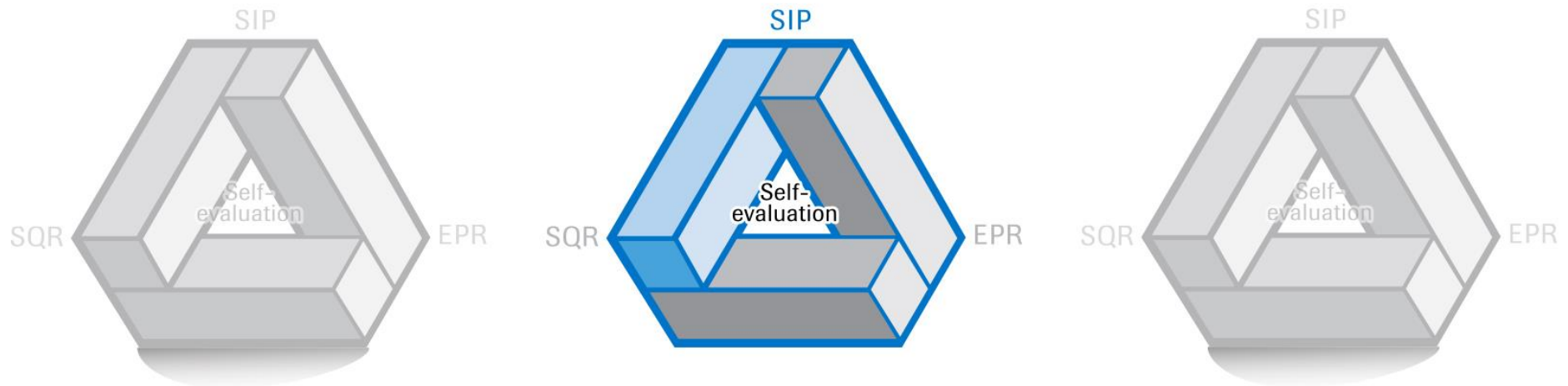




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Supporting Improvement: **School Improvement Plan**



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Action Plan Summary for Stakeholders

1. Our Vision, Values and Aims	
<i>Esfuerzo, Empeño: Éxito!</i>	
This translates as... ¡Esfuerzo (Effort), Empeño (commitment or determination): Éxito (Success)!	
A	Aim high in all we do as Confident Individuals
C	Care for and respect all in our school community and beyond
H	Have high expectations and standards in learning, behaviour and health
I	Invest in our pupils and staff and encourage excellence, enterprise and ambition
E	Embrace our unique gifts to reach our full potential
V	Value honesty, fairness and love within our Catholic ethos
E	Engage with the local environment and wider world to make a difference

1. Our Vision, Values and Aims

All stakeholders were audited on our previous Vision, Values and Aims at the beginning of 2010.

The Parent Council wanted the new set to be more parent friendly and be similar in format to our Respect Rules! The word ACHIEVE was agreed as the most appropriate word to use as a focus for our acrostic poem. Pupils, staff and Parent Council then suggested various statements to match each letter and which summed up our school's vision, values and aims best. This was then taken to the all the parents at the March parents evening for consultation in 2011. All parties agreed it was important to have a saying or phrase which the school community would remember easily. A staff member suggested using Spanish phrases to make it more memorable to recognise our status as a learning Spanish school. This was also readily accepted by all stakeholders.

All stakeholders decided the current vision, values and aims were still linked to our school ethos and improvement agenda so no amendments are necessary. The pupils respond well to its message and apply it to their learning and achievements. It is inbuilt into our culture and ethos.

Esfuerzo, Empeño: Éxito!

This translates as... ¡Esfuerzo (Effort), Empeño (commitment or determination): Exit (Success)!

- A** Aim high in all we do as Confident Individuals
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2. Summary of our self-evaluation process.

Our priorities for this session are identified through a variety of self - evaluation tasks carried out by all by stakeholders.

- During CAT sessions staff audited current initiatives, policies and practices to evaluate and agree improvement priorities for 2019 -20. Staff and SLT evaluations from our Quality Assurance monitoring and evaluation calendar and Place2Be also provided evidence.
- The children's evaluations on resources, progress in learning and views on all aspects of the school were sought through sampling, Pupil Council and Learning Conversations. Pupils expressed school strengths as the work being undertaken in maths and literacy to improve attainment including new resources, the variety of afterschool clubs, including the Big Cook Little Cook involving parents and the outdoor learning excursions. All pupils identified the wish for leadership committees

2. Summary of our self-evaluation process.

to be more regular as these had to be discontinued due to staffing constraints.

