



# St Mark's Primary School

School Improvement Plan  
Session 2019-2020

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

Love,  
Faith  
and  
Understanding

Achieving  
Excellence  
and  
Equity

*Everyone Attaining,  
Everyone Achieving  
through  
Excellent Experiences*

## Contents

Strategic Plan 2018-2021

Section 1 – Leadership and Management

Section 2 – Learning Provision

Section 3 – Successes and Achievements

# LEADERSHIP & MANAGEMENT

<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</li> <li>▪ Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ul>
<b>NIF DRIVER</b>	<ul style="list-style-type: none"> <li>▪ School leadership</li> <li>▪ Teacher professionalism</li> <li>▪ Parental engagement</li> <li>▪ Assessment of children's progress</li> <li>▪ School improvement</li> <li>▪ Performance information</li> </ul>
<b>LIP EXPECTED OUTCOME/IMPACT</b>	<ul style="list-style-type: none"> <li>▪ A culture of self-evaluation and continuous improvement in all schools</li> <li>▪ Higher levels of parental engagement in their children's learning and the life of the school.</li> <li>▪ An increase in the percentage of schools evaluated as "good" or better for leadership of change.</li> <li>▪ A skilled and confident workforce.</li> </ul>
<b>GIRFEC</b>	<ul style="list-style-type: none"> <li>▪ Achieving</li> <li>▪ Included</li> <li>▪ Responsible</li> <li>▪ Included</li> </ul>
<b>CAPABILITIES</b>	<ul style="list-style-type: none"> <li>▪ Prevention</li> <li>▪ Community engagement</li> <li>▪ Data, evidence and benchmarking</li> <li>▪ Modernising how we work</li> </ul>
<b>DEVELOPING IN FAITH</b>	<ul style="list-style-type: none"> <li>▪ Honouring Jesus Christ as the Way, the Truth and the Life</li> <li>▪ Developing as a community of faith and learning</li> </ul>

# LEARNING PROVISION


<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</li> <li>▪ Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ul>
<b>NIF DRIVER</b>	<ul style="list-style-type: none"> <li>▪ School leadership</li> <li>▪ Teacher professionalism</li> <li>▪ Parental engagement</li> <li>▪ Assessment of children's progress</li> <li>▪ School improvement</li> <li>▪ Performance information</li> </ul>
<b>LIP EXPECTED OUTCOME/IMPACT</b>	<ul style="list-style-type: none"> <li>▪ Improved reading, writing and mathematics throughout the years of the broad general education</li> <li>▪ An improvement in the attainment of disadvantaged children and young people</li> <li>▪ An increase in the percentage of schools evaluated as "good" or better for leadership of change.</li> <li>▪ An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities.</li> <li>▪ Higher levels of parental engagement in their children's learning and the life of the school.</li> </ul>
<b>GIRFEC</b>	<ul style="list-style-type: none"> <li>▪ Achieving</li> <li>▪ Active</li> <li>▪ Included</li> <li>▪ Nurtured</li> </ul>
<b>CAPABILITIES</b>	<ul style="list-style-type: none"> <li>▪ Prevention</li> <li>▪ Community engagement</li> <li>▪ Data, evidence and benchmarking</li> <li>▪ Modernising how we work</li> <li>▪ Digital</li> </ul>
<b>DEVELOPING IN FAITH</b>	<ul style="list-style-type: none"> <li>▪ Serving the common good</li> <li>▪ Celebrating and worshipping</li> <li>▪ Promoting Gospel values</li> <li>▪ Developing as a community of faith and learning</li> <li>▪ Honouring Jesus Christ as the Way, the Truth and the Life</li> </ul>



