



St. Mark's Primary School

School Improvement Plan

Session 2023-2024



East Renfrewshire Education Department Vision

Everyone attaining, everyone achieving through excellent experiences.

School Vision

In St Luke's Cluster we nurture every child's unique God given talents to enable them to flourish in a climate of high expectations, innovation and creativity.

Values

We value love, faith and understanding.

Aims

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

Improvement Plan Priorities 2023-24

LEADERSHIP & MANAGEMENT	<ul style="list-style-type: none"> • Empower all teaching staff to further develop skills of data analysis in conjunction with collaborative action research projects • Work with cross authority senior leadership group on curriculum evaluation and design • Deliver cluster improvement priorities
LEARNING PROVISION	<ul style="list-style-type: none"> • Numeracy: Use our assessment data to deliver specific improvements in high quality numeracy teaching and learning • Literacy: Embed progressive approaches to learning, teaching and assessment of writing to raise attainment in literacy • Health and Wellbeing: Improve the provision of physical education and sports development and achievements across our school • Homework: Clarify purpose and expectations of home learning to support improvements in literacy and numeracy • Pupil Equity Funding: Continue to use Pupil Equity Funding to support targeted literacy and numeracy interventions to narrow the poverty related attainment gap
SUCCESES & ACHIEVEMENTS	<ul style="list-style-type: none"> • Continue to invest Pupil Equity Funding in school nurture provision and implement the recommendations of the National Nurturing Schools UK report. • Launch St. Mark's 'Values into Action' programme and embed 'Make Your Mark' achievement award • Gain Rights Respecting Schools Silver Award and Reading Schools Silver Award • Continue to prioritise STEM teaching and learning in line with the curriculum rationale and cluster curriculum design work

School Improvement Priorities 2021-24

2021-22	2022-23	2023-24
Improve analysis and evaluation of intelligence and data	Extend the use of data to inform interventions and supports	Empower all teaching staff to further develop skills of data analysis in conjunction with collaborative action research projects
Develop moderation approaches	Continue to build a culture of collaboration and professional learning	Work with cross authority senior leadership group on curriculum evaluation and design
Raise attainment in Literacy and Numeracy <i>(including targeted interventions funded by Pupil Equity Funding)</i>	Raise attainment in Literacy and Numeracy <i>(including targeted interventions funded by Pupil Equity Funding)</i>	Raise attainment in Literacy and Numeracy <i>(including targeted interventions funded by Pupil Equity Funding)</i>
Enhance personalised support	Increase family engagement and family learning opportunities	Clarify purpose and expectations of home learning and support improvements in literacy and numeracy
Launch 'Make Your Mark' achievement award	Implement the 'Make Your Mark' achievement award	Launch St. Mark's 'Values into Action' programme and embed 'Make Your Mark' achievement award
Extend range of assessment approaches with focus on skills development and pupil agency	Promote skills for learning, life and work	Continue to prioritise STEM teaching and learning in line with the curriculum rationale and cluster curriculum design work
Improved social and emotional wellbeing and attainment for targeted individuals attending nurture groups. Launch whole school approaches to nurture and trauma-informed education.	Improved social and emotional wellbeing and attainment for targeted individuals attending nurture groups. Embed whole school approaches to nurture and trauma-informed education.	Continue to invest Pupil Equity Funding in school nurture provision and implement the recommendations of the National Nurturing Schools UK report.

LEADERSHIP & MANAGEMENT

How good is our leadership and approach to improvement?

Quality Indicators:

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change

Local Improvement Plan:

- A culture of self-evaluation and continuous improvement in all schools
- A skilled and confident workforce
- A culture of professional enquiry in all establishments
- An ethos of high expectations and achievement in every school and service

National Improvement Framework Priority:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children

National Improvement Framework Drivers:

School improvement, Performance information, Curriculum and assessment, School leadership, Teacher professionalism

Developing in Faith:

- A commitment to the search for wisdom in life and the pursuit of excellence, through the development of each person's unique God-given talents

PRIORITIES 2022-23

- Empower all teaching staff to further develop skills of data analysis in conjunction with collaborative action research projects
- Work with cross authority senior leadership group on curriculum evaluation and design
- Deliver cluster improvement priorities

