

Establishment Name:

**St. Andrew's Primary School**

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Signatures:

Head of Establishment	Alan Connick	Date	June 2021
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Quality Improvement Officer	Elaine McLoughlin	Date	
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## Our Vision, Values and Aims

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Working together to ensure an active, fun education which enables learners to use their God-given talents while developing and nurturing new ones, in order to fulfil their potential in every way. At the centre of our work is the good and benefit of every St. Andrew's child. To develop as Responsible Citizens, Successful Learners, Effective Contributors and Confident Individuals we must ensure they are, and feel, Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

In St. Andrew's we:

Take **responsibility** for our actions and act **responsibly**

Show **kindness** to others

**Respect** ourselves and other people – and the world.

Be **honest**

**Aspire** to do more and to be more!

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### **Our aims:**

Working within 'Curriculum for Excellence' we strive to provide the highest quality learning and teaching. We try to ensure that all our children attain and achieve their full potential and acquire the full range of skills and abilities relevant to growing, living and working in the modern world.

### **We aim for our pupils to be:**

**SUCCESSFUL LEARNERS** by providing the highest quality learning and teaching to ensure all our children achieve their potential  
**CONFIDENT INDIVIDUALS** by encouraging self-respect, ambition, and a sense of physical, mental and emotional well-being with secure values and beliefs and by valuing and celebrating each child's attainment and achievement.

**RESPONSIBLE CITIZENS** by developing and fostering positive attitudes and skills for all pupils enabling them to have respect for themselves and others. We aim for our pupils to know and be proud of Scotland and our culture and to explore the culture of other countries.

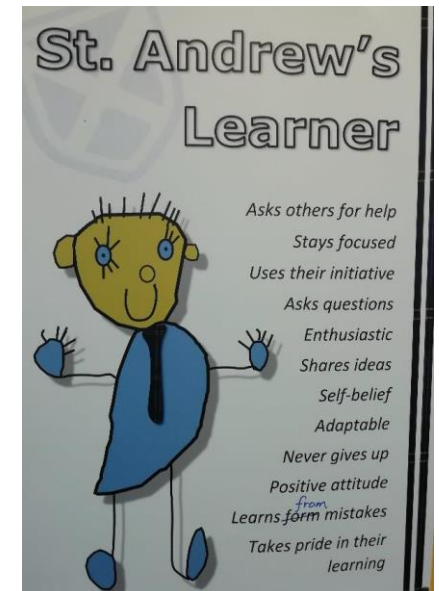
**EFFECTIVE CONTRIBUTORS** by encouraging enterprising attitude, resilience, independent learning skills and the ability to work as part of a team.

We aim to get it right for every child and to provide a caring environment in which all children feel safe, healthy, active, respected and responsible, included and nurtured.

We are proud to be part of the Scottish Government's Attainment Challenge to increase the life chances and tackle the attainment gap of those less well off in our country. Around 72% of our pupils live within SIMD 1 and 2 and we have been part of the Attainment Challenge since it began. 54% of our pupils qualify to receive a Free School Meal (not from P1-4 entitlement).

Visible Learning is an important aspect of our school curriculum and on-going development as we aim to ensure

*"All pupils in St. Andrew's will be able to describe what a good learner is and how they are one. Pupils will describe effective thinking habits and thinking strategies that they use to help them learn. Pupils will seek and receive effective feedback from teachers and peers which supports progress in their learning. Pupils will know where they are, where they are going and next steps in Maths and Language. Pupils will be assessment capable learners. Teachers will be inspired, passionate and impactful." (Our Visible Learning Aspiration)*