# SUCCESSSES & ACHIEVEMENTS

<b>NIF PRIORITY</b>	<ul style="list-style-type: none"> <li>▪ Closing the attainment gap between the most and least disadvantaged children</li> <li>▪ Improvement in children's and young people's health and wellbeing</li> <li>▪ Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ul>
<b>NIF DRIVER</b>	<ul style="list-style-type: none"> <li>▪ School leadership</li> <li>▪ Teacher professionalism</li> <li>▪ Assessment of children's progress</li> <li>▪ School improvement</li> <li>▪ Performance information</li> </ul>
<b>LIP EXPECTED OUTCOME/IMPACT</b>	<ul style="list-style-type: none"> <li>▪ An ethos of high expectations and achievements in every school and service</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>▪ A positive culture of health and wellbeing in every school and service</li> </ul>
<b>GIRFEC</b>	<ul style="list-style-type: none"> <li>▪ Active</li> <li>▪ Healthy</li> <li>▪ Included</li> <li>▪ Responsible</li> <li>▪ Respected</li> <li>▪ Safe</li> </ul>
<b>CAPABILITIES</b>	<ul style="list-style-type: none"> <li>▪ Prevention</li> <li>▪ Community engagement</li> <li>▪ Data, evidence and benchmarking</li> <li>▪ Modernising how we work</li> <li>▪ Digital</li> </ul>
<b>DEVELOPING IN FAITH</b>	<ul style="list-style-type: none"> <li>▪ Honouring Jesus Christ as the Way, the Truth and the Life</li> <li>▪ Developing as a community of faith and learning</li> <li>▪ Serving the common good</li> </ul>

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

	Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
A	<b>A shared expectation for standards to be achieved through robust moderation arrangements across the stages and curriculum</b>	<ul style="list-style-type: none"> <li>In house writing moderation, looking at progression from early to second level and beyond</li> <li>Focus on the range and format of appropriate evidence to demonstrate breadth, challenge and application</li> <li>School activities</li> <li>Cluster activities</li> <li>Authority activity</li> </ul>	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	<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</b>	<ul style="list-style-type: none"> <li>Pupil Committees</li> <li>-All children meaningfully engaged in a committee to drive forward school improvement.</li> <li>-Audit effectiveness of session 18/19's committees to build a range of valuable experiences and actions for 19/20</li> <li>-Monthly committee meetings from October to June</li> </ul>	PT1 All CTs  Pupil Council	From August  From October	P4 – P7 Individual Pupil GLOW survey  P2-3 class survey	Pupil dialogue Professional dialogue Displays




	improvements in our School	<ul style="list-style-type: none"><li>-Action plans created and progress evaluated monthly</li><li>-Group minutes and progressive action plan displayed monthly on committee board</li><li>-Annual assembly for each committee to celebrate achievements and share pertinent information with the rest of the school</li></ul>		Jan – Jun; calendar issued Dec		
	 Learner Participation in Self-Evaluation and School Improvement <ul style="list-style-type: none"><li>- Use Learner Participation Readiness Checklist with class teachers to have a clear understanding of where we are</li><li>- Gather information from parents and children using form created by Pupil Council</li><li>- Use information to identify areas to be supported by learner participation</li><li>- Decide which area of participation to focus on and what level of participation is appropriate based on information collected</li><li>- Implement small test of change- explore data to identify what went well and extend practice where appropriate</li></ul>	PT1 & Pupil Council	Sept onwards	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	Checklist Planning Tool Evaluation against Learner Participation Framework  Carry out same baselines/readiness questionnaires at end to establish whether change has taken place	

C	<b>Learners confidently help to lead their own learning and review their progress</b>	 Profiling – skills linked to DYW <ul style="list-style-type: none"> <li>- Template created and rolled out across the school June 2019</li> <li>- Class teachers to be issued with guidance and expectations from P1-P7</li> <li>- E-profile completed termly/or in line with guidance.</li> <li>- By End term 1 – send links to parents to provide their feedback on child's learning.</li> <li>- End of Term 1 review by all pupils and teachers for any tweaks/builds.</li> </ul>	Working Group	Term 1/ Term2/ Term 3	Example profiles	
D	<b><i>Developing Scotland's Young Workforce</i> national policy is embedded in practice</b>	 World of Work Week – parents invited in as speakers <ul style="list-style-type: none"> <li>- Work with St Cadoc's around planning</li> <li>- Include partners</li> </ul>	Working Group	Term 1/ Term2/ Term 3		















