



## St. Luke's RC Primary School Improvement Plan - Year 2021-22



## Our vision, values and aims



## *We Believe We Achieve*

We are committed to our families, our community and our parish to enrich the lives of every child in our care.

For all in our school community to believe that we can achieve we **aim** to:

- Inspire belief within ourselves
- Challenge ourselves and realise our own and others potential
- Create an ethos of trust and respect
- Celebrate our individuality and heritage

*"Let the children come to me, and do not hinder them, for to such belongs the Kingdom of God."*

*Luke 18:16*

# **Contents – School Improvement Plan**

1. Overview of High Level NIF Priorities
2. Priority Summary and High Level Strategic Targets

## MIDLOTHIAN EDUCATION: OVERVIEW OF HIGH LEVEL PRIORITIES (2021/22)

Priority 1 Attainment and Achievement	Priority 2 Included, Engaged and Involved: Wellbeing and Equity	Priority 3 Self-Improving Systems	Priority 4 Lifelong Learning and Career- Ready Employability	Priority 5 Finance and Resources
<p><b>1.1 Improve attainment within the broad general education stages, by focusing on:</b></p> <p><b>a)</b> improvements in planning, tracking and assessment and curriculum design and progression (including STEAM)</p> <p><b>b) innovative pedagogical approaches and enhanced use of digital technology to support learning</b></p> <p><b>c)</b> pedagogy, play and progression across Early Level</p> <p><b>1.2</b> improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN Senior Phase attainment gap</p> <p><b>1.3</b> identify and reduce the attainment gap between the most and least deprived children, including ASN and care-experienced children</p>	<p><b>2.1</b> Improve Equity and Inclusion, through the following areas:</p> <ul style="list-style-type: none"> <li>• Nurture</li> <li>• Attendance and Engagement</li> <li>• Family Learning</li> <li>• ASN</li> </ul> <p>Embedding the principles of UNCRC and The Promise</p> <p><b>2.2</b> Develop and improve health and wellbeing of staff and all children and young people, from Early Level to Senior Phase through:</p> <ul style="list-style-type: none"> <li>• HWB curriculum development</li> <li>• local authority, school and community supports</li> </ul>	<p><b>3.1</b> Develop a quality improvement framework to support ELC and schools to achieve Good or better in inspection QIs through:</p> <p><b>a)</b> empowering leaders at all levels, leading to an empowered system</p> <p><b>b)</b> improving quality of leadership at all levels, including leadership of learning</p> <p><b>c)</b> delivering a minimum data set and supporting data literacy to improve self-evaluation</p> <p><b>d)</b> developing a Parental Engagement Strategy</p>	<p><b>4.1</b> Improve senior phase progression pathways to increase positive destinations, including for young people with ASN and who are care experienced</p> <p><b>4.2</b> Prepare children and young people for the world of work:</p> <p><b>a)</b> carry out an audit of career education standards 3-18 and embed them within learning and teaching across all levels in our schools, in partnership with stakeholders in order to provide pathways for learners that best support the realisation of young peoples' future aspirations</p>	<p><b>5.1</b> Deliver Best Value through:</p> <p><b>a)</b> reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate</p> <p><b>b)</b> robust workforce planning.</p> <p><b>c)</b> DSM Review</p> <p><b>5.2</b> implementing 'Equipped for Learning' Digital Strategy to support transformational change in digital learning</p>