### 3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years.

Session 2021-2022

Session 2022-2023

Session 2023-2024

### Overview of rolling three-year plan

National Priorities	Session 2021-2022	Session 2022-2023	Session 2023-2024
Improvements in attainment, particularly in literacy and numeracy	<p>All pupils will attain at least 2018-19 attainment levels by June 2022.</p> <p>Increase attainment in Reading by 10% across all stages.</p> <p>Staff training in the use of Play pedagogy in Primary 1</p>	<p>Raise levels of attainment by 5% in all areas.</p> <p>Sustain increase in Reading attainment.</p> <p>Development of Play pedagogy in other areas of the school in accordance with authority strategy.</p>	<p>Play approach and principles are known by all staff with elements of practice observed in all stages.</p>
Closing the attainment gap between the most and least disadvantaged children	<p>Staff training in the use of Play pedagogy in Primary 1.</p> <p>Additional Recovery teaching and support staff deliver targeted interventions.</p>	<p>As above</p> <p>Targeted interventions continue – regardless of staffing levels.</p>	

<p>Improvement in children and young people's health and wellbeing</p>	<p>Refresh RRS agenda across school with view to reaccreditation.</p> <p>Increase Family Engagement in partnership with Barnardo's, CLD and exploring other possibilities.</p> <p>Whole school Nurturing Approaches.</p> <p>Laudato Si programme introduced to whole school community</p>	<p>Whole school Nurturing Approaches – second Principle targeted.</p>	
<p>Improvement in employability skills and sustained positive school leaver destinations for all young people</p>	<p>Involvement in SSERC programme with cluster.</p> <p>Digital Schools Award</p> <p>Digital Learning Pathway enhances digital literacy and skill development.</p> <p>Engagement with Skills Development Scotland regarding DYW outcomes.</p> <p>CLD lead SQA Awards scheme for Primary 7.</p> <p>Pope Francis Faith Award for P6 and 7</p>	<p>Digital Schools Award</p> <p>Ongoing SSERC development.</p> <p>Ongoing use of wider range of digital skills and devices.</p> <p>Pathway in place and in use in all classes.</p> <p>CLD lead SQA Awards scheme for Primary 7.</p> <p>Pope Francis Faith Award for P6 and 7</p>	<p>CLD lead SQA Awards scheme for Primary 7.</p> <p>Pope Francis Faith Award for P6 and 7</p>

Rationale:

- Current attainment figures for P7 show only 50% on track. To raise attainment in Primary 7 and to support the wide range of social, emotional and learning needs we will create two separate, smaller classes to optimise teaching time for each pupil and to provide 1:1 support for identified learners.
- Top up Recovery allocation to ensure attainment gap in P2 class is reduced.
- Support the targeted intervention in the learning of most, if not all learners who have been impacted by poverty.
- Enhance Wi-Fi coverage across the school as part of developing digital literacy in all learners and increasing opportunities to use a range of media in their learning.
- Attainment in general including gap data shows a need to develop and support learning and teaching in reading through CLPL programme.

<b>Project / priority</b> <b>(details of what you are doing and who you are targeting with additional intervention)</b> <b>(Outcomes)</b>	<b>Timescale</b>	<b>Details of spend</b> <b>(Intervention)</b>	<b>How will you evidence improvement?</b> <b>(Measures)</b>
Total PEF Budget Allocation: £182843	1.0FTE Teacher for P7 0.4FTE Teacher for P2 0.2FTE Teacher Additional PSA staffing Additional admin – Attendance The Learning Zoo Training Play Resources Early Level Reading scheme WiFi Library Books Resources and Previous costs Individual Tutoring Accessible funds (Payrise etc)	£44109.35 £17643.82 £7023.06 £47152.42 £2126.28 £1600 £2000 £5000 £5000 £5000 £37237 £3000 £5952	