- Parent Council identified new induction support for parents in literacy and numeracy and PEF funded employment of support staff and outdoor learning as strengths. They identified areas for improvement digital learning and more training and awareness raising of the dangers of social media.
- Areas of development identified were the implementation of iPads within the school, planning, assessment and moderation and continuing to raise attainment in Literacy and numeracy.

Strengths identified:

- Regular evaluation of interventions being funded by PEF which resulted in revised allocation of funds to ensure provision was targeted at vulnerable families and children who found playtime a challenging experience
- Very effective use is being made of data using FOCUS & school's own data to inform interventions/ next steps/ impact on learners
- Strong partnership working with the parish, Place2Be, Jeely Piece Club and Caledonian University ensures that both children's academic progress, health and wellbeing and skills for life are well supported.

Priorities for development:

1: Raising Attainment Literacy & English

2: Assessment and Moderation

3: Digital Learning

4: Religious Education

3. Action Planning

No.	Quality Indicator	Priority Raising Attainment Literacy & English
1	2.3 3.2	<p>To raise attainment in Literacy and English through:</p> <ul style="list-style-type: none"> • Targeted interventions to support teaching and learning (1a) • Increased work with families so that our young people can be better supported at home.(1a and 2) • Increasing Teacher confidence in assessment procedures through participation LIG and LC Moderation. (1b) • Increasing Teacher Skills and knowledge through participation in CPD opportunities to ensure reading is being used effectively to support and enhance Teaching, Learning and Assessment (1c)

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>Looking Outwards Challenge Leader of Learning CLOL/PT to work on the 'Literacy for All' Programme. They will attend training and be responsible for Cascading this training to staff and working with targeted groups of children to raise attainment in Literacy (reading).</p>	<p>August – June 2018 Checkpoints October & December 2018 April & June 2019</p>	<ul style="list-style-type: none"> • Staff skill in delivering Literacy (Reading) will increase. • Links to partner agencies who support us in providing quality literacy learning experiences will be strengthened and possible new partnerships formed.
<p>Looking Inwards Audit current resources and see what we need to support our less and more able learners Resources will be identified by CLOLs in partnership with HT and DHT and staff. Purchase Resources and implement in classrooms</p>	<p>Ongoing Checkpoints October & December 2018 April & June 2019</p>	<ul style="list-style-type: none"> • Staff will have evaluated current resources to identify what is needed - Questionnaire to staff • New resources will be acquired, used and their impact evaluated. • Pupil Sampling to establish pupils views on resources they find engaging and motivating
<p>Looking Inwards Issue Literacy for All strategies to staff for Guided Reading and Before/During and After reading.</p>	<p>Ongoing August – June</p>	<ul style="list-style-type: none"> • Stakeholder's views regarding reading gathered through Questionnaires/Staff views and Pupil Sampling. • Strategies displayed in all classrooms and implemented in daily teaching and learning.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
		<ul style="list-style-type: none"> • Pupils applying these strategies within their teaching and learning. • QA Calendar – QA activities will show strategies being applied within classroom practice.
<p>Looking Inwards Implementation of Literacy for All Progression Pathways Framework</p>	<p>Ongoing August – June Checkpoint November 2019 March 2020</p>	<ul style="list-style-type: none"> • QA – Forward planning will show that teachers are accessing the framework to plan progressively • Staff Views/Feedback will be gathered to identify st • Baseline/SNSA will give quantitate data which will allow the school to measure the impact of the LfA intervention • HGOPI to evidence the project and its impact for learners attainment and teacher confidence. • Tracking Tool used as part of the quality assurance calendar to track pupil’s progress based on the teachers judgment. • Updated planners to address consistency and progression across stages
<p>Looking Inwards School Data will be Collected to measure impact of 2019/2020 and to ensure we have a baseline. Standardised Testing (SSNA, MALT Maths, NGRT Reading, Cold Pieces Writing and Single Word Spelling). Tracking meetings with staff to identify children are/are not on target to achieve a level. ACES/other Data if appropriate</p>	<p>Ongoing Baseline Sept 19 & May-June 2020 Checkpoint November 2019 March 2020</p>	<ul style="list-style-type: none"> • Staff will be able to talk about their children identifying who is ‘on track’ and ‘not on track’. They will be able to discuss supports and interventions that have been provided and the impact of these. • A clear baseline from which to measure impact will be created. • Impact will be measured and data analysed.
<p>Looking Inwards School data will be analysed by PT/CLOLs and HT/DHT to</p>	<p>August 2019 Checkpoint</p>	<ul style="list-style-type: none"> • Children who are not ‘on track’ will be identified.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
identify cohorts of children (who are not on track) and who will benefit from targeted support.	November 19 February 20	<ul style="list-style-type: none"> Pupil data will be analysed to identify barriers to learning.
Looking Outwards Research interventions that can be provided within the school to minimise these barriers.	August 2019 Checkpoint December 2019	<ul style="list-style-type: none"> A wide range of interventions will be used to support learners that are variable to reflect their different needs. Links to partner agencies who support our curriculum delivery will be strengthened and possible new partnerships formed.
Looking Inwards Update Literacy/Reading Policy to reflect Glasgow Attainment Challenge and Expectations	Ongoing March-June 2020	<ul style="list-style-type: none"> Views of all stakeholders Clear policy in relation to teaching and learning in literacy being followed by all staff