ST. MARK'S PRIMARY SCHOOL IMPROVEMENT PLAN 2023-24

Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
Empower all teaching staff to further develop skills of data analysis in conjunction with collaborative action research projects	<ul style="list-style-type: none">Engage with West Partnership ‘Assessment and Moderation Roadmap and Toolkit’/ ‘St. Luke’s Assessment Policy’ to audit and evaluate current assessment practice.Revisit St. Mark’s Assessment Framework to review calendar of assessments and data collection processes.Launch updated ‘Pupil Data’ spreadsheets to support teaching staff in accessing and informing the data profiles of all children.Refresh training for teaching staff on accessing attainment information from ELCC tracking tool, Scottish National Standardised Assessments (SNSA) reports and Filemaker tracking database.Embed range of data analysis techniques into practitioner enquiry collaborative action research projectsContinue focus on key equity groups and poverty risk factors to address the poverty related attainment gap	SMT and Teaching Staff	Aug 2023	West Partnership ‘Assessment and Moderation Roadmap and Toolkit’ St. Luke’s Assessment Policy St. Mark’s Assessment Framework Tracking Quadrants	Quality Assurance S.A./ SNSA Data Minutes of professional dialogue and tracking meetings Pupil Data Spreadsheets
		All teaching staff	Oct 2023 onwards		
			PEF PT		Refreshed SAC/ PEF guidance

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Work with cross authority senior leadership group on curriculum evaluation and design	<ul style="list-style-type: none"> Collaborate with colleagues to self-evaluate curriculum and engage with ERC materials on "Understanding Curriculum Making" Co-design staff workshops to support improvements around ownership of curriculum design in St. Mark's. 	<p>J Neil (DHT) S Shaw (PT)</p> <p>All teaching staff</p>	<p>Sep 23 onwards</p> <p>Oct 23 to March 24</p>	<p>ERC Vision 2025: Understanding Curriculum Making</p>	<p>ERC curriculum self-evaluation Toolkits</p> <p>Staff Questionnaires</p> <p>Minutes of professional dialogue and tracking meetings</p>
Deliver cluster improvement priorities	<ul style="list-style-type: none"> Re-launch cluster vision, values and aims Facilitate cluster moderation sessions with writing focus Consolidate cluster improvement work in reading Support cluster curriculum design standing committee 	<p>HT and nominated member(s) of teaching team</p> <p>J Neil (DHT)</p>	<p>Aug 23 onwards</p> <p>Sep 23</p>	<p>St. Luke's Literacy Moderation Grids</p> <p>Cluster Gradient of Learning</p> <p>ERC Vision 2025: Understanding Curriculum Making</p>	<p>Pre and post attitudinal questionnaires</p> <p>NGRT/ SNSA/ St. Assessment Data</p> <p>Refreshed curriculum rationale document</p>

LEARNING PROVISION

How good is the quality of the care and education we offer?

Quality Indicators:

- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support

Local Improvement Plan:

- 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 activities which support prevention and early intervention, improve outcomes and reduce inequalities.

National Improvement Framework Priority:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children

National Improvement Framework Drivers:

School improvement, Performance information, Assessment of children's progress, School leadership, Teacher professionalism

Developing in Faith:

- A commitment to the search for wisdom in life and the pursuit of excellence, through the development of each person's unique God-given talents

PRIORITIES 2022-23

- **Numeracy:** Use our assessment data to deliver specific improvements in high quality numeracy teaching and learning
- **Literacy:** Embed progressive approaches to learning, teaching and assessment of writing to raise attainment in literacy
- **Health and Wellbeing:** Improve the provision of physical education and sports development and achievements across our school
- **Homework:** Clarify purpose and expectations of home learning to support improvements in literacy and numeracy
- **Pupil Equity Funding:** Continue to use Pupil Equity Funding to support targeted literacy and numeracy interventions to narrow the poverty related attainment gap

