John Muir Award * Continue to carry out duties as an Eco School * Fairtrade–validation due Sept 19 * Achieve Rights Respecting Schools Silver Level Award * P6&7 pupils to achieve Pope Francis Faith Award | PE NCCT & NQ  All staff  SN  Eco Committee  Fairtrade Committee  RRS Committee  P6&7 CTs | Aug-March  September  Ongoing | PE Award action plan  Promoting Positive Behaviour Policy  Action Plans | Action Plans  Evaluative Conversation with JMA  Verification Meeting |
| **B** | **Increased confidence, knowledge and skills in Digital Literacy** | * Actions from the report:   -The school frequently and collaboratively reviews its digital technology policy by evaluating the potential of emerging technologies and best practice scenarios  -The digital technology policy supports the inclusion of learners with additional support needs and provides guidance on the use of assistive and other technologies for their support  -Plans for progression in teachers’, parents’/carers’ and learners’ understanding of the importance of e-safety and how they can remain safe online  -Digital technology is used to help learners create content as well as organise content provided by teachers.  -The school exploits the use of digital technology as a means of communication between learners, parents/carers, staff and the wider community  -The school recognises and celebrates learners’ use of digital technology for their own learning  -Teachers frequently use age and ability-appropriate software applications to support differentiated and targeted learning   * Next academic year work towards gaining the Cyber Resilience Internet Safety Badge from Digital Schools with above targets. | All staff  ICT Coordinator  Pupil Digital Leaders | Aug-June | CLPL Cyber Resilience Training  Further Parent workshops  School Recognition of achievements in digital technology  Pupils continuing to work on their online contents (i.e pupil e-profiles, google drives, google, classrooms and class blogs) | Digital Schools Award |