



# St Nicholas' Primary

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*School Improvement Plan*

Session 2018-2019


*Charlotte Grogan*

## School Improvement Plan

No	Improvement Priority	Target
1	<b>RERC</b>	<ul style="list-style-type: none"> <li>• Learners will work collaboratively with staff to develop their understanding of Catholic Social Teaching and how it underpins the school vision, values and aims.</li> <li>• Learners will understand the distinctiveness of their Catholic school and its role in 'Serving the Common Good' locally, nationally and globally as part of National and Diocesan celebrations of 100 years of Catholic Education.</li> <li>• Learners will have opportunities for developing skills for learning, skills for life and skills for work as they engage in opportunities to put their 'Faith into Action' as they deepen their understanding of CST including Sacramental life and achievements such as attaining Pope Francis Faith Award.</li> <li>• Moderation of standards and teaching approaches across schools within Archdiocese</li> </ul>
2	<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• There will be improved attainment in Numeracy and Maths across P1-7 through implementation of new planning and new approaches (SEAL/ Maths Recovery) to improve learning and teaching.</li> <li>• The poverty related attainment gap in Numeracy and Maths will be reduced (P1-7) through maths recovery intervention. (PEF)</li> <li>• Staff have a shared understanding of standards and expectations through moderation activities and can confidently report on CfE levels.</li> </ul>
3	<b>Literacy</b>	<ul style="list-style-type: none"> <li>• There will be improved attainment in reading across P1-7 through an introduction a new reading scheme which will motivate more pupils.</li> <li>• Continued staff agreement of a common approach to the planning, learning and teaching of reading.</li> <li>• Staff having a shared understanding of standards and expectations through moderation activities and can confidently report on CfE levels.</li> <li>• The poverty related attainment gap in Literacy will be reduced (P1-7) through literacy intervention programme.</li> </ul>



## School Improvement Plan

<p><b>Improvement Priority</b></p> <p><b>Link to NIF Priorities and Drivers / EDC NIF Implementation Plan</b></p>	<p><b>Raise Attainment In RERC</b></p>  <p><b>NIF Priorities</b></p> <ul style="list-style-type: none"> <li>• Improvement in children and young people’s health and wellbeing</li> </ul> <p><b>NIF Drivers</b></p> <ul style="list-style-type: none"> <li>• Teacher Professionalism</li> <li>• School Leadership</li> <li>• Assessment of Children's Progress</li> </ul> <p><b>EDC NIF improvement plan links</b></p> <ul style="list-style-type: none"> <li>• Closing the attainment gap between the most and least disadvantaged</li> </ul> <p><b>HGIOS 4</b></p> <p>1.2 – Leadership of Learning            1.3 – Leadership of change            2.4 – Personalised Support            2.5 – Family Learning            2.7 – Partnership            3.1 – Ensuring wellbeing, equity and inclusion            3.2 – Raising attainment and achievement</p>		
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<ul style="list-style-type: none"> <li>• Learners will work collaboratively with staff to develop their understanding of Catholic Social Teaching and how it underpins the school vision, values and aims.</li> <li>• Learners will understand the distinctiveness of their Catholic school and its role in ‘Serving the Common Good’ locally, nationally and globally as part of National and Diocesan celebrations of 100 years of Catholic Education.</li> <li>• Learners will have opportunities for developing skills for learning, skills for life and skills for work as they engage in opportunities to put their ‘Faith into Action’ as they deepen their understanding of CST including Sacramental life and achievements such as attaining Pope Francis Faith Award.</li> <li>• Moderation of standards and teaching approaches across schools within Archdiocese</li> </ul>			
<b>Action</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Progress update</b>
Self- evaluation using Developing In Faith Theme : Serving the Common Good to consider the impact of our Catholic Mission on the wellbeing, equality and inclusion of pupils	Oct onwards	SMT	
Develop vision, values and aims of our school based on 7 themes of Catholic Social Teaching. Stage assemblies / focussed class lessons to highlight CST and illustrate how it is intrinsic to the school vision, values and aims	Sept onwards Collegiate session Sept-Oct	SMT /Teaching staff	
Use of PRD support materials to reflect on Charter for Catholic Education / CLPL calendar from Archdiocese of Glasgow as part of PRD process and identification of individual key priorities	Sept WTA	SMT / Teaching staff	




