2017-2018

St Clare's Primary School Improvement Plan

Vision statement

St Clare's Primary School will open in August 2017. During the first year in our new state of the art facility, the whole school community will work together to create the Vision, Values and Aims for our school.

Our vision will be underpinned by the Authority vision and our school motto…

"Everyone Attaining, Everyone Achieving through Excellent Experiences"

"Deum Diligere, Eique Servire" which is *"Love God, Serve God."*

Three Year Improvement Priorities

School Improvement Priorities 2017-2020		
Year 1 **2017-18**	**Year 2** **2018-19**	**Year 3** **2019-20**
Vision, Values and Aims	Interdisciplinary Learning	Learning for Sustainability
Curriculum Rationale	Assessment, tracking and monitoring	Expressive Arts
Literacy and English Language *Reading and Talking and Listening* Mathematics and Numeracy *Mental Maths and Active Approaches* Religious Education in Roman Catholic Schools *Developing in Faith – Developing as a community of faith and learning.* Family Friendly Approaches	Literacy and English Language *Writing* Mathematics and Numeracy *Professional Enquiry and Problem Solving* Religious Education in Roman Catholic Schools *Developing in Faith – Promoting Gospel values* Family Friendly Approaches	Interdisciplinary Learning Religious Education in Roman Catholic Schools *Developing in Faith - Celebrating and worshipping*
Health and Wellbeing *Enterprise and Creativity*	Health and Wellbeing Developing the Young Workforce	Health and Wellbeing Developing the Young Workforce

2017-18 School Improvement Priorities
Develop a shared vision, values and aims relevant to St Clare's and our community.
Create a curriculum rationale that reflects the uniqueness of our setting.
Deliver excellent teaching and learning experiences focused in the four core curricular areas – Literacy/Maths/RERC/Health and Wellbeing.
Develop a family centred approach throughout our school community.
Promote the wellbeing of all children and support them to develop their creativity and skills for learning, life and work.

Leadership and Management					
How good is our leadership and approach to improvement?					
Quality Indicator		Themes			
1.2 Leadership of Learning		• Professional engagement and collegiate working • Children and young people leading learning			
1.3 Leadership of Change		• Developing a shared vision, values and aims relevant to our school community • Strategic planning for continuous improvement			
PRIORITY: Develop a shared vision, values and aims relevant to St Clare's and our community. NIF Priority: Improvement in employability skills and sustained, positive school leaver destinations for all young people. NIF Drivers: School leadership/ Teacher professionalism/ Parental engagement					

	Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
OUR SCHOOL VISION	LIO/ An ethos of high expectations and achievement in our school. LIO/ A culture of self-evaluation and continuous improvement in our school.	Establish a Leadership of Learning Team to explore the meaning of Vision, Values and Aims. Research different models used to create a shared school Vision, Values and Aims. Contact and arrange to visit our friends in Calderwood Lodge and different schools in our neighbourhood. Feedback to all learners during assembly. Based on research and school visits, create an action plan outlining the process we will use to create our shared vision.	HT and learners in P6 & class teacher Leadership of Learning Team P6 SLT & CT	August to September 17	Transport cost to visit other schools Conference Room UNICEF Article of Children's Rights and Launchpad	Minutes from Leadership of Learning Team Meetings Folder of research and ideas Video clips Framework for discussion to gather information during visits Sway to share initial ideas Learner led action plan
	An inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God Engaged parents who feel valued and listened to.	Use digital Forms and interactive group sessions to involve the whole school community in contributing to the creation of a shared, aspirational school vision linked closely to RRS and the theme: Developing as a community of faith and learning. Liaise with outside artists to produce a visual image of the School Vision, Values and Aims and display this prominently in all areas of St Clare's.		September to October 17	Flipcharts Glow 365 Forms Hub area The Catholic School: Developing in Faith SCES Art Room Printworks	Tweets and video images, capturing the range of consultation meetings and approaches used to gather views. Analysis from Forms Final child friendly image
	Change across the whole school influenced by staff and learners. Confident learners who can make decisions and lead their learning.	All staff work collaboratively to support and facilitate learners to lead school committees where every child is a member. Committees devise and implement annual action plan. Share progress through assembly programme.	All staff and learners SLT	From September 17 till November and February till May 18	Local partners and parents Fortnightly committee session	Learning conversations Committee displays, action plan and Learning Blogs/Big Books
	LIO/ A culture of professional enquiry in our establishment. LIO/ An increase in the percentage of schools evaluated as "good" or better for leadership of change.	Through the agreed cluster CLPL Neuro Linguistic Programming (NLP) sessions, staff apply their learning and using the approach of professional enquiry to enhance learning within their classroom.	All staff and SLT	From September 17 till June 17	GTCS standards and PRD process Educational Psychologist PEF Funding	Minutes of staff meetings Presentations and data analysis Professional dialogue

