



St. Mark's Primary School

School Improvement Plan

Session 2024-2025



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 2024-25	
LEADERSHIP & MANAGEMENT	<ul style="list-style-type: none"> • Embed collaborative action research approach • Develop our culture of professional learning as a community of faith and learning • Deliver cluster improvement priorities
LEARNING PROVISION	<ul style="list-style-type: none"> • Curriculum Design: <ul style="list-style-type: none"> - Develop our approaches to interdisciplinary learning, enhancing opportunities for pupil-led learning, learning for sustainability and transformative community action. • Inclusive Classrooms: <ul style="list-style-type: none"> - Introduce the CIRCLE framework to further promote effective inclusive practice and improve universal support in our classrooms - Review our approaches to working with highly able learners to ensure consistent levels of challenge for all learners • Health and Wellbeing: <ul style="list-style-type: none"> - Review approaches to delivery of 'Mental, Emotional and Social Wellbeing' curriculum and integrate with ongoing work on religious education/ faith formation to improve pupil wellbeing, focus and readiness to learn • Literacy: <ul style="list-style-type: none"> - Consolidate progressive approaches to learning, teaching and assessment of writing to further raise attainment in literacy - Improve listening and talking outcomes through a renewed focus on higher stakes oracy experiences and clearer assessment processes • Pupil Equity Funding: Continue to use Pupil Equity Funding to support targeted literacy and numeracy interventions to narrow the poverty related attainment gap
SUCSESSES & 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. • Deepen our commitment to decolonising our curriculum and embedding anti-racist principles • Gain Rights Respecting Schools Gold Award and Reading Schools Gold Award • Develop our awareness and understanding of The Promise (the Scottish Governments commitment to improving educational experiences and outcomes for care experienced children) and gain the We Promise Award

ST. MARK'S PRIMARY SCHOOL IMPROVEMENT PLAN 2024-25

School Improvement Priorities 2022-25		
2022-23	2023-24	2024-25
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	Embed collaborative action research approach
Continue to build a culture of collaboration and professional learning	Work with cross authority senior leadership group on curriculum evaluation and design	Develop culture of professional learning as a community of faith and learning Curriculum Design: Develop our approaches to interdisciplinary learning, enhancing opportunities for pupil-led learning, learning for sustainability, transformative community action
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>	Consolidate progressive approaches to learning, teaching and assessment of writing and talking and listening to further raise attainment in literacy <i>(including targeted interventions funded by Pupil Equity Funding)</i>
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	Deepen our commitment to decolonising our curriculum and embedding anti-racist principles. Gain Rights Respecting Schools Gold Award and Reading Schools Gold Award.
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.	Introduce the CIRCLE framework to further promote effective inclusive practice and improve universal support in our classrooms. Review our approaches to working with highly able learners to ensure consistent levels of challenge for all learners. Develop our awareness and understanding of The Promise (the Scottish Governments commitment to improving educational experiences and outcomes for care experienced children) and gain the We Promise Award

LEADERSHIP & MANAGEMENT

How good is our leadership and approach to improvement?

Quality Indicators: <ul style="list-style-type: none">1.1 Self-evaluation for self-improvement1.2 Leadership of learning1.3 Leadership of change		Local Improvement Plan: Empowerment and Leadership <ul style="list-style-type: none">A culture of self-evaluation and continuous improvement in all schoolsA skilled and confident workforceA culture of professional enquiry in all establishmentsAn ethos of high expectations and achievement in every school and service			
National Improvement Framework Priority: <ul style="list-style-type: none">Improvement in attainment, particularly in literacy and numeracyClosing 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: <ul style="list-style-type: none">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 2023-24		<ul style="list-style-type: none">Embed collaborative action research approachDevelop our culture of professional learning as a community of faith and learningDeliver cluster improvement priorities			
Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
Embed collaborative action research approach	<ul style="list-style-type: none">Revisit West Partnership ‘Collaborative Action Research’ (CAR) materialsAlign four stages of CAR cycle with termly planning dialogueWiden scope of review stage through cluster sharing activity	All teaching staff/ SMT	Assess, Plan (Aug – Nov 24), Do (Nov 24 – March 25) Review (April – May 25)	West Partnership Collaborative Action Research GTCS Developing an enquiring disposition	Professional Dialogue CAR check-ins Sharing of posters Teacher evaluation feedback