ST. MARK'S PRIMARY SCHOOL IMPROVEMENT PLAN 2023-24

Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
Numeracy: Use our assessment data to deliver specific improvements in high quality numeracy teaching and learning	<ul style="list-style-type: none"> Review timing and delivery of MALT assessment and numeracy data analysis to provide specific baseline and planning focus for P2-P7 pupils 	A Hutcheson (HT)	Sep 23	MALT Teacher's Guide	MALT assessments and class record sheets
	<ul style="list-style-type: none"> Utilise curriculum development time to undertake whole staff professional reading, research and observation of practice to define high quality learning and teaching in maths and numeracy 	S. Shaw (PT)	Aug 23 onwards	'The Elephant in the Classroom' Jo Boaler	SNSA (Standardised assessments)
		All teaching staff		The principles for appropriate pedagogy in early mathematics	Quality Assurance
	<ul style="list-style-type: none"> Deliver whole school roll out of Number Talks to develop accuracy, fluency and flexibility with numbers and calculations 	Siobhan Coats (Numeracy and Maths PT)		East Renfrewshire revised Numeracy and Maths Strategy	Professional Dialogue/ Teacher Judgements
	<ul style="list-style-type: none"> Connect prior formative assessment professional learning with guidance on effective questioning to support assessment in numeracy and maths 		Oct 23 onwards	Number Talks	
	<ul style="list-style-type: none"> Share IOS approaches on metacognition and retrieval to improve pupil ownership of learning and ability to articulate progress and next steps 	S Walker (Numeracy Champion)	Feb 24	Education Scotland: Effective questioning to support assessment in numeracy and maths	Staff feedback
	<ul style="list-style-type: none"> Foreground maths and numeracy experiences into outdoor learning programme of work to provide opportunities 	S Shaw (PT)/ D Farrell		Maths No Problem Assessment Guide	Learning Visits/ Peer Visits

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	<p>for breadth, challenge and application.</p> <ul style="list-style-type: none"> Raise profile of maths across the cluster with Maths Week Scotland 'Maths in Motion' event linked to the work of LfS Leaders 	A Hutcheson (HT)/ C Carwood (CT)/ S. Shaw (PT) St. Luke's Cluster LfS Leaders Group	Sep 23	Taking Numeracy and Maths Outdoors Maths Week Scotland	<p>Professional dialogue minutes</p> <p>Event evaluations</p>
Literacy: Embed progressive approaches to learning, teaching and assessment of writing to raise attainment in literacy	<ul style="list-style-type: none"> Implement whole school approach to teaching writing to raise attainment and improve pupil confidence and engagement Deliver CLPL on pedagogical approaches to writing to improve staff confidence and ensure consistent high quality learning experiences across the school Facilitate opportunities for staff to engage with PM Writing resource, plan collaboratively and share resources Devise progressive planners for writing that ensure breadth and challenge across all stages Apply prior professional learning in formative assessment and utilise formative assessment toolkits to support self and peer assessment of writing among pupils 	<p>J. Neil (DHT)</p> <p>A. Guy/ D. Farren</p> <p>L. Cosstick / G. Gourlay (ERC PTs of Literacy)</p> <p>J. Neil (DHT)</p> <p>All teaching staff</p>	Aug 23 onwards	Explicitly Teaching Writing – S. Graham PM Writing ERC Literacy Skills Planner	<p>Pre and post writing assessments and questionnaires</p> <p>Quality Assurance</p> <p>Professional Dialogue/ Teacher Judgements</p> <p>Staff feedback</p> <p>Pupil feedback</p>

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	<ul style="list-style-type: none"> - Targeting under represented groups through EmpOUR programme and Active4Life - Staff CLPL during Assembly Focus sessions - Re-introduce school sports teams with structured coaching opportunities and programme of competitive events 				
Homework: Clarify purpose and expectations of home learning to support improvements in literacy and numeracy	<ul style="list-style-type: none"> • Gather stakeholder views on purpose and expectations of homework • Deliver presentation on homework to parents to share expectations and improve engagement • Allocate curriculum development time to creating and implementing a whole school homework policy to ensure that homework supports and reinforces learning in the classroom • Identify resources to support planning and implementation of homework policy and ensure that all children/families can engage with tasks • Provide opportunities to share strategies to support home 	<p>J. Neil (DHT)</p> <p>All Teaching Staff</p>	<p>Aug 23 onwards</p>	<p>Google Classroom / Seesaw</p> <p>Literacy Planet</p> <p>Seesaw</p>	<p>Staff feedback</p> <p>Pupil feedback</p> <p>Parent feedback</p> <p>Quality assurance</p>

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	<p>learning with parents and increase engagement</p> <ul style="list-style-type: none"> Continue to provide pupils with homework support through after school clubs 				
<p>Pupil Equity Funding: Continue to use Pupil Equity Funding to support targeted literacy and numeracy interventions to narrow the poverty related attainment gap</p>	<ul style="list-style-type: none"> Maintain established literacy interventions: Playing with Sounds, TRAIL and Chatterbox Re-introduce Together Better Readers for identified pupils Maintain established numeracy interventions: Child-led problem solving and targeted maths plans for pupils not on track Provide targeted support to Primary 4 stage for literacy and maths 	<p>N. Harvey (PT)</p> <p>R. McBrearty</p> <p>J. McIntyre</p>	<p>Aug 23 onwards</p>		<p>Pre and post assessments and questionnaires</p> <p>Single Word Spelling Test (SWST)</p> <p>New Group Reading Test MALT Assessments</p> <p>Pupil learning conversations</p> <p>SNSA/ Standardised Assessments</p> <p>CfE Levels</p>

SUCSESSES & ACHIEVEMENTS

How good are we at improving outcomes for all learners?