	£182843		
<p><b>All pupils in P7 will attain at least 2018-19 attainment levels by June 2022.</b></p> <p>Support attainment in Primary 7 by creating 2 smaller classes to ensure needs are met properly as well as attainment and recovery being focused on.</p> <p><b>Priorities 1,3 &amp; 4</b></p>	June 22	<p>Class teacher (£ 44109.35) enables 2 x smaller classes, also ensuring that the high number and level of pupil needs are met more successfully.</p>	<ul style="list-style-type: none"> <li>• Tracking records will show an increase in attainment levels for identified groups for specific, planned interventions.</li> <li>• Regular meetings to discuss progress against targets will show increase in rate of progress towards becoming on track with their learning for identified pupils.</li> <li>• At least 65% of pupils achieve Second Level by June 2022, in all curricular areas in TPJ records .</li> </ul>
<p><b>Increase in pupils on track with learning in Primary 2 to at least 85%</b></p> <p><b>Priorities 1 &amp; 2</b></p>	June 22	<p>Additional 0.4FTE teacher (£17643.82) to support ongoing recovery in P2 class. The 0.4 ensures our DHT is not class committed to enable further management and leadership in ASN and Recovery. Links with development and evolution of Play pedagogy in St. Andrew's.</p> <p>£7023.06 for additional teacher 0.2FTE to directly support recovery.</p> <p>This cohort had a Covid-shortened nursery experience and a disrupted P1 experience due to lockdown and all pupils having a change of teacher on returning in February.</p>	<ul style="list-style-type: none"> <li>• Through pre and post staff questionnaires we will measure an increase in confidence for the staff involved in delivering and supporting play.</li> <li>• Attendance at In-Service and Play CLPL will show staff attending.</li> <li>• Termly tracking meetings with P2 teacher will indicate and monitor progress for all learners.</li> <li>• Teacher planning will clearly show Play experiences and targets for improvement.</li> <li>• CMO engagement records will show all relevant staff engaging.</li> </ul>

		£2000 Resources as required to meet the needs of the authority Play plan implementation	<ul style="list-style-type: none"> <li>In-school working group of class teacher, Nurture teacher, support staff and SLT will meet fortnightly to share what's going well.</li> <li>Cluster Professional Learning group meet to share progress and successes.</li> </ul>
<p><b>Increase in attainment by all year groups by at least 10% by June 22</b></p> <p>Additional allocation of PSA support. Staff have undergone training this session in a variety of approaches to support individual and group learners.</p> <p><b>Priorities 1,3 &amp; 4</b></p>	June 22	<p>3 x PSA - £ 47152.42</p> <p>Developing ability of PSAs to support targeted, specific interventions for learners.</p> <p>(see above for additional teacher to directly support recovery)</p>	<ul style="list-style-type: none"> <li>Tracking records of specific interventions will show increase in attainment for these pupils targeted.</li> <li>Observation records of PSA implementation will show increased confidence/capability in delivering interventions.</li> </ul>
<p>Further enhance Wi-Fi across the school.</p> <p><b>Priorities 3 &amp; 4</b></p>	August 21	£5000	<ul style="list-style-type: none"> <li>Observe increase in use of digital skills for all pupils.</li> <li>Pupils without digital access at home will access online learning platforms within school.</li> </ul>
<p><b>Attainment levels for all cohorts increased by 10% in Reading.</b></p> <p>Teacher Training in developing approaches to reading and to raise attainment in reading at all levels.</p> <p>New Reading resource to support reading development at Early and First Levels.</p>	October 21	CLPL session from The Learning Zoo – Reflective Reading approach. £1600	<ul style="list-style-type: none"> <li>Teacher planning shows inclusion of Reflective Reading-type story mats and their use in class.</li> <li>Learning Observations and discussions highlight consistent approach to reading development throughout school.</li> </ul>



<p><b>Priority 3</b></p>		<p>Refresh and renew Reading resource at early and First Level to incorporate more decodeable readers. (£5000)</p>	<ul style="list-style-type: none"> <li>• Staff collegiate discussions and progress meetings will show increased coverage and depth in learning on Teacher Tracker format for all pupils.</li> <li>• Collegiate discussions to share implementation of new resource.</li> <li>• SfL and class teacher support implementation.</li> <li>• Termly planning meetings track improvements in reading attainment.</li> </ul>
<p><b>Attainment levels for all cohorts increased by 10% in Reading.</b></p> <p>Increase Reading for Enjoyment for targeted group who will show increased engagement in reading for enjoyment during independent reading times.</p> <p><b>Priority 3</b></p>	<p>October 2021</p>	<p>Enhance Reading for Pleasure for all.</p> <p>Source books for lower ability readers that are age appropriate to increase engagement with this difficult to please group. Some pupils in this group have commented that they feel uncomfortable reading some library books as they look 'younger'.</p> <p>Investigate and purchase reading material of particular interest for reluctant readers</p> <p>(£5000)</p>	<ul style="list-style-type: none"> <li>• Increased engagement with reading is reflected in increased attainment for pupils. This will be discussed and tracked at termly tracking meetings and as part of ongoing Recovery support.</li> <li>• Termly tracking meetings indicate progress towards 10% increase.</li> <li>• TPJ shows 10% increase on June end of year tracking levels.</li> <li>• Use of questionnaires to gather data on learners from each class and measure change in pupil attitude to reading.</li> </ul>