	<ul style="list-style-type: none"> <li>Team-teaching opportunities with RR teacher</li> <li>Use of reading recovery assessments for targeted pupils</li> </ul>	PSA	Term 1 & 2		
	<p>Developing phonological awareness across P1 – P3</p> <ul style="list-style-type: none"> <li>Book Bug training</li> <li>CLPL led by CC for P1–P3</li> <li>Shared practice across Primary 1-3 for phonological awareness</li> <li>P1 and P2 weekly rotational literacy family sessions</li> </ul>		Term 2	Bookbug song pack Example Bookbug session	
	<p>Organisation and Quality of resources</p> <ul style="list-style-type: none"> <li>Use of non-traditional texts CLPL</li> <li>Managed class libraries</li> <li>Creating engaging and attractive class libraries</li> <li>Role of novel studies – availability of materials</li> <li>Reading for Enjoyment information sessions for parents</li> </ul>	CC	Term 2	Display bookshelves for P1-3, P4?	
	<p>Developing vocabulary skills across school</p> <ul style="list-style-type: none"> <li>Books read to pupils regularly</li> <li>Word of the week (Word attack)</li> </ul>	All Primary 1 and 2 staff.  CC, CK, GM  GM		Word attack skills powerpoint	

			Library committee (JM prof inquiry)  Reading for Enjoyment Working party          All staff			
B	<b>90% of learners achieving expected levels in talking and listening at P1,4,7</b>	 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	SLT   Staff member to collate materials and lead CLPL   All teachers   Second level teacher	Term 1          Term 3	ABC display resources          CLPL for staff and lunch time support for ARTiculate	Professional Dialogue  Pupil Dialogue







		 Embedding Foundations of Writing	All teachers	Term 1	CLPL Blank jotters and black fine line pens  Writing Exciting Sentences books	
			P3-P7 staff	Term 2		
		 Writing Exciting Sentences resource to improve sentence structure -Create an overview P3 – P7	P1 staff	Term 1		
		 Regular literacy challenges for P1 and P2 to support independent writing skills	P3–P7 staff	Term 1		
			P1 and P2 staff			
D	To ensure outdoor learning is a regular, progressive curriculum-led	 Outdoor Learning CLPL for all staff	SN/CC	Term 1	Creative star	Class blogs/big books

	experience for all learners				Juliet Robertson's books  Staff website resources  LtL  TBC	Playzone rota and monitoring by staff member
	 Reintroduce play zone buddies to monitor outdoor resources/equipment	Staff Member to set up, train and monitor P6 and P7 Playzone buddies	Term 1			
	 Forest School training for a member of staff	CC	Term 1–3 Nov-June	Julie Dunsmuir (St John's) S McKenna (Cartmill)	Forest school qualification and regular forest sessions	
	 Seek support of Parent Partnership to enhance Outdoor Learning -Donations of wellies, outdoor wear etc			Staff member	Quantity of donations	
	 Outdoor Clothing storage facility	Pupil committee				






E		 Working party: To be incorporated into working for Sustainability WP.	<p>School staff</p> <p>Working group</p> <p>SN</p>	<p>Term 1</p> <p>Term 1-3</p> <p>Term 1-3</p>	<p>Parent Partnership ?</p> <p>Oxfam PSWP – ERC</p>	<p>Observation</p> <p>Developing staff confidence in Learning for Sustainability</p> <p>Pupil voice</p>
	Playful Pedagogy	 Continue to develop practice in P1 and P2 <ul style="list-style-type: none"> <li>-Improving recording of observations, exploring methods used by other practitioners</li> <li>-Atrium area to become a creative space</li> <li>-Responsive planning based on children's ideas using In the Moment Planning (Anna Ephgrave)</li> <li>-Regular use of outdoor areas for outdoor learning</li> <li>-Continue to gather large loose parts for back garden</li> <li>-Regular use of Messy Maths and Dirty Teaching (Juliet Robertson)</li> </ul>	<p>P1 and P2 staff</p> <p>P1 and P2 staff</p>	<p>Across year</p>	<p>In the Moment Planning – Ephgrave</p> <p>Art, Craft, Wood tech supplies - ongoing</p> <p>Messy Maths – Juliet Robertson</p>	<p>Evidence of observations</p> <p>Responsive planning evident from observations</p> <p>Photographic evidence of the playground</p> <p>Books referred to in forward plans</p> <p>Implementing ideas and reflecting on impact as part of PRD</p>