Staff leading on this priority – including partners	Resources and staff development
HT/DHT – Angela Fitzpatrick/Colette Mullan CLOL – Mary Anne Savage PT – Larissa Small	<ul style="list-style-type: none"> Staff CPD will be taken from Working time agreement Addition resources required will be funded by PEF. CLOL will offer additional drop in sessions for staff outwith WTA CLOL will provide team teaching opportunities for staff within the school day Staff development opportunities will be provided through our connection to both the Glasgow Counts and Literacy for All programmes. Any additional training will be funded by PEF.

No.	Quality Indicator	Priority Assessment and Moderation
2	2.3 3.2	<p>To raise attainment in Literacy and Numeracy through:</p> <ul style="list-style-type: none"> Targeted interventions to support teaching and learning Increased work with families so that our young people can be better supported at home. Increasing Teacher confidence in assessment procedures through participation in LIG and LC Moderation Increasing Teacher Skills and knowledge through participation in CPD opportunities to ensure digital learning is being used effectively to support and enhance Teaching, Learning and Assessment

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>Looking Outwards LIG to meet and discuss the moderation Process and what it will look like. Staff Lists should be brought along so that pairs/groups can be devised for LIG activities.</p>	August 2019	<ul style="list-style-type: none"> Staff will have engaged in moderation processes and levels of attainment will be agreed. All staff will record collegiate activities relating to LIG Moderation on their CPD record. (Those within the WTA and those part of the personal 35 hours CPD if appropriate). Staff will be able to discuss the impact that the moderation events have had on assessment procedures in their classroom. Confidence in
All Staff to receive training from Sharon McGeever on the Moderation Cycle and Glasgow's Moderation Paperwork.	August Inset 1	
<p>Looking Inwards- In house Moderation activities. Staff will get together in Pairs to plan a lesson using the same Es and Os and benchmarks.</p>	<p>First in house moderation by End of term 1 Second in house moderation by End of term 3</p>	

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>Looking Outwards LIG SLT to meet to discuss:</p> <ul style="list-style-type: none"> • Discuss the Logistics of the Moderation Events • Ensure Paperwork is appropriate and all staff have an understanding of the moderation cycle <p>LC Moderation Staff will teach planned lesson. Colleagues (pairs/trios) will observe the lesson to share practice. Staff should discuss the lesson afterwards in terms of good practice and areas for development.</p> <p>Staff should submit Practitioner Moderation Template (PMT) and double A4 side Annotated evidence for verification activity.</p> <p>Moderation Event - Staff organised into levels to moderate PMTs and Evidence using Moderation Template and Moderation Guidance Prompts.</p>	August-June	<p>making judgements with regards to whether children are/ are not achieving a level, changes to practice. They will also discuss the impact on their own professional development in terms of confidence knowledge and skills</p> <ul style="list-style-type: none"> • Analysis of attainment figures will evidence more robust recording of attainment levels. • Robust quality assurance will evidence that teacher judgement with regards to assessment levels is becoming more robust. Tracking meetings using benchmarks, SLT and Peer classroom observations, Forward planning monitoring and evaluation meetings will evidence children are working at the appropriate level. • Links across the LC will be strengthened. • Head Teachers will be more confident in declaring attainment figures across the school.
<p>Moderation exercise should be evaluated to establish impact and next steps should be identified for taking this forward. This will be done in levels and Partners looking at what went well, what didn't and next steps. These will be collated by SLT for the LC.</p> <p>DHTS to feedback Evaluations to staff</p> <p>Looking Inwards Audit of current Assessment approaches being used to gather evidence to identify the value of each approach.</p>	August-June	<ul style="list-style-type: none"> • Staff audit will provide feedback on the moderation process and will identify future steps in relation to planning, assessment and moderation. • School assessment approaches will be identified and all staff will have a clear understanding of the variety of assessment approaches that should be used to gather data and information about learner's attainment.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>Looking Inwards Identify whole school assessment approaches to be used to gather both summative and formative assessment to support teacher judgment.</p>	August-June	<ul style="list-style-type: none"> School assessment policy to be reviewed and updated in line with developments in assessment and moderation at both school and authority level.