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Develop our culture of professional learning as a community of faith and learning	<ul style="list-style-type: none"> Incorporate religious and spiritual development target into annual PRD School chaplain to deliver faith-based professional learning linked to Jubilee 2025: Pilgrims of Hope Deliver sessions on 'Global Compact for Education' linked to Laudato Si and Climate 180 project 	SMT and teaching staff School Chaplain A Hutcheson (HT)	June 24 – May 25 May 25 In Service Curriculum Development Session 1	Companions on the Journey Developing in Faith Good Shepherd Leadership journals Global Compact for Education	PRD Developing in Faith self-evaluation return
Deliver cluster improvement priorities	<ul style="list-style-type: none"> Pedagogy and learning: Investigate profiling and progression through Meta Skills, Expeditionary learning and IDL Social Justice and Wellbeing: Explore values and virtues of St. Luke's cluster learner, develop work of LfS Leaders through pupil conference Attainment, Achievement and Progress: Deepen understanding of assessment and learner journey, Explore equity and challenge for more able learners, Continue to raise attainment in literacy and numeracy 	Cluster Leadership Group LfS Leaders group <i>Other Establishment staff tbc</i> Literacy Standing Committee	8 x CLG meetings (Sep 24-May 25) May 2025		CLG Minutes and Evaluation Feedback Pupil conference evaluations

LEARNING PROVISION	
How good is the quality of the care and education we offer?	
<p>Quality Indicators:</p> <ul style="list-style-type: none"> 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 	<p>Local Improvement Plan: Attainment, Achievement and Progress</p> <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 activities which support prevention and early intervention, improve outcomes and reduce inequalities.
<p>National Improvement Framework Priority:</p> <ul style="list-style-type: none"> 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 	<p>National Improvement Framework Drivers:</p> <p>School improvement, Performance information, Assessment of children's progress, School leadership, Teacher professionalism</p>
<p>Developing in Faith:</p> <ul style="list-style-type: none"> 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 2024-25	<ul style="list-style-type: none"> Curriculum Design: <ul style="list-style-type: none"> Develop our approaches to interdisciplinary learning, enhancing opportunities for pupil-led learning, learning for sustainability and transformative community action. Inclusive Classrooms: <ul style="list-style-type: none"> Introduce the CIRCLE framework to further promote effective inclusive practice and improve universal support in our classrooms Review our approaches to working with highly able learners to ensure consistent levels of challenge for all learners Health and Wellbeing: <ul style="list-style-type: none"> Review approaches to delivery of 'Mental, Emotional and Social Wellbeing' curriculum and integrate with ongoing work on religious education/ faith formation to improve pupil wellbeing, focus and readiness to learn

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	<ul style="list-style-type: none"> • Literacy: <ul style="list-style-type: none"> - Consolidate progressive approaches to learning, teaching and assessment of writing to further raise attainment in literacy - Improve listening and talking outcomes through a renewed focus on higher stakes oracy experiences and clearer assessment processes • Pupil Equity Funding: <ul style="list-style-type: none"> - Continue to use Pupil Equity Funding to support targeted literacy and numeracy interventions to narrow the poverty related attainment gap 				
Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
Curriculum Design: Develop our approaches to interdisciplinary learning, enhancing opportunities for pupil-led learning, learning for sustainability and transformative community action.	• Pilot <i>Learning through Landscape's</i> professional learning programme for Climate School 180	"Pathfinder cohort"/ All teaching staff	May 24 – June 2025	Climate School 180 online professional learning resource	Environmental Audit – pre and post audit comparison
	• Implement whole school high-quality climate education interdisciplinary learning	Matt Robinson and Emma Brown (LtL)	August 2024	Climate Ready School Grounds Resource	Quality Assurance focus on IDL lessons
	• Link IDL project to school grounds transformation through Future Woodlands Scotland fund	Future Woodlands Scotland team	Sep/ Oct 2024	Future Woodlands Scotland	Learner Conversations
	• Develop partnership with Graham engineering to learn from and contribute to the Aurs Road reconstruction project	Gary Redpath, Graham Engineering	Oct 2024 – March 25	Graham Engineering outreach work	Stakeholder feedback on school ground transformation/ Aurs Road project contributions
	• Widen focus of partnership work with Glasgow Science Centre Learning Labs	Caroline Collins (ERC PT of STEM / Ed Scot LfS Mentor) Angela Byrne (PT) PEF PT (TBC)		Glasgow Science Centre Learning Labs	