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Senior leaders from each school attend CHAPS conference- refocus on aims, values and mission of the Catholic school and CHAPS association. Focus on school self-evaluation.	Sept	HT staff	
RERC co-ordinators of each school to attend Archdiocesan Professional Learning Community sessions – refocus on strands of faith within TIOF highlighting links to overarching theme: Serving the Common Good	Dates TBC	RERC Co-ordinator	
Use SCES materials (lesson plans and prayer resources) at assemblies and during RERC lessons to Celebrate 100 years of Catholic Teaching. Implementation of agreed placemat activities at school, cluster, local authority and archdiocesan levels	Sept onwards	SMT/All staff	
Additional Catholic Education Fortnight- use SCES materials as above to contribute to cluster display for core theme Catholic Education: Serving The Common Good Include use of Sancta Familia Media clips (You tube) on Catholic Education: Good for Scotland (includes First Minister’s Address)	(19/11/2018-30/11/18)	SMT / All staff	
Whole staff (teaching and non-teaching) retreat to reflect on Catholic Education: Serving the Common God and focus on Centenary Icon: Jesus the Teacher Retreat at Schoenstatt	Oct In-service 12/10/18 1:30-3pm	SMT/All staff	
HTs to attend APHTA Conference- focus on curriculum and partners who can support schools in Serving the Common Good with particular focus on practical approaches to supporting vulnerable families	1/2/19	HTs	
HTs to attend APHTA Conference- developing school policies which focus on wellbeing, equity, equality and inclusion which reflect the mission of Catholic school	10/5/19	HTs	

<b>Resource Requirement</b>	
<b>Adult spiritual reflection in Schoenstatt, training requirements as identified through PRD</b>	
<b>Amount allocated from Pupil Equity Fund</b>	
<b>Staffing ( Specify the post and exact costs)</b>	
<b>Resources</b>	<b>SCES subscription, APHTA/CHAPS subscription, PRD support materials from APHTA, Developing in Faith : Catholic School Evaluation and Planning, Companions on the Journey, Archdiocese Education Team</b>
<b>Other</b>	

## School Improvement Plan


<b>Improvement Priority</b> <b>Numeracy and Maths</b>	<p>There will be improved attainment in Numeracy and Maths across P1-7 through implementation of new planning and new approaches (SEAL/ Maths Recovery) to improve learning and teaching.</p> <p>The poverty related attainment gap in Numeracy and Maths will be reduced (P1-7) through maths recovery intervention. (PEF)</p> <p>Staff have a shared understanding of standards and expectations through moderation activities and can confidently report on CfE levels.</p>
<b>Link to NIF Priorities and Drivers / EDC NIF Implementation Plan</b>	<p><b>NIF priorities:</b> Improvement in Attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children.</p> <p><b>NIF drivers:</b> Teacher Professionalism/ School Improvement/ Parental Engagement/ Assessment of Children's Progress</p> <p><b>EDC NIF Imp Plan links</b> - Improvement in attainment in numeracy/ Closing the attainment gap between the most and least disadvantaged</p> 
<b>Target</b>	<b>Measures of Success</b>
<p><b>Targets for Learners</b></p> <ol style="list-style-type: none"> <li>1. Learners make very good progress in their learning and attainment is raised in numeracy and maths.</li> <li>2. Learners can identify and use a range of strategies when applying skills in maths</li> <li>3. Parents/ carers gain confidence and skills in how to support their children in numeracy and maths related games and activities.</li> <li>4. The poverty related gap is closed between those pupils in the targeted group and those who are not. (Targeted support – PEF)</li> <li>5. Learners can select and explain evidence to demonstrate their learning in numeracy and maths.</li> <li>6. Learners are clear about targets and how to improve.</li> </ol> <p><b>These targets will be achieved through:</b></p> <ul style="list-style-type: none"> <li>• consistency in planning, teaching and assessment for numeracy and maths</li> <li>• common approaches to learning and teaching in numeracy and maths across both schools</li> <li>• development of assessment evidence to show achievement of a level (benchmarks)</li> <li>• sharing of standards through exemplification of samples of numeracy and maths work from Early &gt; Third level</li> </ul>	<p><b>Measures of Success</b></p> <ol style="list-style-type: none"> <li>1. A common planning format is implemented.</li> <li>2. Teachers adopt a consistent approach to numeracy in P1-3(SEAL).</li> <li>3. Maths Recovery is used to raise attainment/ close the poverty related gap in P4-7.</li> <li>4. Staff are clear about achievement of a level, using benchmarks to support this.</li> <li>5. NIF levels and standardised test levels improve</li> <li>6. The gap is closed between those pupils in the targeted group and those who are not. (Targeted support – PEF)</li> <li>7. Targeted pupils receive Maths Recovery from maths champion, class teacher and SLA.</li> <li>8. Staff share good practice and identify work which shows achievement of a level.</li> </ol> <p><b>HGIOS4 QIs</b></p> <ol style="list-style-type: none"> <li>1.2 – Leadership of Learning</li> <li>1.3 – Leadership of change</li> <li>1.5 – Management of resources to promote equity</li> <li>2.3 – Learning, teaching and assessment</li> <li>2.4 – Personalised Support</li> <li>2.5 – Family Learning</li> <li>3.2 – Raising attainment and achievement</li> </ol>