			<ul style="list-style-type: none"> <li>• Observations of targeted group during discussions and pupil voice activities will illustrate increased use of library, number of books read and interest in discussing books read.</li> <li>• Observations of targeted individuals while using the school library to measure engagement.</li> <li>• Baseline assessment of targeted individuals' interests, engagement and confidence when reading for pleasure.</li> <li>• Ongoing conversations with targeted individuals regarding reading interests, engagement and confidence.</li> </ul>
<p>Individual tutoring sessions for targeted pupils</p> <p><b>Priorities 1 and 3</b></p>	<p>From November 2021</p>	<p>Use of Supported Study funding to support individual programs of learning for targeted learners. (£3000)</p>	<ul style="list-style-type: none"> <li>• Tracking meetings include discussions with staff delivering individualise interventions to target areas for improvement.</li> <li>• Use of available data to track progress.</li> <li>• Collaboration between class teacher, Recovery team and teacher-Tutor to ensure progression and continuity in learning.</li> </ul>

<b>Priority 1</b> Improvements in attainment, particularly in literacy and numeracy				
<b>NIF Driver</b> Assessment of children's progress Teacher professionalism Performance information		<b>HGIOS?4</b> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions		<b>Other Drivers</b> <b>HGIOELC?</b> 1.2 Leadership of learning 1.4 Leadership and management of practitioners <b>RRS</b> Article 28: (Right to education): Article 12 (Respect for the views of the child):
<b>Expected outcomes for learners which are measurable or observable</b>				
<ul style="list-style-type: none"> <li><b>All pupils will attain at least 2018-19 attainment levels by June 2022.</b></li> </ul>				
<b>Tasks to achieve priority</b>		<b>Timescale</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
1.1	Senior Leadership Team (SLT) will engage with Recovery Associate (RA) in Recovery programmes.	From August 21	RA – Liz Ruddy	SLT BGE Dashboard analysis
1.2	SLT will assign staff collegiate time to facilitate sharing of good practice across the staff team.	Staff collegiate time from August 2021	Class teachers Senior Leadership Team	Section of staff collegiate time.
1.3	Teaching staff will engage with training and practice sharing sessions to more effectively use support staff.	As arranged by authority	As arranged by authority	CMOs Attainment Challenge

1.4	Increase teacher ownership of pupil needs	All year	Class teachers Senior Leadership Team	Collegiate discussions Tracking/Planning meetings
1.5	Support staff will participate in support staff training programme	From August 21	Authority provision	In Service Day - August
1.6	Continue to promote positive attendance	All year	Parents CLD	Work with CLD to support/help/advise Weekly attendance review meeting
1.7	Increased frequency of tracking/progress meetings between SLT and class teachers	From August	Class teachers Senior Leadership Team	WTA – Tracking/Planning time allocated
1.8	Teaching staff use of Dashboard to ascertain baseline/beginning and to track and record progress across the year.	Supported in August then progressively independent	Liz Sommerville – Ed. Scotland	Primary BGE Dashboard
1.9	Use of pupil voice to ensure pupils know and understand their own progress (where they are and what they need to do to improve). Linking to aspects of UNCRC.	Ongoing aspect of assessment, learning and teaching.	Use of Visible Learning plan and approach.	School assessment/progression frameworks. School 'marking' code
1.10	Targeted Health and Wellbeing interventions to help children to focus on Readiness to Learn.	From August 21	Staff Barnardo's Ed. Psych. Action for Children	Links to Priority 4
1.11	Use Digital Schools Award self-evaluation framework to carry out baseline evaluation to create a whole-school action plan.	From August 21	Digital Champions Digital Literacy CMO	Education Scotland Digital schools self-evaluation toolkit.

