**St. Fillan’s Primary School – School Improvement Planning 2018 – 2019**



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| **National Priorities:**  Within this year’s ‘School Improvement Plan,’ we have taken account of the key priorities within the ‘National Improvement Framework,’ which include:   * Improvement in attainment, particularly in Literacy and Numeracy. * Closing the attainment gap between the most and least disadvantaged children. * Improvement in children and young people’s health and well-being. * Improvement in employability skills and sustained, positive school leaver destinations for all young people. | |
| **Local Priorities:**  Our ‘School Improvement Plan’ also reflects the vision of Renfrewshire Children’s Services – ‘Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing.’  We ensure that all of our approaches to Safeguarding and Child Protection are central to our self-evaluation and school improvement approaches. | |
| **How Good is our School 4 and Developing in Faith (DIF):**  Each strategic action reflects one or more specific ‘Quality Indicators’ as outlined in HIGIOS4.  The findings from our recent’ Education Scotland Inspection’ in September 2017 will be the basis of school improvement moving forwards.  As a Catholic School, we also use the DIF Framework to support our self- evaluation for self-improvement practices. | |
| **Monitoring/Tracking and Quality Assurance:**  The monitoring and evaluation of the actions within our ‘School Improvement Plan’ are embedded within robust quality assurance procedures. The ongoing review of progress and the evidence of impact can be sourced in a variety of ways: Annual Quality Assurance Calendar, Minutes of Meetings, Questionnaires, returns to the Head Teacher, Feedback from Focus Groups, Monitoring Calendar and feedback. | |
| **Consultation Procedures:**  We continue to engage in a range of consultative measures through: SLT Meetings, Staff Meetings, Collegiate Time, In-Service Days, Professional Dialogue, Parent Council, Newsletter, School Website, Parent’s Evenings/events, Pupil Focus Groups, Committee Groups, Assemblies (I would like to say…), House Captains etc. | |
| **GTC Standards:**  All improvements in learning and teaching are underpinned by the GTC Standards. Professional values are at the core of the Standard for Registration. They are integral to and demonstrated through all professional relationships and practices. It is the responsibility of all teaching staff to lead learning and work/support the development of colleagues and partners. | |
| **School Priorities/Key Areas of Focus:** | **HIGIOS4 QI:** |
| * **LITERACY:** * **Reading** - Continue to embed & extend evidence-based approaches to the teaching of reading as highlighted within the Primary Literacy Coaching Programme (P1-3) & Dive into Reading (P4-7) strategies. This will be reviewed by our Literacy Champion and by audit. * **Assessment & Moderation** - Develop a detailed understanding of the moderation cycle through participation in authority moderation processes linked to reading. Increase opportunities for staff to engage in the creation of holistic assessments. * **Policy** – Review our Literacy policy to ensure it is robust and fit for purpose. Include the ‘3 Domain Model’ in aspects of Reading and Writing. * **PEF** – Use our PEF funding to support pupils faced with barriers to their learning through environmental/social circumstances. Continue to focus on improving attainment in writing through targeted support, effective feedback and quality learning conversations. | **2.3 – Learning, Teaching and Assessment.**  **3.1 – Ensuring well-being, Equality and Inclusion.**  **3.2 – Raising Attainment and Achievement.** |
| * **NUMERACY:** * **Numeracy Champion –** Implement our strategic plan to ensure that all staff will have a clear understanding of our journey to raising improvement in Numeracy. This will ensure there is improved consistency across the school in how Numeracy is planned for, implemented and assessed. * **Staff Professionalism -** Engage with the ‘Modelling and Coaching Development Officers’ to support improvements in Numeracy, based on evidence-based research. Classroom Assistant/ASNA’s to be provided with opportunities to build capacity in their ability to best support learners/help raise attainment. | **2.3 – Learning, Teaching and Assessment.**  **3.1 – Ensuring well-being, Equality and Inclusion.**  **3.2 – Raising Attainment and Achievement.** |
| * **HEALTH & WELL-BEING:** * **PATHS** - Continue to implement and embed PATHS across the school and make links with the PATHS programme and our values, including the Gospel Values. * **Nurture** - Implement the ‘Renfrewshire Nurturing Approach’ at a whole school level to ensure the key principles of Nurture are embedded in our everyday practice. * **Resilience** - Develop practices which will improve wellbeing and promote resilience in children and their families. Continue to highlight the importance of ‘resilience’ as a core life skill. Organise a community ‘Resilience’ screening. | **2.3 – Learning, Teaching and Assessment.**  **2.7 – Partnerships.**  **3.1 – Ensuring well-being, Equality and Inclusion.**  **3.2 – Raising Attainment and Achievement.** |
| * **RELIGIOUS EDUCATION:**   Undertake self-evaluation and identify improvements in terms of the school’s:  - Community ecumenical activities.  - Celebration of diverse religious traditions.  -Policies and procedures to respect other faiths.   * **Cluster Working -** Work collaboratively as a Cluster and develop our own Cluster values. * **Catholic Schools, Good for Scotland -** Engage with all National, Diocese and Cluster events in relation to ‘Catholic Schools, Good for Scotland (1918 – 2018, Centenary Year). | **Developing in Faith – Key Theme:**  **Gospel Values.** |
| * **Additional Identified Areas of Improvement**: * **Reporting to Parents –** Implement a pilot programme to review our current arrangements for how we report on children’s progress to parents/carers. Make this process more relevant and meaningful through target setting with children involved in the process. * **Parental Engagement** – Invite parents/families to attend curricular workshops based on Literacy, Numeracy and Health and Well-being (Including PATHS). Information will be shared around curricular developments, teaching/learning strategies and how we can work in partnership to best support our children. * **Curriculum Rationale** - Review our ‘Curriculum Rationale’ to ensure that everyone within the school is clear about what we are trying to achieve through the curriculum, which is the totality of a child’s experience. * **Policy Champions/Workstream** – Review and update our ‘Anti Bullying Policy.’ Review and update our ‘Homework Policy.’ Update our ‘Promoting Positive Behaviour and Relationships Policy’ by reviewing our use of ‘Good to be Green’ charts and weekly awards. * **Planning Champions/Workstream** – Review all Literacy planners to ensure they are focussed and streamlined. * **Committee Groups** – Restructure the Committees and develop a more consistent approach across the groups. Extend the length of time of meetings to provide greater opportunity for children to develop leadership roles and lead change and learning. Introduce ‘Committee Context’ weeks to embed our vision, values and aims throughout the work of Committees. * **Transition from Pre-5 to School** – Implement a transition programme to foster greater links with associated Nurseries and Pre 5 Centres. | * 1. **Self-evaluation for Self-Improvement.**   **1.2 – Leadership of Learning.**  **1.3 – Leadership of Change.**  **2.2 – Curriculum.**  **2.6 – Transitions.**  **2.7 – Partnerships.** |

A full copy of our School Improvement Plan is available upon request from our School Office.

Kind Regards,



Head Teacher