**Strategic Overview of Our Lady of Lourdes Improvement Plan Priorities Session: 2022/23**

| **National Improvement Framework**  **Key Priorities & Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | **SLC Education Priorities & Stretch Aims** |
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| **Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education. * Improvement in children and young people’s health and wellbeing. * Closing the attainment gap between the most and least disadvantaged children and young people. * Improvement in skills and sustained, positive school-leaver destinations for all young people. * Improvement in attainment, particularly in literacy and numeracy.   **Key Drivers**   * School and ELC leadership * Teacher and practitioner professionalism * Parent/carer involvement and engagement * Curriculum and assessment * School and ELC improvement * Performance information | * 1.1 Self Evaluation for self-improvement * 1.2 Leadership for learning * 1.3 Leadership of change * 1.4 Leadership and management of staff * 1.5 Management of resources to promote equity * 2.1 Safeguarding and child protection * 2.2 Curriculum * 2.3 Learning teaching and assessment * 2.4 Personalised support * 2.5 Family learning * 2.6 Transitions * 2.7 Partnership * 3.1 Ensuring wellbeing, equality and inclusion * 3.2 Raising attainment and achievement/Securing children’s progress * 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | **SLC Priorities**   * Improve Health and Wellbeing to enable children and families to flourish * Ensure inclusion, equity and equality are at the heart of what we do * Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy * Support children and young people to develop their skills for learning, life and work * Empower learners to shape and influence actions on sustainability and climate change |
| **SLC Stretch Aims**   * ACEL Primary – literacy – P1, P4 & P7 combined * ACEL Primary – numeracy – P1, P4 & P7 combined * SCQF level 5 or above – 1 or more on leaving school * SCQF level 6 or above – 1 or more on leaving school * Participation measure (using Positive Destinations as a proxy) * HWB measure (attendance) * Reduction in S4 Leavers * Cost of the School Day |

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| **Strategic Priorities 3 Year Cycle** | | |
| Year 1 - 2022-23 | Year 2- 2023-24 | Year 3 - 2024-25 |
| * Review and refresh our Writing Curriculum with a focus on **Talk for Writing**. Continue to raise attainment in writing and improve progress in early literacy skills in the nursery. * Develop children’s **skills for learning, life and work** including embedding **play-based/active and outdoor learning.** * Embed a whole school and nursery **Nurture approach**. * Embed the theme for 2022/23 “**Communion, Participation, Mission**” adopted from the Holy Father’s call to a synodal Church. * To **close the poverty gap** focused on attainment, attendance, wellbeing and engagement. | * Further develop children’s **skills for learning, life and work including STEM, Enterprise and Sustainability.** * Further embed **play-based/active and outdoor learning.** * Continue to embed a whole school and nursery **Nurture approach. Possible implementation of Emotions Works.** * Update our programme of work in Expressive Arts. * Update our Curriculum Rationale and our Learning, Teaching and Assessment Policy. | * Embed learning for sustainability within our curriculum. * Ensure a shared understanding of Interdisciplinary Learning. |

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| **Strategic Priority 1: Review and refresh our Writing Curriculum with a focus on Talk for Writing.**  **Continue to raise attainment in writing and improve progress in early literacy skills in the nursery.** | | |
| **Rationale** | **Outcomes** | **Measures** |