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Inclusive Classrooms: Introduce the CIRCLE framework to further promote effective inclusive practice and improve universal support in our classrooms Review our approaches to working with highly able learners to ensure consistent levels of challenge for all learners	<ul style="list-style-type: none"> • Deliver CLPL to whole school on CIRCLE Framework 	J. Neil (DHT)	Aug 2024	CIRCLE Resource	Child Participation Scale
	<ul style="list-style-type: none"> • Carry out an audit of the Learning Environment and implement relevant changes 	Teaching Staff	Aug 2024	CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary and Secondary) Resources Education Scotland	CIRCLE Environment Checklist
	<ul style="list-style-type: none"> • All teaching staff to complete Education Scotland professional learning module on Inclusive Practice 	Teaching Staff	Aug – Dec 2024		Wellbeing Plans
	<ul style="list-style-type: none"> • Use CIRCLE Inclusive Classroom Scale and Participation Scale to inform wellbeing planning process 	Teaching Staff	Ongoing		Professional Dialogue
	<ul style="list-style-type: none"> • Update Child Wellbeing Plan template to allow for improved pupil voice 	J. Neil (DHT)	Sept 2024	OLCreate: Introduction to Inclusive Education OLCreate: Inclusion in Practice - CIRCLE Framework Primary	Learner Conversations
Health and Wellbeing: Review approaches to delivery of 'Mental, Emotional and Social Wellbeing' curriculum and integrate with ongoing work on religious education/ faith formation to improve pupil wellbeing, focus and readiness to learn	<ul style="list-style-type: none"> • Refresh professional learning on <i>Keeping Trauma in Mind</i> for all support staff 	Pupil Support Staff/ Culture and Climate team	Aug 2024	Education Scotland: Nurture, Adverse Childhood Experiences and Trauma	PSA evaluations
	<ul style="list-style-type: none"> • Replace Health and Wellbeing questionnaire with Glasgow Motivation and Wellbeing Profile 	Angela Byrne (PT)	Oct 24/ March 25	Education Scotland GMWP Resource	Comparative analysis of Oct and March profile data
	<ul style="list-style-type: none"> • Implement whole school approach to tracking and monitoring of individual pupil wellbeing 	Teaching Staff/SMT			
	<ul style="list-style-type: none"> • Strengthen links between universal wellbeing planning and targeted Child Wellbeing Plans 	Julie Neil (DHT)	January 25	ERC EPS Healthier Minds Resource	Wellbeing Plans

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	<ul style="list-style-type: none"> Audit 'Mental, Emotional and Social Wellbeing' resources and address any gaps through professional learning and investment in additional resources. 				
<p>Literacy: Consolidate progressive approaches to learning, teaching and assessment of writing to further raise attainment in literacy</p> <p>Improve listening and talking outcomes through a renewed focus on higher stakes oracy experiences and clearer assessment processes</p>	<ul style="list-style-type: none"> Deliver CLPL on pedagogical approaches to writing to improve staff confidence and ensure consistent high quality learning experiences across the school Facilitate opportunities for school and cluster moderation of writing Share Listening and Talking Assessment grids with staff and facilitate opportunities for moderation and sharing of good practice Deliver whole school rollout of Cluster Poetry Spine Work with Cluster staff to plan and deliver P6 Debate 	<p>J. Neil/ A. Guy/ D. Farren</p> <p>J. Neil (DHT)/ A. Hutcheson (HT)</p> <p>J. Neil (DHT)</p> <p>J. Neil (DHT)</p> <p>St. Luke's PT Attainment / P6 Teaching Staff</p>	<p>Aug 24 – June 25</p> <p>Aug 24 – June 25</p> <p>Aug 24</p> <p>Sept 24</p> <p>Aug – Nov 24</p>	<p>Online Writing CLPL Sessions with S. Graham</p> <p>PM Writing</p> <p>ERC Literacy Skills Planner</p>	<p>Quality Assurance</p> <p>Professional Dialogue/ Teacher Judgements</p> <p>Pre and post writing assessments</p> <p>Staff feedback</p> <p>Pupil feedback</p>
<p>Pupil Equity Funding: Continue to use Pupil Equity Funding to improve attainment in reading and writing for identified pupils participating in targeted literacy interventions. (Year 4)</p>	<ul style="list-style-type: none"> Complete baseline, interim and final phonological awareness and reading skills assessments as part of annual quality assurance process Following interim assessments, review effectiveness of interventions and further tailor approaches 	<p>Rosie McBrearty (PEF teacher)</p> <p>PEF PSAs (TBC)</p>	<p>Sep 24-Dec 24: Baseline and initial interventions</p>		<p>Pre and Post Intervention Assessments and Questionnaires</p>