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Action	Timescale	Responsibility	Resources	Progress update
New planning format is adopted and used by all staff.	August 2018 June 2019	SMT/ Maths Champion	Collegiate planning time/ Department meeting	
New planning format evaluated and reviewed for implementation 2019-2018	May 2019	SMT/ Maths Champion	Supply cover/ Curriculum development sessions ( 1 per term)	
Professional learning programme for teaching in SEAL/ Maths Recovery approaches	Sept 2018- May-2019	SMT/ Maths Champion	Curriculum development sessions	
Professional learning programme for all support staff in SEAL/ Maths recovery approaches	Sept 2018- May 2019	Maths Champion	Maths Champion remit/ In-service day s	
Opportunities for team teaching and support from Maths Champion.	Nov 2018- May 2019	Maths Champion		
Moderation of learning, teaching and assessment of Numeracy and Maths in school and across the cluster.	Oct/ Jan/ April	All teaching staff/ SMT	Collegiate sessions/ Departmental meeting Cluster collegiate sessions	
Family learning programme established	Sept 2018- May 2019	Maths Champion/ SMT	Maths Champion remit	
Targeted intervention programme for identified pupils to support improved attainment in Numeracy.	August 2018-June 2019	SFL teacher/ Maths Champion/ SMT	SFL teacher/ Maths Champion remit Analysis of appropriate data	

Resource Requirement	
<b>Amount allocated from Pupil Equity Fund</b>	£29,063 to release Maths Champion from August 2018- March 2019 £337 allocated to support identified Maths resources.
<b>Staffing ( Specify the post and exact costs)</b>	Maths Champions released from class to support individual learners, teachers and lead the professional learning programme.
<b>Resources</b>	SEAL Resources/ Maths Recovery resources/ National Benchmarks/ Reliable assessments

