**Strategic Improvement Priorities over 3 year cycle Timescale: 2022-2025**

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| Strategic Priority | Year 1  2022-2023 | Year 2  2023-2024 | Year 3  2024-2025 |
| 1. | To evaluate key aspects of assessment in the school and identify best practice and areas for improvement. | Build capacity for staff to improve how assessment data is analysed and interpreted to inform planning. | Embark on Improving Our Schools - enhance use of data at all levels |
| 2. | Develop a consistent use of Number Talks across the school to increase pupil confidence and raise attainment in Numeracy | Develop curriculum offer with a focus on how progression, pace and challenge in numeracy are planned for. | Develop use of Rights based learning across the school and nursery and improve pupil engagement and voice. |
| 3. | Through robust self-evaluation process identify which aspects of teaching writing can be improved to raise attainment. | Develop a consistent use of Talk for Writing across the school to increase staff and pupil confidence and raise attainment in Literacy. | Embark on Improving Our Schools – raise attainment in writing through a consistent approach to the use of Feedback to inform target setting and focused planning and interventions. |

**Context of school**

St. Bride’s Primary School is a co-educational establishment in Bothwell. The local area is a mix of social and private housing that is continuing to grow. St Bride’s has a role of 250 pupils in the school, split across ten classes. We have a nursery for children aged between 3 and 5 years old with a capacity of 56 children. The nursery has well-resourced indoor and outdoor spaces and all nursery pupils have access to the school lunch hall and gym hall. All classes in the school have a C-touch and a combination of laptops, chromebooks and I-pads to support digital learning. We have an indoor gym hall as well as an outdoor MUGA. Classes are timetabled for one hour of indoor and one hour of outdoor physical education each week. All classes including the nursery come to the dining hall for lunch. Over the last few years there have been between twenty-five and 30 children with free meal entitlement.

St. Bride’s was last inspected by HMiE in February of 2019 receiving a grade of Good for the QI 2.3 (Learning, Teaching and Assessment) in both the school and nursery and a grade of Very Good for QI 3.2 (Raising Attainment and achievement) in the school and a Very Good for QI 3.2 (Securing Children’s Progress) in the nursery. This report endorsed the warm and welcoming ethos of the school and the commitment and dedication of the staff. We continue to address the areas for improvement that were highlighted in the report through our improvement agenda.

St. Bride’s is a Catholic school and Faith is central to the ethos and values of the school. Religious Education takes place for 2.5 hours a week and the staff and pupils work with our school Chaplain, Fr. Colin Hughes, to support this. We aim to make school a happy environment where all children thrive and develop socially, emotionally, academically and physically. We aspire to become a school that delivers high quality teaching and learning underpinned by continuous self-evaluation. Working in partnership with all, we aim to provide learning experiences that will engage and inspire all our learners enabling them to achieve success.

In 2021/2022 we consulted with pupils and parents to revise our school values and vision. Our values are Faith, Respect, Ambition, Kindness and Inclusiveness. Our Vision is to build a community that promotes Gospel Values in a supportive and inclusive environment where all learners strive for success and develop new skills with confidence.

Strategic Priority 1 Improvement Planning and Standards and Quality Reporting for 2024/2025 (IOS/data)