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	<ul style="list-style-type: none"> • Literacy Support Group and TRAIL approaches (twice weekly) focusing on phonemic awareness, segmenting, chunking words into syllables and applying this knowledge to write accurate sentences • Phonological Awareness Group (Playing with Sounds) 6 week programme to run with parents and identified pupils to provide strategies to support learning at home • Family support sessions in the library, offering parental workshops and book recommendations to help families support reading at home • Continue IDL literacy intervention (computer-based multisensory system) to be used with support groups and by individuals in class • After school Home Learning Clubs • Continue to deliver Reading Recovery, TRAIL and Together Better Readers (TBR) to identified pupils 	Attainment Team	<p>Dec 24- Jan 25: Interim assessment and review of interventions</p> <p>Jan 25- April 25: Phase 2 of interventions.</p> <p>May 25 – final assessment and evaluation of impact.</p> <p>Aug 24 – June 25</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>
Pupil Equity Funding: Improved attainment in numeracy for identified pupils participating in targeted interventions.	<ul style="list-style-type: none"> • Maths Support Group to develop number skills with identified pupils in Primary 1 and Primary 4 focusing on number processes and problem solving 	<p>PEF PT</p> <p>R McBrearty</p> <p>Attainment team</p>	<p>Sep 24- Dec 24: Baseline and initial interventions</p>		<p>Pre and Post targeted Maths Assessments</p> <p>P1 Baseline Assessments</p>

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<u>Interventions for Equity 4</u>	<ul style="list-style-type: none"> Continue using CPA approaches to provide additional targeted support for pupils who are not on track for numeracy in Primary 1 and 4 		<p>Dec 24-Jan 25: Interim assessment and review of interventions</p> <p>Jan 25 - April 25: Phase 2 of interventions.</p> <p>May 25 – final assessment and evaluation of impact</p>		<p>MALT Assessments</p> <p>Standardised Tests</p> <p>SNSA data</p>
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SUCCESSSES & ACHIEVEMENTS

How good are we at improving outcomes for all learners?

<p>Quality Indicators:</p> <ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 	<p>Local Improvement Plan:</p> <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 activities which support prevention and early intervention, improve outcomes and reduce inequalities.
<p>National Improvement Framework Priority:</p> <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 	<p>National Improvement Framework Drivers:</p> <p>School improvement, Performance information, Assessment of children's progress, School leadership, Teacher professionalism</p>

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 2024-25

- Continue to invest **Pupil Equity Funding** in school nurture provision and implement the recommendations of the National Nurturing Schools UK report.
- Deepen our commitment to decolonising our curriculum and embedding ant-racist principles
- Gain Rights Respecting Schools Gold Award, SportScotland Gold Award and Reading Schools Gold Award
- Develop our awareness and understanding of The Promise (the Scottish Governments commitment to improving educational experiences and outcomes for care experienced children) and gain the 'We Promise' Award

Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
Continue to invest Pupil Equity Funding in school nurture provision to improve attendance, engagement and social and emotional wellbeing for	<ul style="list-style-type: none"> Complete baseline assessments and interim assessments for all targeted pupils (Boxall Profiles, Stirling Wellbeing Scale, Strengths and Difficulties Questionnaires) 	<p>B. McFlynn</p> <p>PEF PSA (TBC)</p> <p>PEF PT (TBC)</p> <p>J. Neil</p>	Aug 24 – June 25	NNUK Guidance and Boxall assessment suite.	<p>Boxall Profiles</p> <p>Strengths and Difficulties</p> <p>Parent and Pupil Questionnaires</p>

