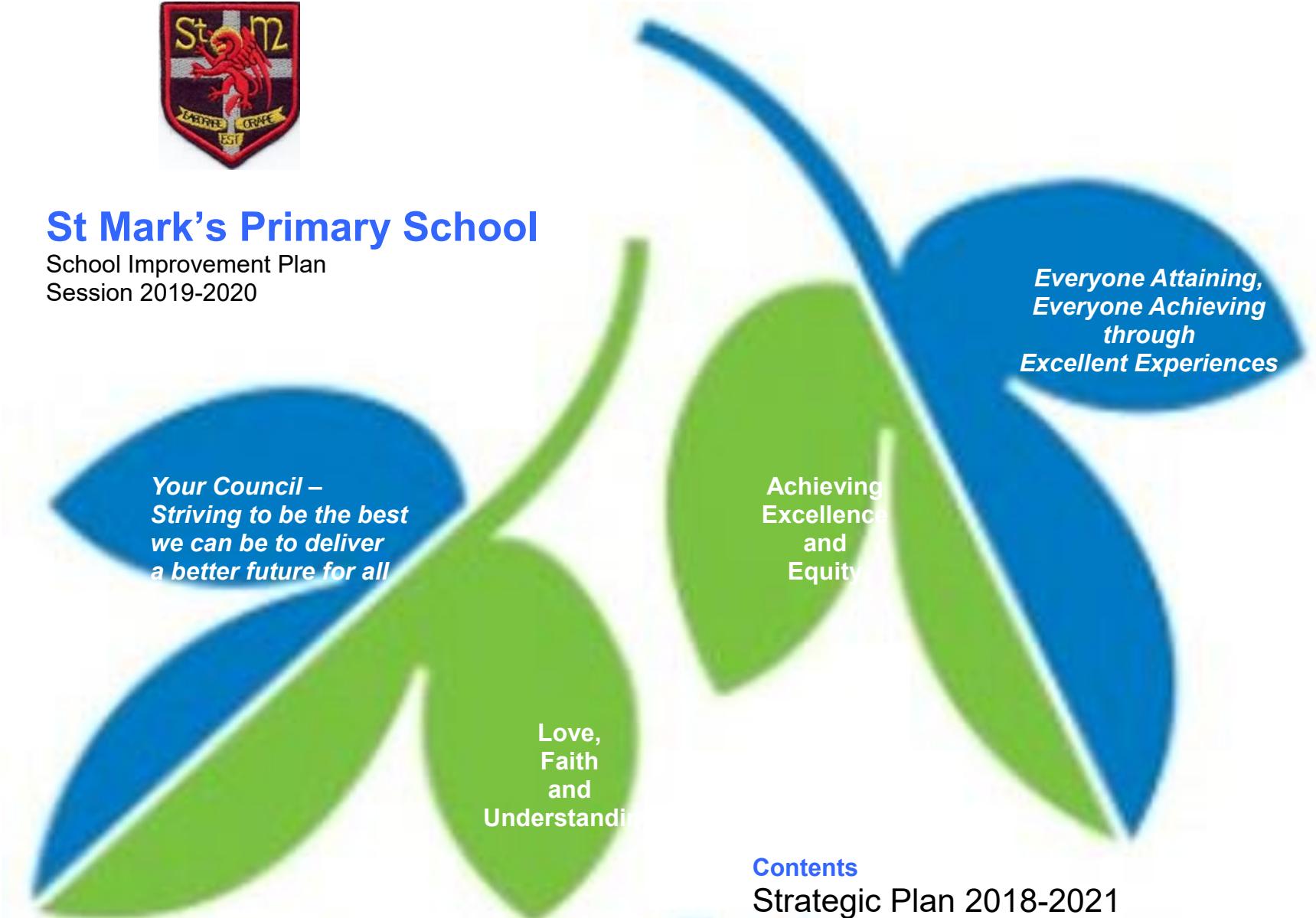




St Mark's Primary School

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***

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LEADERSHIP & MANAGEMENT

NIF PRIORITY	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ School leadership ▪ Teacher professionalism ▪ Parental engagement ▪ Assessment of children's progress ▪ School improvement ▪ Performance information
LIP EXPECTED OUTCOME/IMPACT	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ Achieving ▪ Included ▪ Responsible ▪ Included
CAPABILITIES	<ul style="list-style-type: none"> ▪ Prevention ▪ Community engagement ▪ Data, evidence and benchmarking ▪ Modernising how we work
DEVELOPING IN FAITH	<ul style="list-style-type: none"> ▪ Honouring Jesus Christ as the Way, the Truth and the Life ▪ Developing as a community of faith and learning