| *Interrogation of Attainment Data shows that the average writing attainment across P1-7 (83.5%) is lower than in Reading, Listening and Talking and Numeracy and Maths.* | -By May 2023, all staff are implementing the agreed aspects of the Talk for Writing approach *(eg imitation, innovation, invention)* to enhance our Writing pedagogy and children’s writing skills from Nursery to Primary 7.  -By May 2023, continue to raise the average writing attainment across the school above the baseline of 83.5%.  -By May 2023, through a targeted approach with children not achieving benchmark from last year’s P2 cohort in Writing, raise attainment in P3 Writing by June 2023 above the baseline of 77.4%.  -By May 2023, through planned and targeted play experiences in the nursery, ensure progress in literacy skills focused on those children who are below benchmark. | Pupil work sampling, Forward Plans  Daily diaries, Pupil voice discussions  Pupil Council, Observations. Learning Journals  Assessed writing/pupil work  Attainment statistics/ACEL Data  Samples of children’s work/Learning Journals  Photographs, Tracking spreadsheet |
| **Strategic Priority 2: Develop children’s skills for learning, life and work including embedding play-based/active and outdoor learning.** | | |
| **Rationale** | **Outcomes** | **Measures** |
| *-Through staff audits using HGIOS4/HGIOELC, the majority of staff noted that Skills for Learning, Life and Work was an area for further improvement.*  *-Outdoor Learning and play-based/active learning was noted as an area for improvement on pupil audits with just less than half noting that they ‘sometimes’ took part in outdoor learning and the majority in P4-7 saying that they ‘sometimes’ took part in play-based/active learning. A few parents (6%) noted that they ‘didn’t know’ if their child took part in Outdoor Learning.* | -By May 2023, almost all children within the school and nursery will have evidenced opportunities to lead learning.  -By May 2023, almost all pupils are aware of how they play an active part in the process of metacognition *(age and stage appropriate)* throughout their learning.  -By the final term, daily/weekly Outdoor Learning evident within every class in the nursery/school throughout a range of curriculum areas inclusive of Literacy, Numeracy and H&W.  -By May 2023, all pupils within P1 are learning through a daily play-based learning approach. By May 2022, play-based and/or active learning (including collaborative strategies) are evident throughout all P1-7 classes.  -By May 2022, all children are experiencing ‘Froebelian’ practices within the nursery.  -By June 2022, create a Skills for Learning, Life and Work learning pathway that ensures progression throughout the learners’ journey from Nursery to P7. | Pupil voice discussions evidencing pupil led learning in class/school. Pupil led/Outdoor learning evident in staff documents eg Forward Plans/Self-evaluations etc.  ‘Young Leaders of Learning’ active within the school and nursery. Metacognition evident in pupil work eg on walls, scrapbook, jotters etc Thinking Hats evident in learning/Forward Planning, AifL strategies evident, Photographs Audits: pupils, staff, parents  Staff FP Self-evaluations noting success in Outdoor Learning, OL on timetable/Learning Journals  Day books, Observations of learning and teaching: teacher led, teacher initiated and pupil led play  Planning/pupil work evidences play-based learning (P1) and active and collaborative strategies (P2-7) including photographs/ Scrapbooks, Tasks Boards.  Observations and Learning Journals evidence Froebelian practices. Learning pathway from Nursery to P7 in place |
| **Strategic Priority 3: Embed a whole school and nursery Nurture approach.** | | |
| **Rationale** | **Outcomes** | **Measures** |
| *-SLC promoting Relational Policy within all schools.*  *-Staff feedback on Nurture training and pupil SHANARRI audits.*  *-8% of parents noting that their child doesn’t benefit from school lunchtime or after school clubs/activities outwith the classroom. Almost all of these parents were either P1 or P2.* | -By June 2023, the **6 Principles of Nurture** will be embedded in the ethos of our school and nursery:  *(1.Children’s learning understood developmentally)*  -By term 3, ensure robust tracking of Health and Wellbeing.  *(2.The environment offers a safe base)*  -By December 2022, all classes/school will have a recognised ‘safe base’.  *(3.The importance of nurture for the development of wellbeing.*  *(4.Language is a vital means of communication).*  -By May 2023, all stakeholders will be aware of how to promote the 5 Steps to Wellbeing.  *(5.All behaviour is communication)*  -By May 2023, a new ‘Relational Position Statement’ in place.  *(6.Transitions are important in children’s lives)*  -By May 2023, strong transition activities are in place throughout Nursery to P7.  -By December 2022, P1-3 will have been offered a block of lunchtime or afterschool clubs. | Leuven Scale – wellbeing, SHANARRI pupil audit  ASPs H&W target progress – staff and pupil, Boxall Profiles for ASP chn, 5 Point Scale – reduction in use of 5 on the scale, Pupil discussions – awareness of safe space  Observation of purposeful use of space to enable return to focused learning. 5 Steps to Wellbeing Observations Pupil voice discussions: Children able to express own emotions eg Red Hat Thinking/through Growth Mindset rephrasing/ BounceBack/worry boxes etc. Exclusion data at zero, Leuven Scale data, Stakeholder feedback show shared understanding of restorative practice. Observations/Leuven Scales, Transition Meetings feedback/staff voice  Parental feedback, Pupil feedback, Wider agency voice, Attendance at clubs, Parental audits, Pupil audits. |
| **Strategic Priority Catholic Ethos: Embed the theme for 2022/23 “Communion, Participation, Mission” adopted from the Holy Father’s call to a synodal Church.** | | |
| **Rationale** | **Outcomes** | **Measures** |
| *-Motherwell Diocese Religion Education Department adopted from the Holy Father’s Call to a Synodal Church.*  *-Learning Community Primary HTs professional discussion.*  *-Stakeholder discussions to further promote the links with home, school and church (particularly after the impact of Covid).* | **Celebrating and Worshipping:**  -By May 2023, ensure our Roman Catholic children in P3, P4 and P7 have taken part in both their Sacramental preparation and the making of their Sacraments has been completed showing that they are living in **‘communion’** with their faith.  -By May 2023, create a range of opportunities for our children to **‘participate’** in the life of the church.  **Serving the Common Good:**  -By May 2023, promote and facilitate events and opportunities to share our faith with others, engaging with children of other faiths and serving our human family. | First Friday Mass attendance  Sacramental participation statistics  Engagement in rosaries etc throughout October and May. Pupil participation in weekly Mass focus, Participation statistics from the Pope Francis Faith Award (P6 and P7) and Mini Vinnies (SVDP pupil group) (P4 and P5) uptake, ;evels of participation/support in Lenten/Advent activities |
| **Strategic Priority Pupil Equity Fund: Close the poverty related gap focused on attainment, attendance, wellbeing and engagement.** | | |
| **Rationale** | **Outcomes** | **Measures** |
| *-Interrogation of our poverty related attainment gap from ACEL statistics.*  *-Interrogation of our poverty related attendance gap from our Attendance statistics.*  *-Interrogation of our poverty related wellbeing and engagement gap from our Leuven Scales.* | -By March 2023, update our **Cost of the School Day** Position Statement focused on the 6 priority family types of child poverty.  **-Attainment**  -By May 2023, decrease the gap in P3 writing (last year’s P2s) below the baseline of 41% and Numeracy and Maths below the baseline of 48%.  - By May 2023, decrease the gap in P5 (last year’s P4s) in all areas of Literacy with a particular focus on Writing to below the baseline of 44%.  -By May 2023, decrease the gap in P4 (last year’s P3s) particularly in writing, Listening and Talking and Numeracy and Maths below their baselines of 24% (W), 26%(L&T) and 26%(N&M).  **-Attendance:**  -By May 2023, decrease the attendance gap by 2% in both Primary 4 and Primary 5.  **-Wellbeing and Engagement:**  -By May 2023, decrease the wellbeing gap in this year’s Primary 2 by 13% and Primary 5 by 14%.  -By May 2023, decrease the engagement gap in this year’s Primary 5 by a 14%. | Updated position statement notes events and activities supporting all priority family types.  Number of priority types successfully targeted.  Engagement levels.  ACEL Data  Evidence through triangulation (self-evaluation)  Attendance data from SEEMIS  Observations/Leuven Scales  Boxall Profiles  ASP progress of Wellbeing targets |