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<p>targeted individuals attending nurture groups. (Year 5)</p> <p>Interventions for Equity 1 and 2</p>	<ul style="list-style-type: none"> Analyse assessments in conjunction with newly introduced whole school approach to Glasgow Motivation and Wellbeing Profiles Collaborate with link Educational Psychologist Collaborate with PEF Quad schools with similar nurture provisions in order to moderate effectiveness of interventions Deliver Core (AM) and Senior (PM) daily nurture provision, focusing on social confidence, self-esteem, resilience, problem solving skills Implement ongoing recommendations from the National Nurture Network UK assessment report Complete the National Nurturing Schools self-assessment on an interim basis Increase opportunities for parental involvement in nurture class and shared learning 	Y. Hutchison (EPS)			<p>Stirling Children's Wellbeing Scale</p> <p>GMWP</p> <p>National Nurture Network accreditation documentation/ self-assessment</p>
	<ul style="list-style-type: none"> Create family lending library of resources to support wellbeing at home 	S. Shaw/ K. Deeny	Aug – Oct 24		Feedback from Parent Questionnaire
	<ul style="list-style-type: none"> Provide drop-in sessions for families to support wellbeing at home 	S. Shaw/ K. Deeny	Aug 24 – June 25		Teacher questionnaire
	<ul style="list-style-type: none"> Share findings of practitioner enquiry on "Zones of regulation" with school community 	B. McFlynn	Sep 25		

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Deepen our commitment to decolonising our curriculum and embedding anti-racist principles	<ul style="list-style-type: none"> Participate in Building Racial Literacy professional learning programme and share relevant information/resources with staff Implement progressive IDL topic plans across the school with a focus on anti-racism Create Pupil Equalities Group and make links with similar groups across the cluster to celebrate diversity and promote anti-racist principles Provide opportunities for families to contribute to Equalities Group and curriculum planning 	<p>L. Murphy</p> <p>J. Neil (DHT) / Teaching Staff</p> <p>L. Murphy</p> <p>L. Murphy/ J. Neil/ Teaching Staff</p>	<p>Aug 24 – June 25</p>	<p>Promoting and developing race equality and anti-racist education: an overview</p> <p>Home - A Adams Bairns</p>	<p>Quality Assurance focus on IDL lessons</p> <p>Learner Conversations / Professional Dialogue</p> <p>Feedback from Parent Questionnaire</p>
Gain Rights Respecting Schools Gold Award and Reading Schools Gold Award	<ul style="list-style-type: none"> Implement recommendations from Silver RRS accreditation report and Submit Rights Respecting Gold Award action plan Update school policies and planning documents to include relevant UNCRC Articles Submit Reading Schools Gold action plan Continue to deliver CLPL and share good practice/resources with all teaching staff Continue to promote reading for pleasure across the whole school community Build partnerships with the local library and community to share the benefits of reading for pleasure 	<p>C. Kennedy/ L. Murphy</p> <p>J. Neil (DHT)</p> <p>D. Farren / Reading Committee</p> <p>M. Curran (ERCLT)</p>	<p>Aug 24 – June 25</p> <p>Aug – Dec 24</p> <p>Aug 24 – June 25</p>	<p>https://www.unicef.org.uk/rights-respecting-schools/</p> <p>Reading Schools Gold Framework</p>	<p>Rights Respecting School Action Plan</p> <p>Reading Schools Gold Action Plan</p> <p>Feedback from school community</p>

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<p>Develop our awareness and understanding of The Promise (the Scottish Governments commitment to improving educational experiences and outcomes for care experienced children) and gain the We Promise Award</p>	<ul style="list-style-type: none"> • Deliver CLPL on 'The Promise' to ensure that all staff are aware of the legislative framework related to wellbeing, equality and inclusion and understand the needs of care experienced children and what we can do to support them • All staff to complete 'Keeping the Promise' e-module 	<p>J. Neil (DHT)</p> <p>All staff</p>	<p>Aug – Dec 2024</p> <p>Aug – Dec 2024</p>	<p>Keeping the Promise Award Programme Resources Education Scotland</p>	<p>Results of e-module assessment</p> <p>Learner Conversations/ Professional Dialogue</p>
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