**Priority Summary and High Level Strategic Targets** (Please see PPP 69 April 2021 for guidance)

Priority (paste from above)	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners– please refer to NIF targets at start of this section for 2021-22 AND use your own contextual targets IF REQUIRED
<p><b><u>1. Authority Level Priority and School Priority</u></b></p> <p><b>Digital</b></p> <p>1.1 Improve attainment within the broad general education stages, by focusing on:</p> <p><b>b)</b> innovative pedagogical approaches and enhanced use of digital technology to support learning</p>	<p>QI 2.3 - Learning, teaching and Assessment</p> <p>QI 3.3 - Increasing creativity and Employability</p> <p>QI2.5 - Family Learning</p>	<p><b><u>Authority Level</u></b></p> <p>Every school will participate in the following;</p> <ul style="list-style-type: none"> <li>• Half day in service training in Aug, focusing on new systems and processes</li> <li>• Half day in service training in Jan, focusing on professional learning in digital pedagogy</li> </ul> <p>Three mandatory e-learning modules, 3 x 30 mins, linked to innovative pedagogical approaches and enhanced use of digital technology to support learning</p> <p><b><u>School Level</u></b></p> <p>Consistency in digital literacy approaches across the school:</p> <ul style="list-style-type: none"> <li>- SeeSaw tracking and monitoring</li> <li>- Use of SeeSaw for completing pupil work</li> <li>- Use of google forms for pupil work/assessment</li> </ul> <p>Parental engagement opportunities via digital technology:</p> <ul style="list-style-type: none"> <li>- to have a balance of virtual and in person events</li> </ul>	<p>Digital learning team and digital leaders in each school</p> <p>See Key Actions</p> <p>As part of the Quality Assurance Calendar - Sharing good practice through observations, walkthroughs and team teaching with digital lead - <b>Teachers and Digital Lead</b></p> <p>August In-service - Reading Skills tracking and monitoring using SeeSaw- led by <b>Digital Lead and SLT Sept 2021</b></p> <p>Assessments completed on google forms - Led by <b>Digital Lead and SLT March 2022</b></p> <p>Meet the teacher recorded sessions - <b>August 2021</b> Curriculum Information events for parents - <b>June 2022</b></p> <p>Parent Council meeting virtually <b>led by SLT with support from teachers</b></p>	<p>Equity of access for learners baseline, Aug 2021 Equity of access for learners measure, May 2022, expected to be 100% Staff confidence baseline in use of digital platforms, August 2021 Staff confidence measure, March 2022</p> <p>Pupil focus groups on use of digital learning across the school Term 1 - October Baseline and June Follow-up</p> <p>Stakeholder surveys in June Feedback from observations and walkthroughs</p> <p>In-service Feedback Evidence Reading Tracking documentation - digital</p> <p>Consistency in the tracking and monitoring of reading skills in upper school. <i>(Link to ASG Reading Moderation).</i></p> <p>Stakeholder feedback from June 2022 survey Engagement statistics to be tracked at events</p>

