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**School Improvement Planning Template**

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| **School** | **Corpus Christi Primary** |
| **Learning Community** | **St Thomas Aquinas** |
| **Link Officer** | **Kathryn Farrow** |
| **Head of Service** | **Jean Miller** |
| **School Roll** | **413** |
| **Attendance Rate** | **91.5%** |
| **Pupils affected by the poverty related attainment gap (**employment,  income,  housing,  health,  access to services,  education, crime), covid & other forms of poverty not listed  **OTHER** – Pupils not in SIMD 1 & 2, not in receipt of school meals but affected by factors detailed above. | |
| |  |  |  |  | | --- | --- | --- | --- | | **PEF allocation 23-24:** | **£184975** | **SIMD Q**uintile 1 **(% and Number)** | 58.7% 242 children | | **Carry Forward:** | **£76203** | **SIMD Q**uintile 5 **(% and Number)** | 2.1% 9 children | | **Total Allocation 23-24:** | **£261178** | **Other** |  | | **FME (number and %)** | 171 41.5% | **Total No Pupils** | 412 |   **Grand Challenges 2023-26 (***Grand challenges are the long term strategic changes you intend to achieve i.e ‘to improve attainment in literacy)* | |
| * To improve attainment Literacy * To promote pupils’ emotional, social and spiritual development. * To develop family learning. | |

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| **Challenge 1: Attainment in Literacy** | | | | | | |
| **Mission 1: To develop the pedagogy of active and collaborative learning to raise attainment in talking and listening (oracy)** | | | | | **Costs** | |
| **Commitments** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | **Core** | **PEF** |
| Improvements in teaching and learning using Glasgow’s Pedagogy  approach in active and collaborative learning to increase pupil engagement and understanding of learning, leading to improved attainment in Literacy. | Increase the attainment of talking and listening across all stages by June 2025.    Increased pedagogical skills in all staff evidenced in class observations and reflected in assessment information. | Quality assurance processes  Standardised and formative assessment  Tracking meetings (CPJ and Fact – Story - Action)  Improved practice and knowledge from peer visits | Gayle Macdonald  Louise White | June 2025 | \* |  |
| Teacher Learning Community (TLC) established with agreed targets in application of adaptive teaching of active and collaborative learning. | Increased collaboration leading to improved attainment levels in literacy and reduction in gaps across all SIMD cohorts.  Increased knowledge of active learning approaches and incorporation of Bloom’s Taxonomy in daily practice. | Learner conversation and assessment  TLC target evaluations  School level attainment data | Gayle Macdonald  Louise White | June 2025 | \* |  |
| Develop staff engagement with research and guidance for active and collaborative learning through being part of a teacher learning community (TLC) and professional enquiry. | Staff knowledge and expertise increased as a result of training and professional reading, implementation in practice and sharing the learning.  Increased staff engagement. | Quality assurance processes  Sharing professional enquiry with TLC colleagues  Tracking meetings (CPJ and FSA) | Gayle Macdonald  Louise White | November 2024 | \* |  |
| Develop a classroom environment to support collaboration and active learning. | All classes using flexible and responsive seating, table groupings, resources and talking partners.  Learners working in groups of two or more with mutual understanding and clear prior outcome identified. | Quality assurance processes  POLLI  Forward planning  Tracking meetings (CPJ and FSA) | Gayle Macdonald  Louise White | October 2024 | \* |  |
| Develop consistency in planning for active and collaborative learning across all stages. | Increased collaboration in planning to develop consistency across the stages and show evidence of active and collaborative across all areas of the curriculum.  Progression in active and collaborative learning evident from P1-7 | Knowledgeable dialogue in tracking meetings  Evidence of a variety of active and collaborative approaches planned across the curriculum.  Targeted assessment in the talking and listening approaches  Staff knowledge of benchmarks  Robust attainment data/ACEL | Gayle Macdonald  Louise White | June 2025 | \* |  |
| Develop opportunities and time to engage learners’ curiosity and prompt enquiry. | Staff planning to use a variety of approaches to support this.  Learners to develop collaboration skills for life and work. | Evidence of learners asking and answering their own questions.  Quality assurance process  Planning and tracking meetings (CPJ and FSA) | Gayle Macdonald  Louise White | March 2025 | \* |  |
| Develop regular opportunities for learners to lead their own learning both individually and collectively. | All classes using this to develop their committee responsibilities and plans of action using the GROWTH model.  Staff coaching pupils to work collaboratively to meet a group goal and keep learners accountable.  Staff encouraging and showing recognition of positive independence.  Group roles being used in all areas. | Peer and self-feedback encouraged and evident across all areas of the curriculum.  Learner conversations and glow surveys.  Quality assurance process | Gayle Macdonald  Louise White | December 2025 | \* |  |
| Improved opportunities for peer tutoring approaches to be utilised to support collaborative learning across the school. | Consistent use of this learner-led strategy to improve peer relationships, motivation, personal and social development to increase attainment.  Establish the routine of classroom curricular leaders.  Consistent use pupils assessing their peer’s work and training of pupils to pose questions/identify group weaknesses | Quality assurance process with focus on peer assessment and feedback.  Learner conversations  School assessment and ACEL data | Gayle Macdonald  Louise White | March 2025 |  |  |
| **Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions)*** | | | | | | |