Staff leading on this priority – including partners	Resources and staff development
<p>LIG Moderation – LIG SLT (Head Teachers and Depute Head Teachers) CLOL – Mary Anne Savage HT overseeing progress (Angela Fitzpatrick) DHT supporting HT to oversee progress (Colette Mullen) Challenge Leader of Learning and PT (Literacy Reading) Mary Anne Savage</p>	<ul style="list-style-type: none"> 8/4 hours will be allocated to this from WTA for LIG Moderation 4 hours will be allocated to this from WTA for school Moderation QIO Sharon McGeever will provide training on the moderation cycle and the GCC Moderation paperwork to ensure staff are clear about the moderation process. DHTs and PTs will support staff to ensure they are clear about the moderation process. Format, paperwork and PowerPoint's used by GCC Moderation group will be used to support moderation in LC and school

No.	Quality Indicator	Priority Digital Learning
3	1.3 3.3	To develop the digital literacy of the school community through: <ul style="list-style-type: none"> • Raising teacher skills and knowledge • Raising the skills and knowledge of Support for learning workers • Developing the awareness of online safety with parents and pupils

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Implementation of new digital learning planners to enhance learning experiences for the pupils through the use of new and existing technologies.	August 2019	Evidence of pupils learning and their abilities in applying their skills across the curriculum.
Timetabled weekly access for classes to use iPads as a learning tool with enhancement of skills through class visits to the Apple Store.	Aug - June	Observation of pupils' application of digital skills. Pupil learning conversations. Staff views.
Extra-curricular coding clubs for pupils in P1-4 and P5-7 using the Hour of Code programme and Scratch.	Sep - June	Attendance at club and observation of pupils' skills in coding and abilities to problem solve and decode a given problem.
Raised awareness of pupils in acceptable use of social media and safe internet use through community police inputs, planned lessons, assembly focus and theatre productions.	Aug - June	A reduction in incidents reported to the school in relation to internet-based issues. Surveys of pupils following cyber safety inputs.
Whole school staff training in the use of iPads through training linked to the Digital Rollout, DLOL coaching in context and drop-in sessions, Apple Teacher programme, iTeach and Sflw afternoon training sessions.	Aug - June	Attendance of staff at training sessions and their abilities to apply uplevelled skills. Recording of staff who complete Apple Teacher programmes.
To develop a system to support staff in the organisation	Aug- Oct	Awareness raising of the responsibilities of pupils and staff

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
and distribution of school iPads including an updated ICT policy.		in managing the school's hardware. A system where equipment is ready for immediate use through charging and accessibility.
Whole school approach to sharing with parents and carers of how to support children in acceptable online practices. This will include advice following a specific incident; school twitter and app links to internet safety campaigns; an internet safety tip in each school newsletter and a short presentation to parents eg at inductions, open afternoons and parents night.	Aug - June	Quantitative and comparative data of parents and carers views' on internet safety. Collation of internet safety advice / campaigns shared with parents

Staff leading on this priority – including partners	Resources and staff development
DLOL – Stuart Cockbain Senior Leadership Team Teaching staff XMA /Apple training LIG moderation of digital learning	Additional Training costs, eg iTeach. Bus costs to travel to the Apple Store. PEF Funded theatre production of internet safety (linked to HWB). Staff supported study rate for extra-curricular clubs

No.	Quality Indicator	Priority Religious Education
4	1.1 1.2	To further develop as a community of faith and learning: <ul style="list-style-type: none"> • Staff will have a deeper understanding of Developing in Faith • Continued promotion of Catholicity through building positive relationships within the local community

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Select Developing in Faith 'reflective questions' to be explored during In Service & Collegiate Meetings	Ongoing August-June	Professional dialogues, focus groups with pupils, parents and staff.
Create Pastoral Committee made up of pupils, staff & parents	Ongoing August-June Checkpoints Termly	Pupils and parents will have the opportunity to promote social justice through active participation in committee working.
Review and Update St Bartholomew's Anti Bullying Policy	Ongoing August-June	Views of all stakeholders Clear Anti Bullying policy in place
Create stronger links between PFFA and the Parish community.	Ongoing August-June	PFFA Journals Priest

Staff leading on this priority – including partners	Resources and staff development
<p>DHT – Colette Mullan</p> <p>HT – Angela Fitzpatrick</p> <p>Senior Leadership Team</p> <p>Teaching Staff/Support Staff</p> <p>Parish Priest</p> <p>Parent Reps</p>	<ul style="list-style-type: none"> • Developing in Faith Self Evaluation Tool • Attend further CLPL which supports teachers in the Catholic school. • DHT/HT meetings with committee • Staff Retreat delivered by Parish Priest • RespectMe Anti Bullying documents • Staff Anti Bullying Training to be delivered • Staff complete GOLD Anti Bullying training when made available by GCC