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| **NIF Priority (select from drop down menus)**  Improvement in attainment, particularly in literacy and numeracy.  **NIF Driver**  Curriculum and assessment  Teacher and practitioner professionalism | **SLC Priority (select from drop down menus)**  **Ensure inclusion, equity and equality are at the heart of what we do** | **SLC Stretch Aims**  **ACEL Primary – numeracy – P1, P4 & P7 combined**  **ACEL Primary – literacy – P1, P4 & P7 combined** | **HGIOS?4 Qis (select from drop down menus)**  1.1 Self-evaluation for self-improvement  3.2 Raising attainment and achievement  2.3 Learning, teaching and assessment  **HGIOELC Qis (select from drop down menus)**  Choose an item.  Choose an item.  Choose an item. | | |
| **Rationale for strategic priority** | **Outcome (Intended impact)** | **Operational activity** | **Measures** | | **School Lead** |
| We are embarking on the Improving Our Schools programme.  All staff need to engage with, understand and utilise data more effectively to ensure that both challenge and pace are provided and that targeted interventions are provided as and when appropriate. | 1. By September 2024, all teaching staff will have used the SLC BGE tool and Cohort tracker to identify 3 high level messages for IOS targets. 2. By September 2024, staff will have enhanced understanding of needs of class due to data informed tracking meetings using Fact, Story Action (FSA) approach 3. By October 2024, teachers will have completed a class analysis to understand the barriers to learning and the gap(s) in classrooms and curricular areas. 4. By October 2024 baseline assessments will have been completed to identify gaps in identified curricular area. 5. By December 2024, staff will have collaborated on developing school IOS overview and have an increased understanding of the school context. 6. By March 2025, staff will be part of a trio and participate in arranged class visits to build capacity and confidence in features of highly effective practice. 7. By June 2025, staff will use ACEL data to analyse and interrogate data and attainment information, reflect on patterns and trends and identify any new areas requiring intervention or new barriers to pupils’ learning. | IOS programme involvement – whole school  Introduction to SLC BGE tracker and Cohort tracker  Delivery of IOS webinars – the Refreshed Curriculum Narrative and Data Informed Self-Evaluation at Classroom Level and what is Highly Effective Practice.  Diagnostic assessments to formulate learning conversation questions with pupils.  Staff to participate in journal tasks and collaborative discussions.  Participate in Trio visits and follow-up discussions. | 1. 3 high Level messages identified and agreed. 2. FSA approach used in all tracking meetings. 3. Class data profiles completed and TIGs identified. 4. Trio visits completed for all staff. 5. IOS overview completed | | CT  SLT  CT  DHT  All Staff |
| **Progress and Impact** | | | | **Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda** | |
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Strategic Priority 2 Improvement Planning and Standards and Quality Reporting for 2024/2025

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| **NIF Priority (select from drop down menus)**  Placing the human rights and needs of every child and young person at the centre of education  **NIF Driver**  Choose an item.  Choose an item. | **SLC Priority (select from drop down menus)**  Choose an item. | **SLC Stretch Aims**  Choose an item. | **HGIOS?4 Qis (select from drop down menus)**  Choose an item.  Choose an item.  Choose an item.  **HGIOELC Qis (select from drop down menus)**  Choose an item.  Choose an item.  Choose an item. | | |
| **Rationale for strategic priority** | **Outcome (Intended impact)** | **Operational activity** | **Measures** | | **School Lead** |
| In 2023-2024 school session we committed to improving opportunities for pupil voice. Through work with Laudato Si and the Pupil Council we recognised pupils desire to be more involved in the school, community and global issues and have their voices heard. In addition to this our Learning Community priority has had a focus on equality and Inclusion.  The Rights Respecting Schools Award is an ideal vehicle to look at diversity and cultural aspects of school and is priority for schools in Scotland and gives pupils many opportunities to develop their own understanding of what it means to be a global citizen. | 1. By August 2024 all classes will have display materials in classes to increase children’s awareness of the UNCRC 2. By August 2024 the school will have registered for the RRSA to access resources and materials that will support this work 3. By September 2024 all classes will develop a class charter linked to the rights of the child. 4. By September 2024 a Pupil Council will have been established. Pupils will develop their aims for the year based on the RRSA 5. By November 2024 school will have a RRSA lead member of staff who will have attended online training and completed questionnaires work towards Bronze award 6. By March 2025 submit Bronze application and the pupil Steering group to prepare evidence/showcase to share on Parents night. 7. By June 2024, almost all Primary 7 pupils will have the opportunity to share their learning experiences and knowledge outwith the school community. | Register for RRSA  Pupil Council and lead staff to be selected  Mandate for the year to be completed  UNCRC articles to be focus of whole school assemblies.  Questionnaires and checklist for Bronze award to be completed.  All Primary 5 pupils will study the novel ‘Planet Omar’ by Zanib Mian to raise awareness of diversity and inclusion.  All Primary 6 pupils will participate in mental health and wellbeing lessons using ‘The Compassionate and Connected Classroom’  Organisation of a sharing event with Holy Cross Learning Community schools.  Pupils to create a workshop activity for other schools based on their knowledge and experiences. | Obtain bronze award  Create action plan for Silver award  HCLC – workshop  Staff/pupil feedback | | CT |
| **Progress and Impact** | | | | **Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda** | |
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Strategic Priority 3 Improvement Planning and Standards and Quality Reporting for 2024/2025