## School Improvement Plan

<b>Improvement Priority</b> <b>Literacy and English</b>	<p>There will be improved attainment in reading across P1-7 through an introduction a new reading scheme which will motivate more pupils.</p> <p>Continued staff agreement of a common approach to the planning, learning and teaching of reading. Staff having a shared understanding of standards and expectations through moderation activities and can confidently report on CfE levels.</p> <p>The poverty related attainment gap in Literacy will be reduced (P1-7) through literacy intervention programme.</p>
<b>Link to NIF Priorities and Drivers / EDC NIF Implementation Plan</b>	<p><b>NIF priorities:</b> Improvement in Attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children.</p> <p><b>NIF drivers:</b> Teacher Professionalism/ School Improvement/ Parental Engagement/ Assessment of Children's Progress</p> <p><b>EDC NIF Imp Plan links</b> Improvement in attainment in literacy/ Closing the attainment gap between the most and least disadvantaged</p> 
<b>Target</b>	<b>Measures of Success</b>
<p><b>Targets for Learners</b></p> <ol style="list-style-type: none"> <li>1 Learners make very good progress in their learning and attainment is raised in reading.</li> <li>2 Learners can identify and use a range of strategies when reading.</li> <li>3 Learners and their parents/ carers gain confidence and skills in supporting their children in reading related games and activities.</li> <li>4. The poverty related gap is closed between those pupils in the targeted group and those who are not. (Targeted support)</li> <li>5. Learners can select and explain evidence to demonstrate their learning in reading</li> <li>6. Learners are motivated about their learning and are clear about targets and how to improve.</li> </ol> <p><b>These targets will be achieved through:</b></p> <ul style="list-style-type: none"> <li>• consistency in planning, learning and teaching reading across P1-7</li> <li>• common approaches to learning and teaching in reading across P1-7</li> <li>• development of assessment evidence to show progress towards/ achievement of reading benchmarks</li> <li>• sharing of standards through exemplification of samples of reading work from Early &gt; Third level</li> </ul>	<p><b>Measures of Success</b></p> <ul style="list-style-type: none"> <li>• Teachers' professional development results in the consistent and sustained use of approaches that raise attainment in reading.</li> <li>• Taught reading approaches are used and applied by learners across the curriculum.</li> <li>• Pupils report increased confidence in reading as evidenced in work, assessments</li> <li>• Pupils show improved reading in assessment tasks.</li> <li>• Targeted pupils receive additional support from SfL teacher and SLA.</li> <li>• The gap is closed between those pupils in the targeted group and those who are not. (Targeted support –) is reduced in literacy and English.</li> <li>• Staff have a shared understanding of standards and expectations and can confidently report on CfE levels.</li> </ul> <p><b>HGIOS4 QIs</b></p> <ul style="list-style-type: none"> <li>1.2 – Leadership of Learning</li> <li>1.3 – Leadership of change</li> <li>1.5 – Management of resources to promote equity</li> <li>2.3 – Learning, teaching and assessment</li> <li>2.4 – Personalised Support</li> <li>2.5 – Family Learning</li> <li>3.2 – Raising attainment and achievement</li> </ul>

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Clear whole school approach to learning and teaching of reading in term 1 to ensure revision of core skills.	August 2018- December 2018	All staff	August in-set planning formats	
Professional learning programme for all teaching staff to ensure that they can confidentially plan, teach and assess reading using the new reading scheme (Bug Club).  New scheme will be launched in January 2019 after initial training input.	October 2018- March 2019	All staff/ SMT	2x half day training sessions by outside provider (Oct/ Feb)  Collegiate session as appropriate	
Professional development programme for all support staff to ensure consistency of approach	January 2019- June 2019	SMT/ Support staff	Planned sessions	
Create Early, First and Second level PLCs to moderate standards and share good practice in reading agreeing appropriate use of resources.	Feb – June 2018	All staff supported by SMT	collegiate sessions- school and cluster Supply cover for peer visits	
Targeted intervention programme for identified pupils to support improved attainment in Reading.	August 2018- June 2019	SMT/ Class teacher/ SFL teacher/support staff	SFL timetables Identified pupil through appropriate data analysis.	
Family learning session to ensure that parents can support reading at home appropriately.	November 2018- March 2019	SMT/ Selected staff and pupils.	Parent workshops Staff / pupils to be released to support workshops	

<b>Amount allocated from Pupil Equity Fund</b>	N/ A
<b>Staffing ( Specify the post and exact costs)</b>	Training cost 2x half sessions (£500)
<b>Resources</b>	Bug Club resources/ National Benchmarks/ Reliable assessments
<b>Other</b>	



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