LEARNING PROVISION

NIF PRIORITY	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ School leadership ▪ Teacher professionalism ▪ Parental engagement ▪ Assessment of children's progress ▪ School improvement ▪ Performance information
LIP EXPECTED OUTCOME/IMPACT	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ Achieving ▪ Active ▪ Included ▪ Nurtured
CAPABILITIES	<ul style="list-style-type: none"> ▪ Prevention ▪ Community engagement ▪ Data, evidence and benchmarking ▪ Modernising how we work ▪ Digital
DEVELOPING IN FAITH	<ul style="list-style-type: none"> ▪ 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

NIF PRIORITY	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ School leadership ▪ Teacher professionalism ▪ Assessment of children's progress ▪ School improvement ▪ Performance information
LIP EXPECTED OUTCOME/IMPACT	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ Active ▪ Healthy ▪ Included ▪ Responsible ▪ Respected ▪ Safe
CAPABILITIES	<ul style="list-style-type: none"> ▪ Prevention ▪ Community engagement ▪ Data, evidence and benchmarking ▪ Modernising how we work ▪ Digital
DEVELOPING IN FAITH	<ul style="list-style-type: none"> ▪ Honouring Jesus Christ as the Way, the Truth and the Life ▪ Developing as a community of faith and learning ▪ Serving the common good

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	A shared expectation for standards to be achieved through robust moderation arrangements across the stages and curriculum	<ul style="list-style-type: none"> ➤ 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	<ul style="list-style-type: none"> ➤ Pupil Committees <ul style="list-style-type: none"> -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 	PT1 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"> -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 <ul style="list-style-type: none"> - 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 & Pupil Council	Jan – Jun; calendar issued Dec	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
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C	<p>Learners confidently help to lead their own learning and review their progress</p>	 Profiling – skills linked to DYW <ul style="list-style-type: none"> - 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/ Term 2/ Term 3	Example profiles	
D	<p>Developing Scotland's Young Workforce national policy is embedded in practice</p>	 World of Work Week – parents invited in as speakers <ul style="list-style-type: none"> - Work with St Cadoc's around planning - Include partners 	Working Group	Term 1/ Term 2/ Term 3		

Learning Provision	
How good is the quality of care and education we offer?	
Quality Indicator	Themes
2.2 Curriculum	<ul style="list-style-type: none"> ➤ Development of the curriculum ➤ Learning pathways
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> ➤ Learning and engagement ➤ Quality of teaching
2.4 Personalised support	<ul style="list-style-type: none"> ➤ Targeted support
2.5 Family Learning	<ul style="list-style-type: none"> ➤ Engaging families in learning

Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
80% of learners achieving expected levels in reading at P1,4,7	Literacy framework <ul style="list-style-type: none"> ➢ CLPL for all staff regarding the literacy framework ➢ Time to embed specific areas of the literacy framework 	PT2	Aug in-service	Reading recovery class box	Professional dialogue
	Becoming a reading recovery school <ul style="list-style-type: none"> ➢ 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 	RR teacher Reading Recovery working group	Term 1		Pupil dialogue Feedback from parents RR data SNSA results GL Assessments

	<ul style="list-style-type: none"> ➤ Team-teaching opportunities with RR teacher ➤ Use of reading recovery assessments for targeted pupils <p>Developing phonological awareness across P1 – P3</p> <ul style="list-style-type: none"> ➤ 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 <p>Organisation and Quality of resources</p> <ul style="list-style-type: none"> ➤ 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 <p>Developing vocabulary skills across school</p> <ul style="list-style-type: none"> ➤ Books read to pupils regularly ➤ Word of the week (Word attack) 	<p>PSA</p> <p>CC</p> <p>CC, CK, GM</p> <p>GM</p>	<p>Term 1 & 2</p> <p>Term 2</p> <p>Term 2</p>	<p>Bookbug song pack</p> <p>Example Bookbug session</p> <p>Display bookshelves for P1-3, P4?</p> <p>Word attack skills powerpoint</p>	
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			Library committee (JM prof inquiry) Reading for Enjoyment Working party				
B	90% of learners achieving expected levels in talking and listening at P1,4,7	<ul style="list-style-type: none"> ➤ CLPL for all staff regarding the literacy framework <ul style="list-style-type: none"> -Time to embed specific areas of the literacy framework ➤ ABC of Talk CLPL for all staff <ul style="list-style-type: none"> -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 <ul style="list-style-type: none"> -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 staff 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