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| **Challenge 2: Inclusion** | | | | | | |
| **Mission 1:**  Placing the human rights and the needs of every child and young person at the centre of education. | | | | | **Costs** | |
| **Commitments** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | **Core** | **PEF** |
| **Rights Respecting School**  Develop a consistent awareness and actioning of pupils’ rights as part of the Rights Respecting School Journey. | All staff and pupils to be aware of pupil rights and to demonstrate this in their activities and approaches.  Adults and the wider school community know about and understand the CRC.  To achieve a silver award for being a rights respecting school.  Staff to participate in CPD- linking behaviour of learning with language of respect for rights.  Assemblies and classroom lessons based around RRSA and responsive feedback from all staff, in all areas of school life to ensure children can express their opinions and be involved in decisions. | During observations and in forward plans, The Rights of the Child is evident in our planning, learning and teaching.  During learning conversations and informally in the school day our children can recall and discuss their rights.  All classes to display and agree to a class charter.  Positive behaviour and attitudes are evident in class conduct and during play.  Children are involved in a range of activities to promote children and young people’s rights on a local and global scale.  The school can demonstrate broadly positive attitudes to school from the  children for example through questionnaires feedback.  Improved attendance. | Breandan McHugh  All class teachers |  |  |  |
| **Inclusion – EAL**  To identify better supports for closing the gap and supporting EAL children. | All classes using accessibility tools and other researched supports in class resulting in improved attainment for EAL children and pupils with ASN.  All teachers engaging with individual EAL profiles to track. | EAL learners explicitly included in planning with differentiation.  All pupils engaged and their learning evidenced.  Improved progress of targeted EAL. | Liz Khalil  Susan Docherty |  |  |  |
| **Inclusion- ASN**  To improve the ASN provision for Primary 1 learners with complex needs by creating a learning base. | To establish an ASN learning base in room 1.  To plan using the Pre-Early and Early Level Milestones Curriculum.  To provide individual personalised curriculums that are target specific.  For staff to visit LCR establishments to gain | Quality assurance processes  Forward planning  Knowledgeable dialogue in tracking meetings  Evidence of a variety of sensory planned learning across the curriculum.  Targeted assessment evidenced.  Staff knowledge of milestone benchmarks.  Robust progress data via observations. | Nicola Farrell  Rachel Donnelly |  |  |  |
| **Inclusion-**  To improve ASN support for all learners. | The nurturing principles to be evident in all classes, embedded in our school ethos.  All class teachers to input into and use their learners’ ASN passports.  All class teachers to provide differentiated planning and evidence this. | All classes to have calm corner and appropriate resources to support specific learners in their class. Eg fidgets, now and next boards, ear defenders.  ASN passports are live documents with the content active and adhered too.  Forward plans, tracking. Jotter Sampling.  Targeted pupils.  Staff knowledge during tracking dialogue. |  |  |  |  |
| **Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions)*** | | | | | | |

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| **Challenge 3:**  **Family Learning** | | | | | | | |
| **Mission 1: To improve family learning experiences and increase parental engagement.** | | | | | **Costs** | | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | | **Core** | **PEF** |
| Integrate family learning into the annual school calendar and curriculum. | Employ a family engagement officer to work fulltime to support all families.  Create an annual calendar of family learning events.  Link with community partners to diversify learning opportunities for parents and families.  Reconnect with LA FLAG group. | Improved pupil attendance across the school.  Increased engagement from families and improved parent satisfaction.  Wider family learner network available to parents. | Nicola Farrell |  | |  |  |
| A variety of family learning opportunities are delivered that address the themes of equalities and equity and are aligned to closing the poverty related attainment gap. | Playing with Sounds Sessions delivered to P2 and P1 parents.  Family Connect Sessions.  Read Write Count sessions.  Homework Support sessions. | Parents/carers recognise the importance of Learning at Home and their contribution to their child’s learning and development.  Adult will recognise and develop the skills and strategies needed to support their child’s learning and development.  Improved pupil attendance across the school.  Improved parent attendance at parents evening, sharing learning events and school performances.  Even better relationships between school and home. | Nicola Farrell |  | |  |  |
| Increase in the number of cultural, national and learning celebrations to bring families and children together. | Coffee mornings.  Diversity day.  World Religion Celebrations.  Cycling and Eco Events. | Attendance at events.  Questionnaires and feedback from parents.  Improvement in engagement from EAL families. | Nicola Farrell |  | |  |  |
| **Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions)*** | | | | | | | |