Quality Indicator	Themes
2.2 Curriculum	• Curriculum Rationale
2.3 Learning, teaching and assessment	• Quality of teaching
2.5 Family learning	• Quality of family learning programmes

PRIORITY: Create a curriculum rationale and design that reflects the uniqueness of our setting.
PRIORITY: Deliver excellent teaching and learning experiences across the whole school.
PRIORITY: Develop a family centred approach throughout our school community.
NIF Priority: Improvement in attainment, particularly in literacy and numeracy.
NIF Drivers: School leadership/ Teacher professionalism/ Parental engagement/ Assessment of children's progress/School improvement/Performance information

	Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
CURRICULUM :RATIONALE AND DESIGN	LIO/An ethos of high expectations and achievement in our school. LIO/ A culture of self-evaluation and continuous improvement in our school where everyone strives to be their "best self."	Visit local schools and share best practice in order to ignite discussion with our whole school community: **What do we want for every learner in St Clare's?** **How will we work together to achieve this?"** Work collaboratively to research the concept of a highly effective Curriculum Rationale. Based on research and school visits, create an action plan outlining the process we will use to create St Clare's Curriculum Rationale.	SLT and all staff Leadership of Learning Team HT and DHT	October to December 17	Assembly Focus Group Collegiate time Education Scotland: National Primary Curriculum Improvement Toolkit Building the Curriculum 3	Professional dialogue across school communities Collation of responses (visual or pictorial) from different groups and visits. Minutes and feedback to illustrate understanding of concepts. Action plan with SMART targets.
	LIO/ Higher levels of parental engagement in the life of the school.	Use digital Forms and interactive group sessions to involve the whole school community in actively participating and contributing to the creation of a shared, aspirational curriculum rationale based on our newly formed School, Vision, Values and Aims. Explore and fully utilise the school environment to influence the design of our curriculum.	SLT, staff, children and parents		The Hub Assembly Programme Glow 365 Sway and Forms Digital devices	Collation of responses (visual or pictorial) from different groups. Analysis of responses through Forms
		Share and celebrate through school assembly programme and social media platforms, our completed Curriculum Rationale.		Launch January 18	School website & Twitter Display materials	Learning display in St Clare's school entrance
	Learners enjoy learning through dynamic, innovative and engaging experiences. All staff understand our Curriculum Rationale and use this to plan and deliver coherent learning experiences.	Take cognisance of our Curriculum Rationale when delivering high quality learning experiences for our children.				Feedback and dialogue from Learning and Peer visits Teacher Learning Journal Learning Conversations Child led learning shown through personalised task boards

QUALITY OF TEACHING – LITERACY AND ENGLISH LANGUAGE						
	LIO/ Improved reading attainment throughout the broad general education. LIO/ Ethos of high expectations and achievement in our school. LIO/ A skilled and confident workforce	Work collaboratively to create a coherent approach to teaching reading across the whole school based around the principles of Reciprocal Reading. Become familiar with the new Reading Scheme – Book Bug. And use the appropriate teacher prompts when planning and delivering guided reading sessions.	SLT and practitioners working in levels All practitioners	August to October 17	Staff Meetings and Assembly Focus Group	Teaching Reading in St Clare's: Strategy Paper Package of Teaching Tools Teacher Prompt Cards Library
	LIO/ Resources which lead to improvements for learners Learners experience creative, engaging and consistent approaches to teaching and learning within English Language and Literacy. Attainment remains at the appropriate level and/or increases for all learners. Teachers are confident in accessing and analysing data in order to raise attainment for their learners.	Use transition information, relevant data and the stand alone reading assessments to gauge appropriate groupings for every learner, with opportunities for movement between groups when appropriate. Use and apply the benchmarks in Literacy and English Language when planning, assessing and moderating learner progress. Use the PMT and ERC's approach to regularly moderate teacher judgements in reading for specific learners at school and cluster level.	All practitioners and Moderation Facilitators	August 17 and throughout the year Monthly school sessions in term one	Tracking Database Teacher Learning Journal Assessment Evidence SLT Planning and Tracking Meetings CfE Benchmarks New national assessment data Education Scotland: Achievement of a Level and NAR Flowchart Assembly Focus Group ERC PMT Template and documentation	Minutes from meetings and professional dialogue Feedback within Teacher Learning Journal Tracking database Teacher Assessment records Forward Plans Practitioner Moderation Template(PMT) Learning Visits Feedback from Learner Focus Groups
	Learners can articulate the importance of reading and the positive impact it has on their learning.	Reading for Enjoyment across all aspects of the curriculum is promoted, encouraged, celebrated and becomes embedded in the culture of our school. Staff work collaboratively to create a robust approach to teaching phonics/spelling and grammar throughout the school and involve learners in this consultation process.	School community Library Committee Literacy Working Group	September 17 Library, formal opening and timetable Term One collegiate - curriculum development	Mary Dickie ERC Culture and Leisure Trust National Book Trust First Minister's Reading Challenge ERC 's Reading Strategy and Guidance	Action Plan from Library Committee Diary of joint school events Pupil Librarians Teaching Phonics and Spelling in St Clare's: Strategy Paper Teaching Grammar/ Knowledge about Language in St Clare's: Strategy Paper Package of Teaching Tools
	Children enjoy regular opportunities to lead their learning through personalisation and choice, working independently and with others in a variety of contexts. LIO/ Increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities.	Early years teachers take cognisance of cluster working in planning for auditory learning and development through playful pedagogy.	P1 practitioners Early Years Neighbourhood Group		Playful Pedagogy CLPL QI Officer RR Cluster EYN group Advancing Excellence and Equity paper Developmental Milestones and baseline	SLT Learning and peer Visits Professional Dialogue Learning Environment Targeted learning programme
	Children are comfortable speaking in different situations and can scaffold conversations in order to express their views.	Reflect on the Talking and Listening Cluster policy and begin to adapt and implement this approach to teaching Talking and Listening across the whole school	SLT and practitioners	August to December 17	Staff Meetings and Assembly Focus Group	Teaching Listening and Talking in St Clare's: Strategy Paper Package of Teaching Tools Learner Feedback