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| **NIF Priority (select from drop down menus)**  Improvement in attainment, particularly in literacy and numeracy.  **NIF Driver**  Curriculum and assessment  Teacher and practitioner professionalism | **SLC Priority (select from drop down menus)**  Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy | **SLC Stretch Aims**  ACEL Primary – literacy – P1, P4 & P7 combined | **HGIOS?4 QIs (select from drop down menus)**  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement | | |
| **Rationale for strategic priority** | **Outcome (Intended impact)** | **Operational activity** | **Measures** | | **School Lead** |
| Quality assurance and self-evaluation process identified inconsistencies in how feedback is used across the curriculum. Whilst the combined attainment in writing for 2023-2024 had increased significantly to 91%, 2023-2024 data for P3 and P6 attainment figures are concerning at 79% and 72% respectively. We need to ensure that quality feedback is provided to pupils and then used to support target setting and interventions. | 1.By December 2024 all staff have enhanced understanding of the teaching and learning cycle and developed their use of high-quality feedback.  2.By January 2024 all staff have increased their use of data to identify and implement appropriate interventions to raise attainment in writing.  3.By June 2024 most staff will be skilled in participating in meaningful tracking conversations and professional dialogue with peers that provides support and challenge.  4.By June 2024 identified pupils (P4 and P7) for intervention will have increased their writing scores by 4 points on criterion scale.  5. By June 2024 P4 and P7 writing data will increase by 3 Percentage Points (PP). | 1.IOS programme involvement – whole school  Professional reading and learning associated with effective LI and SC  2.Development of use of data at class level.  3.Use of Fact, Story, Action approach to tracking and monitoring conversations  All staff to participate in trio visits and professional dialogue.  4.Identification of pupils to be part of Targeted Intervention Group – focussed intervention delivered | 1. Individual Learning Journals x monthly  Observed Lessons x 2  2. Class data overviews  3. Tracking conversations  Professional Dialogue x termly  4. Writing ACEL data for identified pupils | | HT  HT/CT  HT/CT  DHT  PT |
| **Progress and Impact** | | | | **Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda** | |
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PEF Improvement Planning and Standards and Quality Reporting for 2024/25