		<ul style="list-style-type: none"> <li>-Implementing weekly forest school sessions for P1 after Forest Schools training</li> <li>-Sharing good practice with other establishments</li> <li>-CLPL for staff if being taken forward in P3 onwards</li> </ul>	<p>Learning for Sustainability Working party</p> <p>CC, students, parent helpers</p>	<p>Term ?</p> <p>Terms 2-3</p>	<p>Dirty Teaching – Juliet Robertson</p>	<p>Big books to record outdoor learning journey</p> <p>Class blogs</p>
F	<p><b>Through the use of nurturing principles most learners are able to achieve their expected CfE levels</b></p>	<ul style="list-style-type: none"> <li>🌱 Create Nurture Room for the wellbeing of identified children</li> <li>🌱 Nurture Training for CT in nurture room</li> <li>🌱 Forest School training for nurture staff</li> <li>🌱 Ongoing weekly progress updates between CT and nurture teacher</li> <li>🌱 Nurturing schools approach in all classes – CLPL for staff</li> <li>🌱 Family Wellbeing Service (Family Support Worker) to support targeted learners and families (Full time) <b>(PEF)</b></li> <li>🌱 Provide Therapeutic Support Programme (8 pupils for 8 weeks) <b>(PEF) – Kit Bag</b></li> </ul>	<p>ASN Coord &amp; Nurture teacher</p> <p>Nurture teacher</p> <p>Nurture teacher</p> <p>ASN Coord &amp; Nurture teacher</p> <p>Family Wellbeing Worker</p> <p>Family Wellbeing Worker</p>	<p>Aug–Sept</p> <p>Oct In-service</p> <p>?</p> <p>Ongoing</p> <p>All year</p>	<p>CLPL for staff</p> <p>Family Wellbeing Worker</p>	<p>HWB Wheel – evaluate with pupils each term</p> <p>Pupil dialogue</p> <p>Professional dialogue</p> <p>Attainment data</p> <p>Boxall Profiles</p>

				All year		
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	Staff feedback/observations  Staff feedback. Quality lessons  Cluster Improvement Plan  GTCS credits. End of year competition



					Pupil involvement	Photographs/ models/presentations
H	Improved Learning experiences for all as a result of targeted learning observations based on self-evaluation or school improvement plan	<ul style="list-style-type: none"> <li>One learning visit based on individual targets from PRD by member of LT</li> <li>CLPL session on lesson study</li> <li>Lesson study model to be used based on skills from CLPL sessions</li> <li>Teachers leading the 'sharing of good practice' within the school in reciprocal manner</li> <li>Visiting other establishments to see examples of good practice based on relevant CLPL needs of individual</li> <li>Peer learning visits to see what strategies etc. work with class (transfer of info)</li> </ul>	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	<b>Track and monitor pupils progress to ensure they are on track with the gradient of learning</b>	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	<b>Higher levels of parental engagement in their children's learning, attainment and achievement</b>  <b>Parents are meaningfully engaged in school self-evaluation and contribute to the process of improvement</b>	<ul style="list-style-type: none"> <li> One member of staff to be trained by 'Save the Children' to deliver 'Families Connect' programme to promote engagement in home learning</li> <li> Continue to implement ERC Parental Engagement Strategy</li> <li> Continue to work towards Family Centred Approaches Award</li> <li> Provide CLPL opportunities where appropriate</li> <li> Ensure a representative group of parents are consulted on different aspects of school</li> </ul>	Ashley Guy       DHT   DHT   LT	Aug      Ongoing	Families Connect CLPL      ERC Strategy Family Centred Audit Family Room Calendar  School Website	Staff feedback/evaluations  Attainment data Pupil Feedback Parent feedback