Quality Indicators:

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

Local Improvement Plan:

- Improved reading, writing and mathematics throughout the years of the broad general education
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- An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities.

National Improvement Framework Priority:

- Improvement in attainment, particularly in literacy and numeracy
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National Improvement Framework Drivers:

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Developing in Faith:

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PRIORITIES 2020-21

- Continue to invest Pupil Equity Funding in school nurture provision and implement the recommendations of the National Nurturing Schools UK report.
- Launch St. Mark's 'Values into Action' programme and embed 'Make Your Mark' achievement award
- Gain Rights Respecting Schools Silver Award and Reading Schools Silver Award
- Continue to prioritise STEM teaching and learning in line with the curriculum rationale and cluster curriculum design work

ST. MARK'S PRIMARY SCHOOL IMPROVEMENT PLAN 2023-24

Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
Continue to invest Pupil Equity Funding in school nurture provision and implement the recommendations of the National Nurturing Schools UK report.	<ul style="list-style-type: none"> Train relevant staff in Boxall online profile and 'Attachment Aware School' materials Complete baseline assessments and interim assessments for all targeted pupils (Boxall Profiles, Stirling Wellbeing Scale, Strengths and Difficulties Questionnaires) Deliver Core (AM) and Senior (PM) daily nurture provision, focusing on social and emotional support Continue to promote and embed nurture group principles throughout the provision for pupils and staff. Continue to familiarise families and community with the six principles to ensure all stakeholders are familiar with their meaning and impact. Increase opportunities for parental involvement in nurture class Continue to monitor and evaluate the provision, completing National Nurturing Schools self-assessment 	<p>B. McFlynn</p> <p>S. Shaw/ N. Harvey</p> <p>All Teaching Staff</p>	<p>Aug 23</p> <p>Sep 23</p> <p>Oct 23 onwards</p> <p>Dec 23 onwards</p> <p>May 2024</p>	<p>Boxall Online</p> <p>'Attachment Aware Schools' series</p> <p>Compassionate Connected Classroom resource</p>	<p>Boxall Profiles</p> <p>Strengths and Difficulties</p> <p>Parent and Pupil Questionnaires</p> <p>Stirling Children's Wellbeing Scale</p> <p>School Newsletters</p> <p>Class blogs</p> <p>School displays</p> <p>National Nurture Network self-evaluation tool</p>

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Launch St. Mark's 'Values into Action' programme and embed 'Make Your Mark' achievement award	<ul style="list-style-type: none"> • Deliver staff refresher CLPL on Meta Skills and introduce updated 'Make Your Mark' passports with skills evaluation • Link signature learning experiences to Meta Skills and learner dispositions • Continue to include DYW and skills development as a standing item on agenda for Professional Dialogue meetings • Make skills development an area of focus in the quality assurance process 	N. Harvey SMT and Teaching Staff	Aug 23 onwards	'Make Your Mark' achievement passports Meta Skills resources	Minutes of professional dialogue Learning visit and monitoring of learning feedback
Gain Rights Respecting Schools Silver Award and Reading Schools Silver Award	<ul style="list-style-type: none"> • Participate in Rights Respecting Silver Award accreditation visit • Complete action plan for Gold Award to be carried out between 2023 and 2025 	C. Kennedy D. Farren A. Guy All Teaching Staff	Sep 23		Rights Respecting School Action Plan
Continue to prioritise STEM teaching and learning in line with the curriculum rationale and cluster curriculum design work	<ul style="list-style-type: none"> • Build in additional pupil leadership responsibilities with a new cohort of Young STEM Leaders • Provide opportunities for parents to engage in STEM learning, through classroom visits and home learning. 	S. Paterson C. Collins	Aug 23 onwards	Young STEM Leader programme	Young STEM Leader verification process