1.12	Develop a whole school digital learning pathway and strategy.	Across the school year – trialled and ready by June 2022	Sean Marrone Flo Thomson – Digital Champions Digital Literacy CMO	Staff discussions Increased access to laptops.
1.13	Further investigation and implementation of Flipped learning approach	Ongoing from August 2021	Class Teachers SLT Digital Literacy CMO	Staff discussions Increased access to laptops.

### Evidence of Impact

- Active engagement between Recovery Associate and Senior Leadership Team.
- Working Time Agreement and collegiate calendar show time allocated for activities.
- Staff feedback shares impact/learning from the sharing sessions.
- Teaching staff and PSAs attend and access training when delivered.
- Staff share strategies and ideas for pupil support with less SLT direction.
- SLT and PEF funded admin hold weekly attendance review meeting and action as required.
- Twice termly tracking/progress meetings will ensure regular recording and discussion of progress for all pupils.
- Teacher use of BGE Dashboard will aid their understanding and measuring of targeted groups for intervention and the impact of these.
- Pupil voice discussions have agenda item and discussion around pupil understanding of their progress, targets etc.
- Access to Action for Children/Barnardos as required.
- Digital Learning strategy created and Pathway adopted for use beginning August 2022.
- Class planning shows 'flipped' opportunities at least once a week.

**Priority 2** Closing the attainment gap between the most and least disadvantaged children

<p><b>NIF Driver</b>          Assessment of children's progress          Parental engagement          School Improvement</p>	<p><b>HGIOS?4</b>          3.2 Raising attainment and achievement          2.3 Learning, teaching and assessment          2.4 Personalised support          2.6 Transitions</p>	<p><b>Other Drivers</b>  <b>RRS</b>          Article 28: (Right to education):          Article 31 (Leisure, play and culture):          Article 29 (Goals of education):</p>
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**Expected outcomes for learners which are measurable or observable**

- **All staff involved in the delivery of Play will have an increase in their understanding of Play pedagogy.**

Tasks to achieve priority		Timescale	Those involved – including partners	Resources and staff development
2.1	Bespoke training for SLT, Visits to other establishments, Professional reading, CMOs	From August 2021	Inverclyde Play Strategy	Inverclyde Play Strategy
2.2	Upskilling and training of staff – teaching and support - Visits to other establishments, Professional reading, CMOs	From August 2021	Inverclyde Play Strategy	Inverclyde Play Strategy
2.3	Increase parental understanding of Play pedagogy and its benefits.	From August 2021	Inverclyde Play Strategy HT / DHT Class teacher	Play and Stay sessions for parents Leaflets Workshops
2.4	Increase frequency of progress meetings for P1 and Nurture.	From August 2021	Inverclyde Play Strategy	Inverclyde Play Strategy

2.5	Staff fully involved with authority Play development.	From August 2021	Inverclyde Play Strategy	Inverclyde Play Strategy
2.6	Cluster professional learning community to share practice and what's going well.	From August 2021	Inverclyde Play Strategy	Inverclyde Play Strategy
2.7	Review transition process from Early Years to Primary 1	From January 2022	Early Years CMOs Early years partners SLT	Inverclyde Play Strategy

### Evidence of Impact

- Through pre and post staff questionnaires we will measure an increase in confidence for the staff involved in delivering and supporting play in Primary 1.
- Attendance at In-Service and Play CLPL will show staff attending.
- Termly tracking meetings with P1 teacher will indicate and monitor progress for all learners.
- Teacher planning will clearly show Play experiences and targets for improvement.
- CMO engagement records will show all relevant staff engaging.
- In-school working group of class teacher, Nurture teacher, support staff and SLT will meet fortnightly to share what's going well.
- Parental attendance at Stay and Play sessions will be more than 50% for all P1 parents.
- Cluster Professional Learning group meet to share progress and successes.