	<ul style="list-style-type: none"> -Development of vocabulary/competence in oracy ➤ P1 to share the use of Helicopter stories 	JM/P6 CT/P7 CT P1 staff	Jan 2020-June 2020	finalist pupils	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 80% of learners achieving expected levels in writing at P1,4,7 	<ul style="list-style-type: none"> ➤ 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 	<ul style="list-style-type: none"> SLT Moderation facilitators 	<ul style="list-style-type: none"> Term 1 Across year Term 1 	<ul style="list-style-type: none"> Professional Dialogue Pupil Dialogue Pupil work Forward Plans

	 Embedding Foundations of Writing <ul style="list-style-type: none">  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 	All teachers P3-P7 staff P1 staff P3–P7 staff P1 and P2 staff	Term 1 Term 2 Term 1 Term 1	CLPL Blank jotters and black fine line pens Writing Exciting Sentences books	
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	<ul style="list-style-type: none"> ➤ 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 	<p>Staff Member to set up, train and monitor P6 and P7 Playzone buddies</p> <p>CC</p> <p>Pupil committee</p>	<p>Term 1</p> <p>Term 1–3</p> <p>Nov-June</p>	<p>Juliet Robertson's books</p> <p>Staff website resources</p> <p>LtL</p> <p>TBC</p> <p>Julie Dunsmuir (St John's) S McKenna (Cartmill)</p> <p>Staff member</p>	<p>Playzone rota and monitoring by staff member</p> <p>Forest school qualification and regular forest sessions</p> <p>Quantity of donations</p>
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		 Working party: To be incorporated into working for Sustainability WP.	School staff Working group SN	Term 1 Term 1-3 Term 1-3	Parent Partnership ? Oxfam PSWP – ERC	Observation Developing staff confidence in Learning for Sustainability Pupil voice
E	Playful Pedagogy	 Continue to develop practice in P1 and P2 <ul style="list-style-type: none"> -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) 	P1 and P2 staff P1 and P2 staff	Across year	In the Moment Planning – Ephgrave Art, Craft, Wood tech supplies - ongoing Messy Maths – 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

		<ul style="list-style-type: none"> -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 	<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	Through the use of nurturing principles most learners are able to achieve their expected CfE levels	<ul style="list-style-type: none"> >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 	<p>ASN Coord & Nurture teacher</p> <p>Nurture teacher</p> <p>Nurture teacher</p> <p>ASN Coord & 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	<ul style="list-style-type: none"> ☛ CLPL for staff ☛ Management of resources ☛ STEAM cluster Standing Committee ☛ Upper classes to participate in Upstream Battle 	<p>Staff member Sharon Nelson</p> <p>Staff member SN/ LK</p>	<p>Term 1 /Ongoing</p> <p>Term 1-3</p> <p>Term 1-3</p> <p>Term 1-3</p>	<p>Staff science website. ERC planners</p> <p>List of physical resources available</p> <p>Cluster Improvement Plan and agreed resources</p> <p>Eco-schools website</p> <p>Upstream Battle resources</p>	<p>Staff feedback/observations</p> <p>Staff feedback. Quality lessons</p> <p>Cluster Improvement Plan</p> <p>GTCS credits.</p> <p>End of year competition</p>

					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"> ☞ 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	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	<ul style="list-style-type: none"> ↗ 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 	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"> ☞ 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 	DHT LT AG		and Twitter feed	
K	The school shares skills knowledge and experiences of children's learning attainment and achievement with parents and carers	<ul style="list-style-type: none"> ☞ 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	<ul style="list-style-type: none"> ☞ 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 	All staff Parish Priest		Developing in Faith This is our Faith	Pupil Feedback Quality lessons Professional dialogue

	<ul style="list-style-type: none"> ➤ 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 	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	➤ 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

	Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
A	Children apply and increase their skills through active participation in their local community	<ul style="list-style-type: none"> ➤ 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	Aug-March September Ongoing	PE Award action plan Promoting Positive Behaviour Policy Action Plans	Action Plans Evaluative Conversation with JMA Verification Meeting

		P6&7 CTs			
B	Increased confidence, knowledge and skills in Digital Literacy	 Actions from the report: <ul style="list-style-type: none"> -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 achievement s in digital technology Pupils continuing to work on their online contents (i.e pupil e-profiles, google drives, google,

	<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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