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| **SLC Stretch Aims**  **ACEL Primary – literacy – P1, P4 & P7 combined**  **ACEL Primary – numeracy – P1, P4 & P7 combined**  **Cost of the School Day** | | | | | | | |
| **Rationale for PEF / PB Spend** | **Allocation of PEF / PB spend** | **Outcome (Intended impact)** | | **Operational activity** | **Measures** | **Mid year review**  **RAG** | **End of year review**  **RAG** |
| Increasing number of children presenting with additional support needs and Boxall Profiling would give us the ability to put a measure in place after interventions. | £1000 | Improved measure of developmental and diagnostic features which allows more targeted support. | | Online subscription and online training to be completed | Boxall Profile Scores for both developmental and diagnostic strands. (Pre and post assessment) |  |  |
| 7 Pupils in P2, P4, P5 and P6 have been identified as having distressed behaviour and/or social, emotional and behavioural needs. Baseline assessments and observations of these pupils show the need for additional adult support. One pupil does not sustain full days in their mainstream class. 5 out of the 7 pupils are not meeting their expected milestones. Multi-agency meetings for identified pupils highlighted holistic support as possible intervention to support these pupils. | Barnardo’s Support worker - £9000 | By June 2025, all pupils targeted for support will have improved wellbeing; their barriers to learning will have reduced.  Improved relationships with families should lead to greater parental engagement. | | Barnardo’s will work with these pupils each week, as part of their weekly intervention timetable. This will be a nurture group and will take place in the Nurture space (developed through PEF in 21-22).  Attendance and engagement at sessions will be monitored weekly. | Boxall Profile Scores for both developmental and diagnostic strands. (Pre and post assessment)  Monitoring of time sustained in mainstream class x weekly  Leuven Scale for Engagement x termly  ACEL data. |  |  |
| Through evaluation – pupils indicated that they would like to make greater use of the school library.  This was refurbished during school session 22-23 through the aid of a school grant.  Additional funding is required to ensure that there is increased diversity in the reading materials and to allow a licence for a school library system.  Reading for enjoyment gives pupils further opportunities to increase their reading skills. | Additional books  £1000  School library system  £1000 | By September 2024 pupils will have created a “wish list” for additional books  By November 2024 pupils will have access to a class library slot to borrow books.  All pupils will have access to a wide range of reading for enjoyment materials | | Purchase library system  Appoint a member of Support staff and 1 parent helper to run library sessions. | Audit children’s borrowing  ACEL data |  |  |
| The equity gap in achievement in reading has widened and parent feedback has indicated that reading materials at some stages does not challenge or hold the interest for some pupils.  Reading stock from P1 to P3 has become depleted and an investment to update and upgrade the existing resource is essential.  In addition to this we recognise the need to invest in “high-interest” reading materials for more able readers whilst looking at a more suitable resource for reluctant readers. | £8000 | By Sept 24 – class teachers will have completed an audit on reading materials and a “shopping list” agreed.  By October 24 – new resources will be purchased and in use in class.  In May 25 reading assessments and SNSA will be completed. Close Equity gap by at least 3% | |  | Acel data for literacy |  |  |
| Cost of the school day.  With poverty and financial demands increasing we have supported families with cost of trips, uniforms and resources.  This year we have a group of P7 children for residential and will subsidise this for all pupils but cover full payments for a predicted 5 pupils.  Buses for swimming and other sporting trips continue to increase and we will cover these to ensure equity of opportunity for all learners. | Estimated costs:  Residential  £3000  Uniform  £500  Buses  £2000  Family Support  £1000 | Improve equity and equality | |  |  |  |  |
| Our Acel data for the last school session indicated that IDL intervention was successful in improving the number of pupils achieving their expected milestones in literacy and numeracy.  In addition to this online subscriptions for Reading Eggs and Sumdog have improved engagement for TIGs. | IDL  £800  Sumdog  £1000  Reading Eggs  £1200 | By Sept 2024, use data profiling and assessment to identify TIGs. | | Provide logins and timetable for access to online programmes. | ACEL Data  Class assessment information |  |  |
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| Analysis of attendance data has shown a decrease from 95% to 93.5%. Further interrogation of data shows pupils with the poorest attendance having friendship/social anxieties.  We would like to target this with a “Calm Club” that can be accessed during lunchtimes and help to build resilience. | Art & craft resources  Board Games  £1000 | By Aug/sept, in depth analysis of attendance figures to identify children/families requiring support.  By mid-Sept in-school meetings to be arranged to set targets and understand issues.  By end of Sept, Boxall and baseline assessments to be completed with TIG identified. | | Throughout the year Barnardo’s family support to be provided if necessary. |  |  |  |
|  | TOTAL SPEND  £30000 |  | |  |  |  |  |
| ***Progress and Impact*** | | | **Next Step(s) and rationale to inform PEF spend session 2025/2026.** | | | | |
| *What difference has been evidenced? What did we achieve (outcome related to the poverty-related attainment gap)?*  *Evidence collected to inform self-evaluation (evaluative comment on impact on the PRAG and explanation on any changes that occurred throughout the year).* | | | *Stop/start/continue?* | | | | |

**Maintenance Agenda**

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| **Key actions** | **Relevant stakeholder involvement** | **Timeline for completion** |
| Implement Assessment Schedule & evaluate | Staff | June 2025 |
| Implement New numeracy planning format | Staff | June 2025 |
| Share Curriculum rationale and CoSD policy | All stakeholders | June 2025 |
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