**Priority 3** Improvements in attainment, particularly in literacy and numeracy

<p><b>NIF Driver</b>          Assessment of children's progress          Performance information          School leadership</p>	<p><b>HGIOS?4</b>          3.2 Raising attainment and achievement          2.3 Learning, teaching and assessment          2.4 Personalised support          2.6 Transitions</p>	<p><b>Other Drivers</b>  <b>RRS</b>          Article 28: (Right to education):          Article 17 (Access to information; mass media):</p>
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**Expected outcomes for learners which are measurable or observable**

- All stages will show a 10% increase in Reading attainment by June 2022.

Tasks to achieve priority		Timescale	Those involved – including partners	Resources and staff development
3.1	Teaching staff member to lead reading development across school.	From August 2021	Elaine Millar SLT Staff working Group	Reflective Reading EEF advice
3.2	Develop staff understanding of Reciprocal teaching approaches.	From August 2021	CMO	Professional reading Staff discussion
3.3	Develop staff understanding of Dialogic teaching approaches.	From August 2021	CMO	Professional reading Staff discussion
3.4	Staff engage with Reflective Reading training programme to develop whole school approaches to teaching and developing reading.	October 2021	The Learning Zoo	In-Service Day Staff collegiate time
3.5	Engage with Literacy CMOs for training and in class modelling and collaborative working	Ongoing	CMO	Collegiate sessions



3.6	Engage with variety of Attainment Challenge training.	As soon as new CMOs are available	Attainment Challenge programme	Collegiate sessions – use of targeted support where required – access CMO training materials.
3.7	Community Learning and Development support to develop reading for pleasure with families.	From September 2021	DHT CLD Inverclyde Libraries	Reading workshops Support for reading at home
3.8	Develop reading for pleasure across the school	Plan developed with pupil House group – September 21.	DHT Inverclyde Libraries CLD	Word Aware training CLD reading workshops
3.9	Enhance pupil digital literacy skills support reading development.	All year	Digital CMO Digital Champions – Sean Marrone and Flo Thomson	Access to laptops, desktops. Explore use of tablets – improved Wi-Fi will help.
3.10	Further investigation and implementation of Flipped learning approach using digital technology.	Ongoing from August 2021	Class Teachers SLT	Access to laptops, desktops. Explore use of tablets - improved Wi-Fi will help. Professional learning from each other.

### Evidence of Impact

- TPJ shows 10% increase on June end of year tracking levels.
- Termly tracking meetings indicate progress towards 10% increase.
- Through pre and post staff questionnaires we will measure an increase in confidence in delivering dialogic and reciprocal teaching approaches.
- For some this will be more regularly checked and discussed with SLT, with more input as needed.
- Through monitoring/ quality assurance there will be an increase in the number of reciprocal and dialogic approaches being used.

- CMO participation record will show all staff have engaged.
- Increase in attendance at Reading workshops for identified parents will increase to at least 50%.
- Teacher planning and monitoring will show evidence of digital literacy skills in pupil learning at least every three weeks.

**Priority 4** Improvement in children and young people's health and wellbeing

<p><b>NIF Driver</b>          Assessment of children's progress          Parental engagement          School leadership</p>	<p><b>HGIOS?4</b>          3.2 Raising attainment and achievement          2.3 Learning, teaching and assessment          2.4 Personalised support          2.6 Transitions</p>	<p><b>Other Drivers</b>  <b>RRS</b>          Article 28: (Right to education):          Article 14 (Freedom of thought, conscience and religion):  <b>Developing in Faith</b>          Celebrating and worshipping          Honouring Jesus Christ as the Way, the Truth and the Life</p>
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**Expected outcomes for learners which are measurable or observable**

- **Staff confidence has increased in successfully managing relationships – up to 75%**

Tasks to achieve priority		Timescale	Those involved – including partners	Resources and staff development
4.1	SLT will put systems in place to promote and ensure consistency	From August 21	Whole staff	Collegiate sessions Record of referral/reporting system Staff training – Laura Hogan (Nurture teacher)
4.2	Staff training concerning Trauma Informed Practice	September 21	CMO – H&Wb	Staff training – Laura Hogan (Nurture teacher) HT Access to CMO training materials
4.3	Whole school Nurture – focus on principles and identify first main focus.	From September 21	Nurture working group	Whole School Nurture questionnaires – staff, parents. Pupil focus group create 'You said. We did' plan
4.4	Staff training as required and identified.	From September 2021	SLT CMO – H&Wb	Staff training – Laura Hogan (Nurture teacher) HT Access to CMO training materials Staff Learning Community