<p><b><u>2. Authority and school Level Priority</u></b></p> <p><b>Nurture</b></p> <p><b>2.1</b> Improve Equity and Inclusion, through the following areas:</p> <ul style="list-style-type: none"> <li>• Nurture</li> <li>• Attendance and Engagement</li> <li>• Family Learning</li> <li>• ASN</li> </ul>	<p>QI 2.4 - Personalised Support</p> <p>QI 1.3 - Leadership of change</p> <p>QI 3.1 - Ensuring wellbeing, equality and inclusion</p>	<p><b><u>Authority Level</u></b></p> <p>Every school will:</p> <ul style="list-style-type: none"> <li>• Appoint a Nurture Lead to support the development of whole school nurture</li> <li>• Complete a self-evaluation audit to identify areas of strength and target development needs</li> <li>• Be enabled x2 hours minimum protected time to support development of whole school nurture and, where required access to bespoke training to meet identified learning needs</li> </ul> <p>The Education Service within the Directorate will</p> <ul style="list-style-type: none"> <li>- Circulate termly Nurture Newsletters to schools showcase good practice and share learning about how to apply whole school nurturing approaches</li> <li>- Improve access to practice ideas through shared Professional Learning Resources #nurturemidlothian</li> </ul> <p>Nurture Leads will:</p> <ul style="list-style-type: none"> <li>- Have an opportunity to attend 8-10 (2 per term) online sessions 'Professional Learning for Nurturing Schools'. There will be approx. 8-10 sessions (approx. 2 each term). A sample of pupils' views will be gathered to explore experience and impact of nurture.</li> </ul> <p><b><u>School Level (Linked to PEF)</u></b></p> <p>Ensure consistency in the Nurture practices/approaches across the school</p> <p>Link the Nurture Principles to our Vision, Values and Aims and the School Language of Learning</p>	<p>Nurture Strategy Group and Nurture Leads in each school and early years setting</p> <p>June 2021</p> <p>June 2021</p> <p>October 2021</p> <p>April 2021 – May 2022</p> <p>September 2021 – May 2022</p> <p>May 2022</p> <p>Self-evaluation using the Whole school nurturing approach Documentation <b>Led by SLT - June 2022</b></p> <p>Shared in class, assemblies and embedded in daily routine - <b>SLT and Nurture Lead - May 2022</b></p>	<p>100% schools will have identified specific Nurture targets in their SQIP, June 2021.</p> <p>100% of schools will have demonstrated an increase in whole school nurture knowledge and understanding and in applying nurture in practice</p> <p>Baseline evidence from School Nurture Audit, June 2021. Follow-up evidence gathering from School Nurture Audit, May 2022 with sample of schools. Training Evaluation Surveys</p> <p>All Nurture Leads will show an increase in skill and confidence in developing a nurturing school Baseline evidence - focus group with Nurture Leads, June 2021 Follow-up evidence focus group, May 2022.</p> <p>Selection of schools including pupil voice in self-evaluation (bespoke by school or Education Scotland self-evaluation pupil voice tools) demonstrate improvement in pupil well-being</p> <p>Classroom Observation Documentation used to identify class and whole school areas of strength and development.</p> <p>Classroom walkthroughs and focus groups with pupils, staff and parents - what does nurture look like in our school</p> <p>Pupil involvement - feedback and pupil voice Pupil and stakeholder feedback on the use of nurture principles in the school</p>
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<p><b>3. School Level Priority</b></p> <p><b>Raising Attainment</b></p> <p>1.1 Improve attainment within the broad general education stages, by focusing on:</p> <p>a) improvements in planning, tracking and assessment and curriculum design and progression (including STEAM)</p> <p>c) pedagogy, play and progression across Early Level</p>	<p>QI 2.2 - Curriculum</p> <p>QI 2.3 - Learning, Teaching and Assessment</p> <p>QI 3.2 Raising Attainment and Achievement</p>	<p>Targeted interventions to support learners</p> <p>Curriculum expectations for Literacy, Numeracy and Health and Wellbeing</p> <p>Big Writing to be revisited and embedded in practice</p> <p>Big writing Lead to develop writing framework – baseline assessments in August 2021</p> <p>Team teaching opportunities across the school to upskill practitioners and share good practice</p> <p>Curriculum Support Teacher in place to lead on Big Writing and support across the school</p>	<p>Targeted interventions - <b>Led by SLT and SfL Aug/Sept 2021</b></p> <p>Curriculum Expectations - <b>August 2021 - SLT</b></p> <p>Sharing of good practice at CAT sessions – <b>Curriculum Leads</b></p> <p>Moderation of writing at In-service day - <b>Jan 2022</b> <b>Big writing Lead and SLT</b></p> <p>Big writing development - <b>November CAT</b></p>	<p>Pupil attainment information tracked through baseline before intervention.</p> <p>Pupil attainment meetings with SfL, SLT, HSP and CT termly</p> <p>Curriculum framework documentation Quality Assurance calendar</p> <p>Writing Attainment Information Big Writing curriculum framework Big writing Baseline - August 2021</p>
<p><b>4. School Priority linked to PEF</b></p>  <p><b>Reduce the Attainment Gap</b></p> <p>1.3 identify and reduce the attainment gap between the most and least deprived children, including ASN and care-experienced children</p>	<p>QI 3.1 - Ensuring wellbeing, equality and inclusion</p>	<p>Reduce the attainment gap between the most and least disadvantaged in literacy and numeracy:</p> <p>Targeted interventions to be in place (link with Priority 3)</p> <p>Targeted support for extracurricular activities</p> <p>Targeted support for curriculum linked learning experiences</p> <p>Family Learning opportunities</p> <p>Early years Listening and Talking consistent across the early level</p>	<p>Target interventions <b>SfL, Clas Teachers and SLT - August/Sept 2021</b></p> <p>Extracurricular activities - <b>SLT, HSP, CT's, LA's</b></p> <p>Family Learning - <b>HSP, CTs, SLT, SfL</b></p> <p>Early years - <b>Sept 2021 Early Years practitioners and SLT</b></p>	<p>Attainment Information SNSA attainment information</p> <p>Baseline of extracurricular activities</p> <p>Engagement tracking of attendance at extracurricular activities and learning experiences</p> <p>Feedback from stakeholders and pupils</p> <p>Quality Assurance Calendar</p> <p>Moderation opportunities for Early years</p>