QUALITY OF TEACHING - NUMERACY AND MATHEMATICS	LIO/ Improved numeracy and mathematics attainment throughout the years of the broad general education.	Become familiar with the range of new resources and materials and how they will be used to increase attainment starting with mental maths.	SLT and practitioners working in levels	January to March 18	ERC Numeracy and Mathematics Review (2012-13)	Resources clearly organised and accessible.
	Increased staff confidence in delivering consistently high quality learning experiences. Learners feel their opinion is valued and they have ownership of their learning. Learners report that learning is engaging and enjoyable.	Work collaboratively in levels to describe an excellent learning experience (featuring the design principles) in this curricular area and involve learners in this consultation process. Produce succinct guidance which can be accessed and implemented by all staff when planning high quality learning experiences for all.	Leadership of Learning Team SLT and practitioners	Term Two collegiate - curriculum development Staff meetings Jan to April 18	Cluster Transition Review Feedback (February 2016) Gradient of Learning ERC Maths Guidelines - Intranet	Minutes from staff meetings Framework for discussion to gather information during learning conversations. Teaching Mental Maths and Numeracy in St Clare's: Strategy Paper
	Parents report that they can use guidance to support their child's learning.	Share guidance with parents in parent friendly language.	DHT and Maths Champion	March Parent's Evening	ERC Skills Framework CfE Guidelines – Education Scotland	Outlook 365 Forms to gather views and feedback Analysis from Forms
	Teachers are confident in accessing and analysing data in order to raise attainment for their learners. LIO/A culture of self-evaluation and continuous improvement in our school.	Use and apply the benchmarks in Numeracy and Mathematics when planning, assessing and moderating learner progress.	All practitioners and Moderation Facilitators	March Parent's Evening Monthly school sessions in term two	Numeracy and Mathematics Benchmarks Education Scotland: Achievement of a Level and Assembly Focus Group ERC PMT Template and documentation	Feedback within Teacher Learning Journal Tracking database Teacher Assessment records Forward Plans Practitioner Moderation Template(PMT) Learning Visits Feedback from Learner Focus Groups
	Numeracy and Mathematics is enjoyed, embraced and celebrated by all learners	Raise the profile and appeal of Numeracy and Mathematics across the school through the national launch of the Maths Scottish Week.	STEM Committee Diary of events	Making Maths Count Week 11th-17th Sept	Making Maths Count Report	Learning Display in STEM Room Twitter and website
RERC	LIO/ Learners' experiences support them to develop their personalities, talents and spiritual abilities to their potential All staff, children and parents are fully involved in establishing the spiritual life and work of the school. LIO/ A culture of GIRFEC LIO/ maintain and where possible reduce the number of children reporting they experience bullying and/or racist behaviour.	Create a sacred space within each classroom. Produce our school prayer. Work together to create a Playground Charter. Involve our school community and use national guidance to create our Anti-bullying Policy.	Teachers and learners DHT and Pupil and Parent Council from both schools	August 17 Term One Pupil Council Meetings	This Is Our Faith Developing in Faith: Developing as a community of faith and learning. UNICEF Article of Children's Rights and Launchpad National Guidance Respect Me	Published school prayer Positive feedback from parents in relation to ethos and life of the school. Pupil Council agenda, minutes and display. Published Playground Charter shared weekly at assembly. Anti-bullying Policy ERC record of bullying behaviour Pastoral Notes
		As a school community actively coordinate and participate in different events at school, cluster, and diocesan level, to celebrate 100 years of Catholic Education in Scotland.	Cluster Standing Committee, staff, children and parents	August to June 17	RE Diocesan Adviser Parish Chaplain: Monsignor Monaghan	Celebration calendar CLPL calendar from St Ninian's HS

FAMILY FRIENDLY	LIO/ Increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities.