4.5	Parental questionnaires regarding thoughts, understanding and ideas for improvement.	From October 21	DHT CLD	Questionnaires Focus group
4.6	Laudato Si School – Caring for our Common Home	From August 2021	RE Co-ordinator Staff Pupils Parish Diocese	Laudato Si resource Developing in Faith: Celebrating and Worshipping Questions for Reflection (p.27)

### Evidence of Impact

- Consistent approach to promoting positive behaviour among all staff.
- Expectations clear for pupils and parents to ensure continuity and shared vision.
- Use of pre and post questionnaires shows increase in staff confidence in their ability to deal with distressed behaviour and behaviour that challenges.
- Whole school Nurture plan in place.
- Discussions with Pupil Voice /House groups and Parents highlight in-school improvements based on requests.
- Access to staff training by all staff – during teaching staff collegiate time and allocated times during the day for PSAs.
- All staff and pupils will have a greater awareness of global issues around sustainability, what is being done and what we can do to look after the earth; drawing on the words of Pope Francis, scripture and church teachings.
- They will be able to speak about ways we can CHANGE FOR GOOD through our love for God, caring for others and protecting the world. LEARN – PRAY - ACT

<b>SSERC Priority</b> Improvement in employability skills and sustained positive school leaver destinations for all young people				
<b>NIF Driver</b> School leadership School Improvement Assessment of children's progress Teacher professionalism		<b>HGIOS?4</b> 2.2 Curriculum 2.7 Partnerships 3.3 Increasing creativity and employability 2.6 Transitions		<b>Other Drivers</b> <b>HGIOELC?</b> 1.2 Leadership of learning 1.4 Leadership and management of practitioners <b>RRS</b> Article 29 (Goals of education): Article 28: (Right to education):
<b>Expected outcomes for learners which are measurable or observable</b>				
Support SSERC to provide high quality programmes of learning in STEM related subjects for primary teachers. SSERC will collaborate with selected Local Authorities to provide a programme of professional learning in STEM				
<b>Tasks to achieve priority</b>		<b>Timescale</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
1	Provide opportunities for <b>every</b> primary teacher within the selected school clusters to raise their levels of confidence and expertise in STEM	From August 2021	All teaching staff	SSERC meets – September, November and December 21.
2	Staff questionnaires to gather confidence levels – pre and post	August 2021  May 2022	SSERC mentor  Lead HT – Alan Connick	Questionnaires
3	Increase engagement in, understanding and knowledge of, STEM and higher order problem solving skills	From September 21	Cluster mentors Teaching staff	RCCT delivered by Hannah Adams (our school Mentor) Collegiate sessions
4	Develop further the range of pedagogic and assessment skills of all primary	From plan created	Cluster mentors SSERC tutor	Cluster plan focusing on our needs.

	teachers within the cluster in STEM contexts			
5	Develop further the individual professional practice of participants	September – December 21	SSERC tutor SSERC meet resources	SSERC meets resources
6	Establish collegiality between schools within a cluster and where appropriate, between clusters.	August/September	Cluster mentors SSERC tutor	Create Cluster plan focusing on our needs.
7	Laudato Si – Investigate the Global Goals for sustainable development.	September 21	DHT Class teachers Working group	Assembly input Links to science as part of RCCT

### Evidence of Impact

- A cohort of STEM mentors within each cluster who will provide advice, guidance and support
- Increased levels of confidence and expertise for all primary teachers in each cluster
- More STEM activities in classrooms
- More varied approaches to learning and teaching
- Greater engagement of learners, possibly with aspirations to pursue a career in STEM
- Sharing of experiences amongst clusters at all level
- Evolving greater collegiality between cluster schools
- Improved understanding of the work of SSERC, PSTT and the Edina Trust

