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***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 | TermlyTermlyFebruary | Agreed writing criteria Moderation CycleNAR & LARNational Improvement Hub | Evaluation of planningProfessional dialogueStaff feedbackTracking/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
 | PT1All CTsPupil CouncilPT1 & Pupil Council | From AugustFrom OctoberJan – Jun; calendar issued DecSept onwards | P4 – P7 Individual Pupil GLOW surveyP2-3 class surveyLearner Participation in Educational Settings (3-18)The 7 Golden Rules of ParticipationThe 7 Golden Rules VideoHGIOS?HGIOURS? (Parts 1&2)Getting It Right For Every ChildTresseder levels of participation | Pupil dialogueProfessional dialogueDisplaysChecklistPlanning ToolEvaluation against Learner Participation FrameworkCarry 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)
 | PT2RR teacherReading Recovery working group PSACCAll Primary 1 and 2 staff.CC, CK, GMGMLibrary committee (JM prof inquiry)Reading for Enjoyment Working party All staff | Aug in-service Term 1Term 1 & 2 Term 2Term 2 | Reading recovery class boxBookbug song packExample Bookbug sessionDisplay bookshelves for P1-3, P4? Word attack skills powerpoint | Professional dialoguePupil dialogueFeedback from parentsRR dataSNSA resultsGL 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
 | SLTStaff member to collate materials and lead CLPLAll teachersSecond level teacherJM/P6 CT/P7 CT P1 staff | Term 1Term 3 Jan 2020- June 2020 | ABC display resourcesCLPL for staff and lunch time support for ARTiculate finalist pupils | Professional DialoguePupil DialogueProfessional DialoguePupil DialoguePupil workLunch time groupsClass solo talksARTiculate final talks judge by GSA contactsFeedback from parentsDigital 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 teachersP3-P7 staffP1 staffP3–P7 staff P1 and P2 staff | Term 1Across yearTerm 1Term 1Term 2Term 1 Term 1 | CLPLCLPL Blank jotters and black fine line pens Writing Exciting Sentences books  | Professional DialoguePupil DialoguePupil workForward 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/CCStaff Member to set up, train and monitor P6 and P7 Playzone buddiesCCPupil committeeSchool staffWorking groupSN | Term 1Term 1Term 1–3Nov-JuneTerm 1Term 1-3Term 1-3 | Creative starJuliet Robertson’s booksStaff website resourcesLtLTBCJulie Dunsmuir (St John’s) S McKenna (Cartmill)Staff memberParent Partnership?OxfamPSWP –ERC | Class blogs/big booksPlayzone rota and monitoring by staff memberForest school qualification and regular forest sessionsQuantity of donationsObservationDeveloping 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 staffP1 and P2 staffLearning for Sustainability Working party CC, students, parent helpers | Across year Term ?Terms 2-3 | In the Moment Planning – EphgraveArt, Craft, Wood tech supplies - ongoingMessy Maths – Juliet RobertsonDirty Teaching – Juliet Robertson | Evidence of observations Responsive planning evident from observationsPhotographic evidence of the playgroundBooks referred to in forward plansImplementing ideas and reflecting on impact as part of PRDBig books to record outdoor learning journeyClass 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 teacherNurture teacherNurture teacherASN Coord & Nurture teacherFamily Wellbeing WorkerFamily Wellbeing Worker | Aug–SeptOct In-service?OngoingAll yearAll year | CLPL for staff Family Wellbeing Worker | HWB Wheel – evaluate with pupils each termPupil dialogueProfessional dialogueAttainment dataBoxall 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 NelsonStaff memberSN/ LK | Term 1/Ongoing Term 1-3Term 1-3Term 1-3 | Staff science website.ERC plannersList of physical resources availableCluster Improvement Plan and agreed resourcesEco-schools website Upstream Battle resourcesPupil involvement | Staff feedback/observationsStaff feedback. Quality lessonsCluster Improvement PlanGTCS 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 1Term 2Term 2Ongoing OngoingTerm 3 | Quality Assurance CalendarLesson study guideClass observation sheetSharing learning Feedback sheet | HGIOS 4 QI’sLearning observationsProfessional 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 PSAClass TeachersLeadership Team | Ongoing  | Gradient of learning | Tracking meetingsGradient of learningERC Tracking DatabaseStandardised TestSNSAGL 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 GuyDHTDHTLTDHTLTAG | Aug Ongoing | Families Connect CLPLERC StrategyFamily Centred AuditFamily Room CalendarSchool Website and Twitter feed | Staff feedback/evaluationsAttainment dataPupil FeedbackParent 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 staffGM | Term 1 Term 1Term 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 monitoringFeedback 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 staffParish PriestLKAll staff | NovemberApril | Developing in FaithThis is our FaithGod’s Loving PlanHGIOS 4Cluster learner pathwaysDiocesan CLPL opportunities shared with staff | Pupil FeedbackQuality lessonsProfessional 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 & NQAll staff SNEco Committee Fairtrade CommitteeRRS CommitteeP6&7 CTs | Aug-MarchSeptemberOngoing  | PE Award action planPromoting Positive Behaviour PolicyAction Plans | Action PlansEvaluative Conversation with JMAVerification 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 staffICT CoordinatorPupil Digital Leaders | Aug-June | CLPL Cyber Resilience TrainingFurther Parent workshops School Recognition of achievements in digital technologyPupils continuing to work on their online contents (i.e pupil e-profiles, google drives, google, classrooms and class blogs)  | Digital Schools Award |