LIO/ Higher levels of parental engagement in their children's learning and in the life of the school. | Introduce 'Read Scotland', a parental paired reading programme across all stages.

Introduce a team of parents who can effectively support, promote and contribute to the life and work of the school through support in class, lunch clubs, costumes etc.
Create clear guidance on the role of Parent helpers within school | DHT and Literacy Champion

SLT and parents | September 17

November 17 | Scotland Reads Paired Reading Programme

Parent Forum
365 Forms
Family Rooms and Hub area
Parent Friendly Guidelines for parents helping within St Clare's. | Feedback from learners and teachers.

Parent Helper Timetable
Feedback from parent helpers |
| | Children feel that they have been listened to and that their voice has influenced policy and practice.
Learning at home is relevant and engaging for all children. | Use digital Forms to gather the views of parents on homework.
Analyse data and create "homework/learning at home" statement. | DHT

Teachers, learners and parent focus group. | September 17 | Parent Forum
365 Forms
Learning at Home statement | Data analysis from Forms |
| | Parents and children work together and learn new skills.
LIO/ A curriculum which enables all children to be successful, confident, responsible and effective in school and in their community. | Form a Parent focus group to establish the role of parents in providing a programme of after school clubs.

Visit Netherlee Primary School to learn about the work they have undertaken.
Support parents and community partners to provide a comprehensive afterschool programme. | DHT and Pupil Council
Parent Focus Group | October 17 and term two, ready to launch in Term Three. | Active Schools Co-ordinator
Community Partners
Sports Leaders form High School | Comprehensive diary of events

Dialogue and sharing of excellent practice |
| | Increased staff confidence and understanding of good practice in delivering family centred approaches. | Devise and deliver an action plan to achieve Bronze Family Centred Approaches recognition. | | Audit October in-service day Term Two and Three | ERC Family Centred Approach Guidelines

QI RR

SPTC resources | Bronze Award |

Quality Indicator	Themes
3.1 Ensuring wellbeing, equality and inclusion	• Wellbeing
3.3 Creativity and employability	• Creativity skills

PRIORITY: Promote the wellbeing of all children and support them to develop their creativity and skills for learning, life and work.
NIF Priorities: Improvement in children and young people's health and wellbeing and Improvement in employability skills and sustained, positive school leaver destinations for all young people.
NIF Drivers: School leadership/ Teacher professionalism/ Parental engagement

	Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
WELLBEING AND CREATIVITY	LIO/ An increase in opportunities for young people to develop knowledge, understanding and the skills for life in a global multicultural society and Scotland's place in it.	Register as a Rights Respecting School Create an action plan and begin working towards our Recognition of Commitment.	RRS Committee	September 17 till June 18	UNICEF Article of Children's Rights Flipcharts QIO CJ	Action Plan and display Assembly Presentations Minutes from meetings Learning Conversations Class Charter
	Children understand restorative approaches and can apply these in order to resolve conflict. Children demonstrate respect to others at all times through their words and actions. LIO/ Maintain and where possible reduce the number of children reporting they experience bullying and/or racist behaviour.	Establish a whole school approach to positive behaviour based around restorative approaches, linked to our School Vision, Values and Aims. Share policy with Parent forum.	SLT, staff, Leadership of Learning Team and children. Parent focus group HWB Committee	August to October 17 Launch November during Anti-Bullying Week Meet the SLT event October In-service day	Assembly Programme Literature related to Restorative Approaches CLPL for staff Educational Psychologist	Positive Behaviour Strategy Statement Learning Conversations Staff evaluations of impact Playground incident monitoring forms Evaluation feedback from SLT event
	LIO/ An increase in the number of pupils, with well-developed employability skills Learners and teachers demonstrate creativity and innovation when planning and creating products. Learners understand and demonstrate entrepreneurship. Learners and teachers are stimulated, engaged and enjoy learning experiences linked to DYW.	Establish and connect with key partners in our local community – employers/ creative industries and cultural sectors. Plan an Enterprise month culminating in a key event, our Christmas Fayre to showcase and celebrate learning and achievements.	Enterprise Committee involving children, parents and partners.	Middle of November and beginning of December 17	Assembly Programme Calendar of Events Christmas Fayre Budget for each class Partnership Directory established.	Learning visits Class blogs Class Big Books Learner Business plans Feedback from partners