		<ul style="list-style-type: none"> <li>🌱 Parents share skills and talents to support children's learning across the school</li> <li>🌱 Continue to develop school website to support learning at home</li> <li>🌱 Use Twitter to promote hints and tips to support learning at home</li> </ul>	DHT  LT  AG		and Twitter feed	
K	<b>The school shares skills knowledge and experiences of children's learning attainment and achievement with parents and carers</b>	<ul style="list-style-type: none"> <li>🌱 Clarifying expectations/role of Blog</li> <li>🌱 Improving practice using the Blogs CLPL</li> <li>🌱 Including Celebration of success from in and out with school</li> <li>🌱 Replace big books with blogs/videos</li> <li>🌱 Use categories and tags to organize posts in order to use class blogs as evidence</li> <li>🌱 Visitor counters on each blog to monitor interest and access</li> </ul>	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	<b>Gospel values promoted through teaching programmes and learning experiences</b>	<ul style="list-style-type: none"> <li>🌱 Promote Gospel values through teaching programmes and learning experiences</li> <li>🌱 Give children opportunities to develop their understanding of Gospel values and how to apply them to life</li> </ul>	All staff Parish Priest		Developing in Faith  This is our Faith	Pupil Feedback Quality lessons Professional dialogue

		<ul style="list-style-type: none"><li>🌸 Promote respect for different beliefs and cultures</li><li>🌸 Staff reflection</li><li>🌸 Coordinate learner contribution to Catholic Education week within the parish</li><li>🌸 Promote the teachings of St. Mark</li></ul>	LK	November	God's Loving Plan	
			All staff	April	HGIOS 4	
					Cluster learner pathways	
					Diocesan CLPL opportunities shared with staff	

Successes and Achievements	
How good are we at improving outcomes for all our learners?	
Quality Indicator	Themes
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> <li>➤ Wellbeing</li> <li>➤ Inclusion and equality</li> </ul>
3.2 Raising Attainment and achievement	<ul style="list-style-type: none"> <li>➤ Overall quality of learners' achievement</li> </ul>
3.3 Increasing creativity and employability	<ul style="list-style-type: none"> <li>➤ Digital literacy</li> <li>➤ Increasing employability skills</li> </ul>

	Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
A	<b>Children apply and increase their skills through active participation in their local community</b>	<ul style="list-style-type: none"> <li>🌱 PE as NCCT(working towards Gold School Sports Award)</li> </ul>	PE NCCT & NQ	Aug-March	PE Award action plan	Action Plans
		<ul style="list-style-type: none"> <li>🌱 Evaluate current school awards structure (Star Pupil, Curricular HT, ACE)</li> </ul>	All staff	September	Promoting Positive Behaviour Policy	
		<ul style="list-style-type: none"> <li>🌱 P7 to participate in and achieve John Muir Award</li> </ul>				
		<ul style="list-style-type: none"> <li>🌱 Continue to carry out duties as an Eco School</li> </ul>				
		<ul style="list-style-type: none"> <li>🌱 Fairtrade—validation due Sept 19</li> </ul>	SN	Ongoing	Action Plans	Evaluative Conversation with JMA
		<ul style="list-style-type: none"> <li>🌱 Achieve Rights Respecting Schools Silver Level Award</li> </ul>	Eco Committee			
		<ul style="list-style-type: none"> <li>🌱 P6&amp;7 pupils to achieve Pope Francis Faith Award</li> </ul>	Fairtrade Committee			Verification Meeting
			RRS Committee			

			P6&7 CTs			
B	<b>Increased confidence, knowledge and skills in Digital Literacy</b>	 <b>Actions from the report:</b> -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	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,	Digital Schools Award

		<p>-Teachers frequently use age and ability-appropriate software applications to support differentiated and targeted learning</p> <p>🌱 Next academic year work towards gaining the Cyber Resilience Internet Safety Badge from Digital Schools with above targets.</p>			classrooms and class blogs)	
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